

Santa Rosa District Schools



Instructional Evaluation System

Tim Wyrosdick
Superintendent of Schools
Adopted 2011
Revised March 2013
July 2014

DISTRICT 1
Diane Scott

DISTRICT 2
E. Hugh Winkles

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DISTRICT 4
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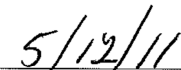
Evidence of Collective Bargaining
May 12, 2011

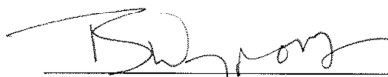
Santa Rosa District Schools and Santa Rosa Professional Educators have been involved in the development of this Instructional Evaluation System. It was approved by the Santa Rosa School Board in public session on May 12, 2011 and also endorsed by Santa Rosa Professional Educators.

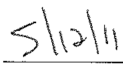
The Santa Rosa School Board and the Santa Rosa Professional Educators will continue to negotiate in good faith to design and improve this Instructional Evaluation System.

It is our intent that this document meets the requirements of the Race To The Top grant. We believe it satisfies all requirements of the recently passed legislation guiding teacher evaluation.

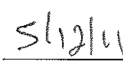

Rhonda Chavers, SRPE President


Date


Tim Wyrosdick, Superintendent of Schools


Date


Diane Scott, School Board Chairperson


Date

DISTRICT 1
Diane Scott

DISTRICT 2
E. Hugh Winkles

DISTRICT 3
Diane Coleman

DISTRICT 4
JoAnn Simpson

DISTRICT 5
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**Santa Rosa District Schools
Teacher Evaluation System**

Explanation of Terms

- Artifacts – Copies of student work or teacher produced products that are used to support learning in the classroom.
- Assessment – Measurement of student achievement.
- CELLA – Comprehensive English Language Learners Assessment
- Deliberate Practice – Implementing specific research based strategies to target student growth.
- Design Questions – There are nine design questions used in Robert Marzano’s The Art and Science of Teaching. These questions help organize the key strategies in Domain One that are part of his model.
- Developing – This is a final overall evaluation category which is above “unsatisfactory” but below “effective.” It is to be used with Level I and Level II teachers. The “developing” rating would not result in performance pay.
- Domains – There are four domains as part of Robert Marzano’s The Art and Science of Teaching. Domain one is the largest area of his organization model.
- Effective – This is a final overall evaluation category just below “highly effective.” This rating would qualify for performance pay.
- Florida Alternative Assessment (FAA) – This is the test used to measure learning gains with our most challenged ESE students. The results from this test will be used to measure our ESE teachers.
- Florida Comprehensive Assessment Test (FCAT) – This is the major test used to measure student performance in the State of Florida core area classes. It is scheduled to be replaced by End of Course Exams by school year 2014-2015.
- Florida Educator Accomplished Practices (FEAPs) – These are the practices identified by Florida Department of Education, which all teachers are expected to demonstrate as professional educators. The evaluation system (Marzano Model) is designed to measure these practices.
- Highly Effective – This is the highest category on the overall teacher evaluation system. This rating would qualify the teacher for performance pay.
- Instructional Personnel – Any teacher in the school district. This includes not only classroom teachers, but also media, guidance, deans, TSAs, liaisons.
- Key Strategies – These are the basic measurements used in the Marzano model of The Art and Science of Teaching.
- Lesson Segments – This is how a lesson is divided in the Marzano Model – The Art and Science of Teaching. Lessons can be one of three types: Involving routine events, addressing content or enacted on the spot. Many lessons have a combination of these segments.
- Marzano, Robert – A leading authority in the field of teacher evaluation and observations. His model, The Art and Science of Teaching, provides the philosophy of our evaluation system.
- Needs Improvement – This is a final overall evaluation rating. It is above “unsatisfactory” but below “effective.” It does not qualify for performance pay. For teachers at Level III – V, this rating replaces “developing” as a rating.
- Observation (Formal) – At least thirty minutes in length, scheduled and preceded by a meeting between teacher and administrator, and followed up by a post-conference.
- Observation (Informal) – Between five and ten minutes in length, not scheduled, (but during the scheduled work day), and no pre- or post-conference required. Each teacher should receive one information observation each quarter of the school year and during scheduled work time.

Peer Assistant Program – The district provides a mentor (trained veteran teacher) to help the teacher work on their Professional Improvement Plan.

Performance Level – Refers to how a student does on the state assessment such as FCAT.

Pre-Observation Conference – Meeting between teacher and administrator to discuss the upcoming formal observation and what the lesson is designed to cover

Post-Observation Conference – Meeting held within forty-eight hours of a formal observation. Teacher brings self-evaluation to this meeting and the administrator reviews their notes from the observation. The purpose of this meeting is to help the teacher become more effective.

Professional Development Plan (PDP) – All teachers complete a PDP each year and completion of the plan will count ten percent of their overall evaluation. The plan should consider student learning goals, the school improvement plan, and focus on the teacher's professional development.

Proficiency Level (1) Student – This refers to student results on state wide assessments where learning gains are not measured. Example: FCAT Writes

Proficiency Level (2) Teacher – This outlines the graduated expectations of performance of a teacher as they move from Instructional Personnel I to Instructional Personnel V.

Studer Group – Research group that supports the Santa Rosa School District in various ways including conducting and interpreting surveys and providing leadership training.

Tally – Refers to each recording by the administrator during observations or interactions with teachers. The total of these tally marks is used along with the proficiency scale to determine a teacher's effectiveness in the classroom.

TrueNorthLogic – This is a company the Santa Rosa School District works with to provide our evaluation system in an electronic format. This company will work with us to incorporate the student assessment data to complete teacher evaluations.

Unsatisfactory – This is the lowest overall rating on the teacher evaluation system. It does not qualify for performance pay.



Santa Rosa District Schools Instructional Evaluation System

Adopted 2011

Overview of System

In school year 2010-2011, the State of Florida and Santa Rosa District Schools received the Race to the Top grant which required major revisions of the Instructional Evaluation System. This same year, the Florida legislature passed the Student Success Act which required all school districts in Florida to rewrite their Instructional Evaluation System and count student learning as 50% of each teacher's evaluation. This document is the result of the Santa Rosa District School's efforts to comply with these requirements.

In preparation for this project, the Florida Department of Education sponsored a series of statewide webinars and multiday academies for teacher evaluations. Santa Rosa District Schools participated in each one of these activities and also attended a workshop held in Tallahassee conducted by Charlotte Danielson, a noted authority on teacher evaluation. These webinars and academies focused on the research into teacher evaluations. Santa Rosa also participated in the Leading the Way Conference sponsored by Hillsborough County in 2011. The State of Florida adopted Robert Marzano's model and gave each district the flexibility to choose either the Marzano model, Danielson model, or some variation or combination of the two. Santa Rosa District Schools decided to adopt the Marzano model with some revisions. The District also consulted with the Studer Group throughout the development of this new evaluation system. The District has also consulted with True North Logic, a company we currently work with to provide our evaluation system online. The District plans will be to use this online delivery system with our new evaluation system.

To complete the writing and construction of this new Instructional Evaluation System the Santa Rosa District School's appointed a committee of teachers and administrators. This committee included:

Vickie Beagle, Director of Inservice and Instructional Technology
Melanie Pattullo, Kim Berry, Personnel Assistant, Human Resources
Conni Carnley, Director of Employee Evaluations and Accountability
Rhonda Chavers, President of Santa Rosa Professional Educators
Susan Crawford, English/Social Studies Teacher, Avalon Middle School Language Arts Teacher, Central School
Sandi Eubanks, Principal, West Navarre Primary School
David Godwin, Mathematics Teacher, Pace High School
David Gunter, Director of Middle School Education
David Johnson, Coordinator of Continuous Improvement
Patrick Keen, Math Teacher, Gulf Breeze High School
Lewis Lynn, Assistant Superintendent, Human Resources
Sharon Patrick, Assistant Principal, Sims Middle School
Beverly Ransom, Kindergarten Teacher, Holley Navarre Primary School
Pam Smith, Principal, Russell Elementary School
Sherry Diamond, Pam Smith, Director of Elementary Education
Cathy Wray, ESE Teacher, Milton High School

In addition to attending the webinars and academies, this committee met several times including full day and evening meetings.

This document will be presented to the Santa Rosa School Board for approval regarding any revisions necessary. Training for teachers and administrators will take place annually. This committee will meet each summer to make revisions to the system as needed.

Philosophy

The purpose of the new teacher evaluation system is to improve student learning and to guide professional development for teachers. In selecting the Marzano model over other options, Santa Rosa District Schools preferred the focus on classroom strategies and behavior. This approach best fits the philosophy of the Santa Rosa District School system. In this model more than 60% of the section of the evaluation the administrator completes on the teacher focuses on what happens in the classroom. Dr. Marzano's model divides the art of teaching into four domains: Domain (1) – Classroom Strategies, Domain (2) – Planning and Preparing, Domain (3) – Reflecting on Teaching, and Domain (4) – Collegiality and Professionalism. This model is summarized in **Attachment A**. The legislative requirements of the Student Success Act require the new evaluation system to measure the Florida Educator Accomplished Practices (FEAPs) adopted in January 2011. A copy of the FEAPs is included as **Attachment B**. To document that Dr. Marzano's model measures the FEAPs, a crosswalk has been developed which is included in this document as **Attachment C**.

Teacher Levels

For purposes of grouping teachers together so the observation process is as efficient as possible, Santa Rosa District School has divided its teachers into one of five levels.

Instructional Personnel I – Beginning teachers in their first year of teaching in Santa Rosa District Schools; these teachers will be formally observed once in the fall and once in the spring and an overall evaluation will be given near the end of each semester.

Instructional Personnel II – Teachers in the second and third year of teaching with an effective or highly effective evaluation; teachers will receive two formal observations (one in the fall and one in the spring) and an overall evaluation in the spring.

Instructional Personnel III – Teachers in the fourth through ninth year of teaching with an effective or highly effective evaluation; these teachers will be formally observed once during the school year and receive an overall evaluation in the spring.

Instructional Personnel IV – Teachers with more than nine years of teaching with an effective or highly effective evaluation; these teachers do not have to be formally observed during a school year unless their certificate is up for renewal. During that year, they will receive one formal observation. These teachers receive an overall evaluation in the Spring.

Instructional Personnel V (Implemented 2015-16) – Teachers with more than 10 years in teaching with an effective or highly effective evaluation serving in a leadership role in at least two of the following activities, including, but not limited to:

- Supervising teacher to a student teacher
- Teacher mentor
- Master's Degree in any field
- Completed PSL class
- Served as grade level or department chair
- Served on the School Advisory Council
- Served on a major school-wide committee (Rtl, SIP, IST, etc.)
- Maintain school website
- National Board Certified Teacher
- Serve on District Level Committees
- Coordinates school-wide Initiatives (PBS, Professional Development, ITV, etc.)

These teachers do not have to be formally observed during a school year unless their certificate is up for renewal.
These teachers receive an overall evaluation in the Spring.
During that year they will receive one formal observation.
This instructional level will be implemented in the 2015-16 school year

*Veteran teachers new to Santa Rosa District School will be required to have two formal observations during their first year in the district. .

These levels are illustrated in a chart included as **Attachment D**.

Observations

It is the philosophy of the Santa Rosa District School that school administrators should be proactive in their approach to teacher observations and interactions. Administrators should spend as much time as possible in the classrooms observing teachers interacting with students. To help enable them in this process, the District will provide each administrator with an iPad with access to all observation documents beginning with the 2011-2012 school year. This will make the record keeping task more manageable for the administrators as they increase the number of formal and informal observations. Each teacher will be observed and evaluated by their school principal unless the principal delegates that responsibility to an assistant principal. If the principal does delegate this responsibility the principal will still be responsible for reviewing the evaluation before it is finalized.

Observation Ratings

When completing each section of the observation, the following ratings will be used:

Highly Effective	4.0
Effective	3.0
Needs Improvement/Developing	2.0
Unsatisfactory	1.0

Unsatisfactory is the lowest overall rating on the employee evaluation system. An overall evaluation of unsatisfactory does not qualify for a level increase. Any mark of unsatisfactory on the evaluation instrument must have supporting comments to indicate ways for the employee to improve.

Formal Observations – These are observations that have been mutually agreed upon by the teacher and administrator as to date and time of the observation. They should last at least thirty minutes in length. Each formal observation should be preceded by a pre-observation conference. Following each formal observation, there should be a post observation conference which should occur within 48 hours of the observation. In this post observation conference, the teacher will bring a self-assessment of the observation. The administrator and teacher will then review and discuss their perspective on the lesson observed. Should an administrator determine a formal observation is preferred on a teacher, the administrator may require a formal observation as long as the dates and time are mutually agreed upon. A teacher who is not required to have formal observations may request that one be done as part of their annual evaluation.

Informal Observations/Interactions – These are unscheduled and generally last about five minutes to ten minutes in length. It is within the administrator's authority to decide to stay longer than five minutes if appropriate, but the informal observation should not last longer than 25 minutes. If the administrator feels the need to stay longer than 25 minutes, a formal observation should be scheduled with the classroom teacher. Informal observations/interactions can also take the form of a classroom walkthrough, conversation in the hallway or office, parent conference, or any other setting which allows the administrator to observe the teacher performing their responsibilities.

Every teacher, regardless of category, should be informally observed at least once every nine weeks during the school year. Observation Documents, including the detailed rubric for the Observation Instrument, are included as **Attachment E**.

Domain Weights

Santa Rosa District Schools modifies the Marzano model to include 18 of the 41 elements of 41 elements to address them in 18 elements that make up the Santa Rosa District Schools FEAPs Observation Tool. (See the crosswalk on pages 22 -51 noting the inclusion of where the Santa Rosa County Schools Observation Tool (SRCSFOT) addresses the FEAPs and Marzano elements using a numbered system for the SRCSFOT located on pages 57-69) An effort was made to keep the percentages of elements measured by each domain near the Marzano model. The Santa Rosa District Schools version includes the following weights:

Domain I	Classroom Strategies and behaviors	61%	(11 of 18 elements)
Domain II	Planning and Preparing	17%	(3 of 18 elements)
Domain III	Reflection on Teaching	5%	(1 of 18 elements)
Domain IV	Collegiality and Professionalism	17%	(3 of 18 elements)

Proficiency Scale for all Instructional Personnel Levels I thru V

This scale will be used as part of the Marzano model when completing Section III of the teacher evaluation.



Proficiency Scale for Santa Rosa District Schools All Levels of Instructional Personnel

IPI	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 50% at Level 4 and 0% at Level 1	At least 50% at Level 3 or higher	Less than 50% at Level 3 or higher and less than 50% at Level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				
IIPI	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 60% at Level 4 and 0% at Level 1	At least 60% at Level 3 or higher	Less than 60% at Level 3 or higher and less than 50% at Level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				
IIPIII	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 70% at Level 4 and 0% at Level 1	At least 70% at Level 3 or higher	Less than 70% at Level 3 or higher and less than 50% at Level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				
IIPIV & IPV	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 80% at Level 4 and 0% at Level 1	At least 80% at Level 3 or higher	Less than 80% at Level 3 or higher and less than 50% at Level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				

This document is also included as **Attachment F**.

Evaluation Instrument Organization

The Santa Rosa District Schools Teacher Evaluation Instrument is organized into six sections. These sections are listed below including the assigned percentages for each and a timeline for that section.

Section I—Verify Assignments

In this section the employee will complete demographic data and review their teaching assignment and teaching location. They will also verify the assessments/percentages to be used in their annual evaluation.

Section II-Surveys

This section will include two surveys – Parent and Student. These surveys will be conducted near the end of each school year. The school wide results from the end of the year survey will be used on the teacher evaluation. In these surveys, the parents and the students will answer questions concerning their school. In order to address the reading comprehension level of the students, the student surveys will be divided into two levels: Elementary, Middle/High. A copy of each survey is included as **Attachment G**. Each survey will count 5% of the teacher evaluation for a total of 10% of the overall evaluation. These surveys were constructed with the help of the Studer Group. The Studer Group is also responsible for conducting the surveys and providing the results. Their consultants will also provide feedback and discussion with administrators in leadership workshops held during the school year. More information about the Studer Group and the services they provide are included in **Attachment H**. The data from the end of the year surveys should be entered onto the Evaluation Instrument by June 1 of each school year.

Head Start and pre-K students will not complete a student survey. Teachers of these students will count parent survey results as 10% of their evaluation. The parents of students at Santa Rosa Adult School, Locklin Technical Center and Santa Rosa Youth Academy will not complete surveys. Teachers of these students will count student survey results as 10% of their evaluation.

The Studer Group's research with surveys is based on a 5.0 scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. The Studer Group believes changing the scale would not support the research conducted on surveys. The state of Florida's evaluation system is based on a 4.0 scale: 1=Unsatisfactory, 2=Needs Improvement, 3=Effective, 4=Highly Effective. In order to use the results of the Studer surveys (student, parent, employee and principal) we will use the following conversion scale.

Studer Group School Wide Survey Results

4.00 – 5.00
2.75 -3.99
2.00 – 2.74
Below 2.00

Evaluation Score

Highly Effective (4.0)
Effective (3.0)
Needs Improvement (2.0)
Unsatisfactory (1.0)

Date Certain

For purposes of identifying which school's data is to be used in the case of a teacher who transfers during the middle of a school year, the date certain will be May 1 of that school year. Whichever school the teacher is working at on this date is the data that will be used. Example: Student and parent survey data.

Section III-Professional Development Plan

Every educator in the Santa Rosa District School system is required to complete a professional development plan. These plans are initiated by the end of the first quarter of the school year. The administrator will evaluate the professional development plan. This section of the evaluation should be completed by June 1 of each school year. This section will count 10% of the overall teacher evaluation. See Section II of the Evaluation Instrument for a copy of the Professional Development Plan.

Section IV-Administrator's Evaluation of the Florida Educator Accomplished Practices (FEAPs)

This section of the evaluation is where the administrator is measuring the teacher's implementation of the Florida Educators Accomplished Practices. This section is based on the Marzano model and will total the data collected from formal and informal observations and other teacher interactions to determine effectiveness. This section will count 30% of the overall evaluation and should be completed by June 1 of each school year. See Section III of the Evaluation Instrument to see a copy of how this section is totaled.

Section V-Student Performance

This section will count 50% of the total teacher evaluation. This section will be completed within two weeks of the date the district receives the information from the State. ~~There are many unanswered questions on the details of~~

how this section will be completed. We will continue to work with school administration and Santa Rosa Professional Educators to define this section with greater clarity. We are depending on the State to help us with understanding the new value added model and how it impacts student learning measures. We will use three years of data when available or any years less than that when calculating scores. This section will count the full 50% for all teachers regardless of the number of years of data available. To help understand which assessments will be used at each grade level and what percentages would be used, Santa Rosa District Schools brought all school principals together by grade levels to make a suggestion as to how we would propose implementing this section for school year 2011-2012. For the 2013-14 school year, the assessments and assignment of assessment scores reflect the current legislative requirements based upon the students that teachers serve with regard to their instructional assignment. After long debates, A teacher's assignment is categorized as one or more of the following with regard to the type of student performance score they receive:

Direct: An assessment is tied directly to a course. For example, a student is in a reading course and takes the state reading assessment. The instructor serves as the primary instructor responsible for the course standards. The student growth measurement data used in this instructor's student performance evaluation data is limited to the students assigned to the instructor.

Indirect: There is an assessment tied indirectly to a course. For example; a student is in a Social Studies course which does not have a direct assessment; however, the student takes the state assessment. Therefore the state assessment is tied indirectly to the Social Studies course. The instructor serves as the primary instructor responsible for the course standards. The student growth measurement data used in this instructor's student performance evaluation data is limited to the students assigned to the instructor.

Student Support Instructors: This includes Instructors that provide academic support for specific students within a course but are not the responsible instructor. The student growth measurement data used in this instructor's student performance evaluation data is limited to the students assigned to the instructor.

School Wide: This includes instructional staff that serve/impact the entire student population and/or serve as program facilitators for the school. The data used is based upon all school growth/ achievement measurements that have been approved and are appropriate for the assignment.

District: This includes instructional staff that serve/ impact the entire district student population and/or serve as program facilitators for the district. The data used is based upon all school growth/ achievement measurements that have been approved and are appropriate for the assignment.

The documents listed under **Attachment I** shows how each teacher would be evaluated based upon the type of position they are assigned to. Much time was spent in discussion between "proficiency level" and "performance level". Some assessments only provide one or the other. These assessments and percentages were reviewed by the Santa Rosa Professional Educators. For local student performance measurement tools (such as DEA), the district will annually review the availability of practice tests for instructor and student use.

Defaults/ Reassignment/Redistribution

Many of our job titles have multiple assessments. There is a possibility some job titles could include an assessment with no students being assessed.

In the event that an instructional employee has no scores for a particular assessment, the percentage assigned to the “no score” assessment will be distributed as an increase in the remaining assessments that have a score (this can occur for non-FCAT associated courses). In the event that an instructional employee does not return a VAM score (this is for instructors of K-2 and 11th and 12th grade courses predominantly as well as instructional personnel that provide student support in classrooms but are not the instructor of record and these instructors typically are not in the classroom for the entire class period.) the instructor will receive the “Local” FCAT Learning Gain Score for Reading and Math “ for the students he/she is assigned.

For instructors assigned to a course that is associated with the FCAT assessment and return a VAM score, the VAM score will be the only assessment score used to determine the teacher’s student performance score for that course. Use of any local assessment in conjunction with the VAM score to determine a teacher’s student performance score for a course that returns a VAM score is prohibited.

Section VI-Overall Evaluation

This section totals the ~~previous four section~~ scores for the Professional Development Plan, surveys, and the FEAPs and identifies an overall annual evaluation. This section will be completed within two weeks of the date the district receives student performance data from the state. In the event that there is a delay in completing this section, instructional personnel will be notified what the cause of the delay is and an anticipated completion date. The administrator must ~~send~~ provide access to a copy of the evaluation to the teacher within 10 days of the completion of the evaluation. The administrator will be available to discuss the overall evaluation with the teacher at an agreed upon meeting time. The teacher 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 administrator may amend an evaluation based upon assessment data from the current school year if the data becomes available 90 days after the close of the school year.

To determine the overall evaluation, each section will be totaled and weighted using the assigned percentages. The total evaluation will use the following ratings to determine the overall evaluation:

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement/Developing	2.24 – 1.75
Unsatisfactory	Below 1.75

The Santa Rosa District Schools will work with TrueNorthLogic during the 2011-2012 school year to create an electronic version of this Instructional evaluation. More information concerning TrueNorthLogic is included as **Attachment K**.

Instructional Personnel I – First Semester Evaluation

All first year teachers and teachers new to Santa Rosa District Schools will be assigned Instructional Personnel I. This level requires two evaluations – one at the end of the first semester and one at the end of the school year. The second evaluation will use the instrument as all other instructional levels and include section IV with student performance. The first evaluation is different due to the fact that the evaluation takes place in the middle of the school year. A separate instrument is used for First Semester Evaluations. **See Attachment O** for a copy of the First Semester Evaluation Form. It includes a section on initiation of the Professional Development Plan (20%) and a section measuring the Accomplished Practices using the modified Marzano model (80%).

In addition to the two evaluations for first year teachers and the observations/feedback provided as part of that process, they also go through our Professional Orientation Program. As part of this process they are assigned a support team of three members: an administrator, peer educator and other educator. This team meets several times during the year, helps the new teacher build and maintain a portfolio documenting their work on the accomplished practices and conducts a minimum of eight observations.

Teachers On Leave of Absence, Interim Teachers, Teachers Working Less Than Full Time, Evaluation Assignment Date

An evaluation will be completed on teachers who are on a leave of absence or interim teachers if they work a minimum of 99 days during the school year. If they work less than 99 days during a school year, no annual evaluation will be completed.

If a part-time teacher works the equivalent of 3.75 hours or less per day, an annual evaluation is not required. If a part-time teacher works the equivalent of more than 3.75 hours per day, an annual evaluation will be required.

The instructor's evaluation data will be determined based upon the teaching assignment they are assigned to on May 1st of the evaluation year.

Professional Improvement Plan/Peer Assistance Program

Any returning teacher who receives an overall rating of needs improvement or unsatisfactory the previous year will be placed on a Professional Improvement Plan and receive assistance through our Peer Assistance Program. This improvement plan will spell out the deficiency in performance and outline a plan for improvement. The teacher needing assistance will select a peer mentor from a district approved list. This mentor will not work at the school site of the teacher needing assistance. This peer mentor will be given release time to work with the teacher when planning and observing the teacher during classroom instruction. The peer mentor will not be involved in the evaluation process and will help the teacher meet the goals of the Professional Improvement Plan. Teachers who are identified by the Principal as in need of a Professional Improvement Plan may be placed on one at any time during the school year. These plans should be specific in the nature of the area of improvement and should be limited to less than the length of a school year. See **Attachment J** for a copy of the Professional Improvement Plan.

Currently the District Mentor Teacher Program provides **initial** mentor training for new mentors as well as **annual training** for all district Mentors. Initial training consists of an online 12 hour module (BEACON Learning Center) and is a requirement to be a Mentor Teacher. The online module provides an introductory research-based model for mentoring. Annual Mentor Training is provided by District staff and consultants for 1-2 days each year to share best practices in mentoring, review surveys provided by mentees, plan New Employee Orientation curriculum, and to provide face-to-face training for district-wide initiatives. In addition, online book studies are offered to Mentor Teachers to provide follow up in areas of interest.

Notification of Unsatisfactory Performance

If an employee who holds a professional service contract as provided in s.1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

- (a) Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.
- (b) The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and apprised of progress achieved and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to ss. 1012.27(1) and 1012.28(6), it does not extend the period for correcting performance deficiencies. Within 14 days after the close of the

90 calendar days, the evaluator must evaluate whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator's recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent's recommendation, the employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a hearing. The hearing shall be conducted at the district school board's election in accordance with one of the following procedures:

- a. A direct hearing conducted by the district school board within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with the provisions of ss.120.560 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school superintendent's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or
- b. A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services. The hearing shall be conducted within 60 days after receipt of the written appeal in accordance with chapter 120. The recommendation of the administrative law judge shall be made to the district school board. A majority vote of the membership of the district school board shall be required to sustain or change the administrative law judge's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

Employment

Beginning July 1, 2011, annual contracts will not be offered to teachers who have received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement, or a combination of needs improvement and unsatisfactory under s.1012.34.

A professional service contract shall not be renewed if the teacher receives two consecutive annual performance evaluation ratings of unsatisfactory under s.1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under s.1012.34, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s.1012.34.

Training Requirement for Administrators and Teachers

Each summer prior to preplanning, all new administrators will be trained annually on the new evaluation system. This will include training on the observation process including viewing clips of effective teaching, practicing marking and totaling the evaluation instrument, reviewing the surveys used and data collected, and the writing and evaluation of the Professional Development Plan. Administrators who used the system the previous year will receive a review of the evaluation system. Teachers will be trained during preplanning by the school site administrator. The section on student performance will require in depth analysis and will be a part of all district level discussion as we continue with this process through the development of end of course exams and full implementation in school year 2014-2015.

In July 2011, Santa Rosa District Schools will attend the state sponsored academy to help plan for the training and orientation of our employees to this new evaluation system. As of this date we have contacted Discovery Education and PD360 to help with our initial training of administrators who will in turn train their faculties. This training will focus on the research base, use of iPad in the observation process, and an understanding of the evaluation instrument and timelines. We will also work with Truenorthlogic to implement this evaluation instrument online.

The process of informing current employees of the new evaluation system has already begun. School district officials and SRPE leaders have met together with teachers across the district in evening and morning meetings explaining the new requirements. This process will continue next school year as needed.

References used in creating this Santa Rosa District School Evaluation System are included as **Attachment L**.

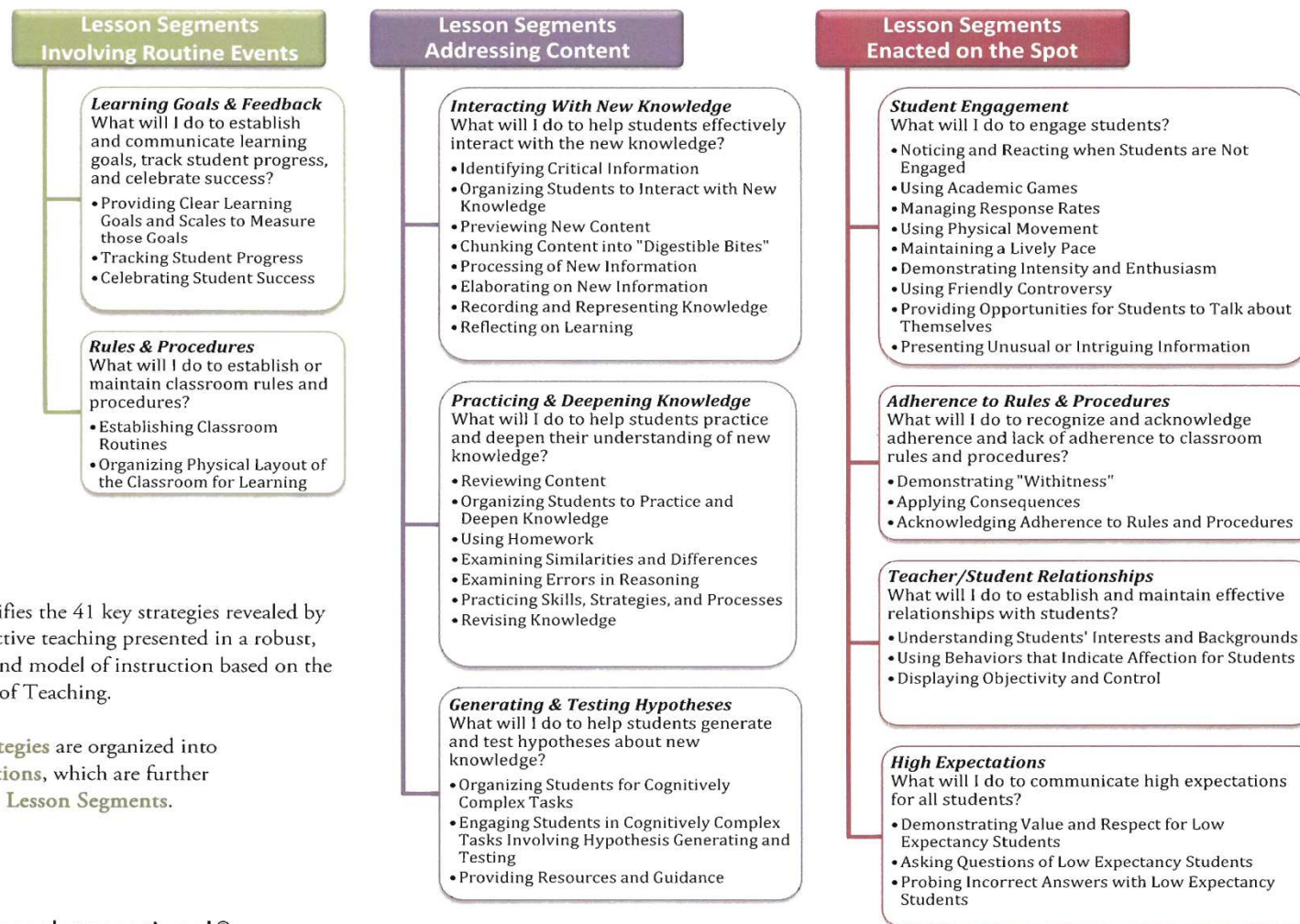
ATTACHMENTS

- A. Marzano's The Art and Science of Teaching
- B. Florida Educator Accomplished Practice
- C. FEAP's Crosswalk to Marzano's The Art and Science of Teaching
- D. Santa Rosa District Instructional Levels
- E. Observation Documents
- F. Proficiency Scale
- G. Parent and Student Surveys
- H. Student Group Information
- I. Grade Level Assessments/Percentages for Student Performance
- J. Professional Improvement Plan
- K. Truenorthlogic
- L. References

Attachment A

Marzano's The Art and Science of Teaching

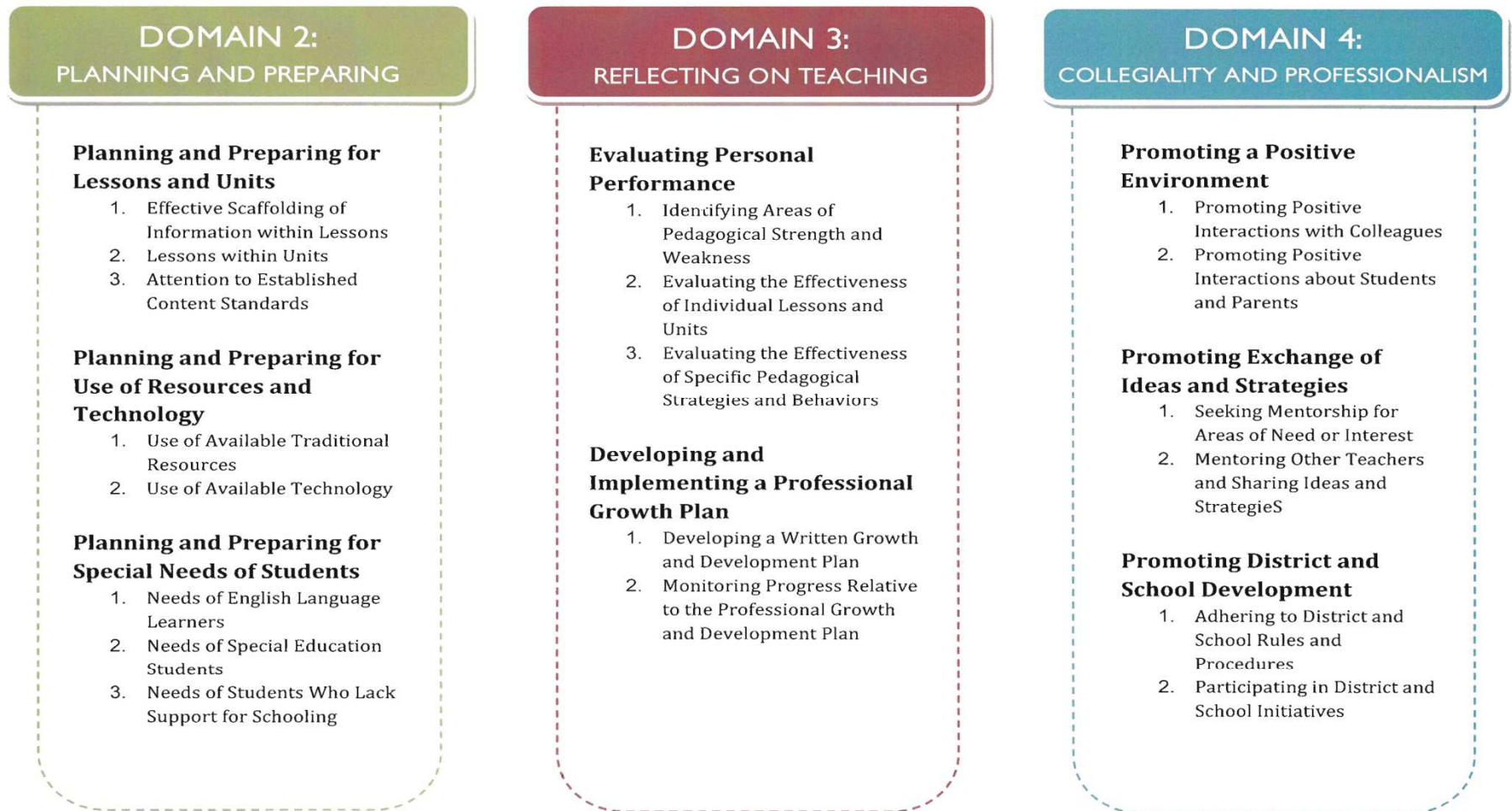
DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS



Domain 1 identifies the 41 key strategies revealed by research for effective teaching presented in a robust, easy-to-understand model of instruction based on the Art and Science of Teaching.

All 41 Key Strategies are organized into 9 Design Questions, which are further organized into 3 Lesson Segments.

Marzano Art and Science of Teaching Teacher Evaluation Model



Attachment B

Florida Educator Accomplished Practices

Florida Educator Accomplished Practices

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

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;
- 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 a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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;
- 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. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;

- d. Modify instruction to respond to preconceptions or misconceptions;
 - e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
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;
 - 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 student's parent/caregiver(s); and
 - f. Applies technology to organize and integrate assessment information.
- (b) Continuous Improvement, Responsibility and Ethics.
- 1. Continuous Professional Improvement. The effective educator consistently:
 - 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. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
 - e. Implements knowledge and skills learned in professional development in the teaching and learning process.
 - 2. Professional Responsibility and Ethical Conduct. 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 State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10

Attachment C

Santa Rosa County District Schools
Observation Tool Crosswalk to the
FEAP'S and
Marzano's The Art and
Science of Teaching

Department of Education Support for Local Education Agencies

Monte Rosa District Schools (SRDS) Observation Instrument and Marzano's Art and Science of Teaching

a) Quality of Instruction

Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
Plans and Units			
preparing scaffolding			
s			
preparing within units			
toward a			
standing			
of content			
Use of			
preparing			
available			
sources for			
its and			
s, video			
the use of			
technology			
interactive			
ds, voting			
and one-			
outer			

a Department of Education Support for Local Education Agencies

Rosa District Schools (SRDS) Observation Instrument and Marzano’s Art and Science of Teaching

a) Quality of Instruction

Planning. Applying concepts from human development and learning theories, the effective educator:

	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
and ive s ep	Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		
	SRDS Observation Instrument 1A1 (a-e), 1A2 (a-d), 1A3 (a-e)		
e of oming video ilable white	Content C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks		

a Department of Education Support for Local Education Agencies

Rosa District Schools (SRDS) Observation Instrument and Marzano's Art and Science of Teaching

a) Quality of Instruction

Planning. Applying concepts from human development and learning theories, the effective educator:

	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
Needs			
Needs of nments			
	SRDS Observation Instrument		
	1A1 (a-e), 1A2 (a-d), 1A3 (a-e) Add Addressing Content (1B) Alignments for previous page		
	Routine Events		
	RE 1 Providing clear learning goals and scales		
	RE 2 Tracking student progress		
	RE 3 Celebrating success		
	SRDS Observation Instrument		
	1A1 (a-e), 1A2 (a-d), 1A3 (a-e)		

a Department of Education Support for Local Education Agencies

Rosa District Schools (SRDS) Observation Instrument and Marzano’s Art and Science of Teaching

a) Quality of Instruction

Planning. Applying concepts from human development and learning theories, the effective educator:

	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
Needs	Routine Events	3.1 Evaluating Personal Performance	4.1 Promoting a Positive Environment
Needs of nments	RE 2 Tracking student progress RE 3 Celebrating success	3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units	4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents
	Content	3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)	4.2 Promoting Exchange of Ideas and Strategies
	C 11 Homework		4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies
	Enacted on the Spot	3.2 Developing a Professional Growth Plan	4.3 Promoting District and School Development
	EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students	3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan	4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives
	SRDS Observation Instrument	SRDS Observation Instrument	SRDS Observation Instrument
	1A1 (a-e), 1A2 (a-d), 1A3 (a-e), 1C3 (a-b)	3A1 (a)	4A2 (a)

a Department of Education Support for Local Education Agencies

Rosa District Schools (SRDS) Observation Instrument and Marzano’s Art and Science of Teaching

a) Quality of Instruction

Planning. Applying concepts from human development and learning theories, the effective educator:

	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
of	Content		
e of ming video	C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks		
ailable boards, Needs			
needs of onments			
	SRDS Observation Instrument		
	1B3 (a-c), 1B4 (a-b)		

Florida Department of Education Support for Local Education Agencies

San Antonio Santa Rosa District Schools (SRDS) Observation Instrument and Marzano's Art and Science of Teaching

a) Quality of Instruction

Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

PLANNING PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
Planning for Lessons and Units	Routine Events		
Planning for effective	RE 4 Establishing classroom rules and procedures		
Planning for lessons within and a deep understanding	RE 5 Organizing the physical layout of the classroom		
Planning for appropriate content standards			
Planning for Special Needs	Enacted on the Spot		
Planning for the needs of	EOS 13 Understanding students' interests and backgrounds		
Planning for the needs of	EOS 10 Demonstrating "withitness"		
s	EOS 15 Displaying objectivity and control		
Planning for the needs of home environments that cooling			
ment	SRDS Observation Instrument		
	1B2 (d-e), 1C1 (a-c), 1C2 (a-c), 1C3 (a-b)		

Florida Department of Education Support for Local Education Agencies

o Santa Rosa District Schools (SRDS) Observation Instrument and Marzano's Art and Science of Teaching

a) Quality of Instruction

ment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

PLANNING PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
	Routine Events RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 15 Revising knowledge SRDS Observation Instrument 1B5 (a-b), 1C1 (a-c), 1C2 (a-c)		
	Routine Events RE 2 Tracking student progress RE 3 Celebrating success Content C 1 Identifying critical information		

Florida Department of Education Support for Local Education Agencies

Santa Rosa District Schools (SRDS) Observation Instrument and Marzano’s Art and Science of Teaching

a) Quality of Instruction

ment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

PLANNING PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	<div>Enacted on the Spot</div> <div>EOS 6 Demonstrating intensity and enthusiasm</div> <div>EOS 16 Demonstrating value and respect for low expectancy students</div> <div>EOS 17 Asking questions of low expectancy students</div> <div>EOS 18 Probing incorrect answers with low expectancy students</div> <div>SRDS Observation Instrument</div> <div>1A2 (a-d), 1A3 (a-e), 1B1 (c-d), 1C1 (a-c), 1C3 (a-d)</div>		
	<div>Routine Events</div> <div>RE 2 Tracking student progress</div> <div>RE 3 Celebrating success</div> <div>Content</div> <div>C 1 Identifying critical information</div>		

Florida Department of Education Support for Local Education Agencies

Santa Rosa District Schools (SRDS) Observation Instrument and Marzano’s Art and Science of Teaching

a) Quality of Instruction

ment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

PLANNING PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	Enacted on the Spot EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students SRDS Observation Instrument 1A2 (a-d), 1A3 (a-e), 1C1 (a-c), 1C3 (a-d)		
g for Lessons and Units ing for lessons within d a deep understanding	Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures		

Florida Department of Education Support for Local Education Agencies

Santa Rosa District Schools (SRDS) Observation Instrument and Marzano’s Art and Science of Teaching

a) Quality of Instruction

ment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

PLANNING PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	Content C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into “digestible bites” Enacted on the Spot EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures		
ment	SRDS Observation Instrument 1A1 (a-e), 1A2 (a-d), 1B1 (a-d), 1B3 (a-c), 1C1 (a-c), 1C2 (a-c)		
	Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		

Florida Department of Education Support for Local Education Agencies

Support for Santa Rosa District Schools (SRDS) Observation Instrument and Marzano's Art and Science of Teaching

a) Quality of Instruction

Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

PLANNING PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
	Content C 1 Identifying critical information Enacted on the Spot EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students SRDS Observation Instrument 1A1 (a-e), 1A2 (a-d), 1A3 (a-e), 1B1 (d), 1C1 (a-c), 1C3 (a-d)		

PLANNING PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
g for Use of Materials			
g for the use of ces for upcoming units tives, video tapes)			
f available technology			
ards, voting e computer			
ent			

PLANNING PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
g for Lessons and Units	Routine Events		4.2 Promoting Exchange of Ideas and Strategies
ing for effective	RE 1 Providing clear learning goals and scales		4.2.2 Mentoring other teachers and sharing ideas and strategies
ing for lessons within	RE 2 Tracking student progress		
d a deep understanding	RE 3 Celebrating success		
ing for appropriate	RE 4 Establishing classroom rules and procedures		
ontent standards	RE 5 Organizing the physical layout of the classroom		

Florida Department of Education Support for Local Education Agencies

Link to Santa Rosa District Schools (SRDS) Observation Instrument and Marzano’s Art and Science of Teaching

a) Quality of Instruction

Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

PLANNING PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
	Content C 1 Identifying critical information C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen new knowledge C 16 Organizing students for cognitively complex tasks		

PLANNING PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
ing for Special Needs	Enacted on the Spot		
ing for the needs of	EOS 1 Noticing when students are not engaged		
ing for the needs of	EOS 5 Maintaining a lively pace		
s	EOS 6 Demonstrating intensity and enthusiasm		
ing for the needs of	EOS 10 Demonstrating "withitness"		
home environments that	EOS 11 Applying consequences for lack of adherence		
ooling	and adherence to rules and procedures		
	EOS 12 Acknowledging adherence to rules and		
	procedures		
	EOS 13 Understanding students' interests and		
	backgrounds		
	EOS 14 Using verbal and nonverbal behaviors that		
	indicate affection for students		
	EOS 15 Displaying objectivity and control		
	EOS 16 Demonstrating value and respect for low		
	expectancy students		
	EOS 17 Asking questions of low expectancy students		
	EOS 18 Probing incorrect answers with low expectancy		
	students		
ment	SRDS Observation Instrument		SRDS Observation Instrument
	1A1 (a-e), 1A2 (a-d), 1A3 (a-e), 1B1 (a-d), 1B2 (a-e), 1B3		4A1 (a)
	(a-c), 1B4 (a-c), 1C1 (a-c), 1C2 (a-c), 1C3 (a-d)		

PLANNING PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>g for Use of Materials</p> <p>ing for the use of rces for upcoming units atives, video tapes) of available technology boards, voting one computer</p> <p>ment</p>			

Department of Education Support for Local Education Agencies

San Antonio District Schools (SRDS) Observation Instrument and Marzano's Art and Science of Teaching

a) Quality of Instruction

1. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
	Routine Events		
that	RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating Success RE 4 Establishing classroom rules and procedures		
and	Content		
h as	C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites"		
-to-	C 5 Processing new information C 7 Recording and representing knowledge C 9 Reviewing content		
s	C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks		

Department of Education Support for Local Education Agencies

sa District Schools (SRDS) Observation Instrument and Marzano's Art and Science of Teaching

a) Quality of Instruction

. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance		
	SRDS Observation Instrument 1A1 (a-e), 1A2 (a-d), 1A3 (a-e), 1B1 (a-d), 1B2 (a-e), 1B3 (a-c), 1B4 (a-c), 1B5 (a-c), 1C1 (a-c), 1C2 (a-c)		
	Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students		
	SRDS Observation Instrument 1C1 (a-c), 1C2 (a-c), 1C3 (a-d)		

Department of Education Support for Local Education Agencies

San Diego District Schools (SRDS) Observation Instrument and Marzano's Art and Science of Teaching

a) Quality of Instruction

1. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	<div>EOS 18 Probing incorrect answers with low expectancy students</div> <div>SRDS Observation Instrument</div> <div>1C1 (a-c)</div> <div>SRDS Observation Instrument</div> <div>1C1 (a-c)</div>		
at	<div>Routine Events</div> <div>RE 1 Providing clear learning goals and scales</div> <div>RE 2 Tracking student progress</div> <div>RE 3 Celebrating success</div> <div>RE 4 Establishing classroom rules and procedures</div> <div>RE 5 Organizing the physical layout of the classroom</div>		<div>4.2 Promoting Exchange of Ideas and Strategies</div> <div>4.2.2 Mentoring other teachers and sharing ideas and strategies</div>

Department of Education Support for Local Education Agencies

sa District Schools (SRDS) Observation Instrument and Marzano's Art and Science of Teaching

a) Quality of Instruction

. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
nd	Enacted on the Spot		
EOS 1 Noticing when students are not engaged			
EOS 5 Maintaining a lively pace			
EOS 6 Demonstrating intensity and enthusiasm			
EOS 10 Demonstrating "withitness"			
EOS 11 Applying consequences for lack of adherence to rules and procedures			
EOS 14 Using verbal and nonverbal behaviors that indicate affection for students			
EOS 15 Displaying objectivity and control			
EOS 16 Demonstrating value and respect for low expectancy students			
EOS 17 Asking questions of low expectancy students			
EOS 18 Probing incorrect answers with low expectancy students			
SRDS Observation Instrument			
1A1 (a-e), 1A2 (a-d), 1A3 (a-e), 1C1 (a-c), 1C2 (a-c), 1C3 (a-d)			
Content			

a) Quality of Instruction

1. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- C 1 Identifying critical information
- C 5 Processing new information
- C 6 Elaborating on new information
- C 7 Recording and representing knowledge
- C 8 Reflecting on learning
- C 9 Reviewing content
- C 12 Examining similarities and differences
- C 13 Examining errors in reasoning
- C 14 Practicing skills, strategies, and processes
- C 15 Revising knowledge

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Department of Education Support for Local Education Agencies

District Schools (SRDS) Observation Instrument and Marzano's Art and Science of Teaching

a) Quality of Instruction

. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
	Enacted on the Spot EOS 3 Managing response rates EOS 7 Using friendly controversy SRDS Observation Instrument 1B1 (a-d), 1B2 (a-e), 1B3 (a-c), 1B4 (a-c), 1B5 (a-c), 1C1 (a-c)		
nd	Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		
n as -to-			
s	Content C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks		
	SRDS Observation Instrument 1A1 (a-e), 1A2 (a-d), 1A3 (a-e), 1B1 (a-d), 1B2 (a-e), 1B3 (a-c), 1B4 (a-c)		

• The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

[illegible]

a) Quality of Instruction

. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
	Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures Content C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites" Enacted on the Spot EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures SRDS Observation Instrument 1A1 (a-e), 1A2 (a-d), 1B1 (a-d), 1B2 (a-e), 1C1 (a-c), 1C2 (a-c)		
	Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds SRDS Observation Instrument 1C1 (a-c), 1C2 (a-c), 1C3 (a-d)		

DOMAIN 3: REFLECTING ON TEACHING

ng

	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>oneselves</p> <p>y</p> <p>dents</p> <p>-c), 1B4 (a-</p>		

DOMAIN 3: REFLECTING ON TEACHING

DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM

Response	Percentage
Yes	15%
No	85%

nselves

Response	Percentage of Respondents
Yes	~15%
No	~15%
Don't know	~70%

Response	Percentage of Respondents
Yes	~15%
No	~15%
Don't know	~70%

Response	Percentage of Respondents
Yes	~15%
No	~15%
Don't know	~70%

[illegible]

Crosswalk to Santa Rosa District Schools (SRDS) Observation Instrument and Marzano's Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
Planning and Preparing for Special Students	Routine Events	3.1 Evaluating Personal Performance	4.1 Promoting a Positive Environment
Planning and preparing for the needs of language learners	RE 2 Tracking student progress RE 3 Celebrating success	3.1.1 Identifying specific areas of pedagogical strength and weakness	4.1.1 Promoting positive interactions with colleagues
Planning and preparing for the needs of education students	Content	3.1.2 Evaluating the effectiveness of individual lessons and units	4.1.2 Promoting positive interactions with students and parents
Planning and preparing for the needs of students who come from	C 11 Homework	3.1.3 Evaluating the effectiveness of specific pedagogical strategies and	4.2 Promoting Exchange of Ideas and Strategies
Environments that offer little or no schooling	Enacted on the Spot EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students	behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)	4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies
		3.2 Developing a Professional Growth Plan	4.3 Promoting District and School Development
		3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan 3.2.3	4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives
Observation Instrument	SRDS Observation Instrument	SRDS Observation Instrument	SRDS Observation Instrument
2A2 (a), 2A3 (a)	1A2 (a-d), 1A3 (a-e), 1C1 (a-c), 1C2 (a-c), 1C3 (a-d)	3A1 (a)	4A1 (a), 4A2 (a), 4A3 (a)

Florida Department of Education Support for Local Education Agencies

Swalk to Santa Rosa District Schools (SRDS) Observation Instrument and Marzano’s Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
Observation Instrument		SRDS Observation Instrument 3A1 (a)	SRDS Observation Instrument 4A1 (a), 4A2 (a)
		SRDS Observation Instrument 3A1 (a)	
		SRDS Observation Instrument 3A1 (a)	
		SRDS Observation Instrument 3A1 (a)	

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Santa Rosa District Schools (SRDS) Observation Instrument and Marzano’s Art and Science of Teaching
b) Continuous Improvement, Responsibility and Ethics

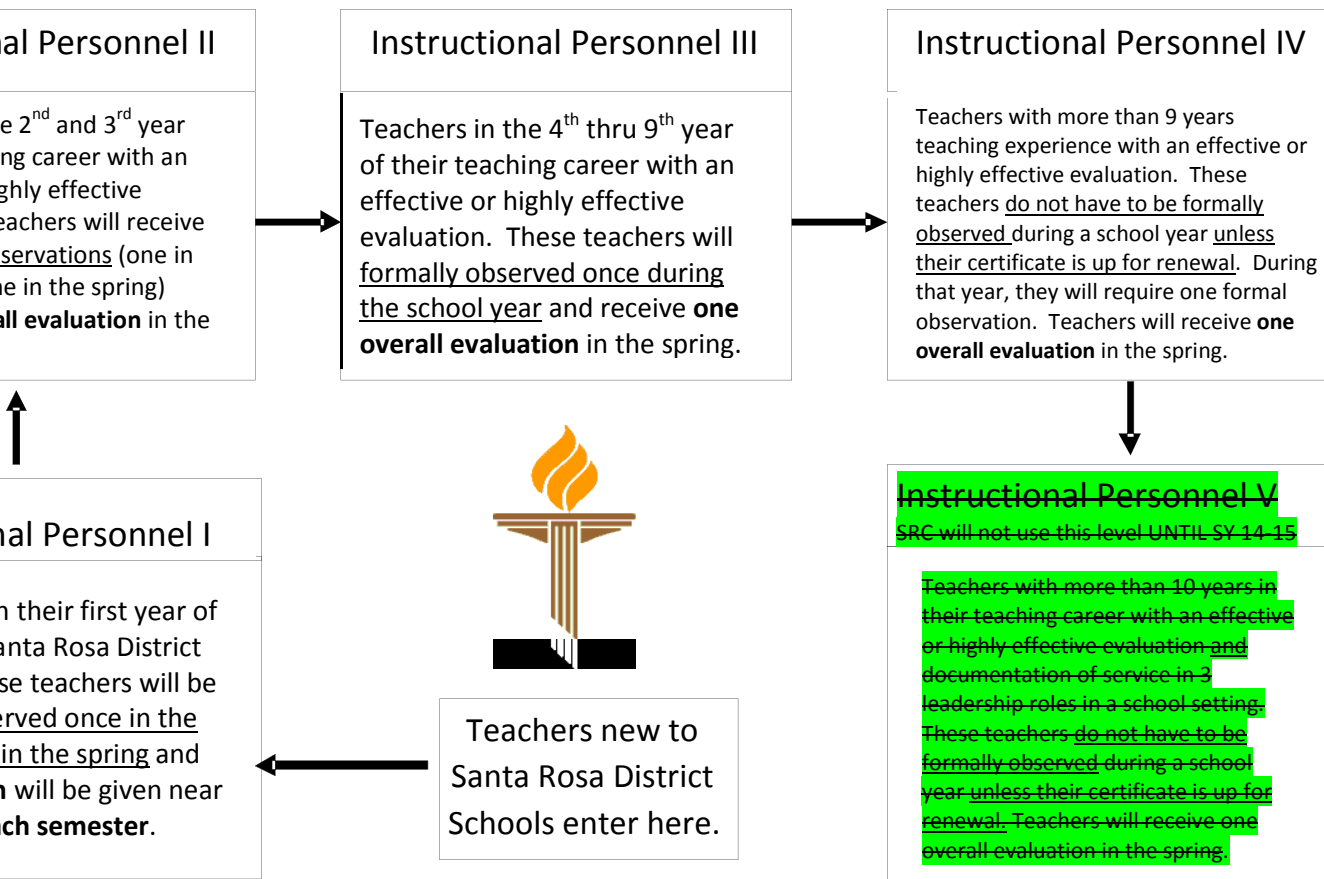
2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in the community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education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

PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2a Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida		Enacted on the Spot		4.1 Promoting a Positive Environment
		EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students		4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents
				4.3 Promoting District and School Development
				4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives
		SRDS Observation Instrument 1C3 (a-d)		SRDS Observation Instrument 4A1 (a), 4A2 (a), 4A3 (a)

Attachment D

Santa Rosa District Instructional Levels

Santa Rosa County District Schools Teacher Evaluation System Instructional Personnel Levels I thru V (Revised 08/2011)



Attachment E

Observation Documents

Santa Rosa District Schools
Pre Observation Conference Instrument

This instrument will be used by all classroom and non classroom based teachers for all formal observations.

Name of Teacher _____ Name of Administrator _____

Planning Conference Date _____ Observation Date _____ Post Conference Date _____

Please attach any appropriate lesson plans, activity schedules, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

Classroom Demographics
1. Briefly describe the students in your classroom or workspace (e.g. number of students, gender, special needs, reading levels, etc.)
Answer:
Routine Events
2. What are your learning goals for this lesson or activity?
Answer:
3. What will you do to establish or maintain an orderly learning environment?
Answer:
Content
4. What will you do to help students effectively interact with new knowledge?
Answer:
Enacted on the Spot
5. What will you do to engage students in the lesson or activity?
Answer:
6. How will this lesson or activity be organized as part of a cohesive unit?
Answer:

Santa Rosa District Schools Observation Instrument

Name of Teacher _____ Name of Administrator _____

Informal Observation _____ Formal Observation _____

Domain I – Classroom Strategies and Behaviors (11 elements)								
Routine Events (3 elements)								
What does the teacher do to establish and communicate learning goals, track student progress, and celebrate success?								
1. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)	Notes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">HE (4)</td> <td style="width: 25%; text-align: center;">E (3)</td> <td style="width: 25%; text-align: center;">D (2)</td> <td style="width: 25%; text-align: center;">U (1)</td> </tr> </table>				HE (4)	E (3)	D (2)	U (1)
HE (4)	E (3)	D (2)	U (1)					
2. Tracking student progress (e.g. using formative assessment, the teacher helps students chart their individual and group progress on a learning goal)	Notes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">HE (4)</td> <td style="width: 25%; text-align: center;">E (3)</td> <td style="width: 25%; text-align: center;">D (2)</td> <td style="width: 25%; text-align: center;">U (1)</td> </tr> </table>				HE (4)	E (3)	D (2)	U (1)
HE (4)	E (3)	D (2)	U (1)					
3. Celebrating student success (e.g. the teacher helps students acknowledge and celebrate their current status on a learning goal as well as acknowledge gain)	Notes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">HE (4)</td> <td style="width: 25%; text-align: center;">E (3)</td> <td style="width: 25%; text-align: center;">D (2)</td> <td style="width: 25%; text-align: center;">U (1)</td> </tr> </table>				HE (4)	E (3)	D (2)	U (1)
HE (4)	E (3)	D (2)	U (1)					
Addressing Content (5 elements)								
What will the teacher do to help students to effectively interact with new knowledge?								
1. Reflecting on learning (e.g. the teacher asks students to reflect on what they understand or what they do not understand)	Notes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">HE (4)</td> <td style="width: 25%; text-align: center;">E (3)</td> <td style="width: 25%; text-align: center;">D (2)</td> <td style="width: 25%; text-align: center;">U (1)</td> </tr> </table>				HE (4)	E (3)	D (2)	U (1)
HE (4)	E (3)	D (2)	U (1)					
What will the teacher do to help students deepen and practice their understanding of new knowledge?								
1. Organizing students to practice and deepen knowledge (e.g. the teacher organizes students into small groups to deepen knowledge of content)	Notes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">HE (4)</td> <td style="width: 25%; text-align: center;">E (3)</td> <td style="width: 25%; text-align: center;">D (2)</td> <td style="width: 25%; text-align: center;">U (1)</td> </tr> </table>				HE (4)	E (3)	D (2)	U (1)
HE (4)	E (3)	D (2)	U (1)					
What does the teacher do to help students generate and test hypotheses about new knowledge?								
1. Organizing students for cognitively complex tasks (e.g. the teacher organizes students into small groups to facilitate cognitively complex tasks)	Notes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">HE (4)</td> <td style="width: 25%; text-align: center;">E (3)</td> <td style="width: 25%; text-align: center;">D (2)</td> <td style="width: 25%; text-align: center;">U (1)</td> </tr> </table>				HE (4)	E (3)	D (2)	U (1)
HE (4)	E (3)	D (2)	U (1)					
2. Engaging students in cognitively complex tasks (e.g. the teacher engages students in decision-making tasks, problem solving tasks, experimental inquiry tasks, and investigation tasks)	Notes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">HE (4)</td> <td style="width: 25%; text-align: center;">E (3)</td> <td style="width: 25%; text-align: center;">D (2)</td> <td style="width: 25%; text-align: center;">U (1)</td> </tr> </table>				HE (4)	E (3)	D (2)	U (1)
HE (4)	E (3)	D (2)	U (1)					
3. Providing resources and guidance (e.g. the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)	Notes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">HE (4)</td> <td style="width: 25%; text-align: center;">E (3)</td> <td style="width: 25%; text-align: center;">D (2)</td> <td style="width: 25%; text-align: center;">U (1)</td> </tr> </table>				HE (4)	E (3)	D (2)	U (1)
HE (4)	E (3)	D (2)	U (1)					
Enacted on the Spot (3 elements)								
What will the teacher do to recognize and acknowledge adherence or lack of adherence to rules and procedures?								
1. Demonstrating “withitness” (e.g. the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)	Notes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">HE (4)</td> <td style="width: 25%; text-align: center;">E (3)</td> <td style="width: 25%; text-align: center;">D (2)</td> <td style="width: 25%; text-align: center;">U (1)</td> </tr> </table>				HE (4)	E (3)	D (2)	U (1)
HE (4)	E (3)	D (2)	U (1)					
2. Acknowledging adherence to rules and procedures and applying consequences (e.g. the teacher acknowledges adherence to rules and procedures and applies consequences for lack of adherence to rules and procedures consistently and fairly)	Notes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">HE (4)</td> <td style="width: 25%; text-align: center;">E (3)</td> <td style="width: 25%; text-align: center;">D (2)</td> <td style="width: 25%; text-align: center;">U (1)</td> </tr> </table>				HE (4)	E (3)	D (2)	U (1)
HE (4)	E (3)	D (2)	U (1)					
What does the teacher do to communicate high expectations for all students?								
1. Demonstrating value and respect for all students (e.g. the teacher demonstrates the same positive affective tone with low-expectancy students as with high-expectancy students)	Notes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">HE (4)</td> <td style="width: 25%; text-align: center;">E (3)</td> <td style="width: 25%; text-align: center;">D (2)</td> <td style="width: 25%; text-align: center;">U (1)</td> </tr> </table>				HE (4)	E (3)	D (2)	U (1)
HE (4)	E (3)	D (2)	U (1)					

Routine Events (3 elements)

(1A) What does the IP do to establish and communicate learning goals, track student progress and celebrate success?

(1A1) Providing Clear Learning Goals and Scales

Teacher Evidence	Student Evidence
Teacher has an age appropriate detailed learning goal posted so that all students can see.	When asked, the student can explain the learning goal for the lesson.
The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment.	When asked, students can explain how their current activities relate to the learning goal.
Teacher makes reference to the learning goal throughout the lesson.	When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric.
Teacher has a scale or rubric that relates to the learning goal posted so that all students can see.	
Teacher makes reference to the scale or rubric throughout the lesson.	

SCALE

Element ID Number	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1A1a	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, and monitors students' understanding of the learning goal and levels of performance	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
1A1b	The IP has an age appropriate detailed learning goal posted so all students can see.	The IP has an age appropriate learning goal posted so all students can see.	The IP has an inappropriate learning goal posted.	No learning goal is posted.
1A1c	The learning goal is a very clear statement of knowledge or information as opposed to an activity or assignment.	The learning goal is a clear statement of knowledge or information.	The learning goal is unclear.	No learning goal is stated.
1A1d	IP makes reference to the learning goal throughout the lesson.	IP makes reference to the learning goal during the lesson.	IP makes inappropriate reference to the learning goal.	IP makes no reference to the learning goal.
1A1e	IP asks students to explain the learning goal for the lesson, and students can give detailed explanation of learning goal.	IP asks students to explain the learning goal for the lesson, and students can give explanation of learning goal.	IP asks students to explain the learning goal for the lesson, and students have difficulty explaining learning goal.	Students are not asked to explain learning goal.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students' understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

Routine Events

(1A) What does the IP do to establish and communicate learning goals, track student progress and celebrate success?

(1A2) Tracking Student Progress

Teacher Evidence	Student Evidence
Teacher helps students track their individual progress on the learning goal.	When asked, students can describe their status relative to the learning goal using the scale or rubric.
Teacher uses formal and informal means to assign student scale or rubric depicting student status on the learning goal.	Students systematically update their status on the learning goal.
Teacher charts the progress of the entire class on the learning goal.	

SCALE

Element ID Number	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1A2a	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance	Facilitates tracking of student progress using a formative approach to assessment	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
1A2b	IP routinely helps students track their individual progress on the learning goal.	IP helps students track their individual progress on the learning goal.	IP infrequently helps students track their individual progress on the learning goal.	IP does not help students track their individual progress on the learning goal.
1A2c	IP uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal.	IP uses formal or informal means to assign scores to students on the scale or rubric depicting student status on the learning goal.	IP inconsistently uses formal or informal means to assign scores to students on the scale or rubric depicting student status on the learning goal.	IP does not regularly assess or uses inappropriate assessment.
1A2d	Students demonstrate their status relative to the learning goal using the scale or rubric.	Students describe their status relative to the learning goal using the scale or rubric.	Students have limited understanding of their status relative to the learning goal using the scale or rubric.	Students have no understanding of their status relative to the learning goal using the scale or rubric.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment that address unique student needs and situations?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

Routine Events

(1A) What does the IP do to establish and communicate learning goals, track student progress and celebrate success?

(1A3) Celebrating Success

Teacher Evidence	Student Evidence
Teacher acknowledges students who have achieved a certain score on the scale or rubric.	Students show sign of pride regarding their accomplishments in the class.
Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal.	When asked, students say they want to continue to make progress.
Teacher acknowledges and celebrates the final status and progress of the entire class.	
Teacher uses a variety of ways to celebrate success (show of hands, certification of success, parent notification, round of applause, etc.).	

SCALE

Element ID Number	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1A3a	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status	Provides students with recognition of their current status and their knowledge gain relative to the learning goal	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
1A3b	IP acknowledges and reinforces students who have achieved a certain score on a scale or rubric.	IP acknowledges students who have achieved a certain score on a scale or rubric.	IP inconsistently recognizes students who have achieved a certain score on a scale or rubric.	IP does not recognize students who have achieved a certain score on a scale or rubric.
1A3c	IP acknowledges and reinforces students who have made gains in their knowledge and skill relative to learning goals.	IP acknowledges students who have made gains in their knowledge and skill relative to learning goals.	IP inconsistently acknowledges students who have made gains in their knowledge and skill relative to learning goals.	IP fails to acknowledge or inappropriately acknowledges students who have made gains in their knowledge and skill relative to learning goals.
1A3d	IP acknowledges and celebrates the final status and progress of the entire class.	IP acknowledges the final status and progress of the entire class.	IP inconsistently acknowledges the final status and progress of the entire class.	IP does not acknowledge the final status and progress of the entire class.
1A3e	IP monitors the extent to which students are motivated to enhance their status and modifies recognition program accordingly.	IP monitors the extent to which students are motivated to enhance their status.	IP inconsistently monitors the extent to which students are motivated to enhance their status.	IP does not monitor the extent to which students are motivated to enhance their status.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	How can you begin to incorporate some aspects of this strategy into your instruction?

Addressing Content (5 elements)

(1B) What will the IP do to help students effectively interact with new knowledge?

(1B1) Reflecting on Learning

Teacher Evidence	Student Evidence
Teacher asks students to state or record what they are clear about and what they are confused about.	When asked, students can explain what they are clear about and what they are confused about.
Teacher asks students to state or record how hard they tried.	When asked, students can describe how hard they tried.
Teacher asks students to state or record what they might have done to enhance their learning.	When asked, students can explain what they could have done to enhance their learning.

SCALE

Element ID Number	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1B1a	Engages students in reflecting on their own learning process and monitors the extent to which students assess their learning	Engages students in reflecting on their own learning process	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
1B1b	IP begins lessons by reviewing prior learning and explaining why upcoming content is important.	IP begins lessons by reviewing prior learning.	IP begins lessons with an inadequate or inappropriate review of prior learning.	IP does not review prior learning.
1B1c	IP cues the importance of upcoming information in some indirect fashion (tone of voice, body position, level of excitement).	IP announces the importance of upcoming information in a direct fashion.	IP occasionally announces the importance of upcoming information in a direct fashion.	IP does not give students any indication of upcoming important information.
1B1d	Students are consistently asked and are able to explain why the content is important.	Students are able to state why the content is important.	Students can occasionally explain why the content is important.	Students are unable to explain why the content is important.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How can you engage students on reflecting on their own learning and the learning process?	How can you begin to incorporate some aspects of this strategy into your instruction?

Addressing Content

(1B) What will the IP do to help students to practice and deepen new knowledge?

(1B2) Organizing Students to Practice and Deepen Knowledge

Teacher Evidence	Student Evidence
Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content.	When asked, students explain how the group work supports their learning.
Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process.	While in groups, students interact in explicit ways to deepen their knowledge of informational content, or practice a skill, strategy, or process (asking each other questions, obtaining feedback from peers).

SCALE

Element ID Number	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1B2a	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their knowledge	Organizes students into groups to practice and deepen their knowledge	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
1B2b	IP has established routines for student grouping and student interaction in groups and students demonstrate a clear understanding of those routines.	IP has established routines for student grouping and student interaction in groups.	IP has inconsistent routines for student grouping and student interaction in groups.	IP has no established routines for student grouping and student interaction in groups.
1B2c	IP organizes students into well-functioning small groups with clearly defined roles.	IP organizes students into small groups with common abilities or needs.	IP organizes students into small groups.	IP does not use small group instruction.
1B2d	An established area for small group instruction is evident and appropriate to the type of instruction.	An established area for small group instruction is evident.	An established area for small group instruction evident but may not be appropriate for instruction.	An established area for small group instruction is not evident.
1B2e	Students demonstrate an understanding about expectations for appropriate behavior in groups (respect opinions of others, add their perspective to discussions, ask and answer questions).	Students appear to understand expectations about appropriate behavior in groups.	Students somewhat appear to understand expectations about appropriate behavior in groups.	Students do not appear to understand expectations about appropriate behavior in groups.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which group work extends their learning?	How can you organize students into groups to practice and deepen their knowledge?	How can you begin to incorporate some aspects of this strategy into your instruction?

Addressing Content

(1B) What does the IP do to help students generate and test hypotheses about new knowledge?

The IP uses grouping in ways that facilitate practicing and deepening knowledge.

(1B3) Organizing Students for Cognitively Complex Tasks

Teacher Evidence	Student Evidence
Teacher establishes the need to generate and test hypotheses.	When asked, students describe the importance of generating and testing hypotheses about content.
Teacher organizes students into groups to generate and test hypotheses.	When asked, students explain how groups support their learning.
	Students use group activities to help them generate and test hypotheses.

SCALE

Element ID Number	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1B3a	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses	Organizes students into groups to facilitate working on cognitively complex tasks	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
1B3b	IP organizes students into groups with the express idea of practicing their knowledge or completing informational tasks through alternative methods to gain a deeper application level of informational content.	IP organizes students into groups with the express idea of practicing their knowledge or completing informational tasks.	IP organizes students into groups to complete informational tasks.	IP does not organize students into groups.
1B3c	While in groups, students interact in explicit ways to deepen their knowledge of informational content and practice a skill, strategy or process (asking each other questions, obtaining feedback from peers).	While in groups, students interact to deepen their knowledge of informational content or practice skills (asking each other questions and obtaining feedback from peers is not apparent).	While in groups, students interact with knowledge of informational content.	Students do not interact in groups.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to organizing students into groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How can you organize students in groups to facilitate working on cognitively complex tasks?	How can you begin to incorporate some aspects of this strategy into your instruction?

Addressing Content

(1B) What does the IP do to help students generate and test hypotheses about new knowledge?

(1B4) Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

Teacher Evidence	Student Evidence
Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses.	Students are clearly working on tasks that require them to generate and test hypotheses.
Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses.	When asked, students can explain the hypothesis they are testing.
	When asked, students can explain whether their hypothesis was confirmed or disconfirmed.
	Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation.

SCALE

Element Id Number	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1B4a	Engages students in cognitively complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypothesis.	Engages students in cognitively complex tasks (e.g., decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
1B4b	IP engages students in cognitively complex tasks that encourage students to examine their thinking regarding the content being learned.	IP engages students in cognitively complex tasks.	IP does not consistently engage students in cognitively complex tasks.	IP does not engage students in cognitively complex tasks.
1B4c	When asked, students are able to explain IP expectations of high level of engagement for all activities.	When asked, students are able to explain IP expectations for high levels of engagement.	When asked, students are able to explain IP expectations for some activities.	Students are not able to explain IP expectations for activities.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to engaging students into groups for cognitively complex tasks involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspects of this strategy into your instruction?

Addressing Content

(1B) What will the IP do to provide students with resources and guidance?

(1B5) Providing Resources and Guidance

Teacher Evidence	Student Evidence
Teacher makes himself/herself available to students who need guidance or resources (circulates around room, provides easy access to himself/herself)	Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.
Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks.	When asked, students can explain how the teacher provides assistance and guidance in the hypothesis generation and testing.
Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students.	

SCALE

Element ID Number	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1B5a	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
1B5b	IP circulates around the room and is available to students who need guidance and resources and readily provides as needed.	IP circulates around the room and is available to students who need guidance and resources and provides as needed.	IP is not consistently available to students who need guidance and resources.	IP is not available to students who need guidance and resources.
1B5c	IP consistently interacts with students during the class to determine student needs for hypothesis generation, and testing tasks.	IP interacts with students during the class to determine student needs for hypothesis generation, and testing tasks.	IP interacts with students.	IP does not interact with students.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies for providing resources and guidance?	In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	How can you begin to incorporate some aspects of this strategy into your instruction?

Enacted on the spot (3 elements)

(1C) What will the IP do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

(1C1) Demonstrating “Withitness”

Teacher Evidence	Student Evidence
Teacher physically occupies all quadrants of the room.	Students recognize that the teacher is aware of their behavior.
Teacher scans the entire room making eye contact with all students.	When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head.”
Teacher recognizes potential sources of disruption and deals with them immediately.	
Teacher proactively addresses inflammatory situations.	

SCALE

Element ID Number	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1C1a	Uses behaviors associated with “withitness” and monitors the effect on students’ behavior.	Uses behaviors associated with “withitness”.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
1C1b	IP recognizes the potential sources of disruption, deals with them appropriately, making eye contact with all students and proactively addressing potential disruptions.	IP recognizes the potential sources of disruption, deals with them appropriately.	IP recognizes potential sources of disruption, but deals with them inconsistently.	IP does not recognize potential sources of disruption.
1C1c	When asked, students recognize that the IP is aware of their behavior.	When asked, students recognize that the IP is aware of their behavior most of the time.	When asked, students recognize the IP is aware of their behavior some of the time.	When asked, students do not recognize that the IP is aware of their behavior.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new techniques for using behaviors associated with “withitness” that address unique student needs and situations?	In addition to using behaviors associated with “withitness,” how can you monitor the effect of students’ behavior?	How can you use behaviors associated with “withitness”?	How can you begin to incorporate this strategy into your instruction?

Enacted on the spot

(1C) What will the IP do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

(1C2) Acknowledging Adherence to Rules and Procedures and Applying Consequences

Teacher Evidence	Student Evidence
Teacher provides nonverbal signals that a rule or procedure has been followed (smile, nod of head, high five).	Students appear appreciated of the teacher acknowledging their positive behavior
Teacher gives verbal cues that a rule or procedure has been followed (thanks student for following rule or procedure, describes student behaviors that adhere to rule or procedure)	When asked, students describe teacher as appreciated of their good behavior.
Teacher notifies home when a rule or procedure has been followed	The number of students adhering to rules and procedures increases.
Teacher uses tangible recognition when a rule or procedure has been followed (certificate of merit, token economies)	

SCALE

Element ID Number	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1C2a	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which these actions affect students' behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for, but not exhibited.
1C2b	IP consistently and fairly acknowledges adherence to rules and procedures on a daily basis (e.g. verbal and non-verbal signals, home contact, and tangible recognition).	IP consistently and fairly acknowledges adherence to rules and procedures (e.g. verbal and non-verbal signals, home contact, and tangible recognition).	IP acknowledges adherence to rules and procedures.	IP does not acknowledge adherence to rules and procedures.
1C2c	When asked, students describe IP as appreciate of their good behavior	When asked, students generally describe IP as appreciative of their good behavior.	When asked, students occasionally describe IP as appreciative of their good behavior.	When asked, students do not describe the IP as appreciative of their good behavior.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique student needs and situations?	In addition to acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect students' behavior?	How can you acknowledge adherence to rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

Enacted on the Spot

(1C) What will the IP do to communicate high expectations for all students?

(1C3) Demonstrating Value and Respect for All Students

Teacher Evidence	Student Evidence
The teacher provides students with nonverbal indications that they are valued and respected (eye contact, smile, appropriate physical contact)	When asked, students say that the teacher cares for all students.
The teacher provides student with verbal indications that they are valued and respected (playful dialogue, addressing students in a manner they view as respectful)	Students treat each other with respect.
Teacher does not allow negative comments about students.	

SCALE

Element ID Number	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1C3a	Exhibits behaviors that demonstrate value and respect for all students and monitors the impact on all students.	Exhibits behaviors that demonstrate value and respect for all students.	Uses strategy incorrectly or with parts missing.	Strategy was called for, but not exhibited.
1C3b	IP engages all levels of student with questions requiring higher order thinking skills and monitors impact on students.	IP engages all levels of students with questions requiring higher order thinking skills.	IP engages some students with questions requiring higher order thinking skills.	IP does not engage students with questions requiring higher order thinking skills.
1C3c	IP provides all students with positive verbal or non-verbal indications that they are valued and respected and monitors student impact (eye contact, smile, appropriate physical contact, playful dialogue, addressing students in a manner they view as respectful).	IP provides all students with positive verbal or non-verbal indications that they are valued and respected.	IP inconsistently provides students with positive verbal or non-verbal indications that they are valued and respected.	IP does not provide students with positive verbal or non-verbal indications that they are valued and respected.
1C3d	When asked, the students say the IP cares for them and does not allow negative comments be made about others.	When asked, the students say the IP cares for them.	When asked, the students are consistently sure the IP cares for them.	When asked, the students do not believe the IP cares for them.

REFLECTION QUESTIONS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for all students that address unique student needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for all students, how can you monitor the impact on all students?	How can you exhibit behaviors that demonstrate value and respect for all students?	How can you begin to incorporate this strategy into your instruction?

Santa Rosa District Schools Observation Instrument

Element Id Number	Domain II – Planning and Preparing (3 elements)			
2A1	Planning and preparing for lessons			
2A1a	What does the IP do to plan and prepare lessons with a deep understanding of content?			
	HE (4)	E (3)	D (2)	U (1)
	The IP organizes lessons within a unit so that students move from an understanding to applying the content through consistent authentic tasks.	The IP organizes lessons within a unit so that students move from surface to deeper understanding of content but does not require students to apply the content in authentic tasks.	The IP organizes lessons within a unit so that students move from surface to deeper understanding of content but does not require students to apply the content in authentic ways.	The IP attempts to plan and prepare for lessons with a deep understanding of content but does not actually complete or follow through with these attempts.
2A2	Planning and preparing for use of materials and technology			
2A2a	What does the IP do to plan and prepare for the use of technologies such as interactive whiteboards, digital devices, etc.?			
	HE (4)	E (3)	D (2)	U (1)
	The IP consistently identifies the available technologies that can enhance student understanding and the manner in which they will be used.	The IP identifies the available technologies that can enhance student understanding but does not consistently identify the manner in which they will be used.	The IP identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used.	The IP attempts to plan and prepare for the use of technology but does not actually complete or follow through with these attempts.
2A3	Planning and preparing for special needs of students			
2A3a	What does the IP do to plan and prepare for the special needs of students ?			
	HE (4)	E (3)	D (2)	U (1)
	The IP consistently identifies the special needs of students and the adaptations that will be made to meet these needs.	The IP identifies the special needs of students but does not consistently articulate the adaptations that will be made to meet these needs.	The IP identifies the special needs of students but does not articulate the adaptations that will be made to meet these needs.	The IP attempts to plan and prepare for the special needs of students but does not actually complete or follow through with these attempts.

Element Id Number	Domain III – Reflection on Teaching (1 element)			
3A1	Evaluating personal performance			
3A1a	What does the IP do to evaluate the effectiveness of individual lessons and units ?			
	HE (4)	E (3)	D (2)	U (1)
	The IP determines how effective a lesson or unit was in terms of enhancing student achievement and consistently identifies cases of successes and failures.	The IP determines how effective a lesson or unit was in terms of enhancing student achievement but does not identify causes of success and failure on a consistent basis.	The IP determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or failure.	The IP attempts to evaluate the effectiveness of individual lessons or units but does not actually complete or follow through with these attempts.

Element Id Number	Domain IV – Collegiality and Professionalism (3 elements)			
4A1	Promoting a positive environment			
4A1a	What does the IP do to promote positive interactions with colleagues?			
	HE (4)	E (3)	D (2)	U (1)
	The IP interacts with other IPs in a positive manner and helps extinguish negative conversations about other IPs.	The IP interacts with other teachers in a positive manner but does not consistently help extinguish negative conversations about other IPs.	The IP interacts with other teachers in a positive manner but does not help to extinguish negative conversations about other IPs.	The IP attempts to promote positive interactions with colleagues but does not actually complete or follow through with these attempts.
4A2	What does the IP do to promote positive interactions with students and parents?			
	HE (4)	E (3)	D (2)	U (1)
	The IP interacts with students and parents in a positive manner and helps extinguish negative conversations about students and parents.	The IP interacts with students and parents in a positive manner but does not consistently help to extinguish negative conversations about students and parents.	The IP interacts with students and parents in a positive manner but does not help to extinguish negative conversations about students and parents.	The IP attempts to promote positive interactions with students and parents but does not actually complete or follow through with these attempts.
4A3	What does the IP do to adhere to district and school rules and procedures?			
	HE (4)	E (3)	D (2)	U (1)
	The IP is aware of district and school rules and procedures and adheres to them.	The IP is aware of district and school rules and procedures but does not consistently adhere to all of these rules and procedures.	The IP is aware of district and school rules and procedures but does not adhere to all of these rules and procedures.	The IP attempts to adhere to district and school rules and procedures but does not actually complete or follow through with these attempts.

Santa Rosa District Schools
Post Observation/Self Assessment Conference Instrument

This instrument will be used by all classroom and non classroom based teachers for all formal observations.

Name of Teacher _____ Name of Administrator _____

Planning Conference Date _____ Observation Date _____ Post Conference Date _____

The administrator will give consideration to the teacher's self assessment of the lesson and provide written feedback. Please bring student work, assessments, scoring guides, activity schedules, and or rubrics and be prepared to discuss the following questions.

Classroom Demographics
1. Overall, how do you think the lesson or interaction went and why?
Answer:
Routine Events
2. Did students meet or not meet the learning goals or objectives you established for this lesson or activity?
Answer:
3. How effective is the classroom or workspace to maximize student learning or achievement?
Answer:
Content
4. How did the strategies you used to help students to deepen and practice their understanding of new knowledge support student learning?
Answer:
5. How did the strategies you used help students generate and develop new knowledge to support student learning?
Answer:
Enacted on the Spot
6. Which techniques for engaging students were most successful? Which techniques were not successful?
Answer:

Attachment F

Proficiency Scale



Proficiency Scale for Santa Rosa District Schools All Categories of Instructional Personnel

IP I	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 50% at Level 4 and 0% at level 1	At least 50% at Level 3 or higher	Less than 50% at Level 3 or higher and Less than 50% at level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				

IP II	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 60% at Level 4 and 0% at level 1	At least 60% at Level 3 or higher	Less than 60% at Level 3 or higher and Less than 50% at level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				

IP III	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 70% at Level 4 and 0% at level 1	At least 70% at Level 3 or higher	Less than 70% at Level 3 or higher and Less than 50% at level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				

IP IV & V	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 80% at Level 4 and 0% at level 1	At least 80% at Level 3 or higher	Less than 80% at Level 3 or higher and Less than 50% at level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				

Attachment G

Parent and Student Surveys



Santa Rosa District Schools
Student Surveys – Elementary School

This survey will count as 5% of the annual evaluation of teachers and administrators in this school.

Respond to each of the following statements using the following scale:

Strongly Agree (5)

Agree (4)

Neutral (3)

Disagree (2)

Strongly Disagree (1)



		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Learning is fun at this school.	5	4	3	2	1
2.	I like going to this school each day.	5	4	3	2	1
3.	I enjoy art, music and P.E.	5	4	3	2	1
4.	My teacher cares about me.	5	4	3	2	1
5.	I feel safe at this school.	5	4	3	2	1
6.	The school rules are fair.	5	4	3	2	1
7.	My school is clean.	5	4	3	2	1
8.	My principal is a good leader.	5	4	3	2	1



Santa Rosa District Schools
Student Surveys – Middle and High School

This survey will count as 5% of the annual evaluation of teachers and administrators in this school. (10% for Locklin Technical School and Santa Rosa High/Adult Schools)

Respond to each of the following statements using the following scale:

- Strongly Agree (5)
- Agree (4)
- Neutral (3)
- Disagree (2)
- Strongly Disagree (1)

1. My learning is important at my school.
2. School rules/disciplines plans are enforced consistently at my school.
3. I regularly receive feedback from school staff about my academic progress.
4. My family is treated with respect at my school.
5. I have opportunities to be successful at my school.
6. **Special area classes such as art, music and P.E. add to my school experience.**
(this questions is not used for Locklin Technical School, Santa Rosa High/ Adult Schools)
7. I would recommend my school to others.
8. I feel safe at school.
9. I am recognized for good work and behavior at my school.
10. My school is clean and well maintained.
11. The teachers, staff, and administrators at my school demonstrate genuine concern for students.
12. The principal at my school is an effective leader.



Santa Rosa District Schools

Parent Surveys

This survey will count as 5% of the annual evaluation of teachers and administrators in this school. (10% for T.R. Jackson Pre-K Center)

Respond to each of the following statements using the following scale:

Strongly Agree (5)

Agree (4)

Neutral (3)

Disagree (2)

Strongly Disagree (1)

1. My child's learning is a high priority at this school.
2. School rules/discipline plans are enforced consistently at this school.
3. I regularly receive feedback from school staff on how well my child is learning.
4. My family is treated with respect at this school.
5. My child has every opportunity to be successful at this school.
6. My child has the necessary classroom supplies and equipment for effective learning.
7. I would recommend this school to other parents.
8. This school provides a safe environment for my child to learn.
9. My child is recognized for good work and behavior at this school.
10. The school is clean and well maintained.
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.
12. I receive positive phone calls or notes about my child from the school.
13. I am proud to say I have a student at this school.
14. The principal at this school is an effective leader.
15. The Principal at this school is approachable and reachable.
16. The Superintendent of the Santa Rosa School District is an effective leader.

17. The Superintendent of Santa Rosa School District makes decisions that are in the best interest of children of the School District.
18. The school provides materials and training to help parents and guardians work with their children to improve their children's achievement.
19. I receive information about the quality of my child's teachers.
20. I receive information about my child's academic progress in school (report cards, FCAT results, progress reports, etc.)
21. I feel the special areas (art, music, and P.E.) available at my child's school help make my child's educational experience more well-rounded.
22. I receive information about the progress of my child's school (the yearly progress review including grade and Adequate Yearly Progress report, etc.).
23. I receive information about the school's parent/guardian involvement policy.
24. Information in the *Santa Rosa District Schools Family Guide* helps me understand my child's school work.
25. I have opportunities for involvement at my child's school.

Elementary Schools and King Middle School only.

26. Signing a parent/guardian "compact" (agreement) helps me understand the responsibility that I accept as a parent/guardian to help educate my child.

Open Ended Questions

1. What is working well at your child's school?
2. Is there anything that could be improved at your child's school?
3. Is there anyone at your child's school that you want to recognize for good work?

Attachment H

Studer Group Information

Studer Group/EducatorReady

The Studer Group Education Division called EducatorReady is focused on assisting school district to achieve leadership and teaching excellence. The leaders, Dr. Robin Lague and Dr. Janet Pilcher, have spent their lifetimes researching, leading and developing leaders and teachers. In the past several years they have been piloting Evidence-Based Leadership in several school districts in the United States. Their work is affiliated with the Studer Group, a 2010 Malcolm Baldrige Award recipient. From the research they have gathered with teachers and leaders they have created proven practices with districts that align to Race to the Top Guidelines on developing effective leaders and teachers. A summary of their actions is provided below which has led to increased student engagement and achievement, improved employee engagement, and higher parent satisfaction. Because their work has made improvements in school districts, leaders and teachers have become more energized and results-driven. Their work focuses on schools becoming great places for students to learn, employees to work and parents to send their children to school.

The following summary provides the areas of work by Studer Group/EducatorReady.

educatorready.com affiliated with Studer Group	
Leader Evaluation	<p>Superintendents have implemented a measurable and aligned leader evaluation system for themselves, their senior team, district leaders, principals/assistant principals, and managers focusing on four major pillars of excellence:</p> <ul style="list-style-type: none"> • Quality – student achievement • People – employee engagement • Service – parent satisfaction with schools and leader satisfaction with district services provided • Finance – financial efficiency ratio (cost reduction & savings)
Teacher Evaluation	<p>We have worked with school districts by using a report from a focus group study we implemented with high performing teachers to work with their teacher groups on creating teacher evaluations. The report is free to districts. The teacher evaluations include:</p> <ul style="list-style-type: none"> • Quality – student achievement • People – student engagement • Service – parent satisfaction • Growth – competency demonstration aligned to Danielson’s Framework
Leader Development	<p>We offer districts online and face to face training in the following areas as a way to assist them with achieving goals and measures for student achievement, employee engagement and parent satisfaction:</p> <ul style="list-style-type: none"> • Professional Conversations: Making Rounds on Employees • Professional Conversations: Recognizing the Five ALWAYS Teaching Actions • Professional Conversations: Having High, Developing and Low Conversations with Employees • Professional Conversations: Gaining Employee Input From Survey Results • Professional Conversations: Answering Tough Questions • Recognizing and Rewarding Employees • Running Effective Meetings • Keeping Employees Informed <p style="text-align: right;">Keeping Parents Info Evaluation Formula Application</p>

- **Direct:** An assessment is tied directly to a course. For example, a student is in a reading course and takes the FCAT Reading Assessment.
- **Indirect:** There is an assessment tied indirectly to a course. For example, a student is in a Social Studies course which does not have a direct assessment; however, the student takes the FCAT. Therefore, the FCAT Reading is tied indirectly to the Social Studies class.
- **School:** This School Growth/ Achievement is based on all approved measurements in the evaluation system. Instructional staff that serve the school and are not tied directly to students receive the School Growth/ Achievement.
- **District:** Based upon all approved measurements in the evaluation system. Instructional Staff that serve the district and are not tied directly to students receive the District Growth/Achievement.
- **Student Support Staff:** Instructional Staff provide academic support for select student(s) but are not the responsible instructor for the course nor do they have a formal roster for FTE reporting purpose. Approved measurements will be used for these instructional staff evaluations.
- **rmed**

Teacher Development

We offer districts online and face to face training in the following areas as a way to assist Teachers to engage students in the learning environment to achieve.

- PLC 1: Foundations of Five ALWAYS Teaching Actions
- PLC 2: Classroom Rules and Procedures
- PLC 3: Learning Targets (Targets and Tasks)
- PLC 4: Practice and Feedback (Formative Assessment)
- PLC 5: Summative Assessments (Grades)
- PLC 6: Planning for Students to Achieve

Measurement

We offer three tools to measure progress and outcomes that include an important roll out process for leaders to use to share the information with employees, parents and students and to gain their input to build excellence in the school district.

- **Employee Engagement** – the extent to which employees believe leaders do a good job creating an engaging work environment
- **Parent Satisfaction** – the extent to which parents are satisfied with their child’s learning environment and school
- **Student Engagement** – the extent to which students believe teachers care about their

learning and create environments that provide them with opportunities to succeed.

Attachment I

Grade Level Assessments/ Percentages for Student Performance

Evaluation Formula Application

- Direct (“D”): An assessment is tied directly to a course. For example, a student is in a reading course and takes the state reading assessment. The instructor serves as the primary instructor responsible for the course standards. The student growth measurement data used in this instructor’s student performance evaluation data is limited to the students assigned to the instructor.(Classroom Instructors/ ESE Instructors)
- Indirect (“I”): There is an assessment tied indirectly to a course. For example; a students is in a Social Studies course which does not have a direct assessment; however, the student takes the state assessment. Therefore the state assessment is tied indirectly to the Social Studies course. The instructor serves as the primary instructor responsible for the course standards. The student growth measurement data used in this instructors student performance evaluation data is limited to the students assigned to the instructor. (Classroom and ESE Instructors)
- Student Support Instructors (“SS”): This includes Instructors that provide academic support for specific students within a course but are not the responsible instructor. The student growth measurement data used in this instructors student performance evaluation data is limited to the students assigned to the instructor.
- School Wide (“SW”): This includes instructional staff that serve/impact the entire student population and/or serve as program facilitators for the school (School-wide program facilitators). The data used is based upon all school growth/ achievement measurements that have been approved and are appropriate for the assignment (Media Specialists, Guidance Counselors, Physical education Teachers, School Wide Program Facilitators)
- District (“DW”): This includes instructional staff that serve/ impact the entire district student population and/or serve as program facilitators, instructional coaches (ie: Teachers on Special Assignment) for the district (District-wide program facilitators). The data used is based upon all school growth/ achievement measurements that have been approved and are appropriate for the assignment.

Santa Rosa District Schools
Elementary School Evaluation
Instructional Assessments, Percentages and Scale 2013-14

	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
					Teacher Scale	Student Scale
Classroom Based Instructors (Students Assigned to Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Infant and Toddler	21140 Eval Formula ID 001	HELP	50%	4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Increase of 12 Months Across All Domains
	ESE Pre-K Teacher	25230 Eval Formula ID 002	Brigance-Yellow	50%	4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Increase of 12 Months Across All Domains
	CBSA ESE Pre-K Teacher	25231 Eval Formula ID 003	VB-Mapp	30%	4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Student Increase of 4.00%
			Brigance-Yellow	20%	4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Increase of 12 Months Across All Domains
	Head Start/Pre-K Teacher	21130 Eval Formula ID 004	VPK Assessment Early Literacy	30%	4= 60% or above of students tested demonstrated a learning gain 3=41-60% of students tested demonstrated a learning gain 2=25-40% of students tested demonstrated a learning gain 1=Less than 25% of students tested demonstrated a learning gain	Learning Gain=Any Increase in Performance Will Constitute a Gain
			Early Math	20%		
TSA-Head Start/Pre-K (Head Start/Pre-K Students District Wide Will Be Used to Calculate Instructors' Scores)	TSA, Head Start-PreK	21131 Eval Formula ID 006	VPK Assessment Early Literacy	30%	4= 60% or above of students tested demonstrated a learning gain 3=41-60% of students tested demonstrated a learning gain 2=25-40% of students tested demonstrated a learning gain 1=Less than 25% of students tested demonstrated a learning gain	Learning Gain=Any Increase in Performance Will Constitute a Gain
			Early Math	20%		

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Classroom Based Instructors (Students Assigned to Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale		
	Kindergarten Teacher	21010 Eval Formula ID 005	DEA Reading (K)	30%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:	
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>		
			DEA Math (K)	20%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
					Reading Lvl 1 – 84 pt. gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain	
	First Grade Teacher	21020 Eval Formula ID 007	DEA Reading (1 st)	30%			
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>		
			DEA Math (1 st)	20%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl4 – 77 pt gain	Math Lvl1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain

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	2 nd Grade Teacher	21030 Eval Formula ID 008	DEA Reading (2 nd)	30%				
			Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.					
			4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points				
			DEA Math (2 nd)	20%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	<table><tr><td>Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl3 – 22 pt gain Lvl 4 – 4 pt gain</td><td>Math Lvl 1 – 126 pt gain Lvl2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain</td></tr></table>	Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain							

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Classroom Based Instructors (Students Assigned to Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	3rd Grade Teacher	21040 Eval Formula ID 009	FCAT Reading	30%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			FCAT Math	20%	
	3 rd Grade Math	21042 Eval Formula ID 162	FCAT Math	50%	
	3 rd Grade Reading	21041 Eval Formula ID 161	FCAT Reading	50%	
	4th Grade Teacher	21050 Eval Formula ID 010	FCAT Reading	20%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math	20%	
			FCAT Writing	10%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
	4 th Grade Teacher Math	21052 Eval Formula ID 164	FCAT Math	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	4 th Grade Teacher Reading	21051 Eval Formula ID 163	FCAT Reading	50%	

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	5th Grade Teacher	21060 Eval Formula ID 011	FCAT Reading FCAT Math	20% 20%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Science	10%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
	5 th Grade Math	21061 Eval Formula ID 129	FCAT Math	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	5 th Grade Reading	21062 Eval Formula ID 130	FCAT Reading	50%	

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Classroom Based Instructors (Students Assigned to Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	5 th Grade Science	21063 Eval Formula ID 131	FCAT Science	50%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
	6 th Grade Self Contained Teachers (Chumuckla Elem.)	21070 Eval Formula ID 012	FCAT Reading(6) FCAT Math(6)	25% 25%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	6 th Grade Self Contained Teachers (Jay)Reading, Science, Social Studies) Locklin & Gavin	21071 Eval Formula ID 132	FCAT Reading FCAT Math	40% 10%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	6 th Grade Self-Contained Language Arts	21072 Eval Formula ID 133	FCAT Reading(6)	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			My Access (6)	10%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
	6 th Grade Self-Contained Math	21073 Eval Formula ID 134	FCAT Math (6)	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Math Resource Teacher	21219 Eval Formula ID 013	FCAT Math (4,5)	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)

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Special Area Instructors: School Program Facilitators (All Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale		
	P. E. (K – 5)	21101	DEA Reading (K)	21%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:	
	Art (K – 5)	21081			Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
	Music (K – 5)	21091			4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
	Media (K – 5)	20121					
	Dean (K – 5)	23045	DEA Math (K)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain Math Lvl1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain	
	Guidance (K – 5)	20031					
		Eval Formula ID 014					
			DEA Reading (1 st)	32%	Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
			DEA Math (1 st)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		

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			DEA Reading (2 nd)	3%	Level is students's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
			DEA Math (2 nd)	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
						Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			FCAT Reading (3rd) FCAT Math (3rd)	4% 4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		
			VB MAPP	1%	Teacher Scale	Student Scale	
					4–60% or above of students tested demonstrated a learning gain 3–50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Student Increase of 2.00%	
			Brigance Green	1%	Teacher Scale	Student Scale	
					4–60% or above of students tested demonstrated a learning gain 3–50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain=Average increase of 12 months across all domains	

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Special Area Instructors: School Program Facilitators (All Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FCAT Reading (4 th & 5 th)	8%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math (4 th & 5 th)	8%		
			FCAT Writing (4 th)	3%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FCAT Science (5 th)	2%	4-60% or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (3 rd)	1%	Student Scale	Teacher Scale
			FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores
			FAA Writing (4 th)	1%		4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Science (5 th)	1%		
			FAA Reading (4,5)	1%	Student Scale	Teacher Scale
			FAA Math (4,5)	1%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			K – 5 th = Bagdad, Russell, Berryhill, Central, East Milton, Gulf Breeze, Oriole Beach, Pea Ridge, Rhodes; these job codes will not use Pre-K scores in their evaluations.			

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Special Area Instructors: School Program Facilitators (All Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale		
	P. E. (K – 6)	21102	DEA Reading (K)	2%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:	
	Music (K – 6)	21092			Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
	Media (K – 6th)	20122			4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
	Dean (K – 6)	23046	DEA Math (K)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
	Guidance (K – 6)	20032					
	Art (K-6)	21082					
		Eval Formula ID 015			Level is student's baseline level. Points are gained by comparing baseline scale score to end of the year scale score.		
			DEA Reading (1 st)	32%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
			DEA Math (1 st)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain

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				Level is student's baseline level. Points are gained by comparing baseline scale score to end of the year scale score.
		DEA Reading (2 nd)	32%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain
		DEA Math (2 nd)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain
				1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
				Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain
				Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
		FCAT Reading (3 rd) FCAT Math (3 rd)	3% 3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
		FCAT Reading (4 th & 5 th) FCAT Math (4 th & 5 th)	8% 6%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
		FCAT Writing (4 th)	2%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
		FCAT Science (5 th)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
		FCAT Reading (6 th) FCAT Math (6 th)	3% 3%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)

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			FCAT Reading (6 th) FCAT Math (6 th)	3% 3%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FAA Reading (3 rd) FAA Math (3 rd) FAA Writing (4 th) FAA Science (5 th)	1% 1% 1% 1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Reading (4,5,6) FAA Math (4,5,6)	1% 1%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			VB MAPP	1%	Teacher Scale 4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain = Average Student Increase of 2.00%
			Brigance Green	1%	4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain=Average increase of 12 months across all domains
	K – 6 th – Chumuckla Elementary, Jay Elementary - Note: These job codes will not use Pre-K scores in their evaluations.					

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Special Area Instructors: School Program Facilitators (All Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	P.E. (3-5)	21103	FCAT Reading (3 rd)	6%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment	
	Art (3-5)	21083	FCAT Math (3 rd)	6%	2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
	Music (3-5)	21093	FCAT Reading (4 th &5 th)	12%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+)	
	Media (3-5)	20123	FCAT Math (4 th &5 th)	12%	2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
	Guidance (3-5)	20033	FCAT Writing (4 th)	4%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
	Elementary Intervention	20334 Eval Formula ID 016	FCAT Science (5 th)	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (3 rd)	1%	Student Scale	Teacher Scale
			FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (4 th)	1%		
			FAA Science (5 th)	1%		
			FAA Reading (4,5)	1%	Student Scale	Teacher Scale
			FAA Math (4,5)	1%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			3 rd -5 th Schools: WNI, DIS, HNI – Note: These job codes will not use Pre-K scores in their evaluation.			

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Special Area Instructors (All Students Within Assigned Schools Will Be Used To: School Program Facilitators Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale		
	P.E. (K – 2)	21104	DEA Reading (K)	8%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:	
	Art (K – 2)	21084			Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
	Music (K – 2)	21094			4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
	Media (K – 2)	20124	DEA Math (K)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
	Guidance (K – 2)						
	A.I.S. (K – 2)	20034					
		21217 Eval Formula ID 017					
					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
			DEA Reading (1 st)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
		DEA Math (1 st)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain	

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					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
			DEA Reading (2 nd)	9%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
			DEA Math (2 nd)	9%			
							Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain
Special Area Instructors (All Students Within Assigned Schools Will Be Used To: School Program Facilitators Calculate Instructor's Scores)	A.I.S. K-2 Literacy	20137 Eval Formula ID 183	DEA Reading (K)	15%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:	
					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
					Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain		
			DEA Reading (1 st)		Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:	
					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR					

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						3. Demonstrate a year's growth by increasing in scale score points using the following scale: Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain
			DEA Reading (2nd)		Teacher Scale <i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i> 4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Student Learning Gains on DEA scores will be calculated as follows: 1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale: Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain
Classroom Based Instructors (Students Assigned To Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	ESE Math (K-2)	25209 Eval Formula ID 181	DEA Math (K)	15%	Teacher Scale <i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i> 4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Student Learning Gains on DEA scores will be calculated as follows: 1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale: Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain

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			DEA Math (1 st)	15%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
						Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain
					Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
			DEA Math (2 nd)	20%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
						Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain

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ESE Academic (K-2 Self- Contained Alternative Assessment)	25610 Eval Formula ID 144	VB MAPP	25%	Teacher Scale	Student Scale
				4–60% or above of students tested demonstrated a learning gain 3–50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Student Increase of 2.00%
		Brigance Green	25%	Teacher Scale	Student Scale
				4–60% or above of students tested demonstrated a learning gain 3–50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain=Average increase of 12 months across all domains
K-2 Schools: DPS, HNP, WNP – Note: These job codes will not use Pre-K scores in their evaluation.					

Special Area Instructor	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	A.I.S. Elementary	21214 Eval Formula	DEA Reading (K)	15%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	

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		ID 018			4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale: <table><tr><td>Reading</td><td>Math</td></tr><tr><td>Lvl 1 – 84 pt gain</td><td>Lvl 1 – 106 pt gain</td></tr><tr><td>Lvl 2 – 4 pt gain</td><td>Lvl 2 – 74 pt gain</td></tr><tr><td>Lvl 3 – 20 pt gain</td><td>Lvl 3 – 73 pt gain</td></tr><tr><td>Lvl 4 – 7 pt gain</td><td>Lvl 4 – 75 pt gain</td></tr></table>	Reading	Math	Lvl 1 – 84 pt gain	Lvl 1 – 106 pt gain	Lvl 2 – 4 pt gain	Lvl 2 – 74 pt gain	Lvl 3 – 20 pt gain	Lvl 3 – 73 pt gain	Lvl 4 – 7 pt gain	Lvl 4 – 75 pt gain
			Reading	Math												
			Lvl 1 – 84 pt gain	Lvl 1 – 106 pt gain												
Lvl 2 – 4 pt gain	Lvl 2 – 74 pt gain															
Lvl 3 – 20 pt gain	Lvl 3 – 73 pt gain															
Lvl 4 – 7 pt gain	Lvl 4 – 75 pt gain															
Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.																
	DEA Reading (1 st)	15%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale: <table><tr><td>Reading</td><td>Math</td></tr><tr><td>Lvl 1 – 117 pt gain</td><td>Lvl 1 – 95 pt gain</td></tr><tr><td>Lvl 2 – 91 pt gain</td><td>Lvl 2 – 68 pt gain</td></tr><tr><td>Lvl 3 – 81 pt gain</td><td>Lvl 3 – 68 pt gain</td></tr><tr><td>Lvl 4 – 77 pt gain</td><td>Lvl 4 – 46 pt gain</td></tr></table>	Reading	Math	Lvl 1 – 117 pt gain	Lvl 1 – 95 pt gain	Lvl 2 – 91 pt gain	Lvl 2 – 68 pt gain	Lvl 3 – 81 pt gain	Lvl 3 – 68 pt gain	Lvl 4 – 77 pt gain	Lvl 4 – 46 pt gain		
Reading	Math															
Lvl 1 – 117 pt gain	Lvl 1 – 95 pt gain															
Lvl 2 – 91 pt gain	Lvl 2 – 68 pt gain															
Lvl 3 – 81 pt gain	Lvl 3 – 68 pt gain															
Lvl 4 – 77 pt gain	Lvl 4 – 46 pt gain															
Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.																

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			DEA Reading (2 nd)	15%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:							
						<table><tr><td>Reading</td><td>Math</td></tr><tr><td>Lvl 1 – 56 pt gain</td><td>Lvl 1 – 126 pt gain</td></tr><tr><td>Lvl 2 – 29 pt gain</td><td>Lvl 2 – 111 pt gain</td></tr><tr><td>Lvl 3 – 22 pt gain</td><td>Lvl 3 – 99 pt gain</td></tr><tr><td>Lvl 4 – 4 pt gain</td><td>Lvl 4 – 83 pt gain</td></tr></table>	Reading	Math	Lvl 1 – 56 pt gain	Lvl 1 – 126 pt gain	Lvl 2 – 29 pt gain	Lvl 2 – 111 pt gain	Lvl 3 – 22 pt gain
Reading	Math												
Lvl 1 – 56 pt gain	Lvl 1 – 126 pt gain												
Lvl 2 – 29 pt gain	Lvl 2 – 111 pt gain												
Lvl 3 – 22 pt gain	Lvl 3 – 99 pt gain												
Lvl 4 – 4 pt gain	Lvl 4 – 83 pt gain												
			FCAT Reading (3)	5%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment								
A.I.S. (3-5)	21213 Eval Formula ID 019	FCAT Reading (3)	40%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment									
		FCAT Reading (4&5)	10%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)									
K – 2 Schools: DPS, HNP, WNP – Note: These job codes will not use Pre-K scores in their evaluations.													

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Special Area Instructors: School Program Facilitators (All Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale			
	Literacy Coach (K – 5) <							

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					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.											
			DEA Reading (2 nd)	9%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:										
						<table><tr><td>Reading</td><td>Math</td></tr><tr><td>Lvl 1 – 117 pt gain</td><td>Lvl 1 – 95 pt gain</td></tr><tr><td>Lvl 2 – 91 pt gain</td><td>Lvl 2 – 68 pt gain</td></tr><tr><td>Lvl 3 – 81 pt gain</td><td>Lvl 3 – 68 pt gain</td></tr><tr><td>Lvl 4 – 77 pt gain</td><td>Lvl 4 – 46 pt gain</td></tr></table>	Reading	Math	Lvl 1 – 117 pt gain	Lvl 1 – 95 pt gain	Lvl 2 – 91 pt gain	Lvl 2 – 68 pt gain	Lvl 3 – 81 pt gain	Lvl 3 – 68 pt gain	Lvl 4 – 77 pt gain	Lvl 4 – 46 pt gain
			Reading	Math												
Lvl 1 – 117 pt gain	Lvl 1 – 95 pt gain															
Lvl 2 – 91 pt gain	Lvl 2 – 68 pt gain															
Lvl 3 – 81 pt gain	Lvl 3 – 68 pt gain															
Lvl 4 – 77 pt gain	Lvl 4 – 46 pt gain															
FCAT Reading (3 rd)	9%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment														
		FCAT Reading (4 th & 5 th)	16%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)												

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Special Area Instructors: School Program Facilitators (All Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale		
	Literacy Coach (K – 6)	20135 Eval Formula ID 021	DEA Reading (K)	6%	Teacher Scale		Student Learning Gains on DEA scores will be calculated as follows:
					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
							<table><tr><td>Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain</td><td>Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain</td></tr></table>
Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain						
			Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.				
		DEA Reading (1 st)	6%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:		
					<table><tr><td>Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain</td><td>Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain</td></tr></table>	Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain
Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain						

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			Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.				
			DEA Reading (2 nd)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
						Reading Lvl 1 – 56 pt gain Lvl 2 –29 pt gain Lvl 3 – 20 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			FCAT Reading (3 rd)	10%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		
			FCAT Reading (4 th -6 th)	20%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)		
Literacy Coach (3-5)	20142 Eval Formula ID 022	FCAT Reading (3 rd)	18%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment			
		FCAT Reading (4 th &5 th)	32%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)			

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ESE Instructors
(All SWD Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)
Students assigned to Instructor's Classroom will be used to calculate Instructor's scores

Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale				
ESE K-5 th	25205 Eval Formula ID 025	DEA Reading (K)	2%	Teacher Scale		Student Learning Gains on DEA scores will be calculated as follows:		
				Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.				
		DEA Math (K)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score using the following scale:		
				4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain	
						Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
		DEA Reading (1 st)	32%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score using the following scale:		
		DEA Math (1 st)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain		Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain

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					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.			
			DEA Reading (2 nd)	32%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score using the following scale:		
			DEA Math (2 nd)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	<table><tr><td>Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain</td><td>Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain</td></tr></table>	Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain							
			VB MAPP	1%	Teacher Scale 4–60% or above of students tested demonstrated a learning gain 3–50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain = Average Student Increase of 2.00%		
			Brigance Green	1%	Teacher Scale 4–60% or above of students tested demonstrated a learning gain 3–50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain=Average increase of 12 months across all domains		

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ESE Instructors

(All SWD Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)

Students assigned to Instructor's classroom will be used to calculate Instructor's scores

Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
continued from previous page		FCAT Reading (3) FCAT Math (3)	4% 4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
		FCAT Reading (4 & 5) FCAT Math (4 & 5)	8% 8%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
		FCAT Writing (4)	3%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
		FCAT Science (5)	3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
		FAA Reading (3 rd)	1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale Teacher's score will be the average of the students' scores
		FAA Math (3 rd)	1%		4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
		FAA Writing (4 th)	1%		
		FAA Science (5 th)	1%		
		FAA Reading (4,5)	1%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
		FAA Math (4,5)	1%		
K – 5 th = Bagdad, Russell, Berryhill, Central, East Milton, Gulf Breeze, Oriole Beach, Pea Ridge, Rhodes; these job codes will not use Pre-K scores in their evaluations.					

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ESE Instructors
(All SWD Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)
Students assigned to classroom will be used to calculate Instructor's scores

Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale		
ESE K – 6 th	25206 Eval Formula ID 026	DEA Reading (K)	1%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:	
				Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
				4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
		DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
					Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Math Lvl 1- 106 pt gain Lvl 2 – 74 pt gain Lvl 3 - 73 pt gain Lvl 4 – 75 pt gain
					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.	
		DEA Reading (1 st)	≥ 1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
		DEA Math (1 st)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1- 95 pt gain Lvl 2 – 68 pt gain Lvl 3 - 68 pt gain Lvl 4 – 46 pt gain					

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					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.	
			DEA Reading (2 nd)	≥ 1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
			DEA Math (2 nd)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			FCAT Reading (3 rd) FCAT Math (3 rd)	4% 4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FCAT Reading (4 th & 5 th) FCAT Math (4 th & 5 th)	8% 8%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			VB MAPP	1%	Teacher Scale 4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain = Average Student Increase of 2.00%
			Brigance Green	1%	Teacher Scale 4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain=Average increase of 12 months across all domains

Santa Rosa District Schools
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Instructional Assessments, Percentages and Scale 2013-14

<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> ESE Instructors (All SWD Students in Within Assigned Schools to Instructor's classroom will Be Used To Calculate Instructor's Scores) </div>	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FCAT Writing (4 th)	2%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FCAT Science (5 th)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FCAT Reading (6 th) FCAT Math (6 th)	4% 4%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FAA Reading (3 rd)	1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Math (3 rd)	1%		
			FAA Writing (4 th)	1%		
			FAA Science (5 th)	1%		
			FAA Reading (4,5,6)	1%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Math (4,5,6)	1%		
K – 6 th – Chumuckla Elementary, Jay Elementary - Note: These job codes will not use Pre-K scores in their evaluations.						

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Elementary School Evaluation

Instructional Assessments, Percentages and Scale 2013-14

	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> ESE Instructors (All SWD Students Within Assigned Schools- to Instructor's classroom will Be Used To Calculate Instructor's Scores) </div>	ESE 3 rd – 5 th Self Contained	25232 Eval Formula ID 170	FAA Reading (3 rd)	10%		
			FAA Math (3 rd)	10%		
			FAA Writing (4 th)	5%		
			FAA Science (5 th)	5%		
			FAA Reading (4,5)	10%		
			FAA Math (4,5)	10%		
	ESE 3 rd -5 th	25207 Eval Formula ID 027	FCAT Reading (3 rd)	5%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FCAT Math (3 rd)	5%		
			FCAT Reading (4 th &5 th)	12%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math (4 th &5 th)	12%		
			FCAT Writing (4 th)	5%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FCAT Science (5 th)	5%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (3 rd)	1%	Student Scale	Teacher Scale
			FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (4 th)	1%		
			FAA Science (5 th)	1%		

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 Instructional Assessments, Percentages and Scale 2013-14

			FAA Reading (4,5)	1%	Student Scale	Teacher Scale
			FAA Math (4,5)	1%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
3 rd -5 th Schools: WNI, DIS, HNI – Note: These job codes will not use Pre-K scores in their evaluation.						

Santa Rosa District Schools
Elementary School Evaluation

Instructional Assessments, Percentages and Scale 2013-14

ESE Instructors
(All SWD Students Within Assigned Schools to Instructor will Be Used To Calculate Instructor's Scores)

Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale			
ESE K-2 nd	25208 Eval Formula ID 028	DEA Reading (K)	8%	Teacher Scale		Student Learning Gains on DEA scores will be calculated as follows:	
				Level is student's baseline level. Points are gain comparing baseline scale score to end of year scale score.			
		DEA Math (K)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
						Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain
				Level is student's baseline level. Points are gain comparing baseline scale score to end of year scale score.			
		DEA Reading (1 st)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
		DEA Math (1 st)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		Reading Lvl 1 – 117 pt gain Lvl 2 – 91pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain

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					Level is student's baseline level. Points are gain comparing baseline scale score to end of year scale score.	
			DEA Reading (2 nd)	10%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
			DEA Math (2 nd)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
						Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain
K – 2 nd Schools: DPS, HNP, WNP – Note: These job codes will not use Pre-K scores in their evaluations.						

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<p style="text-align: center;">ESE Instructors (All SWD Students Within Assigned Schools to Instructor will Be Used To Calculate Instructor's Scores)</p>	ESE K-5 Self Contained (Alt. Assess)	25619 Eval Formula ID 159	FAA Reading (3 rd)	4%	Student Scale	Teacher Scale
			FAA Math (3 rd)	3%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (4 th)	8%		
			FAA Science (5 th)	8%		
			FAA Reading (4-5)	6%	Student Scale	Teacher Scale
			FAA Math (4-5)	5%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			VB-Mapp K-2	8%		
			Brigance Green (K-2)	8%		
					Teacher Scale	Student Scale
					4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Student Increase of 2.00%
					4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain=Average increase of 12 months across all domains
	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Student Support (ESE) 3-5 Reading	25234 Eval Formula 171	FCAT Read 3 rd grade FCAT Read 4-5 grades	15% 35%		

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	Student Support (ESE) Math	25235 Eval Formula ID 172	FCAT Math 3 rd FCAT Math 4-5	15% 35%	
	Student Support (ESE) 3 rd	25236 Eval Formula ID 173	FCAT Read 3 rd FCAT Math 3 rd	25% 25%	
	Student Support Read (ESE) 3 rd	25237 Eval Formula ID 174	FCAT Read 3rd	50%	
	Student Support Math 3rd	25238 Eval Formula ID 175	FCAT Math	50%	
	Student Support (ESE) Math K-5	25622 Eval Formula ID 158	DIS Math K DIS Read K FCAT Math 3 FCAT Math 4-5 FCAT Read 3 FCAT Read 4-5 FCAT Science 5 FCAT Writes 4	8% 8% 5% 8% 5% 8% 4% 4%	
	Student Support (ESE) Reading K-5	25623 Eval Formula ID 167	DIS Read K – 2 FCAT Read 3 FCAT Read 4-5	25% 10% 15%	
Classroom Based Instructors (Students Assigned To Instructor's Classroom Will Be	6 th Grade Math	22131	FCAT Math	40 50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Intensive Math – 6 th Grade	22137 Eval Formula ID 029	FCAT Reading	5%	
	6 th Grade Math	22131	FCAT Science 8 th Grade School Wide Score	5%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
	Intensive Math – 6 th Grade 6 th Grade Social Studies (AMS,GBM, HMS, HNM,	22137 Eval Formula ID 029 22171	FCAT Reading	45 50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+)

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	KMS,SMS, WBM, Central)	Eval Formula ID 030			2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	6 th Grade Social Studies (AMS,GBM, HMS, HNM, KMS,SMS, WBM, Central) 6 th Grade Language Arts (AMS,GBM, HMS, HNM, KMS,SMS, WBM, Central)	22171 Eval Formula ID 030	FCAT Writes 8 th grade School Wide Scores	5%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
		22124 Eval Formula ID 031	FCAT Reading	35 50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	6 th Grade Language Arts (AMS,GBM, HMS, HNM, KMS,SMS, WBM, Central)	22124 Eval Formula ID 031	FCAT Writes 8 th grade School Wide Scores	15%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency

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Classroom Based Instructors (Students Assigned To Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	6 th Grade Science	22161 Eval Formula ID 032	FCAT Math	10 25%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Reading	30 25%	
			FCAT Science 8 th Grade School Wide Score	10%	
	6 th Grade Reading	22127	FCAT Reading	40 50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Intensive Reading-6 th Grade	22221 Eval Formula ID 033	FCAT Writes 8 th grade School Wide Scores	10%	
	6 th Grade Elective (ex: Wheel, P.E., Band, Chorus...) (AMS,GBM, HMS, HNM, KMS,SMS, WBM, Central)	22001 Eval Formula ID 034	FCAT Reading	35 40%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math	5 10%	
			FCAT Writes 8 th grade School Wide Scores	5%	
			FCAT Science 8 th Grade School Wide Score	5%	4 60% Or Above (3, 4, or 5) of Students Taking Assessment 3 50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2 40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1 Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment

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Classroom Based Instructors (Students Assigned To Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	7 th Grade Math	22132	FCAT Math	40 50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Intensive Math – 7 th Grade	22138 Eval Formula ID 035	FCAT Reading	5%	
			FCAT Science 8 th Grade School Wide Score	5%	4 60% Or Above (3, 4, or 5) of Students Taking Assessment 3 50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2 40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1 Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
	7 th Grade Social Studies (AMS,GBM, HMS, HNM, KMS,SMS, WBM, Central, JHS)	22172 Eval Formula ID 036	FCAT Reading	45 50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writes 8 th grade School Wide Scores	5%	4 80% or Above (3.0) of Students Taking Assessment 3 70-79% Proficiency (3.0) of Students Taking Assessment 2 60-69% Proficiency of Students Taking Assessment 1 Below 60% Proficiency
	7 th Grade Language Arts	22122 Eval Formula ID 037	FCAT Reading	35 50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writes 8 th grade School Wide Scores	15%	4 80% or Above (3.0) of Students Taking Assessment 3 70-79% Proficiency (3.0) of Students Taking Assessment 2 60-69% Proficiency of Students Taking Assessment 1 Below 60% Proficiency

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Classroom Based Instructors (Students Assigned To Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	7 th Grade Science	22162 Eval Formula ID 038	FCAT Math	40 25%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Reading	30 25%	
			FCAT Science 8 th Grade School Wide Score	10%	4 60% Or Above (3, 4, or 5) of Students Taking Assessment 3 50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2 40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1 Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
	7 th Grade Reading	22128	FCAT Reading	40 50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Intensive Reading-7 th Grade	22222 Eval Formula ID 039	FCAT Writes 8 th grade School Wide Scores	10%	
					4 80% or Above (3.0) of Students Taking Assessment 3 70-79% Proficiency (3.0) of Students Taking Assessment 2 60-69% Proficiency of Students Taking Assessment 1 Below 60% Proficiency
	7 th Grade Electives (ex: Wheel, P.E., Band, Chorus...) (AMS,GBM, HMS, HNM, KMS,SMS, WBM, Central, JHS)	22002 Eval Formula ID 040	FCAT Reading	35 40%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math	5 10%	
			FCAT Writes 8 th grade School Wide Scores	5%	4 80% or Above (3.0) of Students Taking Assessment 3 70-79% Proficiency (3.0) of Students Taking Assessment 2 60-69% Proficiency of Students Taking Assessment 1 Below 60% Proficiency
			FCAT Science 8 th Grade School Wide Score	5%	4 60% Or Above (3, 4, or 5) of Students Taking Assessment 3 50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2 40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1 Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment

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Classroom Based Instructors (Students Assigned To Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	8 th Grade Math	22133	FCAT Math	40 50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Intensive Math – 8 th Grade	22139	FCAT Reading	5%	
	M.S. Math (6-8)	22130	FCAT Science	5%	
	Intensive Math (6-8)	22134 Eval Formula ID 041			
	8 th Grade Algebra I	22135 Eval Formula ID 042	Algebra EOC	50%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment
	8 th Grade Social Studies	22173	FCAT Reading	45 30%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	M.S. Social Studies (6-8)	22174 Eval Formula ID 043	FCAT Writes 8 th grade School Wide Scores	5 20%	
	8 th Grade Language Arts	22123 Eval Formula ID 044	FCAT Reading	25%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writes	25%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
	M.S. Lang. Arts (6-8)	22125 Eval Formula ID 045	FCAT Reading	25%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writes 8 th grade School Wide Scores	25%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency

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Classroom Based Instructors (Students Assigned To Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	8 th Grade Science	22163 Eval Formula ID 046	FCAT Reading	5%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+)
			FCAT Math	5%	2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1-Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			Algebra EOC	5%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment
	M.S. Science (6-8)	22160 Eval Formula ID 047	FCAT Reading (6-8)	6%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+)
			FCAT Math (6-8)	6%	2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1-Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			Algebra EOC	3%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment
			FCAT Science	35%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
	8 th Grade Reading	22126	FCAT Reading	40 50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+)
			FCAT Writes	10%	2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Intensive Reading-8 th Grade	22223 Eval Formula ID 048			4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency

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Classroom Based Instructors (Students Assigned To Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	8 th Grade Electives (ex: Wheel, P.E., Band, Chorus...)	22003 Eval Formula ID 049	FCAT Reading	35 40%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math	5 10%	
			FCAT Science	5%	
			FCAT Writes	5%	
	M.S. Elective (6-8) ex. Band, Chorus, P.E.	22004 Eval Formula ID 050	FCAT Reading	35 40%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math	5 10%	
			FCAT Science	5%	
			FCAT Writes	5%	
	Electives Outside Core (7-12)	22005 Eval Formula ID 165	FCAT Reading (7-10)	30 35%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math (6-8)	5 5%	
			College Readiness Score (PERT, ACT, SAT, CPT)	10%	
			FCAT Writes (8,10)	10%	

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Special Area Instructors: School Program Facilitators (All Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)	ISS Teacher 6-12	23044 Eval Formula 165	FCAT Reading (7-10)	30 35%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math (6-8)	5 5%		
			College Readiness Score (PERT, ACT, SAT, CPT)	10%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math	
	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	M.S.Literacy Coach	20141	FCAT Reading (6-8)	40 50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
	Intensive Reading (6-8)	22224	FCAT Writes	10%	4 80% or Above (3.0) of Students Taking Assessment 3 70-79% Proficiency (3.0) of Students Taking Assessment 2 60-69% Proficiency of Students Taking Assessment 1 Below 60% Proficiency	
	M.S. Reading (6-8)	22121 Eval Formula ID 052				
	M.S. Guidance	20020	FCAT Reading (6-8)	15%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math (6-8)	15%		
			Algebra EOC	3%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 31% proficiency (Levels 3,4,5) of students taking the assessment	
	M.S. Dean	23050	FCAT Science	3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FCAT Writes	8%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
	Middle School	20335	FAA Reading (6-8)	2%	Student Scale	
					Teacher Scale	

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	Intervention	Teacher, ISS-Middle	23043 Eval Formula ID 053	FAA Math (6-8)	2%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
				FAA Writing (8) FAA Science (8)	1% 1%	Student Scale	Teacher Scale
						4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

Classroom Based Instructor (Students assigned to classroom will be used to calculate Instructor's scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	M.S. Math/ M.S. Science	22164 Eval Formula ID 127	FCAT Reading (6-8)	5%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+, -) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-, -) 1-Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-, -)
			FCAT Math (6-8)	20%	
			Algebra EOC	5%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment
			FCAT Science	20%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1-Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
	Intensive Reading (6-8) M.S. Reading (6-8)	22224 22121 Eval Formula ID 145	FCAT Reading (6-8)	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)

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	7 th -Grade Science/ 8 th -Grade Elective	21216 Eval Formula ID-055	FCAT Reading	30%	4 Positive Value Added score minus one half of standard error equals positive number (+,+) 3 Positive Value Added minus one half of standard error equals negative number (+, -) OR negative Value Added score plus one half of standard error equals positive (-,+) 2 Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1 Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math	8%	
			FCAT Science	8%	4 60% Or Above (3, 4, or 5) of Students Taking Assessment 3 50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2 40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1 Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			FCAT Writes 8 th -grade School Wide Scores	4%	4 80% or Above (3.0) of Students Taking Assessment 3 70-79% Proficiency (3.0) of Students Taking Assessment 2 60-69% Proficiency of Students Taking Assessment 1 Below 60% Proficiency

Special Area Instructors: School Program Facilitators (All Students Within Assigned Schools Will Be	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	Job Title
	M.S. Media	20110 Eval Formula ID 054	FCAT Reading (6-8)	29%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math (6-8)	9%		
			Algebra EOC	2%		
			FCAT Science	2%		
			FCAT Writes	4%		
			FAA Reading (6-8)	1%	Student Scale	Teacher Scale

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			FAA Math (6-8)	1%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (8)	1%	Student Scale	Teacher Scale
			FAA Science (8)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
A.I.S. M.S. Math	21216 Eval Formula ID 055		FCAT Math (6-8)	30 40%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Reading (6-8)	5%		
			Algebra EOC	10%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			FCAT Science	5%	4- 60% Or Above (3, 4, or 5) of Students Taking Assessment 3- 50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2- 40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	

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ESE Instructors Working with Self-Contained Students Will Use All Self-Contained Students in Their Assigned School- Classroom will be used to Calculate Instructor's Scores	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	Job Title
	M.S. ESE Self Contained (ESE-SC-MS)	25611 Eval Formula ID 056	FAA Reading (6-8)	18%	Student Scale	Teacher Scale
			FAA Math (6-8)	18%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (8)	7%	Student Scale	Teacher Scale
			FAA Science(8)	7%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
	M.S. ESE Academic (ESE-A-MS)	25612 Eval Formula ID 057	FCAT Reading (6-8)	20%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math (6-8)	15%		
			FCAT Science (8)	6%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FCAT Writes 8 th grade School Wide Scores	6%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			Algebra EOC	3%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	

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—	Student support (ESE) Math 6-8	25625 Eval Formula ID 168	FCAT Math 6-8	50%	
—	Student Support (ESE) Reading 6-7	25626 Eval Formula ID 169	FCAT Read 6-7	50%	
ESE Instructors Working with Self-Contained Students Will Use All Self-Contained Students in Their Assigned School Classroom will be used to Calculate Instructor's Scores	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	ESE Academic 7-12 (ESE-A-7-12)	25615 Eval Formula ID 058	FCAT Reading (6-10)	20%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math (6-8)	15%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			FCAT Science (8)	2%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
			FCAT Writes (8,10)	8%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
			Algebra EOC	2%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment
			Geometry EOC	2%	
			Biology EOC	1%	

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Classroom Based Instructors (Students in Assigned Classroom Will Be Used to Calculate Instructor's Scores – For Teachers Who Do Not Teach Students Who Take An FCAT Assessment, School Wide Scores Will Be Used in Assigned Assessments)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	All Social Science (9-10)	23130	FCAT Reading (9, 10)	35%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	All English (9-10)	23120	FCAT Writes (10)	15%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
	Electives (outside core) Band, PE, Chorus, JROTC, Technology/B usiness, Family and Consumer Science, Art (9-12 10)	23141			
	Electives (inside core) Speech, Journalism, Drama, Debate (9-12 10)	23121 Eval Formula ID 059			

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Classroom Based Instructors (Students in Assigned Classroom Will Be Used to Calculate Instructor's Scores – For Teachers Who Do Not Teach Students Who Take An FCAT Assessment, School Wide Scores Will Be Used in Assigned Assessments)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	All Math 9-10 except EOCs	23100	FCAT Reading (9, 10)	30	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	All Math 9-12 Except EOCs	23106			
		Eval Formula ID 156	FCAT Writing	5%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
			College Readiness (PERT, ACT, SAT, CPT)	15%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math
	All Math 11-12 Except EOCs	23105 Eval Formula ID 148	College Readiness (PERT, ACT, SAT, CPT)	50%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math
	Algebra I	23101 Eval Formula ID 061	FCAT Reading (9, 10)	10%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			Algebra I EOC VAM	40 50%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Alg EOC Remediation	23104 Eval Formula ID 139	Algebra I EOC VAM	50%	4-Above 50% proficiency (Levels 3,4,5) of students taking the assessment 3-31-49% proficiency (Levels 3,4,5) of students taking the assessment 2-20-30% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 20% proficiency (Levels 3,4,5) of students taking the assessment 4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)

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<p>Classroom Based Instructors</p> <p>(Students in Assigned Classroom Will Be Used to Calculate Instructor's Scores or Teachers Who Do Not Teach Students Who Take An FCAT Assessment-School Wide Scores Will Be Used in Assigned Assessments)</p>	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	Geometry	23102 Eval Formula ID 062	FCAT Reading (9, 10)	10%	<p>4-Positive Value Added score minus one half of standard error equals positive number (+, +)</p> <p>3-Positive Value Added minus one half of standard error equals negative number (+, -) OR negative Value Added score plus one half of standard error equals positive (-, +)</p> <p>2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-, -)</p> <p>1-Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-, -)</p>
			Geometry EOC	40 50%	<p>4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment</p> <p>3-41-59% proficiency (Levels 3,4,5) of students taking the assessment</p> <p>2-31-40% proficiency (Levels 3,4,5) of students taking the assessment</p> <p>1-Below 31% proficiency (Levels 3,4,5) of students taking the assessment</p>
	Algebra 1A	23103 Eval Formula ID 146	Algebra 1A EOC	50%	<p>4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment</p> <p>3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment</p> <p>2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment</p> <p>1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment</p>

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Classroom Based Instructors ((Students in Assigned Classroom Will Be Used to Calculate Instructor's Scores – For Teachers Who Do Not Teach Students Who Take An FCAT Assessment, School-Wide Scores Will Be Used in Assigned Assessments))	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	All Science Except Biology I (9- 10)	23110	FCAT Reading (9, 10)	20%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	All Social Sciences (except EOC) All Social Science/ Reading 9-10 Electives 9-10 Foreign Language 9-10 Eval Formula ID 064	23130 23133 23141 23170	FCAT Writes (10)	10%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
	Biology I (9- 10)	23111 Eval Formula ID 065	Biology EOC	50%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 31% proficiency (Levels 3,4,5) of students taking the assessment

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All Sciences except Biology 11-12	23112	College Readiness (PERT, ACT, SAT, CPT)	50%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math
Reading 11-12	23124			
All English 11-12	23126			
All Social Sciences 11-12 (except EOC)	23132			
All Electives (inside/ Outside) Core	23142 23143			
Foreign Language 11-12	23171			
Gifted 11-12	25304			
ESE Academic 11-12	25618			
	Eval Formula ID 148			
All Sciences except Biology 9-12	23113	FCAT Reading (9, 10)	30	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
All ELA 9-12	23128			
Electives Inside Core 9-12	23127	FCAT Writing	5%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency

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	Electives Outside Core 9-12 Foreign Language 9-12	23144 23172 Eval Formula ID 156	College Readiness (PERT, ACT, SAT, CPT)	15%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math
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Classroom Based Instructors (Students in Assigned Classroom Will Be Used to Calculate Instructor's Scores – For Teachers Who Do Not Teach Students Who Take An FCAT Assessment, School-Wide Scores Will Be Used in Assigned Assessments) Student	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	Reading (9-10)	23122	FCAT Reading (9, 10)	40%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Reading Intensive	23123 Eval Formula ID 066	FCAT Writes (10)	10%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
	Foreign Language (9-10)	23170 Eval Formula ID 068	FCAT Reading (9, 10)	30%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writes (10)	20%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
	US History	23131 Eval Formula ID 147	US History EOC	50%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 31% proficiency (Levels 3,4,5) of students taking the assessment

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Special Area Instructors: School Program Facilitators (All Students Within School Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Athletic Directors	23061 Eval Formula ID 069	FCAT Reading (9, 10)	20 15%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math	2%		
			Algebra EOC VAM	4%		
			FCAT Writes (10)	7%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			Algebra EOC	6%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			Geometry EOC	4%		
			Biology EOC	4%		
			US History EOC	4%		
			FAA Reading (9,10) FAA Math (9,10)	2% 1%	Student Scale	Teacher Scale
					4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (10) FAA Science (11)	1% 1%	Student Scale	Teacher Scale
					4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

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			College Readiness (PERT, ACT, SAT, CPT)	5%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math	
	P.E. 7-12	21107 Eval Formula ID 165	FCAT Math FCAT Reading	10% 35%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			College Readiness Score	5%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math	
Special Area Instructors: School Program Facilitators (All Students Within School Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Deans (9-12)	23060	FCAT Reading (9, 10)	20%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math	5%		
			Algebra EOC VAM	5%		
	High School Guidance (9-12)	20012 Eval Formula ID 070	Algebra EOC	6%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			Geometry EOC	3%		
			Biology EOC	3%		
			US History EOC	3%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FCAT Writes (10)	6%		
			FAA Reading (9,10)	2%	Student Scale	Teacher Scale
			FAA Math (9,10)	1%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0)

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					proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (10) FAA Science (11)	1% 1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			College Readiness (PERT, ACT, SAT, CPT)	5%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math	
	High School Literacy Coach	20136 Eval Formula ID 071	FCAT Reading	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
	Literacy Coach (7-12 & 6-12)	20131 Eval Formula ID 135	FCAT Reading (6-8) FCAT Reading (9-10)	23% 27%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
Special Area Instructors: School Program Facilitators (All Students Within)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Media	20100 Eval Formula ID 072	FCAT Reading (9, 10) Algebra 1 EOC VAM (9-)	30 25% 3%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			Algebra EOC	4%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			Geometry EOC	3%		

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			Biology EOC	3%	1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			US History EOC	3%		
			FCAT Writes	5%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FAA Reading (9,10)	2%	Student Scale	Teacher Scale
			FAA Math (9,10)	1%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (10) FAA Science (11)	1% 1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			College Readiness (PERT, ACT, SAT, CPT)	3%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math	

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Special Area Instructors: School Program Facilitators (All Students Within School Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	High School Guidance (7-12)	20011 Eval Formula ID 073	FCAT Reading (7- 10)	16 13%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math (7,8)	12 11%		
			Algebra EOC VAM	2%		
			Geometry EOC Biology EOC US History EOC	2% 2% 2%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			FCAT Writing (8,10)	7%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FCAT Science (8)	3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (7-10)	2%	Student Scale	Teacher Scale
			FAA Math (7-10)	1%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (8,10) FAA Science (8,11)	1% 1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

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			College Readiness (PERT, ACT, SAT, CPT)	3%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math	
Special Area Instructors: School Program Facilitators (All Students Within School Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	High School Guidance (6-12)	20010 Eval Formula ID 074	FCAT Reading (6- 10)	13%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math (6-8)	11%		
			Algebra 1 EOC VAM (9-)	2%		
			Geometry EOC	2%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			Biology EOC	2%		
			US History EOC	2%		
			FCAT Writes (8,10)	7%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FCAT Science (8)	3%		
			FAA Reading (6-10)	2%	Student Scale	Teacher Scale
			FAA Math (6-10)	1%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing	1%	Student Scale	Teacher Scale

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			(8,10) FAA Science (8,11)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			College Readiness (PERT, ACT, SAT, CPT)	3%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math	

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Classroom Instructors (All Students Within School to assigned classroom will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	All Secondary and Post-Secondary, Career and Technical Instructors (CTE Instructors w/Assigned Industry certification)	23332	Assigned Industry certification	30%	4-86-100% passing rate of students attempting industry certification 3-67-85% passing rate of students attempting industry certification 2-51-66% passing rate of students attempting industry certification 1-50% or less passing rate of students attempting industry certification
			FCAT Reading	10%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writes	10%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
	-All Secondary and Post-Secondary, Career and Technical Instructors (CTE Instructors without Assigned Classrooms)	23334 Eval Formula ID 075			
	All Secondary and Post-Secondary, Career and Technical Instructors (CTE Instructors without Assigned Industry certification)	23333 Eval Formula ID 076	FCAT Reading	35%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writes	15%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency

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Classroom Instructors (All Students Within School to assigned classroom will Be Used To Calculate Instructor's Scores)	All Secondary and Post- Secondary, Career and Technical Instructors (CTE Instructors w/Assigned Industry certification) (Locklin Only)	23335 Eval Form ID 152	Assigned Industry certification	50%	4-86-100% passing rate of students attempting industry certification 3-67-85% passing rate of students attempting industry certification 2-51-66% passing rate of students attempting industry certification 1-50% or less passing rate of students attempting industry certification
	-All Secondary and Post- Secondary, Career and Technical Instructors (CTE Instructors without Assigned Classrooms) (Locklin Only)	23336 Eval Form ID 153			

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Classroom Instructors (All Students Within School assigned to Instructor's classroom will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	Drop Out Prevention English	23212 Eval Formula ID 182	College Readiness (PERT, ACT, SAT, CPT)	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Drop Out Prevention Math	23213 Eval Formula ID 182	College Readiness (PERT, ACT, SAT, CPT)	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Drop Out Prevention Science	23214 Eval Formula ID 182	College Readiness (PERT, ACT, SAT, CPT)	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Drop Out Prevention Social Science	23215 Eval Formula ID 182	College Readiness (PERT, ACT, SAT, CPT)	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Drop Out Prevention Reading	23216 Eval Formula ID 182	College Readiness (PERT, ACT, SAT, CPT)	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
	Adult Basic Education (ABE) Adult Education Facilitator	24010 20098 Eval Formula ID 082	TABE	50%	4-50% or more enrolled students earn an LCP 3-40-49% of enrolled students earn an LCP 2-30-39% of enrolled students earn an LCP 1-29% or less of enrolled students earn an LCP

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Classroom Instructors (All Students Within School assigned Instructor's classroom will Be Used To Calculate)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	Drop Out Prevention Science/ABE/ Prep Instructor (1/2 HS/1/2 Adult Ed)	23217 Eval Formula ID 083	College Readiness (PERT, ACT, SAT, CPT)	25%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			TABE	25%	4-50% or more enrolled students earn an LCP 3-40-49% of enrolled students earn an LCP 2-30-39% of enrolled students earn an LCP 1-29% or less of enrolled students earn an LCP
	Drop Out Prevention and Adult Education Guidance (1/2 HS/1/2 Adult Ed)	20015 Eval Formula ID 084	College Readiness (PERT, ACT, SAT, CPT)	25%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			TABE	25%	4-50% or more enrolled students earn an LCP 3-40-49% of enrolled students earn an LCP 2-30-39% of enrolled students earn an LCP 1-29% or less of enrolled students earn an LCP
	Drop Out Prevention and Adult Education Algebra I	23218 Eval Formula ID 179	Algebra EOC	50%	
	Drop Out Prevention and Adult Education Biology I	23219 Eval Formula ID 178	Biology I EOC	50%	
	Drop Out Prevention and Adult Education Geometry	23220 Eval Formula ID 177	Geometry EOC	50%	
	Drop Out Prevention and Adult Education US History	23221 Eval Formula ID 176	US History EOC	50%	

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<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> ESE Instructors Working with Self-Contained Students Will Use All ESE Self-Contained Students Within the School-assigned classroom will be used to Calculate Instructor's Score </div>	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	ESE Self Contained H.S. (ESE-SC-9-12)	25613 Eval Formula ID 087	FAA Reading (9,10)	18%	Student Scale	Teacher Scale
			FAA Math (9,10)	18%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (10)	7%	Student Scale	Teacher Scale
			FAA Science (11)	7%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
	ESE Academic 9-12-10 (ESE-A-9-12)	25614 Eval Formula ID 088	FCAT Reading (9, 10)	20%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math	2%		
			Algebra EOC VAM	7%		
			FCAT Writes (10)	7%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			Geometry EOC	7%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			Biology EOC	7%		

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Students Within the assigned classroom will be used to Calculate Instructor's Score	Student Support (ESE) US History	25627 Eval Formula ID 176	US History EOC	50%	
	Student Support (ESE) Geometry	25628 Eval Formula ID 177	Geometry EOC	50%	
	Student Support (ESE) Biology I	25629 Eval Formula ID 178	Biology I EOC	50%	
	Student Support (ESE) Algebra I	25630 Eval Formula ID 179	Algebra I EOC	50%	
	Student Support (ESE) Academics (CRS)(11-12)	25631 Eval Formula ID 180	College Readiness Score	50%	
	Student Support (ESE) Algebra IA	25632 Eval Formula ID 146	Algebra 1A EOC	50%	
Student	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale

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	ESE Academic (11-12)	25618	College Readiness (PERT, ACT, SAT, CPT)	50%	4=50% or higher score college ready in Reading and Math 3=36-49% score college ready in Reading and Math 2=25-35% score college ready in Reading and Math 1=Below 25% score college ready in Reading and Math
	All Social Sciences (except US History, 11-12)	23132			
	All English (11-12)	23126			
	All Math (except Algebra, Algebra 1A, and Geometry 11-12)	23105			
	Electives (11-12)	23142			
	All Sciences (except Biology 11-12)	23112			
	Foreign Language (11-12)	23171			
	Reading (11-12)	23124			
	ESE Gifted (11-12)	25304			
		Eval Formula ID 148			

S	D	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
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Community School	20081 Eval Formula ID 089	DEA Reading (K)	2%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:	
		Level is student's baseline level. Points are gain comparing baseline scale score to end of year scale score.				
				4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
		DEA Math (K)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl1 – 84 pt gain Lvl2 - 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Math Lvl 1 – 106 pt gain Lvl 2- 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain
		Level is student's baseline level. Points are gain comparing baseline scale score to end of year scale score.				
		DEA Reading (1 st)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
					Reading Lvl1 – 117 pt gain Lvl2 - 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 95 pt gain Lvl 2- 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain
		DEA Math (1 st)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
		Level is student's baseline level. Points are gain comparing baseline scale score to end of year scale score.				
		DEA Reading	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1	

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			(2 nd)		2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
			DEA Math (2 nd)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
						Reading Lvl1 – 56 pt gain Lvl2 - 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2- 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			Geometry EOC	1%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment		
			FCAT Math (4-8)	14%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)		
			FCAT Rdg(4-10)	18%			
			Algebra EOC VAM	1%			
			FCAT Math (3)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		
			FCAT Reading (3)	2%			

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Special Area Evaluation
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Special Area Instructors (District Program Facilitators) (All SWD Students District Wide Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	ESE Liasion	25061	HELP	1%	Teacher Scale	Student Scale
	ESE Curriculum Specialist	25040	Brigance- Yellow	1%	4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Increase of 12 Months Across All Domains
			Brigance – Green	1%		
	Vision Impaired	25290	VB-Mapp	1%	Teacher Scale	Student Scale
	Deaf and Hard of Hearing	25240	DEA Reading (K)	1%	4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Student Increase of 4.00%
					Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
	Diagnostic Specialist (K-12)	25066			Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.	
	ESE (18-22 year olds)	25616 Eval Formula ID 090	DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain
						Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain
						Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.
			DEA Reading (1 st)	2 1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
			DEA Math (1 st)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain	

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					1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score</i>		
			DEA Reading (2 nd)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
			DEA Math (2 nd)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			FCATMA(3 rd) FCATRDG(3 rd) FCATSC(5,8)	2% 2% 2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		
			FCAT Math (4-8)	5%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)		
			FCAT Reading (4-10)	7%			
			Algebra I EOC VAM	2%			
			FCAT Writes (4,8,10)	3%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency		
			US History EOC	1%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment		
			Biology EOC	1%			
			Geometry EOC	1%			
				1%	Student Scale		Teacher Scale

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			FAA Reading (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Math (3 rd)	1%		
			FAA Writing (4,8,10)	1%		
			FAA Science (5,8,11)	1%		
			FAA Reading (4-10)	5%	Student Scale	Teacher Scale
					4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Math (4-10)	3%		
	Diagnostic Specialist (Pre-K)	25065 Eval Formula ID 091	Brigance-Yellow	50%	Teacher Scale	Student Scale
					4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Increase of 12 Months Across All Domains
Students assigned to Instructor will Be Used To Calculate Instructor's Scores)	Student Support Instructor	25620 25236 25239 Eval Formula ID 149	FCAT Reading Learning Gains	25%	4=55% or higher Demonstrating Learning Gains 3=40-54% Demonstrating Learning Gains 2=20-39% Demonstrating Learning Gains 1=Below 20% Demonstrating Learning Gains	
			FCAT Math Learning Gains	25%	4=55% or higher Demonstrating Learning Gains 3=40-54% Demonstrating Learning Gains 2=20-39% Demonstrating Learning Gains 1=Below 20% Demonstrating Learning Gains	

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Special Area Instructors: Program Facilitators (All Students District Wide Will Be Used To Calculate Instructors' Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Speech Therapist	25020	HELP (Infant and Toddler)	1%	Teacher Scale 4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain = Average Increase of 12 Months Across All Domains
	Attendance Assistant	27050	Brigance-Yellow	1%		
	Visiting Teacher	20060 Eval Formula ID 092	Brigance-Green	1%		
			VB-Mapp	1%	Teacher Scale 4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain = Average Student Increase of 4.00%
			DEA Reading (K)	1%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
			DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain
						Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain
						<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>
	DEA Reading (1 st)			2 1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
	DEA Math (1 st)			1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain	

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					1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>		
			DEA Reading (2 nd)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
			DEA Math (2 nd)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			FCAT Math (3) FCAT Reading (3) FCAT Science (5,8)	2% 2% 2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		

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Special Area Instructors: Program Facilitators/ (All Students District Wide Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FCAT Math (4-8)	5%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Reading (4-10)	7%		
			FCAT Writes (4,8,10)	3%		
			Algebra I EOC	2%		
			Biology EOC	2%	4=80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			Geometry EOC	1%		
			FAA Reading (3 rd)	1%		
			FAA Math (3 rd)	1%		
	School Psychologist	25030 Eval Formula ID 093	FAA Writing (4,8,10)	1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale
			FAA Science (5,8,11)	1%		Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Reading (4-10)	5%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher Scale
			FAA Math (4-10)	3%		Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			VPK Assessment	1%		Student Scale
			Early Literacy	1%	Teacher Scale 4= 60% or above of students tested demonstrated a learning gain 3=41-60% of students tested demonstrated a learning gain 2=25-40% of students tested demonstrated a learning gain 1=Less than 25% of students tested demonstrated a learning gain	Learning Gain=Any Increase in Performance Will Constitute a Gain
			Early Math	1%		
			HELP	1%	Teacher Scale 4=60% or above of students tested demonstrated a learning gain 3=50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale
			Brigance-Yellow	1%		Learning Gain = Average Increase of 12 Months Across All Domains
			VB-Mapp	1%	Teacher Scale 4=60% or above of students tested demonstrated a learning gain 3=50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain = Average Student Increase of 4.00%

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Special Area Instructors: Program Facilitators (All Students District Wide Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale							
	continued from previous page		DEA Reading (K)	1%	Teacher Scale		Student Learning Gains on DEA scores will be calculated as follows:					
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>							
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:					
			DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain		Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain			
							<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>					
							DEA Reading (1 st)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
											DEA Math (1 st)	1%

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					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
			DEA Reading (2 nd)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
			DEA Math (2 nd)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			FCAT Math (3 rd) FCAT Rdg (3 rd)	1% 2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		
			FCAT Math (4-8) FCAT Reading (4-10)	8% 10%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)		
			Algebra I EOC VAM	1%			

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Special Area Instructors: Program Facilitators (All Students District Wide Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Continued from previous page		FCAT Writes (4,8,10)	3%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FCAT Science (5,8)	2 1%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			US History EOC Biology EOC Geometry EOC	1% 1% 1%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			CELLA	1%	<div> <div>For K-5</div> <div>4=18.0% or above Proficient</div> <div>3=13.0% - 17.9% Proficient</div> <div>2=10.0% - 12.9% Proficient</div> <div>1=Below 10.0% Proficient</div> </div> <div> <div>For 6-12</div> <div>4= 9.0% or above Proficient</div> <div>3= 7.0% - 8.9% Proficient</div> <div>2= 5.0% - 6.9% Proficient</div> <div>1=Below 5.0% Proficient</div> </div>	
			TABE	2%	4-50% or more enrolled students earn an LCP 3-40-49% of enrolled students earn an LCP 2-30-39% of enrolled students earn an LCP 1-29% or less of enrolled students earn an LCP	
			Assigned Industry certification	1%	4-86-100% passing rate of students attempting industry certification 3-67-85% passing rate of students attempting industry certification 2-51-66% passing rate of students attempting industry certification 1-50% or less passing rate of students attempting industry certification	
			FAA Reading (3 rd) FAA Math (3 rd) FAA Writing (4,8,10) FAA Science (5,8,11)	1% 1% 1% 1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Reading (4-10) FAA Math (4-10)	1% 1%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

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Classroom Instructors (Students Assigned To Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment to Be Used	Percentage (Must Total 50%)	Scale		
	ESE Gifted K-2 (HNP,WNP)	25300 Eval Formula ID 094	DEA Reading (K)	10%	Teacher Scale		Student Learning Gains on DEA scores will be calculated as follows:
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>		
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
			DEA Math (K)	6%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
			<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score</i>				
			DEA Reading (1 st)	10%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
	DEA Math (1 st)	6%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain				
<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score</i>							
DEA Reading	10%	4-60% or Above of Students Taking Assessment Make Learning	1. Improve one level from the fall baseline				

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			(2 nd)		Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year’s growth by increasing in scale score points using the following scale:			
			DEA Math (2 nd)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain		
			ESE Gifted K-5 (GBE,OBE,WHR)	25301 Eval Formula ID 095	DEA Reading (K)	3%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:	
							<i>Level is student’s baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>		
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year’s growth by increasing in scale score points using the following scale:			
						Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain		
			DEA Math (K)	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain				
								<i>Level is student’s baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	

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			DEA Reading (1 st)	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
			DEA Math (1 st)	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain
			<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>				
			DEA Reading (2 nd)	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
			DEA Math (2 nd)	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			FCAT Reading (3)	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		
			FCAT Math (3)	4%			
			FCAT Science (5)	4%			
			FCAT Reading (4 & 5)	8%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency		
			FCAT Math (4 & 5)	8%			

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			FCAT Writes (4)	4%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
Classroom Instructors (Students Assigned To Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	ESE Gifted 3-5 (WNI,HNI)	25302 Eval Formula ID 096	FCAT Reading (3) FCAT Math (3)	7% 7%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			FCAT Reading (4&5) FCAT Math (4&5)	12% 12%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writes (4)	6%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
			FCAT Science (5)	6%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment

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Classroom Instructors (Students Assigned To Instructor's Classroom Will Be Used to Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	ESE Gifted 6-8 (HNM,GBM, SMS, WBM)	25303 Eval Formula ID 097	FCAT Reading FCAT Math	20% 15%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			Algebra EOC (8 th grade)	5%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 31% proficiency (Levels 3,4,5) of students taking the assessment
			FCAT Science	5%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			FCAT Writes	5%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency

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Classroom Instructors (Students Assigned To Instructor's Classroom Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale		
	ESE Gifted 9-12 (GBH)	25304 Eval Formula ID 098	FCAT Reading (9, 10)	30%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)		
			Algebra 1 EOC VAM (9-)	5 4%			
			US History EOC Geometry EOC	4% 5 4%			
			Biology EOC FCAT Writes	5 4% 5 4%			
Special Area Instructors: Program facilitator (All Gifted Students District Wide Will Be Used To Calculate Instructor's Scores)	ESE Curriculum Specialist-Gifted	25041 Eval Formula ID 099	DEA Reading (K)	1%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows: <i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
			DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score point using the following scale:	
						Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain

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					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.					
			DEA Reading (1 st)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score point using the following scale:				
			DEA Math (1 st)	1%						
					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.					
			DEA Reading (2 nd)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score point using the following scale:				
			DEA Math (2 nd)	1%						
									Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 –81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 –68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain
									Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain

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Special Area Instructors: Program Facilitator (All Students District Wide Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FCAT Reading (3)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FCAT Math (3)	2%		
			FCAT Science (5,8)	4%		
			FCAT Reading (4-10)	14%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
Special Area Instructors (All ESOL Students District Wide- assigned to Instructor will Be Used To Calculate Instructor's Scores)	ESOL Program Facilitator	20139 Eval Formula ID 100	FCAT Math (4-8)	10%		
			Algebra EOC VAM	2%		
			FCAT Writes (4,8,10)	6%		
			US History EOC	1%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			Geometry EOC	2%		
			Biology EOC	≥ 1%		
	ESOL Resource	27040	DEA Reading (K)	1%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.	
					4 60% or Above of Students Taking Assessment Make Learning Gain 3 50-59% of Students Taking Assessment Make Learning Gain 2 40-49% of Students Taking Assessment Make Learning Gain 1 Below 40% of Students Taking Assessment Make Learning Gain	1- Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2- Maintain a level 3 or higher without declining a level, OR 3- Demonstrate a year's growth by increasing in scale score points to match or exceed the rate of increase of the 50 th percentile sample group provided by DE-
			DEA Math (K)	1%	4 60% or Above of Students Taking Assessment Make Learning Gain 3 50-59% of Students Taking Assessment Make Learning Gain 2 40-49% of Students Taking Assessment Make Learning Gain 1 Below 40% of Students Taking Assessment Make Learning Gain	
					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.	
			DEA Reading (1 st)	1%	4 60% or Above of Students Taking Assessment Make Learning Gain 3 50-59% of Students Taking Assessment Make Learning Gain 2 40-49% of Students Taking Assessment Make Learning Gain 1 Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Math (1 st)	1%	4 60% or Above of Students Taking Assessment Make Learning Gain 3 50-59% of Students Taking Assessment Make Learning Gain 2 40-49% of Students Taking Assessment Make Learning Gain	

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Program Instructor (All ESOL Students assigned to the instructor District Wide-Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	1 Below 40% of Students Taking Assessment Make Learning Gain	Scale
	continued from previous page		DEA Reading (2 nd)	1%	4 60% or Above of Students Taking Assessment Make Learning Gain 3 50-59% of Students Taking Assessment Make Learning Gain 2 40-49% of Students Taking Assessment Make Learning Gain 1 Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points to match or exceed the rate of increase of the 50 th percentile sample group provided by DE.
			DEA Math (2 nd)	1%	4 60% or Above of Students Taking Assessment Make Learning Gain 3 50-59% of Students Taking Assessment Make Learning Gain 2 40-49% of Students Taking Assessment Make Learning Gain 1 Below 40% of Students Taking Assessment Make Learning Gain	
			FCAT Reading (3)	1%	4 60% Or Above (3, 4, or 5) of Students Taking Assessment 3 50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2 40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1 Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FCAT Math (3)	1%		
			FCAT Reading (4-10)	7%	4 Positive Value Added score minus one half of standard error equals positive number (+, +) 3 Positive Value Added minus one half of standard error equals negative number (+, -) OR negative Value Added score plus one half of standard error equals positive (-, +) 2 Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-, -) 1 Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-, -)	
			FCAT Math (4-8)	5%		
			FCAT Writes (4,8,10)	3%	4 80% or Above (3.0) of Students Taking Assessment 3 70-79% Proficiency (3.0) of Students Taking Assessment 2 60-69% Proficiency of Students Taking Assessment 1 Below 60% Proficiency	
			FCAT Science (5,8)	2%	4 60% Or Above (3, 4, or 5) of Students Taking Assessment 3 50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2 40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1 Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			Algebra I EOC Biology EOC Geometry EOC	2% 2% 1%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			CELLA	20 50%	For K-5 4=18.0% or above Proficient 3=13.0% - 17.9% Proficient 2=10.0% - 12.9% Proficient 1=Below 10.0% Proficient	For 6-12 4= 9.0% or above Proficient 3= 7.0% - 8.9% Proficient 2= 5.0% - 6.9% Proficient 1=Below 5.0% Proficient

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Special Area Instructors: School Wide Program Facilitator (All Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale		
	TSA, Literacy, Elem. (K – 5)	20133 Eval Formula ID 141	VB-Mapp	2%	Teacher Scale 4–60% or above of students tested demonstrated a learning gain 3–50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain = Average Student Increase of 4.00%	
			VPK Assessment Early Literacy	3%	Teacher Scale 4= 60% or above of students tested demonstrated a learning gain 3=41-60% of students tested demonstrated a learning gain 2=25-40% of students tested demonstrated a learning gain 1=Less than 25% of students tested demonstrated a learning gain	Student Scale Learning Gain=Any Increase in Performance Will Constitute a Gain	
			DEA Reading (K)	5%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:	
					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points to match or exceed the rate of increase of the 50 th percentile sample group provided by DE.	
			DEA Reading (1 st)	5%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
			DEA Reading (2 nd)	5%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
			FCAT Reading (3 rd)	10%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		
			FCAT Reading (4,5)	20%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)		
	TSA, Literacy, Secondary	20134 Eval Formula ID 080	FCAT Reading (6-10)	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)		

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	TSA, Math, K-5	20137 Eval formula ID 142	DEA Math (K)	5%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			DEA Math (1)	5%	
			DEA Math (2)	5%	
			FCAT Science (5)	5%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			FCAT Math (3)	10%	
	TSA, Math, 6-12	21038 Eval Formula ID 143	FCAT Math (4)	10%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math (5)	10%	
			FCAT Math (6-8)	25%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Science (8)	5%	
			Algebra 1 EOC VAM (9)	5%	
			Biology EOC	5%	
			Geometry EOC	5%	
			Algebra 1A EOC	5%	

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Special Area Instructors [All SWD Students District Wide in assigned classroom will Be Used To Calculate Instructor's Scores]	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Adaptive P.E.	25350 Eval Formula ID 101	DEA Reading (K)	1%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points to match or exceed the rate of increase of the 50 th percentile sample group provided by DE.
			DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Reading (1 st)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Math (1 st)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Reading (2 nd)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Math (2 nd)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			FCAT Reading (3) FCAT Math (3)	1% 1%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FCAT Reading (4-10) FCAT Math (4-8) Algebra I EOC VAM (9)	7% 5% 2%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Writes (4,8,10)	3%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	

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			FCAT Science (5,8)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
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	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FAA Reading (3 rd)	1%	Student Scale	Teacher Scale
			FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (4,8,10)	1%		
			FAA Science (5,8,11)	1%		
			FAA Reading (4-10)	8%	Student Scale	Teacher Scale
			FAA Math (4-10)	8%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	- Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			Biology EOC	2%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment	
			Geometry EOC	1%		
Special Area Instructors (Students Enrolled in Virtual Education Courses School Wide in Grades 6-12 Will Be Used to Calculate Scores)	Guidance Counselor, Virtual	20041 Eval Formula ID 136	FCAT Reading (6-10)	25%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Math (6-8)	12%		
			Algebra 1 EOC VAM (9)	5%		
			Geometry EOC	4%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 31% proficiency (Levels 3,4,5) of students taking the assessment	
			Biology EOC	4%		

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Special Area Instructor: Program Facilitator (All Students District Wide Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	TSA, Data Processing	20088	VPK Assessment Early Literacy Early Math(K2)	1%	Teacher Scale	Student Scale
	TSA, Technology Specialist	20302		1%	4= 60% or above of students tested demonstrated a learning gain 3=41-60% of students tested demonstrated a learning gain 2=25-40% of students tested demonstrated a learning gain 1=Less than 25% of students tested demonstrated a learning gain	Learning Gain=Any Increase in Performance Will Constitute a Gain
	TSA, Inservice Professional Development Specialist	20092	HELP Brigrance-Yellow	1%	Teacher Scale	Student Scale
				1%	4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Increase of 12 Months Across All Domains
	TSA, RTTT Program Facilitator	20333	VB-Mapp	1%	Teacher Scale	Student Scale
					4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Student Increase of 4.00%
	TSA, SREF	20332	DEA Reading (K)	1%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
	TSA, Guidance/ Student Services	20132			4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points to match or exceed the rate of increase of the 50 th percentile sample group provided by DE.
	DJJ-ESE Transition Liaison	25062 Eval Formula ID 102	DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Reading (1 st)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Math (1 st)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Reading (2 nd)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Math (2 nd)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	

Santa Rosa District Schools
Special Area Evaluation
Instructional Assessments, Percentages and Scale 2013-14

Special Area Instructor: Program Facilitator (All Students District Wide Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	continued from previous page		FCAT Math (3 rd)	1%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			FCAT Reading (3 rd)	2%	
			FCAT Math (4-8)	8%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Reading (4-10)	10%	
			Algebra I EOC VAM (9)	1%	
			FCAT Writes (4,8,10)	3%	4-80% or Above (3.0) of Students Taking Assessment 3-70-79% Proficiency (3.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
			FCAT Science (5,8)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			Biology EOC Geometry EOC	1% 1%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment
			CELLA	1%	<u>For K-5</u> 4=18.0% or above Proficient 3=13.0% - 17.9% Proficient 2=10.0% - 12.9% Proficient 1=Below 10.0% Proficient <u>For 6-12</u> 4= 9.0% or above Proficient 3= 7.0% - 8.9% Proficient 2= 5.0% - 6.9% Proficient 1=Below 5.0% Proficient
			TABE	2%	4-50% or more enrolled students earn an LCP 3-40-49% of enrolled students earn an LCP 2-30-39% of enrolled students earn an LCP 1-29% or less of enrolled students earn an LCP
			Assigned Industry certification	1%	4-86-100% passing rate of students attempting industry certification 3-67-85% passing rate of students attempting industry certification 2-51-66% passing rate of students attempting industry certification 1-50% or less passing rate of students attempting industry certification

Santa Rosa District Schools
Special Area Evaluation
Instructional Assessments, Percentages and Scale 2013-14

Special Area Instructor: program Facilitator (All Students District Wide Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale		Job Title	
	continued from previous page		FAA Reading (3 rd)	1%	Student Scale		Teacher Scale	
			FAA Math (3 rd)		4- 6.00-9.00 student proficiency		Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)	
			FAA Writing (4,8,10)	1%	3- 2.00-5.99 student proficiency			
				1%	2- 1.00-1.99 student proficiency			
			FAA Science (5,8,11)	1%	1- 0.00-0.99 student proficiency			
			FAA Reading (4-10)	1%	Student Scale		Teacher Scale	
	TSA, Early Intervention Reading	20138 Eval Formula ID 103	DEA Reading (K)	15%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels		- Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)	
					FAA Math (4-10)	1%		
			DEA Reading (K)	15%	Teacher Scale			Student Learning Gains on DEA scores will be calculated as follows:
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>			
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain			1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5, OR 3 to 4, 4 to 5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points to match or exceed the rate of increase of the 50 th percentile sample group provided by DE.
DEA Reading (1 st)					15%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
	DEA Reading (2 nd)	15%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain					
			FCAT Reading (3)	5%		4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		

Santa Rosa District Schools
Special Area Evaluation
Instructional Assessments, Percentages and Scale 2013-14

Special Area Instructor: Program Facilitator (All Students District Wide Will Be Used To Calculate Instructor's Scores)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	TSA, Flight Deck	20301 Eval Formula ID 104	FCAT Math (6-8)	30%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			Algebra EOC (8)	10%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment
			FCAT Science (8)	10%	4=60% Or Above (3, 4, or 5) of Students Taking Assessment 3=50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2=40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
ESE Instructor (All students assigned to classroom Instructor will be used to calculate Instructor's scores)	ESE-SAIL	25617 Eval Formula ID 105	FCAT Reading (6-10)	20%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math (6-8)	12%	
			Algebra 1 EOC VAM (9)	2%	
			FCAT Science (5,8)	6-5%	4=60% Or Above (3, 4, or 5) of Students Taking Assessment 3=50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2=40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			FCAT Writes (8,10)	6 5%	4=80% or Above (3.0) of Students Taking Assessment 3=70-79% Proficiency (3.0) of Students Taking Assessment 2=60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
			US History EOC	2%	4=60% or Above Proficiency (Levels 3,4 or 5) of Students Taking Assessment 3=41-59% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 2=31-40% Proficiency (Levels 3,4 or 5) of Students Taking Assessment 1=Below 31% Proficiency (Levels 3,4 or 5) of Students Taking Assessment
			Biology EOC	2%	
			Geometry EOC	2%	

Attachment J

Professional Improvement Plan

**Santa Rosa School District
Professional Improvement Plan**

Name of Teacher _____
 Name of Administrator _____
 Name of District Mentor _____
 Teacher(s) _____

Purpose for PIP (list areas of needed improvement):
Domain 1
Domain 2
Domain 3
Domain 4
Consequences if change not made:

Professional Development Expectations			Strategies to Implement:		
Goal 1:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 1:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 2:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 2:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 3:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 3:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 4:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 4:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 5:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 5:	Expected date of completion: _____	Goal met by expected date? Yes No

Planning/Review Session(s)

Planning Date	Attendees:	Administrator Comment Regarding Progress:	Teacher Comment Regarding Progress

**Plan Completion Rating
(Assessed by Administrator)**

Professional Improvement Plan Goals	Goal met by expected date? Yes No	Date:
-------------------------------------	--------------------------------------	-------

Final Comments at Closing of Professional Improvement Plan

Administrator	
Teacher	
Mentor Teacher	

Attachment K

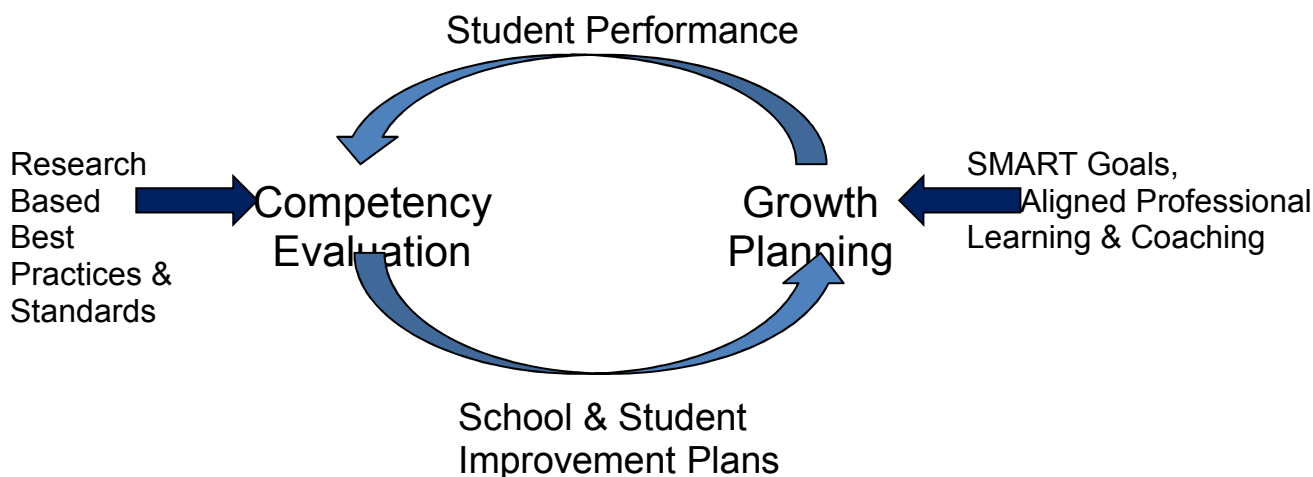
Truenorthlogic

Truenorthlogic Philosophy for K-12 Human Capital Management

Truenorthlogic is the leading provider of comprehensive human capital management systems to K-12 education agencies working to increase educator effectiveness in support of improved student achievement. Our mission is to ensure an effective educator for every student. We work with state and local education agencies to streamline organizational processes and provide a platform for continuous improvement in human capital practices.

Our experience in working with leading school districts on teacher and leader development has formed our product philosophy and approach to performance improvement for sustained teacher and leader effectiveness. As shown in Diagram 1 below, TNL has found that effective leader and educator development is based on an iterative development cycle designed to move teachers and leaders through a client-defined growth continuum. TNL's solutions are designed to support, service and track this growth continuum and the processes, workflows, and data that surround it.

Diagram 1: Continuous improvement of teacher effectiveness



We have found that educator performance improvement typically begins with an assessment of a teacher's strengths and weaknesses. Teachers gain an understanding of these by using multiple sources of information: assessments, observations, student assessment data, mentor/coach feedback, principal input, career goals and more. This information helps them to define a focused development plan with growth goals that include specific actions. Goal attainment is measured and monitored by standards the District sets, and often includes forward momentum based on a defined competency continuum, student performance growth or any set of measures. The information and results from this cycle of continuous improvement is available as part of an evaluation or appraisal process to assist the end user, his/her principals and the District overall in the next round of development planning. Moreover, the system supports and ensures compliance with the policies that underlay the educator effectiveness program.

Truenorthlogic's solution – the K-12 Human Capital Management Platform – is designed specifically for K-12 settings and is methodology-neutral, content-agnostic, and adaptable over time. The system provides the scaffolding for whatever methodology and process a district decides to implement. Diagram 2 provides a visual overview of how the Truenorthlogic system supports the Great Teachers and Leaders vision. Each item in the diagram is serviced through TNL's configurable product suite. Custom integrations feed certain parts of the process in order to leverage a District's current infrastructure investments to the fullest extent possible.

Santa Rosa's vision is for Truenorthlogic to provide the venue that allows the district to support, service and track the professional development needs of our administrators and teachers to truly provide a continuous growth cycle. The district portal has been named the Professional Growth System (PGS) to portray the intent of the system. As we are able to identify individual needs, based on multiple data forms, PGS allows us to recommend and document professional development and mentoring. We are excited about the potential growth for our administrators and teachers as we implement PGS in our district.

Attachment L

References

References

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<http://www.iobservation.com/Marzano-Suite/>
- Marzano Causal Teacher Evaluation Model*. Florida's Model Teacher Evaluation System. Panama City. April 4, 5, May 3, 2011. Conference.
- Marzano, R. J. *The Art and Science of Teaching*. Alexandria: Association for Supervision and Curriculum Development, 2007. Print.
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- Pilcher, Janet and Robin Largue. The Studer Group. 2010-11. Personal Interviews.
- Santa Rosa School District Professional Growth System*. True North Logic . 2010-11. Web.
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- Teacher Evaluation Academy - Contemporary Research and Practice*. Learning Sciences International. Panama City. March 1-3, 2011. Conference.

Instructional Evaluation



Santa Rosa School District
Instructional Evaluation Instrument
Adopted 2011

Section I – Verify Assignments

Part A – Employee Information

Teacher Name _____ Employee ID No. _____

School Year _____ Instructional Personnel Level _____

Part B – Teaching Assignment

Site/Location	Employment Title/Job Code	Percent of the Day

Part C - Grade Level Assessment/Percentages - Taken from attachment I

Grade Level/Subject Area	Assessment/Percentage

These assessments and this formula accurately reflect how I am to be evaluated. I understand this data will be used to determine the student performance section of my evaluation.

I verify the above information is correct.

Employee Signature

Date



Santa Rosa School District
Instructional Evaluation Instrument
Adopted 2011

Section II: Stakeholder Satisfaction Surveys – 10% of Overall Evaluation

This section should be completed by June 1.

Parent and student satisfaction scores are used as part of the evaluation for all instructional staff. In completing parts A and B, the previous year's score and the current year's score are reported. This year's May score is used as part of the evaluation. (IA and IB score)

The Studer Group's research with surveys is based on a 5.0 scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The Studer group believes changing this scale would not support the research conducted on surveys. The State of Florida's Evaluation System is based on a 4.0 scale: 1=Unsatisfactory, 2=needs improvement, 3=effective and 4=highly effective. In order to use the results of the Studer surveys (students, parents, employees, and principals) will use the following conversion scale:

Studer Group Survey Results

4.00 – 5.00

2.75 – 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)

A. Parent Satisfaction Survey – 5%

(Parents of students at SRA, LTC, and SRYA will not complete this survey. In these cases the student survey results will count 10%.)

2012 Score

5.0 Scale

IA Score

4.0 Scale

B. Student Satisfaction Survey – 5%

(Students in VPK and Pre-K will not complete surveys. In these cases the parent survey will count 10%.)

2012 Score

5.0 Scale

IB Score

4.0 Scale

Teacher's Comments:

Teacher's Signature: _____ **Date:** _____

Administrator's Comments: _____

Administrator's Signature: _____ **Date:** _____



Santa Rosa District Schools
Section III: Instructional Evaluation Instrument/Professional Development Plan

School Year _____

FL Statute 1012.98 requires that all teachers write a professional development goal annually that reflects the needs of currently assigned students as indicated by state assessment data when available. The purpose of the goal is to identify student performance areas that the teacher should address in selecting professional development activities and identifying deliberate practice that will impact student performance. Goals should be tied to School Improvement Plans. The PDP counts as 10% of each teacher's total evaluation.

Student Needs Goal Statement (Classroom teachers must write a goal that addresses a need based on current state assessment and School Improvement Plan data. Non-Classroom teachers must align goals to classroom teacher, school improvement or district data.)

Teacher Needs Goal Statement (The teacher goal statement should identify teacher needs to ensure that the student performance goal is met.)

Projected Professional Development (should align with student needs, could include teacher certification and teacher professional improvement needs)

Deliberate Practice (include literacy practice related to school goal)
(Deliberate Practice is the implementation of research-based strategies that are aligned with the projected professional development that has been identified.)



Santa Rosa District Schools
Section III: Instructional Evaluation Instrument/Professional Development Plan

School Year _____

Outcome Statement: Briefly describe your goal, actions taken, and student performance data results.

Plan Completion Rating
(Assessed by administrator.)

Scale

**Check
Rating**

Highly Effective (PDP goal is data driven and aligns with current student data needs, and/or school improvement needs/completed a minimum of 15 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)

4.0

Effective (PDP goal is data driven and aligns with current student data needs, completed 12 – 14 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)

3.0

Needs Improvement (did not meet all expectations/completed 7 – 11 hours of projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement)

2.0

Unsatisfactory (did not meet expectations/projected professional development 1 – 6 hours completed and limited appropriate artifacts of deliberate practice related to outcome statement)

1.0

Professional development activities may include, but are not limited to:

Learning Communities

Lesson Study

Online Training

Face to Face Training

College Coursework

Conferences /Seminars

Action Research

Mentoring Hours (District Mentors Only)

Section II Score



**Santa Rosa School District
Instructional Evaluation Instrument**

Section IV: Florida Education Accomplished Practices – 30% of Overall Evaluation

This section should be completed by June 1.

Part A: Method of data collection/dates

Data Collection	Dates/Notes
Formal Observations	
Informal Observations	
Meetings	
Artifacts	
Others	

Part B: Total Observation tally by Domain

Marzano Model	Highly Effective	Effective	Developing	Unsatisfactory
Domain I (61%) 11 Elements	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____
Domain II (17%) 3 Elements	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____
Domain III (5%) 1 Elements	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____
Domain IV (17%) 3 Elements	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____
Total (100%) 18 Elements	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____

Part C: Proficiency Rating for Section IV

Instructional Level _____

Proficiency Scale for this job title

Category	Highly Effective - 4	Effective - 3	Developing - 2	Unsatisfactory - 1
D1				
D2				
D3				
D4				

Overall Rating for Section III

Teacher's Comments: _____

Teacher's Signature _____ Date: _____

Administrator's Comments: _____

Administrator's Signature: _____ Date: _____



**Santa Rosa School District
Instructional Evaluation Instrument**

Section V: Evaluation of Student Performance – 50% of Overall Evaluation

Student Assessment Data

This section will be completed within two weeks of the date the District receives the data from the state. See attachment I for assessment and percentages.

Student Assessment	Assessment Result – VAM	Score	Weight	Weighted Score

This information is recorded in Section V where it is calculated as part of the total score.

Teacher's Comments: _____

Teacher's Signature: _____ **Date:** _____

Administrator's Comments: _____

Administrator's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____



**Santa Rosa School District
Instructional Evaluation Instrument**

Section VI: Overall Rating

This section should be complete within two weeks of the District receiving student performance scores.

Evaluation Ratings

50%			Score	Weight	Weighted Score
	IIA	Parent Satisfaction		.05	
	IIB	Student Satisfaction		.05	
	III	Professional Development Plan		.10	
	IV	Education Accomplished Practices		.30	
50%	V A				
	V B				
	V C				
	V D				
	V E				
	V F				
	V G				

Total Score

Overall Effectiveness Category

Determine effectiveness level

_____ 4.00 – 3.50 Highly Effective
_____ 3.49 – 2.25 Effective
_____ 2.24 – 1.75 Needs Improvement
_____ Below 1.75 - Unsatisfactory

Teacher's Comments: _____

Teacher's Signature: _____ Date: _____

(Signature does not necessarily imply agreement. The teacher has a right to attach a written response which will become part of the permanent record.)

Administrator's Comments: _____

Administrator's Signature: _____ Date: _____

Sample Instructional Evaluation



Santa Rosa School District
Instructional Evaluation Instrument
Adopted 2011

Section I – Verify Assignments

Part A – Employee Information

Teacher Name Teacher Employee ID No. XXXXXXXXXX
School Year 11-12 Instructional Personnel Level IP3

Part B – Teaching Assignment

Site/Location	Employment Title/Job Code	Percent of the Day
Benny Russell Elementary	4 th Grade Teacher/21050	100%

Part C - Grade Level Assessment/Percentages - Taken from Attachment I

Grade Level/Subject Area	Assessment/Percentage
4 th Grade	FCAT Reading 20%, FCAT Math 20%, FCAT Writing 10%

These assessments and this formula accurately reflect how I am to be evaluated. I understand this data will be used to determine the student performance section of my evaluation. I verify the above information is correct.

Teacher
Employee Signature

12/5/11
Date



Santa Rosa School District
Instructional Evaluation Instrument
Adopted 2011

Section II: Stakeholder Satisfaction Surveys – 10% of Overall Evaluation

This section should be completed by June 1.

Parent and student satisfaction scores are used as part of the evaluation for all instructional staff. In completing parts A and B, the previous year's score and the current year's score are reported. This year's May score is used as part of the evaluation. (IA and IB score)

The Studer Group's research with surveys is based on a 5.0 scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The Studer group believes changing this scale would not support the research conducted on surveys. The State of Florida's Evaluation System is based on a 4.0 scale: 1=Unsatisfactory, 2=needs improvement, 3=effective and 4=highly effective. In order to use the results of the Studer surveys (students, parents, employees, and principals) will use the following conversion scale:

Studer Group Survey Results

4.00 – 5.00

2.75 – 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)

A. Parent Satisfaction Survey – 5%

(Parents of students at SRA, LTC, and SRYA will not complete this survey. In these cases the student survey results will count 10%.)

2012 Score

3.90

5.0 Scale

IA Score

3.00

4.0 Scale

B. Student Satisfaction Survey – 5%

(Students in VPK and Pre-K will not complete surveys. In these cases the parent survey will count 10%.)

2012 Score

3.99

5.0 Scale

IB Score

3.00

4.0 Scale

Teacher's Comments: I am pleased with the student response. More parents responded this year than last year.

Teacher's Signature: Teacher Date: 6/1/12

Administrator's Comments: Both scores improved – thank you for all you do for our school.

Administrator's Signature: Administrator Date: 6/1/12



Santa Rosa District Schools
Section III: Instructional Evaluation Instrument/Professional Development Plan

School Year 11-12

FL Statute 1012.98 requires that all teachers write a professional development goal annually that reflects the needs of currently assigned students as indicated by state assessment data when available. The purpose of the goal is to identify student performance areas that the teacher should address in selecting professional development activities and identifying deliberate practice that will impact student performance. Goals should be tied to School Improvement Plans. The PDP counts as 10% of each teacher's total evaluation.

Student Needs Goal Statement (Classroom teachers must write a goal that addresses a need based on current state assessment and School Improvement Plan data. Non-Classroom teachers must align goals to classroom teacher, school improvement or district data.)

11% of my students (14 students) scored below proficiency (below Level 3) in reading on the 2008-2009 FCAT. 3 students were Level 1 and 11 students were Level 2. Of that number, 50% (7 students) were in the Economically Disadvantaged subgroup. Particularly weak areas are Comparisons (80%), Words and Phrases (63%), and Reference and Research (65%).

My goal is for my Level 1 students to score a minimum of Level 2; Level 2 students to score a minimum of Level 3; and Level 3+ students will maintain or increase their proficiency level. This will result in a minimum of 72% of students scoring a Level 3 or above in Reading.

Teacher Needs Goal Statement (The teacher goal statement should identify teacher needs to ensure that the student performance goal is met.)

In order to achieve my student needs goal, I will need to take more training to increase student word usage focusing on the areas of need as seen in the identified weak areas.

Projected Professional Development (should align with student needs, could include teacher certification and teacher professional improvement needs)

Assessment training,
 data training,
 MyAccess! Training/leadership training,
 Pearson/Successnet textbook training,
 RTI Training,
 Correlation of FCAT SSS to Next Generation standards for Language Arts

Deliberate Practice (include literacy practice related to school goal) (Deliberate Practice is the implementation of research-based strategies that are aligned with the projected professional development that has been identified.)

Increase reading strategies in language arts curriculum;
 increase vocabulary strategies in language arts curriculum;
 Use Daily Oral Language Skills Transparencies to emphasize the FCAT types of questions (informational, reference and research skills, etc.);
 Use "FCAT Specifications-Reading" to emphasize FCAT questions – with particular emphasis on the weak areas already identified;
 Use FCAT Explorer software to help with FCAT reading and types of questions found on the SSS sheet.



Santa Rosa District Schools
Section III: Instructional Evaluation Instrument/Professional Development Plan

School Year 11-12

Outcome Statement: Briefly describe your goal, actions taken, and student performance data results.

Based on 2009 FCAT scores, my identified Economically Disadvantaged students needed help with Comparisons, Words and Phrases, and Reference and Research. I included reading and vocabulary strategies in my curriculum, along with warm ups/daily oral language skills to emphasize FCAT types of questions in the areas that were weak. According to 2010 FCAT scores, 40% of the identified Economically Disadvantaged students increased their FCAT level. Of the 14 students identified at the beginning of the year as Level 1 or Level 2, 11 students were tested on the 2010 FCAT. Of those identified students, 45% made learning gains. Overall, 53% of my students (total population both Language Arts and Social Studies) made learning gains.

Plan Completion Rating (Assessed by administrator.)	Scale	Check Rating
Highly Effective (PDP goal is data driven and aligns with current student data needs, and/or school improvement needs/completed a minimum of 15 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)	4.0	X
Effective (PDP goal is data driven and aligns with current student data needs, completed 12 – 14 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)	3.0	
Needs Improvement (did not meet all expectations/completed 7 – 11 hours of projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement)	2.0	
Unsatisfactory (did not met expectations/projected professional development , 1- 6 hours completed and limited appropriate artifacts of deliberate practice related to outcome statement)	1.0	

Professional development activities may include, but are not limited to:

Learning Communities
 Lesson Study
 Online Training
 Face to Face Training
 College Coursework
 Conferences /Seminars
 Action Research
 Mentoring Hours (District Mentors Only)

Section II Score

4.0



Santa Rosa District Schools
Instructional Evaluation Instrument

SAMPLE

Section IV: Florida Education Accomplished Practices – 30% of Overall Evaluation

This section should be completed by June 1.

Part A: Method of data collection/dates

Data Collection	Dates/Notes
Formal Observations	4/10
Informal Observations	9/1, 12/5, 1/30, 2/15, 3/28
Meetings	10/15, 11/10, 2/2, 3/5
Artifacts	Lesson plans, student work
Others	no

Part B: Total Observation tally by Domain

Marzano Model	Highly Effective	Effective	Developing	Unsatisfactory
Domain I (61%) 11 Elements	Tally <u>20</u> % <u>83</u>	Tally <u>4</u> % <u>17</u>	Tally <u>0</u> % <u>0</u>	Tally <u>0</u> % <u>0</u>
Domain II (17%) 3 Elements	Tally <u>3</u> % <u>75</u>	Tally <u>1</u> % <u>25</u>	Tally <u>0</u> % <u>0</u>	Tally <u>0</u> % <u>0</u>
Domain III (5%) 1 Elements	Tally <u>2</u> % <u>67</u>	Tally <u>1</u> % <u>33</u>	Tally <u>0</u> % <u>0</u>	Tally <u>0</u> % <u>0</u>
Domain IV (17%) 3 Elements	Tally <u>4</u> % <u>80</u>	Tally <u>0</u> % <u>0</u>	Tally <u>1</u> % <u>20</u>	Tally <u>0</u> % <u>0</u>
Total (100%) 18 Elements	Tally <u>29</u> % <u>80</u>	Tally <u>6</u> % <u>17</u>	Tally <u>1</u> % <u>3</u>	Tally <u>0</u> % <u>0</u>

Part C: Proficiency Rating for Section IV

Instructional Level: Instructional Level

Proficiency Scale for this job title

Category	Highly Effective – 4	Effective – 3	Developing – 2	Unsatisfactory – 1
D1	At least 70% at level 4 and 0% at level 1	At least 70% at level 3 or higher	Less than 70% at level 3 and less than 50% at level 1	Greater than or equal to 50% at level 1
D2				
D3				
D4				

Overall Rating for Section III

4.0

Teacher's Comments: I understand the new Instrument much better after seeing it in action.

Teacher's Signature: Teacher's Signature **Date:** 6/1/12

Administrator's Comments: Great job!

Administrator's Signature: Administrator's Signature **Date:** 6/1/12



**Santa Rosa School District
Instructional Evaluation Instrument**

SAMPLE

Section V: Evaluation of Student Performance – 50% of Overall Evaluation

Student Assessment Data

This section will be completed within two weeks of the date the District receives the data from the state. See attachment I for assessment and percentages.

Student Assessment	Assessment Result - VAM	Score	Weight	Weighted Score
FCAT Reading	VAM score of +15, after deducting ½ standard error VAM score = +7.4 (+,+)	4.0	20%	.8
FCAT Math	VAM score of -20, after adding ½ standard error VAM score = -2 (-,-)	2.0	20%	.4
FCAT Writing	VAM score of +4.4, after deducting ½ standard error VAM score = -1.0 (+,-)	3.0	10%	3.0

This information is recorded in Section V where it is calculated as part of the total score.

Teacher's Comments: I am disappointed in our math scores and will work to improve those next year.

Teacher's Signature: Teacher's Signature Date: 6-10-12

Administrator's Comments: I am pleased with the job you are doing in the classroom. Your students are ready for 5th grade!

Administrator's Signature: Administrator's Signature Date: 6-10-12

Principal's Signature: Principal's Signature Date: 6-10-12



**Santa Rosa School District
Instructional Evaluation Instrument**

SAMPLE

Section VI: Overall Rating

This section should be complete within two weeks of the District receiving student performance scores.

Evaluation Ratings

			Score	Weight	Weighted Score
50%	IIA	Parent Satisfaction	3.00	.05	.150
	IIB	Student Satisfaction	3.00	.05	.150
	III	Professional Development Plan	4.00	.10	.400
	IV	Education Accomplished Practices	4.00	.30	1.200
50%	V A	FCAT Reading	4.00	.20	.800
	V B	FCAT Math	2.00	.20	.400
	V C	FCAT Writing	3.00	.10	.300
	V D				
	V E				
	V F				
	V G				

Total Score

3.40

Overall Effectiveness Category

Effective

Determine effectiveness level

_____ 4.00 – 3.50 Highly Effective
_____ X _____ 3.49 – 2.25 Effective
_____ 2.24 – 1.75 Needs Improvement
_____ Below 1.75 - Unsatisfactory

Teacher's Comments: I am happy with our reading scores this year.

Teacher's Signature: Teacher's Signature **Date:** 6/10/12

(Signature does not necessarily imply agreement. The teacher has a right to attach a written response which will become part of the permanent record.)

Administrator's Comments: Thank you for a great year.

Administrator's Signature: Administrator's Signature **Date:** 6/10/12

First Semester Evaluation



Santa Rosa School District Instructional Evaluation Instrument

Instructional Personnel I – First Semester Evaluation

All teachers new to the Santa Rosa District Schools (Instructional Personnel I) are required to complete two evaluations. The first of these should be completed before the end of the first semester and the second evaluation should be completed near the end of the school year.

Part A: Successful Initiation of the Professional Development Plan - Administrator Rating (20% of Evaluation)

After reviewing the teacher's PDP goals and the progress made to date, the administrator determines a rating.

Check One

**Administrator Rating
of PDP**

HE (4.0)	
E (3.0)	
D (2.0)	
U (1.0)	

20%

Part B: Florida Educator's Accomplished Practices - Marzano Model - 80% of Evaluation

Method of Data Collection:

Dates/Notes:

Formal Observations	
Informal Observations	
Meetings	
Artifacts	
Others	

Check One

Domain I – 48%

HE (4.0)	
E (3.0)	
D (2.0)	
U (1.0)	

48%

Check One

Domain II – 14%

HE (4.0)	
E (3.0)	
D (2.0)	
U (1.0)	

14%

Check One

Domain III – 4%

HE (4.0)	
E (3.0)	
D (2.0)	
U (1.0)	

4%

Check One

Domain IV – 14%

HE (4.0)	
E (3.0)	
D (2.0)	
U (1.0)	

14%

Part C: Overall Evaluation

	Score	Weight	Weighted Score
Part A - PDP		.20	
Part B-Domain I		.48	
Part B-Domain II		.14	
Part B-Domain III		.04	
Part B-Domain IV		.14	

A copy of the Administrator's observation notes will be made available to the Teacher upon request.

Effectiveness Rating Scale:

4.00-3.50 Highly Effective
3.49-2.25 Effective
2.24-1.75 Needs Improvement
Below 1.75 Unsatisfactory

Total Score**Overall Rating**

Teacher's Comments: _____

Teacher's Name/Work Site (print) _____

Teacher's Signature: _____ **Date:** _____

Administrator's Comments: _____

Administrator's Signature: _____ **Date:** _____

A copy of this completed evaluation should be given to the instructor and a copy should be sent to Human Resources before **the 15th of December annually.**

First Semester Evaluation Sample



SAMPLE

Santa Rosa School District Instructional Evaluation Instrument

Instructional Personnel I – First Semester Evaluation

All teachers new to the Santa Rosa District Schools (Instructional Personnel I) are required to complete two evaluations. The first of these should be completed before the end of the first semester and the second evaluation should be completed near the end of the school year.

Part A: Successful Initiation of the Professional Development Plan - Administrator Rating (20% of Evaluation)

After reviewing the teacher's PDP goals and the progress made to date, the administrator determines a rating.

Administrator Rating of PDP	Check One		20%
	HE (4.0)	X	
	E (3.0)		
	D (2.0)		
	U (1.0)		

Part B: Florida Educator's Accomplished Practices - Marzano Model - 80% of Evaluation

Method of Data Collection:

Dates/Notes:

Formal Observations	10/10/11, 11/3/11
Informal Observations	9/26/11, 11/30/11
Meetings	8/15/11, 8/17/11, 9/15/11, 10/1/11
Artifacts	Review lesson plans
Others	Open house, fall festival, parent conference (11/1/11)

Domain I – 48%	Check One		48%
	HE (4.0)		
	E (3.0)	X	
	D (2.0)		
	U (1.0)		

Domain II – 14%	Check One		14%
	HE (4.0)	X	
	E (3.0)		
	D (2.0)		
	U (1.0)		

Domain III – 4%	Check One		4%
	HE (4.0)		
	E (3.0)		
	D (2.0)	X	
	U (1.0)		

Domain IV – 14%	Check One		14%
	HE (4.0)	X	
	E (3.0)		
	D (2.0)		
	U (1.0)		

SAMPLE

Part C: Overall Evaluation

	Score	Weight	Weighted Score
Part A - PDP	4.0	.20	.80
Part B-Domain I	3.0	.48	1.44
Part B-Domain II	4.0	.14	.56
Part B-Domain III	2.0	.04	.08
Part B-Domain IV	4.0	.14	.56

A copy of the Administrator's observation notes will be made available to the Teacher upon request.

Effectiveness Rating Scale:

4.00-3.50 Highly Effective

3.49-2.25 Effective

2.24-1.75 Needs Improvement

Below 1.75 Unsatisfactory

Total Score

3.44

Overall Rating

Effective

Teacher's Comments: I find my new job very rewarding.

Teacher's Signature: Teacher Date: 12/5/11

Administrator's Comments: I am pleased with the progress you have made to date.

Administrator's Signature: Administrator Date: 12/5/11

A copy of this completed evaluation should be given to the instructor and a copy should be sent to Human Resources before **the 15th of December annually.**