Santa Rosa District Schools

Instructional Evaluation System

~~2013-14~~

2014-15

Tim Wyrosdick
Superintendent of Schools
~~*June 2014*~~

DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5
Diane Scott	E. Hugh Winkles	Carol Boston	Jennifer Granse	Scott Peden

December 10, 2014

Dear Colleagues
Given the onset of the "Race –To-The-Top" grant initiative, Santa Rosa Professional Educators (SRPE) and Santa Rosa District Schools (SRDS) began collaborating several years ago to develop an innovative instructional evaluation instrument. In accordance to F.S.1012.34, it was our collective intent to create an electronic based document that would meet state requirements and local needs. Both parties strived to develop a document that reflected evidence of instructional accountability of the Florida Educators Accomplished Practices with application of Mazano's theories. Theories which were meant to enhance instruction for students by assisting teachers in continuous quality improvement of their professional skills. Additionally, we formulated a document that encompassed student learning growth segments, school-wide parent and student involvement, and deliberate practices.
The prevailing challenge has been to link student growth data on statewide assessments to teacher performance. We have been aware of the need to effectively utilize the value added measures formula. We aimed to be reasonable, while applying practical measures for the instructional personnel that are affected by this process or development of this instrument.
This is a fluid document that is always in transitional state. The main success in our district has been Santa Rosa District's continued willingness to keep open dialogue, along with the recognition of the needed transparency in this process with Santa Rosa Professional Educators.

Sincerely,
Rhonda Chavers

Rhonda Chavers
President and Chief Negotiator
Santa Rosa Professional Educators

Santa Rosa District Schools
Instructional Evaluation System
Table of Contents

Will be updated once the changes are implemented and removed.

	Page
Santa Rosa Professional Educators and School Board Approval	**2**
Explanation of Terms	**4**
Overview of System	**7**
Attachments	**16**
A) Marzano's The Art and Science of Teaching	Error! Bookmark not defined.
B) Florida Educator Accomplished Practices	**21**
C) FEAP's Crosswalk to Marzano & Santa Rosa District Schools Observation Tool	**24**
D) Santa Rosa Instructional Levels	**55**
E) Observation Documents	**57**
F) Proficiency Scale	**74**
G) Parent/Student Surveys	**76**
H) Studer Information	**81**
I) Assessments/Percentages	**84**
J) Professional Improvement Plan	**176**
K) TrueNorthLogic	**127**
L) References	**129**
Evaluation Instrument	**131**
Sample Evaluation	**139**
First Semester Evaluation	**147**
First Semester Sample Evaluation	**150**

Santa Rosa District Schools
Teacher Evaluation System

Explanation of Terms

Academic Performance- Term which includes student learning growth, achievement level, and learning gains.

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.

End of Course Exam (EOC): Assessment administered at the end of a course of study. Typically this will be at the end of a semester or year long course. EOCs may be developed and required by the state for specific courses or may be locally developed for courses that do not have a state EOC associated with them.

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 State Assessment (FSA) – This is a major test used to measure student performance in the State of Florida core area classes.

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 Assignment: The type of instructional support an instructor provides for students. It is defined by 1 of 4 types:

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 academic performance 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 academic performance 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 academic performance 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 academic performance measurements that have been approved and are appropriate for the assignment.

Instructional Personnel – Any teacher in the school district. This includes not only classroom teachers, but also media, guidance, deans, TSAs, liaisons.

Job Code: Each employment position is assigned a job code which describes their job title and the students included in their student performance portion of their evaluation. Each job code is classified as receiving a "C" for Classwide Score (these instructors have a student roster indicating the specific students that will count as part of their student performance score) "S" for Schoolwide Score, or "D" for Districtwide score for calculating the instructor's student performance score.

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 informal 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 IV.

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

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 Hillsbourgh 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 the 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
Kim Berry, Personnel Assistant, Human Resources
Debbie Anderson, Deputy Director Exceptional Student Education
Michele Brown, Academic Intervention Specialist, Pea Ridge Elementary
Conni Carnley, Director of Employee Evaluations and Accountability
Rhonda Chavers, President of Santa Rosa Professional Educators
Susan Crawford, 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
Amanda Makar, Assistant Principal, Hobbs Middle School
David Johnson, Coordinator of Continuous Improvement
Sharon Patrick, Principal, Sims Middle School
Beverly Ransom, Kindergarten Teacher, Holley Navarre Primary School
Pam Smith, Director of Elementary Education
Jason Weeks, Principal, Gulf Breeze High School
Liz West, Principal, Holley Navarre Intermediate
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 in May 2011 before being submitted to the Department of Education for approval in June 2011. Training for teachers and administrators

~~will take place in July and August of 2011 with implementation to begin in the school year 2011-2012.~~ 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 four 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. IP IV instructors that do not require a formal observation will have their overall observation scores based upon the informal observations conducted during the current school year.

*The Instructional Levels are included in **Attachment "D".**

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

* Every teacher, regardless of category, should be informally observed at least once every nine weeks during the school year (See "Informal Observations/Interactions".)

*Instructional personnel must have the minimum number of Effective or Highly Effective overall evaluations ratings to move from one IP level to the next. If an instructor, regardless of IP level receives a Need/ Improvement or Unsatisfactory Evaluation rating, he/she will be placed on Professional Improvement Plan (see Professional Improvement Plan section) and is not eligible to move forward in the Instructional Level system. Failure to satisfactorily complete the Professional Improvement Plan may result in termination of the employee. Any IP Level IV instructor who receives an Unsatisfactory or Needs Improvement overall evaluation rating will be required to have a formal observation for the current year regardless of their certificate renewal date.

Observations

It is the philosophy of the Santa Rosa District Schools 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.~~ To enable the administrator to manage the observation in an efficient effective manner, the observation tool will be digitized and the administrator should use this format of recording observations electronically. 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.
An administrators marks must be based on what the administrator witnesses during a formal or informal observation or during pre/post observation conferences.

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~~ below effective on the evaluation instrument must have supporting comments and any mark of unsatisfactory must 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 shall be preceded by a pre-observation conference. Following each formal observation, there shall 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 will inform the teacher and a mutally agreed upon date and time will be determined for the observation to take place. ~~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. Pre and Post Observation Conferences shall be individual face to face meetings unless the employee waives the face to face meeting in writing to the principal.

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 of 41 elements to address them in 18 elements that make up the Santa Rosa District Schools FEAPs Observation Tool (SRDSFOT, See the crosswalk in **Attachment "C"** noting the inclusion of where the Santa Rosa District Schools FEAPs Observation Tool (SRDSFOT) addresses the FEAPS and Marzano elements using a numbered system for the SRDSFOT located in **Attachment "E"**.) An effort was made to keep the percentage of elements measured by each domain near the Marzano model. The Santa Rosa District Schools version includes the following percentage of total elements (18) included in each Domain:

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 IV

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~~ 55% 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:				

IPII	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least ~~60~~ 65% 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:				

IPIII	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least ~~70~~ 75% 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:				

IPIV	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least ~~80~~ 85% at Level ~~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:				

*Beginning in the 2015-16 school year, the Categories for FEAPS evaluation will be changed from Highly Effective (4), Effective (3), Developing/Need Improvement (2) and Unsatisfactory (1) to Innovating (4), Applying (3), Developing (2), and Not Using (1) respectively.

This Proficiency Scale for Santa Rosa District Schools All Levels if Instructional personnel 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.

Self-Assessment:

In this section the employee will complete a self-assessment regarding their performance of the FEAPs.

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.

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 Educator Ready a division 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 district level administrators regarding survey results. 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 available 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 and 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	Evaluation Score
4.00 – 5.00	Highly Effective (4.0)
2.75 -3.99	Effective (3.0)
2.00 – 2.74	Needs Improvement (2.0)
Below 2.00	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.~~

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. Best practice is that the professional development plan be individualized for specific growth of the individual teacher. See Section II in **Attachment "O"** (Sample Evaluation) of the Evaluation Instrument for a copy of the Professional Development Plan.

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~~ performance level. **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 in **Attachment "O"** (Sample Evaluation) to see a copy of how this section is totaled.

Student Performance

This section will count 50% of the total teacher evaluation. This section will be completed as soon as the data has been received and appropriately processed according to the negotiated method. It is to all employee's benefit that this process is completed in a timely manner. ~~within two weeks of the date the district receives the information from the State~~ . We will use up to 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. An employee's assignment is identified by a job code. Each job code is classified as receiving a "C" for Classwide Score (these instructors have a student roster indicating the specific students that will count as part of their student performance score) "S" for Schoolwide Score, or "D" for Districtwide score for calculating the instructor's student performance score (**See Attachment "I"**). Each job code is further identified by type regarding the instructional services they provide and which students count as part of the instructor's student performance score. The types of instructional; assignments are as follows: ~~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 academic performance 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 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.~~

Student Support Instructors: This includes instructors that provide academic support for specific students within a course but are not the responsible instructor. The student academic performance data used in this instructors 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 academic performance data 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 academic performance data that have been approved and are appropriate for the assignment.

Santa Rosa County District Schools Guidelines for Local Assessments, Board Approved 8/21/2014, describes the selection process, development, administration, and scoring of local assessments.

Each course assigned to an instructor will have an associated assessment. For all courses that have a state assessment provided, that assessment will be used. For all other courses, a local End of Course assessment will be developed/determined. All students scheduled for a course will take the assessment associated with the course. Each student will receive an assessment "Raw Score" which will utilize a conversion scale that has been developed based upon specific content that will return a "Scaled Score" of a 1, 2, 3 or 4. **(See Attachment "J")**

Students who are identified due to special considerations such as SWD (Students with Disabilities), ELL (English Language Learners), or students at alternative schools that take local end of course exams will use an alternate conversion scale to return a scale score of 1, 2, 3 or 4. Each student's scaled score will be used as part of the teacher's student performance score unless they have been removed from the Roster Verification Tool due to failure to meet following minimum attendance requirements:

For a year-long course: The student must be present for both Survey 2 & 3 in the same instructor's course and be membership (enrolled) in the class for a minimum of 90% of the number of days the course/section is scheduled to meet and have less than 10 days of absences during each semester.

For semester courses: the student must be in membership (enrolled) during the FTE Survey period of the course and a minimum of 90% of the number of days a course/section is scheduled to meet and have less than 10 days of absences during the semester.

~~Required use of a state assessment VAM score will be utilized as, each student's final raw score will equal the teacher's VAM score which will then utilize a scale to return a score converted to a scaled score of 1,2, 3 or 4. There are no alternative scales associated with the VAM score since the VAM calculation takes into consideration student factors that can impact student performance.~~

Courses that have an associated assessment that returns a required VAM score for the teacher will utilize a scale to convert the VAM score to a 1,2,3, or 4. Each student assigned to the teacher in the course will receive the teacher's scaled VAM score as their converted assessment score. There are no alternative scales associated with the VAM score since the VAM calculation takes into consideration student factors that can impact student academic performance.

Once students receive a converted scale score, each student's score for a specific instructor's course will be added together. The sum of the student's scores which are associated with an instructor will be divided by the total number of student scores included in the sum. The result will equate to the instructor's overall student performance score. The instructor's overall student performance score will count as 50% of the instructor's overall evaluation score.

An example of an instructor's student performance calculation is included in **Attachment "K"** as well as a flow chart showing the process of including student scores in an instructor's student academic performance score.

Attachment "L" Provides a list of Student Academic Performance Measures utilized in the calculation of student performance.

The "Santa Rosa County District Schools Guidelines for Local Assessments", Board Approved 8/21/2014, describes the selection process, development, administration, and scoring of local assessments. This document will be reviewed annually.

~~The documents listed under **Attachment I** shows how each teacher would be evaluated based upon they 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 instructor will receive a default school wide score. This list of default scores will be provided once a determination/agreement is made on the most appropriate school wide default score to use depending on the "zero" score return. 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.~~

Overall Evaluation

This section totals the scores for the Professional Development Plan, surveys, student performance, and the FEAPs and identifies an overall annual evaluation. This section will be completed as soon as the data has been received and appropriately processed according to the negotiated method. It is to all employee's benefit that this process is completed in a timely manner. ~~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 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 continue to work ~~with TrueNorthLogic during the 2011-2012 school year~~ to improve the ~~create an~~ electronic version of this Instructional evaluation. ~~More information concerning TrueNorthLogic is included as A**ttachment K**.~~

A sample of the Santa Rosa Districts Schools Evaluation Document is located in **Attachment "O"** along with a completed sample .

Instructional Personnel I – First Semester Evaluation

All first year teachers and teachers new to Santa Rosa District Schools will be assigned as Instructional Personnel Level 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 "P"** 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 six formal observations and four informal.

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.

In circumstances in which an instructor has a different year long teaching assignment for FTE Survey 2 & 3, the instructor's student performance data and stakeholder survey data will be determined based upon the teaching assignment they are assigned to for a minimum of 99 days.

Professional Improvement Plan/Peer Assistance Program

Any returning teacher who receives an overall evaluation 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~~ identify ~~out~~ ~~the~~ deficiencies 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(s) of improvement and should be limited to less than the length of a school year. See **Attachment "M"** 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 in-service 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

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. New teachers will be trained during new employee orientation. Experienced teachers will receive updates and reviews of the system during pre-planning by the site based 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.~~

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

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. Studer Group Information

~~I. Grade Level Assessments/Percentages for Student Performance~~ Job Code/ Scoring Classifications

~~J. Professional Improvement Plan~~ Student Performance Conversions Scales

~~K. References~~ Student Performance Calculation Flow Chart and Sample

L. Student Performance Measures

M. Professional Improvement Plan

N. References

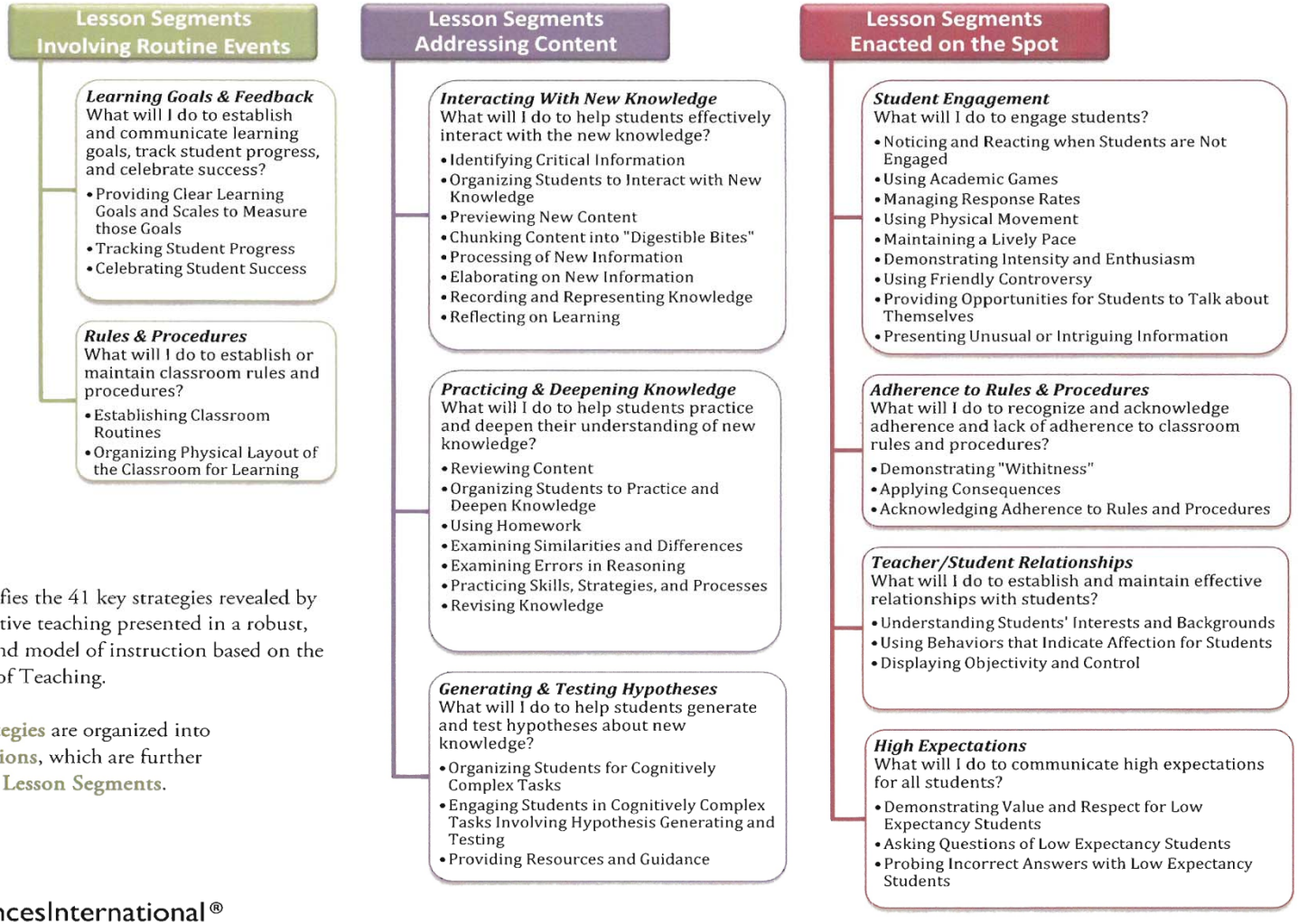
O. Instructional Evaluation

P. First Semester Evaluation

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.

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Marzano Art and Science of Teaching Teacher Evaluation Model

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information within Lessons
2. Lessons within Units
3. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources
2. Use of Available Technology

Planning and Preparing for Special Needs of Students

1. Needs of English Language Learners
2. Needs of Special Education Students
3. Needs of Students Who Lack Support for Schooling

DOMAIN 3: REFLECTING ON TEACHING

Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness
2. Evaluating the Effectiveness of Individual Lessons and Units
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

1. Developing a Written Growth and Development Plan
2. Monitoring Progress Relative to the Professional Growth and Development Plan

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Promoting a Positive Environment

1. Promoting Positive Interactions with Colleagues
2. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

1. Seeking Mentorship for Areas of Need or Interest
2. Mentoring Other Teachers and Sharing Ideas and StrategieS

Promoting District and School Development

1. Adhering to District and School Rules and Procedures
2. Participating in District and School Initiatives

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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

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

a) Quality of Instruction

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

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1a Aligns instruction with state-adopted standards at the appropriate level	**2.1 Planning and Preparing for Lessons and Units** 1. Planning and preparing for effective scaffolding within lessons 2. Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 1. Planning and preparing for **2.2 Planning and Preparing for the Use of Materials and Technology** 1. Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2. Planning for the use of available technology such as interactive white boards, voting technologies and one-to- one computer **SRDS Observation Instrument** 2A1 (a), 2A2 (a), 2A3 (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

a) Quality of Instruction

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

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1b Sequences lessons and concepts to ensure coherence and required prior knowledge	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **SRDS Observation Instrument** 2A1 (a), 2A3 (a)	**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)		
1c Designs instruction for students to achieve mastery	**2.2 Planning and Preparing for Use of Materials and Technology** 2.2.1Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to- one computer	**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		

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

a) Quality of Instruction

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

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** 2A1 (a), 2A2 (a), 2A3 (a)	**SRDS Observation Instrument** 1A1 (a-e), 1A2 (a-d), 1A3 (a-e) Add Addressing Content (1B) Alignments for previous page		
1d Selects appropriate formative assessments to monitor learning		**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)		

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

a) Quality of Instruction

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

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1e 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	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** 2A3 (a)	**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success **Content** C 11 Homework **Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students **SRDS Observation Instrument** 1A1 (a-e), 1A2 (a-d), 1A3 (a-e), 1C3 (a-b)	**3.1 Evaluating Personal Performance** 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 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) **3.2 Developing a Professional Growth Plan** 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan **SRDS Observation Instrument** 3A1 (a)	**4.1 Promoting a Positive Environment** 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents **4.2 Promoting Exchange of Ideas and Strategies** 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies **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** 4A2 (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

a) Quality of Instruction

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

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1f Develops learning experiences that requires students to demonstrate a variety of applicable skills and competencies	**2.2 Planning and Preparing for the Use of Materials and** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** 2A1 (a), 2A2 (a), 2A3 (a)	**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** 1B3 (a-c), 1B4 (a-b)		

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

a) Quality of Instruction

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

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2a Organizes, allocates, and manages the resources of time, space, and attention	**2.1 Planning and Preparing for Lessons and Units**	**Routine Events**		
	2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom		
	2.3 Planning and Preparing for Special Needs Students	**Enacted on the Spot**		
	2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	EOS 13 Understanding students' interests and backgrounds EOS 10 Demonstrating "withitness" EOS 15 Displaying objectivity and control		
	SRDS Observation Instrument	**SRDS Observation Instrument**		
	2A1 (a), 2A2 (a), 2A3 (a)	1B2 (d-e), 1C1 (a-c), 1C2 (a-c), 1C3 (a-b)		

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

a) Quality of Instruction

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

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2b Manages individual and class behaviors through a well- planned management system		**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)		
2c Conveys high expectations to all students		**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success **Content** C 1 Identifying critical information		

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

a) Quality of Instruction

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

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND 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 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), 1B1 (c-d), 1C1 (a-c), 1C3 (a-d)		
2d Respects students' cultural, linguistic and family background		**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success **Content** C 1 Identifying critical information		

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

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND 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)		
2e Models clear, acceptable oral and written communication skills	**2.1 Planning and Preparing for Lessons and Units** 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	**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

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

a) Quality of Instruction

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

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND 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		
	SRDS Observation Instrument 2A1 (a), 2A2 (a), 2A3 (a)	**SRDS Observation Instrument** 1A1 (a-e), 1A2 (a-d), 1B1 (a-d), 1B3 (a-c), 1C1 (a-c), 1C2 (a-c)		
2f Maintains a climate of openness, inquiry, fairness and support		**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

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

a) Quality of Instruction

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

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY 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)		

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

a) Quality of Instruction

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

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2g Integrates current information and communication technologies	**2.2 Planning and Preparing for Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **SRDS Observation Instrument** 2A2 (a), 2A3 (a)			

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2h Adapts the learning environment to accommodate the differing needs and diversity of students	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards 2.1.4	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom		**4.2 Promoting Exchange of Ideas and Strategies** 4.2.2 Mentoring other teachers and sharing ideas and strategies

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

a) Quality of Instruction

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

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY 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		

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

a) Quality of Instruction

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

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** 2A1 (a), 2A2 (a), 2A3 (a)	**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 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 E0S 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), 1B1 (a-d), 1B2 (a-e), 1B3 (a-c), 1B4 (a-c), 1C1 (a-c), 1C2 (a-c), 1C3 (a-d)		**SRDS Observation Instrument** 4A1 (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

a) Quality of Instruction

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

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2i Utilizes current and emerging assistive technology that enables students to participate in high quality communication interactions and achieve their educational goals	**2.2 Planning and Preparing for Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **SRDS Observation Instrument** 2A2 (a), 2A3 (a)			

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

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
3a Delivers engaging and challenging lessons	**2.1 Planning and Preparing for Lessons and Units**	**Routine Events**		
	2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating Success RE 4 Establishing classroom rules and procedures		
	2.2 Planning and Preparing for the Use of Materials and Technology	**Content**		
	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to- one computer	C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites" C 5 Processing new information C 7 Recording and representing knowledge C 9 Reviewing content 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		
	2.3 Planning and Preparing for Special Needs Students			

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

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
3b Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter	2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** 2A1 (a), 2A2 (a), 2A3 (a)	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)		

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

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
3c Identifies gaps in student's subject matter **3d Modifies instructions to respond to preconceptions or misconceptions**		EOS 18 Probing incorrect answers with low expectancy students **SRDS Observation Instrument** 1C1 (a-c) **SRDS Observation Instrument** 1C1 (a-c)		
3e Relates and integrates the subject matter with other disciplines and life experiences	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom		**4.2 Promoting Exchange of Ideas and Strategies** 4.2.2 Mentoring other teachers and sharing ideas and strategies
	2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to- one computer	**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		

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

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** 2A1 (a), 2A2 (a), 2A3 (a)	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)		
3f Employs high order questioning techniques		**Content** 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		

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

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY 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)		
3g Applies varied instructional strategies and resources including appropriate technology to provide comprehensible instruction, and to teach for student understanding	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to- one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** 2A1 (a), 2A2 (a), 2A3 (a)	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success **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)		

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

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
3h Adapts the learning environment to accommodate the differing needs and diversity of students	**2.1 Planning and Preparing for Lessons and Units**	**Enacted on the Spot**		
	2.1.1 Planning and preparing for effective scaffolding within lessons	EOS 13 Understanding students' interests and backgrounds		
	2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content			
	2.1.3 Planning and preparing for appropriate attention to established content standards			
	2.2 Planning and Preparing for the Use of Materials and Technology			
	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)			
	2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to- one computer			
	2.3 Planning and Preparing for Special Needs Students			
	2.3.1 Planning and preparing for the needs of English language learners			
	2.3.2 Planning and preparing for the needs of special education students			
	2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling			
	SRDS Observation Instrument	**SRDS Observation Instrument**		
	2A1 (a), 2A2 (a), 2A3 (a)	1C3 (a-d)		

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

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
3i Supports and encourages immediate feedback	**2.1 Planning and Preparing for Lessons and Units** Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **SRDS Observation Instrument** 2A1 (a)	**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)		
3j Utilizes student feedback to monitor instructional needs and to adjust instruction	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** 2A1 (a), 2A3 (a)	**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)		

4. Assessment. The effective educator consistently:

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
4a 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	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures **Content** C 2 Organizing students to interact with new knowledge C 3 Managing response rates 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 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 C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance		

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
	2.3 Planning and Preparing for Special Needs Students 2.3.1Planning and preparing for the needs of English language learners 2.3.2Planning and preparing for the needs of special education students 2.3.3Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** 2A1 (a), 2A2 (a), 2A3 (a)	**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 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 EOS 18 Probing incorrect answers with low expectancy students **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), 1C3 (a-d)		

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

a) Quality of Instruction

4. Assessment. The effective educator consistently:

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
4b Designs and aligns formative and summative assessments that match learning objectives and lead to mastery	**2.1 Planning and Preparing for Lessons and Units** 2.1.1Planning and preparing for effective scaffolding within lessons 2.1.2Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3Planning and preparing for appropriate attention to established content standards **SRDS Observation Instrument** 2A1 (a), 2A3 (a)	**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)		

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

a) Quality of Instruction

4. Assessment. The effective educator consistently:

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
4c Uses a variety of assessment tools to monitor student progress, achievement and learning gains		**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)		
4d Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	**2.3 Planning and Preparing for Special Needs Students** Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** 2A1 (a), 2A2 (a), 2A3 (a)	**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)		

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

a) Quality of Instruction

4. Assessment. The effective educator consistently:

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
4e Shares the importance and outcomes of student assessment data with the student and the student's parents/caregiver(s)	**SRDS Observation Instrument** 1C1 (a-c), 1C3 (b)	**Routine Events** RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success **Enacted on the Spot** EOS 3 Managing response rates **SRDS Observation Instrument** 1A1 (a-e), 1A2 (a-d), 1A3 (a-e)		
4f Applies technology to organize and integrate assessment information	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **SRDS Observation Instrument** 2A1 (a), 2A2 (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. b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1a Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success **Content** C 11 Homework **Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students	**3.1 Evaluating Personal Performance** 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 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) **3.2 Developing a Professional Growth Plan** 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan 3.2.3	**4.1 Promoting a Positive Environment** 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents **4.2 Promoting Exchange of Ideas and Strategies** 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies **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 2A1 (a), 2A2 (a), 2A3 (a)	**SRDS Observation Instrument** 1A2 (a-d), 1A3 (a-e), 1C1 (a-c), 1C2 (a-c), 1C3 (a-d)	**SRDS Observation Instrument** 3A1 (a)	**SRDS Observation Instrument** 4A1 (a), 4A2 (a), 4A3 (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. b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1b Examines and uses data-informed research to improve instruction and student achievement	**SRDS Observation Instrument** 2A1 (a)		**SRDS Observation Instrument** 3A1 (a)	
1c Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement			**SRDS Observation Instrument** 3A1 (a)	**SRDS Observation Instrument** 4A1 (a), 4A2 (a)
1d Engages in targeted professional growth opportunities and reflective practices			**SRDS Observation Instrument** 3A1 (a)	
1e Implements knowledge and skills learned in professional development in the teaching and learning process			**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

1. 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** EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students **SRDS Observation Instrument** 1C3 (a-d)		**4.1 Promoting a Positive Environment** 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** 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 IV

Instructional Personnel II

Teachers in the 2nd and 3rd year of their teaching career with an effective or highly effective evaluation. Teachers will receive <u>two formal observations</u> (one in the fall and one in the spring) and **one overall evaluation** in the spring.

Instructional Personnel III

Teachers in the 4th thru 9th year of their teaching career with an effective or highly effective evaluation. These teachers will <u>formally observed once during the school year</u> and receive **one overall evaluation** in the spring.

Instructional Personnel IV

Teachers with more than 9 years teaching experience with an effective or highly effective evaluation. These teachers <u>do not have to be formally observed</u> during a school year <u>unless their certificate is up for renewal</u>. During that year, they will require one formal observation. Teachers will receive **one overall evaluation** in the spring.

Instructional Personnel I

All teachers in their first year of teaching in Santa Rosa District Schools. These teachers will be <u>formally observed once in the fall and once in the spring</u> and an **evaluation** will be given near the **end of each semester**.

Teachers new to Santa Rosa District Schools enter here.

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:**			
	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:**			
	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:**			
	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:**			
	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:**			
	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:**			
	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:**			
	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:**			
	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:**			
	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:**			
	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:**			
	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 identifies 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 Levels of Instructional Personnel

IPI	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least ~~50~~ 55% 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:				

IPII	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least ~~60~~ 65% 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:				

IPIII	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least ~~70~~ 75% 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:				

IPIV	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least ~~80~~ 85% 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, test 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.

26. My child has elective opportunities that promote career readiness.

27. My child has opportunities to participate in programs that promote success after gradustion.

Elementary Schools (excluding Gulf Breeze Elementary) and King Middle School only.

28. 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 Largue 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	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: • 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	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: • Quality – student achievement • People – student engagement • Service – parent satisfaction • Growth – competency demonstration aligned to Danielson's Framework
Leader Development	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: • 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 • Keeping Parents Info

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

Job Codes/Scoring Classifications

~~Grade Level Assessments/ Percentages for Student Performance~~

- 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 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 :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: 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: 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	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom based Instructors (Students Assigned to Instructor will be used to Calculate Instructor's Scores	Infant and Toddler	21140 Eval Formula ID 001	HELP	50%	002
	ESE Pre-K	25230 Eval Formula ID 002	Brigance-Yellow	50%	002
	CBSA ESE Pre-K	25231 Eval Formula ID 003	VB-Mapp	30%	002
			Brigance-Yellow	20%	011
TSA Head Start/Pre-K (Head Start/Pre-K)	Head Start/Pre-K	21130 Eval Formula ID 004	VPK Assessment Early Literacy	30%	001
			Early Math	20%	001
	TSA, Head Start Pre-K PK ERSEA Specialist PK Community Engagement Specialist	21131 Eval Formula ID 006 21132 Eval Formula ID 006 21133 Eval Formula ID 006	VPK Assessment Early Literacy	30%	001
			Early Math	20%	001
Classroom Based Instructors (Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)	Kindergarten	21010 Eval Formula ID 005	DEA Reading (K)	30%	014
			DEA Math (K)	20%	013
	1st Grade	21020 Eval Formula ID 007	DEA Reading (1st)	30%	014
			DEA Math (1st)	20%	013
	2nd Grade	21030 Eval Formula ID 008	DEA Math (2nd)	30%	014
			DEA Math (2nd)	20%	013
	3rd Grade	21040 Eval Formula ID 009	FCAT Reading	30%	003
			FCAT Math	20%	003
	3rd Grade Math	21042 Eval Formula ID 162	FCAT Math	50%	003
	3rd Grade Reading	21041 Eval Formula ID 161	FCAT Reading	50%	003
	4th Grade	21050 Eval Formula ID 010	FCAT Reading	20%	004
			FCAT Math	20%	004
			FCAT Writing	10%	005
	4th Grade Math	21052 Eval Formula ID 164	FCAT Math	50%	004
	4th Grade Reading	21051 Eval Formula ID 163	FCAT Reading	50%	004
	5th Grade	21060 Eval Formula ID 011	FCAT Reading	20%	004
			FCAT Math	20%	004
			FCAT Science	10%	003
	5th Grade Math	21061 Eval Formula 129	FCAT Math	50%	004

Santa Rosa District Schools

Elementary School Evaluation

Instructional Assessments, Percentages and Scale 2013-14

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructors (Students Assigned to Instructor' Will be used To Calculate Instructor's Scores)	5th Grade Reading	21062 Eval Formula ID 130	FCAT Reading	50%	004
	5th Grade Science	21063 Eval Formula 131	FCAT Science	50%	003
	6th Grade Self Contained (Chumuckla Elem.)	21070 Eval Formula ID 012	FCAT Reading (6)	25%	004
			FCAT Math (6)	25%	004
	6th Grade Self Contained (Jay) Reading, Science, Social Studies	21071 Eval Formula ID 132	FCAT Reading	40%	004
			FCAT Math	10%	004
	6th Grade Self-Contained Language Arts	21072 Eval Formula ID 133	FCAT Reading (6)	50%	004
	6th Grade Self-Contained Math	21073 Eval Formula ID 134	FCAT Math (6)	50%	004
	Math Resource Teacher	21219 Eval Formula ID 013	FCAT Math (4,5)	50%	004
	P.E. (K-5) Art (K-5) Music (K-5) Media (K-5) Dean (K-5) Guidance (K-5)	21101 21081 21091 20121 23045 20031 Eval Formula ID 014	DEA Reading (K)	2%	014
			DEA Math (K)	2%	013
			DEA Reading (1st)	2%	014
			DEA Math (1st)	2%	013
			DEA Reading (2nd)	2%	014
			DEA Math (2nd)	2%	013
			FCAT Reading (3rd)	4%	003
			FCAT Math (3rd)	4%	003
			VB MAPP	1%	011
			Brigance Green	1%	011
			FCAT Reading (4,5)	8%	004
			FCAT Math (4,5)	8%	004
			FCAT Writing (4th)	3%	005
			FCAT Science (5th)	2%	003
			FAA Reading (3rd)	1%	016
			FAA Math (3rd)	1%	016
			FAA Writing (4th)	1%	016
			FAA Science (5th)	1%	016
			FAA Reading (4,5)	1%	006
			FAA Math (4,5)	1%	006
	K – 5th = 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.				

Santa Rosa District Schools

Elementary School Evaluation

Instructional Assessments, Percentages and Scale 2013-14

Classroom Based Instructors
(Students Assigned to Instructor' Will be used To Calculate Instructor's Scores)

JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
P. E. (K-6) Music (K-6) Media (K-6) Dean (K-6) Guidance (K-6) Art (K-6)	21102 21092 20122 23046 20032 21082 Eval Formula ID 015	DEA Reading (K)	2%	014
		DEA Math (K)	2%	013
		DEA Reading (1st)	2%	014
		DEA Math (1st)	2%	013
		DEA Reading (2nd)	2%	014
		DEA Math (2nd)	2%	013
		FCAT Reading (3rd)	3%	003
		FCAT Math (3rd)	3%	003
		FCAT Reading (4,5)	8%	004
		FCAT Math (4,5)	6%	004
		FCAT Writing (4th)	2%	005
		FCAT Science (5th)	2%	003
		FCAT Reading (6th)	3%	004
		FCAT Math (6th)	3%	004
		FAA Reading (3rd)	1%	016
		FAA Math (3rd)	1%	016
		FAA Writing (4th)	1%	016
		FAA Science (5th)	1%	016
		FAA Reading (4,5,6)	1%	006
		FAA Math (4,5,6)	1%	006
		VB MAPP	1%	011
		Brigance Green	1%	011
K – 6th = Chumuckla Elementary, Jay Elementary – Note: These job codes will not use Pre-K Scores in their Evaluations.				
P.E. (3-5) Art (3-5) Music (3-5) Media (3-5) Guidance (3-5) Elementary Intervention	21103 21083 21093 20123 20033 20334 Eval Formula ID 016	FCAT Reading (3rd)	6%	003
		FCAT Math (3rd)	6%	003
		FCAT Reading (4,5)	12%	004
		FCAT Math (4,5)	12%	004
		FCAT Writing (4th)	4%	005
		FCAT Science (5th)	4%	003
		FAA Reading (3rd)	1%	016
		FAA Math (3rd)	1%	016
		FAA Writing (4th)	1%	016
		FAA Science (5th)	1%	016
		FAA Reading (4,5)	1%	006
		FAA Math (4,5)	1%	006
3rd – 5th 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

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructors (Students Assigned to Instructor Will be used To Calculate Instructor's Scores)	P. E. (K-2) Art (K-2) Music (K – 2) Media (K – 2) Guidance (K-2) A.I.S. (K-2)	21104 21084 21094 20124 20034 21217 Eval Formula ID 017	DEA Reading (K)	8%	013
			DEA Math (K)	8%	014
			DEA Reading (1st)	8%	013
			DEA Math (1st)	8%	014
			DEA Reading (2nd)	9%	013
			DEA Math (2nd)	9%	014
	K – 2 Schools: DPS, HNP, WNP – Note: These job codes will not use Pre-K scores in their evaluations.				
	ESE Academic (K-2 Self-Contained Alternative Assessment)	25610 Eval Formula ID 144	VB MAPP	25%	011
			Brigance Green	25%	011
	ESE Math(K-2)	25209 Eval Formula ID 181	DEA Math (K)	15%	013
			DEA Math (1st)	15%	013
			DEA Math (2nd)	20%	013
Special Area Instructor's: School Program Facilitators (All Students Within Assigned Schools Will Be Used To Calculate Instructor's Scores)	A.I.S. K-2 Literacy	20137 Eval Formula ID 183	DEA Reading (K)	15%	014
			DEA Reading (1st)	15%	014
			DEA Reading (2nd)	20%	014
	A.I.S. Elementary	21214 Eval Formula ID 018	DEA Reading (K)	15%	014
			DEA Reading (1st)	15%	014
			DEA Reading (2nd)	15%	014
			FCAT Read (3rd)	5%	003
	A.I.S. (3-5)	21213 Eval Formula ID 019	FCAT Reading (3rd)	40%	003
			FCAT Reading (4,5)	10%	004
	Literacy Coach (K-5) Elementary Reading	20143 20145 Eval Formula ID 020	DEA Reading (K)	8%	014
			DEA Reading (1st)	8%	014
			DEA Reading (2nd)	9%	014
			FCAT Reading (3rd)	9%	003
			FCAT Reading (4,5)	16%	004
	Literacy Coach (K – 6)	20135 Eval Formula ID 021	DEA Reading (K)	6%	014
			DEA Reading (1st)	6%	014
			DEA Reading (2nd)	8%	014
			FCAT Reading (3rd)	10%	003
			FCAT Reading (4,5)	20%	004
	Literacy Coach (3-5)	20142 Eval Formula ID 022	FCAT Reading (3rd)	18%	003
			FCAT Reading (4,5)	32%	004

Classroom Based Instructors
(Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)

JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
ESE K-5th	25205 Eval Formula ID 025	DEA Reading (K)	2%	014
		DEA Math (K)	2%	013
		DEA Reading (1st)	2%	014
		DEA Math (1st)	2%	013
		DEA Reading (2nd)	2%	014
		DEA Math (2nd)	2%	013
		VB MAPP	1%	011
		Brigance Green	1%	011
		FCAT Reading (3rd)	4%	003
		FCAT Math (3rd)	4%	003
		FCAT Reading (4,5)	8%	004
		FCAT Math (4,5)	8%	004
		FCAT Writing (4th)	3%	005
		FCAT Science (5th)	3%	003
		FAA Reading (3rd)	1%	016
		FAA Math (3rd)	1%	016
		FAA Writing (4th)	1%	016
		FAA Science (5th)	1%	016
		FAA Reading (4,5)	1%	006
		FAA Math (4,5)	1%	006
K – 5 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.				
ESE K – 6th	25206 Eval Formula ID 026	DEA Reading (K)	1%	014
		DEA Math (K)	1%	013
		DEA Reading (1st)	1%	014
		DEA Math (1st)	1%	013
		DEA Reading (2nd)	1%	014
		DEA Math (2nd)	1%	013
		DEA Reading (3rd)	4%	003
		DEA Math (3rd)	4%	003
		DEA Reading (4,5)	8%	004
		DEA Math (4,5)	8%	004
		VB MAPP	1%	011
		Brigance Green	1%	011
		FCAT Writing (4th)	2%	005
		FCAT Science (5th)	2%	003
		FCAT Reading (6th)	4%	004
		FCAT Math (6th)	4%	004
		FAA Reading (3rd)	1%	016
		FAA Math (3rd)	1%	016
		FAA Writing (4th)	1%	016
		FAA Science (5th)	1%	016
		FAA Reading (4,5,6)	1%	006
		FAA Math (4,5,6)	1%	006
K – 6TH – Chumuckla Elementary, Jay Elementary, - NOTE: These job codes will not us Pre-K scores in their evaluations.				

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructors (Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)	ESE 3rd – 5th Self-Contained	25232 Eval Formula ID 170	FAA Reading (3rd)	10%	016
			FAA Math (3rd)	10%	016
			FAA Writing (4th)	5%	016
			FAA Science (5th)	5%	016
			FAA Reading (4,5)	10%	006
			FAA Math (4,5)	10%	006
	ESE 3rd – 5th	25207 Eval Formula ID 027	FCAT Reading (3rd)	5%	003
			FCAT Math (3rd)	5%	003
			FCAT Reading (4,5)	12%	004
			FCAT Math (4,5)	12%	004
			FCAT Writing (4th)	5%	005
			FCAT Science (5th)	5%	003
			FAA Reading (3rd)	1%	016
			FAA Math (3rd)	1%	016
			FAA Writing (4th)	1%	016
			FAA Science (5th)	1%	016
			FAA Reading (4,5)	1%	006
			FAA Math (4,5)	1%	006
	3rd – 5th Schools: WNI, DIS, HNI – Note: These job codes will not use Pre-K scores in their evaluation.				
	ESE K – 2nd	25208 Eval Formula ID 028	DEA Reading (K)	8%	014
			DEA Math (K)	8%	013
			DEA Reading (1st)	8%	014
			DEA Math (1st)	8%	013
			DEA Reading (2nd)	10%	014
			DEA Math (2nd)	8%	013
	ESE K-5 Self Contained (Alt. Assess)	25619 Eval Formula ID 159	FAA Reading (3rd)	4%	016
			FAA Math (3rd)	3%	016
			FAA Writing (4th)	8%	016
			FAA Science (5th)	8%	016
			FAA Reading (4,5)	6%	006
			FAA Math (4,5)	5%	006
			VB MAPP	8%	011
			Brigance Green	8%	011
	Student Support (ESE) 3-5 Reading	25234 Eval Formula 171	FCAT Reading (3rd)	15%	019
			FCAT Reading (4,5)	35%	020
	Student Support (ESE) Math	25235 Eval Formula ID 172	FCAT Math (3rd)	15%	019
			FCAT Math (4,5)	35%	020

Santa Rosa District Schools

Elementary School Evaluation

Instructional Assessments, Percentages and Scale 2013-14

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructor (Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)	Student Support (ESE) 3rd	25236 Eval Formula ID 173	FCAT Reading (3rd)	25%	019
			FCAT Math (3rd)	25%	019
	Student Support ESE Read (3rd)	25237 Eval Formula ID 174	FCAT Reading (3rd)	50%	019
	Student Support (ESE) Math 3rd	25238 Eval Formula ID 175	FCAT Math (3rd)	50%	019
	Student Support (ESE) Math K-5	25622 Eval Formula 158	DIS Math (K)	8%	013
			DIS Reading (K)	8%	014
			FCAT Math (3rd)	5%	013
			FCAT Math (4,5)	8%	013
			FCAT Reading (3rd)	5%	019
			FCAT Reading (4,5)	8%	020
			FCAT Science (5th)	4%	019
			FCAT Writes (4th)	4%	005
	Student Support (ESE Reading (K-5)	25623 Eval Formula 167	DIS Reading (K-2)	25%	014
			FCAT Reading (3rd)	10%	019
			FCAT Reading (4,5)	15%	020

Santa Rosa District Schools

Middle School Evaluation

Instructional Assessments, Percentages and Scale 2013-2014

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructors (Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)	6th Grade Math Intensive Math	22131 22137 Eval Formula 029	FCAT Math	50%	004
	6th Grade Social Studies (AMS,GBM,HMS, HNM,KMS,SMS, WBM, Central)	22171 Eval Formula 030	FCAT Reading	50%	004
	6th Grade Language Arts (AMS,GBM,HMS, HNM,KMS,SMS, WBM, Central)	22124 Eval Formula 031	FCAT Reading	50%	004
	6th Grade Science	22161 Eval Formula ID 032	FCAT Math FCAT Reading	25% 25%	004 004
	6th Grade Reading Intensive Reading 6th Grade	22127 22221 Eval Formula ID 033	FCAT Reading	50%	004
	6th Grade Elective (ex:Wheel, P.E., Band, Chorus…) (AMS,GBM,HMS,HNM, KMS,SMS,WBM,Central)	22001 Eval Formula ID 034	FCAT Reading FCAT Math	40% 10%	004 004
	7th Grade Math Intensive Math – 7th Grade	22132 22138 Eval Formula ID 035	FCAT Math	50%	004
	7th Grade Social Studies (AMS, GBM, HMS, HNM, KMS, SMS, WBM, Central, JHS)	22172 Eval Formula ID 036	FCAT Reading	50%	004
	7th Grade Language Arts	22122 Eval Formula ID 037	FCAT Reading	50%	004
	7th Grade Science	22162 Eval Formula ID 038	FCAT Math FCAT Reading	25% 25%	004 004
	7th Grade Reading Intensive Reading 7th Grade	22128 22222 Eval Formula ID 040	FCAT Reading	50%	004

Santa Rosa District Schools

Middle School Evaluation

Instructional Assessments, Percentages and Scale 2013-2014

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructors (Students Assigned To Instructor Will Be Used to Calculate Instructor's Scores)	7th Grade Electives (ex: Wheel, P.E., Band, Chorus…) (AMS, GBM, HMS, HNM, KMS, SMS, WBM, Central, JHS)	22002 Eval Formula ID 040	FCAT Reading	40%	004
			FCAT Math	10%	004
	8th Grade Math Intensive Math 8th Grade M.S. Math (6-8) Intensive Math (6-8)	22133 22139 22130 22134 Eval Formula ID 042	FCAT Math	50%	004
	8th Grade Algebra I	22135 Eval Formula ID 042	Algebra EOC	50%	015
	8th Grade Social Studies M.S. Social Studies (6-8)	22173 22174 Eval Formula ID 043	FCAT Reading	30%	004
			FCAT Writes 8th grad School Wide Scores	20%	005
	8th Grade Language Arts	22123 Eval Formula ID 044	FCAT Reading	25%	004
			FCAT Writes	25%	005
	M.S. Lang. Arts (6-8)	22125 Eval Formula ID 045	FCAT Reading	25%	004
			FCAT Writes 8th Grade School Wide Scores	25%	005
	8th Grade Science	22163 Eval Formula ID 046	FCAT Science	50%	003
	8th Grade Reading Intensive Reading 8th Grade	22126 22223 Eval Formula ID 049	FCAT Reading	50%	004
	8th Grade Electives (ex: Wheel, P.E., Band, Chorus…)	22003 Eval Formula ID 049	FCAT Reading	40%	004
			FCAT Math	10%	004

Santa Rosa District Schools

Middle School Evaluation

Instructional Assessments, Percentages and Scale 2013-2014

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Special Area Instructor: Program Facilitators (All Students Within Assigned School Will Be Used To Calculate Instructor's Scores)	ISS Teacher 6-12	23044 Eval Formula ID 165	FCAT Reading (7-10)	35%	004
			FCAT Math (6-8)	5%	004
			College Readiness Score (PERT, ACT, SAT, CPT)	10%	018
	M.S. Literacy Coach	20141 Eval Formula ID 052	FCAT Reading (6-8)	50%	004
	M.S. Guidance	20020	FCAT Reading (6-8)	15%	004
	M.S. Dean	23050	FCAT Math (6-8)	15%	004
	Middle School Intervention	20335	Algebra EOC	3%	015
			FCAT Science	3%	003
			FCAT Writes	8%	005
	Teacher, ISS-Middle	23043 Eval Formula ID 053	FAA Reading (6-8)	2%	006
			FAA Math (6-8)	2%	006
			FAA Writing (8)	1%	016
			FAA Science (8)	1%	016
	Intensive Reading (6-8)	22224	FCAT Reading (6-8)	50%	004
	M.S. Reading (6-8)	22121 Eval Formula ID 145			
	M.S. Media	20110 Eval Formula ID 054	FCAT Reading (6-8)	29%	004
			FCAT Math (6-8)	9%	004
			Algebra EOC	2%	015
			FCAT Science	2%	003
			FCAT Writes	4%	005
			FAA Reading (6-8)	1%	006
			FAA Math (6-8)	1%	006
			FAA Writing (8)	1%	016
			FAA Science (8)	1%	016
	A.I.S. M.S. Math	21216 Eval Formula ID 055	FCAT Math (6-8)	40%	004
			Algebra EOC	10%	015

Santa Rosa District Schools

Middle School Evaluation

Instructional Assessments, Percentages and Scale 2013-2014

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructors (Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)	M.S. Elective(6-8) Ex: Band, Chorus, P.E.	22004 Eval Formula ID 050	FCAT Reading	40%	004
			FCAT Math	10%	004
	Electives Outside Core (7-12)	22005 Eval Formula ID 165	FCAT Reading (7-10)	35%	004
			FCAT Math (6-8)	5%	004
			College Readiness Score (PERT, ACT, SAT, CPT)	10%	018
	M.S. ESE Self Contained (ESE-SC-MS)	25611 Eval Formula ID 056	FAA Reading (6-8)	18%	006
			FAA Math (6-8)	18%	006
			FAA Writing (8)	7%	016
			FAA Science (8)	7%	016
	M.S. ESE Academic (ESE-A-MS)	25612 Eval Formula ID 057	FCAT Reading (6-8)	20%	004
			FCAT Math (6-8)	15%	004
			FCAT Science (8)	6%	003
			FCAT Writes 8th Grade School Wide Scores	6%	005
			Algebra EOC	3%	015
	Student Support (ESE) Math 6-8	25625 Eval Formula ID 168	FCAT Math (6-8)	50%	020
	Student Support (ESE) Reading 6-7	25626 Eval Formula ID 169	FCAT Read (6-7)	50%	020

Santa Rosa District Schools

High School Evaluation

Instructional Assessments, Percentages and Scale 2013-2014

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructors (Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)	ESE Academic 7-12 (ESE-A-7-12)	25615 Eval Formula ID 058	FCAT Reading (6-10)	20%	020
			FCAT Math (6-8)	15%	020
			FCAT Science (8)	2%	019
			FCAT Writes (8,10)	8%	019
			Algebra 1A EOC	1%	015
			Algebra EOC 8th	1%	015
			Algebra EOC 9-12	1%	019
			Geometry EOC	2%	019
			Biology EOC	1%	019
	All Social Science (9-10)	23130	FCAT Reading (9-10)	35%	004
			FCAT Writes	15%	005
	All English (9-10)	23120			
	Electives (outside core) Band, P.E., Chorus, JROTC, Technology/ Business, Family And Consumer Science, Art (9-10)	23141 Eval Formula ID 059			
	Electives (inside core) Speech, Journalism, Drama, Debate (9-10)				
	All Math 9-10 Except EOC's	23100	FCAT Reading (9-10)	30%	004
			FCAT Writing	5%	005
	All Math 9-12 Except EOC's	23106 Eval Formula ID 156	College Readiness (PERT, ACT, SAT,CPT)	15%	018
	All Math 9-10 Except EOC's	23100	FCAT Reading (9-10)	30%	004
			FCAT Writing	5%	005
	All Math 9-12 Except EOC's	23106 Eval Formula ID 156	College Readiness (PERT, ACT, SAT, CPT)	15%	018

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

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructors (Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)	All Math 11-12 Except EOC's	23105 Eval Formula ID 148	College Readiness (PERT, ACT, SAT, CPT)	50%	018
	Algebra I	23101 Eval Formula ID 061	Algebra I EOC VAM	50%	004
	Algebra EOC Remediation	23104 Eval Formula ID 139	College Readiness (PERT, ACT, SAT, CPT)	50%	018
	Geometry	23102 Eval Formula ID 062	Geometry EOC	50%	003
	Algebra 1A	23103 Eval Formula ID 146	Algebra 1 A EOC	50%	015
	All Science Except Biology I (9-10)	23110	FCAT Reading (9-10)	40%	004
			FCAT Writes (10)	10%	005
	All Social Sciences (Except EOC)	23130			
	All Social Science/Reading 9-10	23133			
	Electives 9-10	23141			
	Foreign Language 9-10	23170 Eval Formula ID 064			
	Biology I	23111 Eval Formula ID 065	Biology EOC	50%	015
	All Sciences EOCs 11-12	23112	College Readiness (PERT,ACT,SAT, CPT)	50%	018
	Reading 11-12	23124			
	All English 11-12	23126			
	All Social Sciences 11-12 (Except EOC)	23132 Eval Formula ID 148			

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Special Area Instructors: School Program Facilitators Special Area Instructors: School Program Facilitators (All Students Within School Will Be Used To Calculate Instructor's Scores)	All Electives Inside Core All Electives Outside Core Foreign Language Gifted 11-12	23142 23143 23171 25304	College Readiness (PERT, ACT, SAT, CPT)	50%	018
	ESE Academic 11-12	25618 Eval Formula ID 148			
	Athletic Director	23061 Eval Formula ID 069	FCAT Reading (9-10)	15%	004
	All Sciences Except Biology 9-12 All ELA 9-12 Electives Inside Core 9-12	23113 23128 23127	FCAT Reading (9-10) FCAT Math (9-10) Algebra EOC VAM FCAT Writing FCAT Writes (10) College Readiness (PERT, ACT, SAT, CPT) Geometry EOC Biology EOC US History EOC FAA Reading (9-10) FAA Math (9-10) FAA Writing (10) FAA Science (11)	30% 2% 4% 5% 7% 15% 4% 4% 4% 2% 1% 1% 1%	004 004 004 005 005 018 015 015 015 006 006 016 016
	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
	Electives Outside Core 9-12	23144			
	P.E. 7-12 Foreign Language 9-12	21107 Eval Formula ID 165 23172 Eval Formula ID 156	College Readiness (PERT, ACT, SAT, CPT) FCAT Reading FCAT Math FCAT Writes (10) Algebra EOC Geometry EOC Biology EOC US History EOC FAA Reading (9-10) FAA Math (9-10) FAA Writing (10) FAA Science (11) College Readiness (PERT, ACT, SAT, CPT)	5% 35% 10% 5% 3% 3% 3% 3% 2% 1% 1% 1% 3%	018 004 004 005 015 015 015 006 006 016 016 018
	Reading (9-10)	25100 23122 Eval Formula ID 072	FCAT Reading (9-10)	40%	004
	High School Reading Guidance (9-12)	20012 23123 Eval Formula ID 070	FCAT Reading (8-10) Algebra EOC VAM FCAT Writes (10) Algebra IA EOC	30% 5% 10% 3%	004 004 005 022
	Intensive	Eval Formula ID 066	Geometry EOC	3%	015
	Foreign Language (9-10)	23170 Eval Formula ID 068	FCAT Reading (9-10) Biology EOC US History EOC FCAT Writes (10) FAA Reading (9-10) FAA Math (9-10) FAA Writing (10) FAA Science (11) College Readiness (PERT, ACT, SAT, CPT)	30% 3% 3% 20% 5% 2% 1% 1% 3%	004 015 015 005 006 006 016 016 018
	US History	23131 Eval Formula 147			
	High School Literacy Coach (7-12 & 6-12)	20136 Eval Formula ID 071	FCAT Reading (6-8)	50%	004
	High School Guidance C (7-12)	20011 Eval Formula ID 073 20131 Eval Formula ID 135	FCAT Reading (7-10) FCAT Reading (6-8) FCAT Math (7-8) Algebra EOC VAM Geometry EOC	13% 23% 21% 2% 2%	004 004 004 004 015

			Biology EOC	2%	015
			US History EOC	2%	015
			FCAT Writing (8,10)	7%	005
			FCAT Science (8)	3%	003
			FAA Reading (7-10)	2%	006
			FAA Math (7-10)	1%	006
			FAA Writing (8,10)	1%	016
			FAA Science (8,11)	1%	016
			College Readiness (PERT, ACT, SAT, CPT)	3%	018
	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Special Area Instructors: School Program Facilitators (All Students Within School Will Be Used To Calculate Instructor's Scores)	High School Guidance (6-12)	20010 Eval Formula ID 074	FCAT Reading (6-10)	13%	004
			FCAT Math (6-8)	11%	004
			Algebra I EOC VAM (9-12)	2%	004
			Geometry EOC	2%	015
			Biology EOC	2%	015
			US History EOC	2%	015
			FCAT Writes (8,10)	7%	005
			FCAT Science (8)	3%	003
			FAA Reading (6-10)	2%	006
			FAA Math (6-10)	1%	006
			FAA Writing (8,10)	1%	016
			FAA Science (8,11)	1%	016
			College Readiness (PERT, ACT, SAT, CPT)	3%	018
Classroom Instructors (All Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)	All Secondary and Post-Secondary Career and Technical Instructors (CTE Instructor w/assigned Industry Certification	23332	Assigned Industry Certification	30%	008
			FCAT Reading	10%	004
			FCAT Writes	10%	005
	All Secondary and Post-Secondary Career and Technical Instructors (CTE Instructor without	23334			

	assigned Industry Certification				

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructors (Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)	All Secondary and Post-Secondary, Career and Technical Instructors (CTE Instructors without Assigned Industry Certification)	23333 Eval Formula ID 076	FCAT Reading FCAT Writes	35% 15%	004 005
	All Secondary and Post-Secondary, Career and Technical Instructors (CTE Instructors w/Assigned Classrooms) (Locklin Only) All Secondary and Post-Secondary, Career and Technical Instructors (CTE Instructors without Assigned Classrooms) (Locklin Only Guidance/Financial Aid Counselor (Career/Adult)	23335 Eval Formula ID 152 23336 Eval Formula ID 153 20042 Evaluation Formula 153	Assigned Industry Certification	50%	008
	Drop Out Prevention English	23212 Eval Formula ID 182	College Readiness (PERT, ACT, SAT, CPT)	50%	021
	Drop Out Prevention Math	23213 Eval Formula ID 182	College Readiness (PERT, ACT, SAT, CPT)	50%	021
	Drop Out Prevention Science	23214 Eval Formula ID182	College Readiness (PERT, ACT, SAT, CPT)	50%	021
	Drop Out Prevention Social Science	23215 Eval Formula ID 182	College Readiness (PERT, ACT, SAT, CPT)	50%	021

	Drop Out Prevention Reading	23216 Eval Formula ID 182	College Readiness (PERT, ACT, SAT, CPT)	50%	021

Classroom Based Instructors
(Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)

JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Adult Basic Education (ABE) Adult Education Facilitator	24010 20098 Eval Formula ID 082	TABE	50%	009
Drop Out Prevention Science/ABE/Prep Instructor (1/2HS/1/2 Adult Ed)	23217 Eval Formula ID 083	College Readiness (PERT, ACT, SAT, CPT)	25%	0021
		TABE	25%	009
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%	0021
		TABE	25%	009
Drop Out Prevention and Adult Education Algebra I	23218 Eval Formula ID 179	Algebra EOC	50%	019
Drop Out Prevention and Adult Education Biology I	23219 Eval Formula ID 178	Biology I EOC	50%	019
Drop Out Prevention and Adult Education Geometry	23220 Eval Formula ID 177	Geometry EOC	50%	019
Drop Out Prevention Adult Education US History	23221 Eval Formula ID 176	US History EOC	50%	019
ESE Self Contained H.S. (ESE SC 9-12)	25613 Eval Formula ID 087	FAA Reading (9-10)	18%	006
		FAA Math (9-10)	18%	006
		FAA Writing (10)	7%	016
		FAA Science (11)	7%	016
ESE Academic (9-10)	25614 Eval Formula ID 088	FCAT Reading (9-10)	25%	020
		College Readiness (PERT, ACT, SAT, CPT)	25%	021

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Special Area Instructors: School Program Facilitators (All Students District Wide Will Be Used To Calculate Instructor's Scores	Child Care Supervisor	20081 Eval Formula ID 089	DEA Reading (K)	2%	014
			DEA Math (K)	2%	013
			DEA Reading (1st)	2%	014
			DEA Math (1st)	2%	013
			DEA Reading (2nd)	2%	014
			DEA Math (2nd)	2%	013
			Geometry EOC	1%	015
			FCAT Math (4-8)	14%	004
			FCAT Rdg (4-10)	18%	004
			Algebra EOC VAM	1%	004
			FCAT Math (3)	2%	003
			FCAT Reading (3)	2%	003
	ESE Liaison	25061	HELP	1%	002
			Brigance-Yellow	1%	002
	ESE Curriculum Specialist	25040	Brigance-Green	1%	011
			VB MAPP	1%	011
			DEA Reading (K)	1%	014
	Vision Impaired	25290	DEA Math (K)	1%	013
			DEA Reading (1st)	1%	014
	Deaf and Hard of Hearing	25240	DEA Math (1st)	1%	013
			DEA Reading (2nd)	2%	014
			DEA Math (2nd)	2%	013
	Diagnostic Specialist (K-12)	25066	FCAT Math (3rd)	2%	003
			FCAT Reading (3rd)	2%	003
			FCAT Science (5,8)	2%	003
	ESE (18-22 Year Olds)	25616 Eval Formula ID 090	FCAT Math (4-8)	5%	004
			FCAT Reading (4-10)	7%	004
			Algebra I EOC VAM	2%	004
			FCAT Writes (4,8,10)	3%	005
			US History EOC	1%	015
			Biology EOC	1%	015
			Geometry EOC	1%	015
			FAA Reading (3rd)	1%	016
			FAA Math (3rd)	1%	016
			FAA Writing (4,8,10)	1%	016
			FAA Science (5,8,11)	1%	016
			FAA Reading (4-10)	5%	006
			FAA Math (4-10)	3%	006

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Special Area Instructors: Program Facilitators (All Students District Wide Will Be Used To Calculate Instructor's Scores)	Student Support Instructor (4-8)	25620	FCAT Reading Learning Gains	25%	020
	Student Support Instructor (3rd)	25236	FCAT Math Learning Gains	25%	020
	Student Support Instructor (3-5)	25239 Eval Formula ID 149			
	Diagnostic Specialist (Pre-k)	25065 Eval Formula ID 091	FCAT Math Learning Gains	50%	011
	Speech Therapist	25020	HELP (Infant and Toddler)	1%	002
	Attendance Assistant	27050	Brigance Yellow	1%	002
			Brigance Green	1%	011
			VBMAPP	1%	011
	Visiting Teacher	20060 Eval Formula ID 092	DEA Reading (K)	1%	014
			DEA Math (K)	1%	013
			DEA Reading (1st)	1%	014
			DEA Math (1st)	1%	013
			DEA Reading (2nd)	2%	014
			DEA Math (2nd)	2%	013
			FCAT Math (3rd)	2%	003
			FCAT Reading (3rd)	2%	003
			FCAT Science (5,8)	2%	003
			FCAT Math (4-8)	5%	004
			FCAT Reading (4-10)	6% 2%	004
			Algebra EOC VAM	2%	004
			FCAT Writes (4,8,10)	3%	0005
			Biology EOC	2%	015
			Geometry EOC	1%	015
			US History	1%	015
			FAA Reading (3rd)	1%	016
			FAA Math (3rd)	1%	016
			FAA Writing (4,8,10)	1%	016
			FAA Science (5,8,11)	1%	016
			FAA Reading (4-10)	5%	006
			FAA Math (4-10)	3%	006

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Special Area Instructors: Program Facilitators (All Students District Wide Will Be Used To Calculate Instructor's Scores)	School Psychologist	25030 Eval Formula ID 093	VPK Assessment Early Literacy	1%	001
			Early Math	1%	001
			HELP	1%	001
			Brigance Yellow	1%	001
			VB MAPP	1%	011
			DEA Reading (K)	1%	014
			DEA Math (K)	1%	013
			DEA Reading (1st)	1%	014
			DEA Math (1st)	1%	013
			DEA Reading (2nd)	1%	014
			DEA Math (2nd)	1%	013
			FCAT Math (3rd)	8%	003
			FCAT Reading (3rd)	2%	003
			FCAT Math (4-8)	8%	004
			FCAT Reading (4-10)	10%	004
			Algebra I EOC VAM	1%	004
			FCAT Writes (4,8,10)	3%	005
			FCAT Science (5,8)	1%	003
			US History EOC	1%	015
			Biology EOC	1%	015
			Geometry EOC	1%	015
			CELLA	1%	010
			TABE	2%	009
			Assigned Industry Certification	1%	008
			FAA Reading (3rd)	1%	016
			FAA Math (3rd)	1%	016
			FAA Writing (4,8,10)	1%	016
			FAA Science (5,8,11)	1%	016
			FAA Reading (4-10)	1%	006
			FAA Math (4-10)	1%	006
Classroom Based Instructors (Students Assigned to Instructor Will Be Used To Calculate Instructor's Scores)	ESE Gifted K-2 (HNP, WNP,SSDP)	25300 Eval Formula ID 094	DEA Reading (K)	10%	014
			DEA Math (K)	6%	013
			DEA Reading (1st)	10%	014
			DEA Math (1st)	6%	013
			DEA Reading(2nd)	10%	014
			DEA Math (2nd)	8%	013

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructors (Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores)	ESE Gifted K-5 (GBE, OBE, WHR)	25301 Eval Formula ID 095	DEA Reading (K)	3%	013
			DEA Math (K)	3%	014
			DEA Reading (1st)	3%	013
			DEA Math (1st)	3%	014
			DEA Reading (2nd)	3%	013
			DEA Math (2nd)	3%	014
			FCAT Reading (3rd)	4%	003
			FCAT Math (3)	4%	003
			FCAT Science (5)	4%	003
			FCAT Reading (4,5)	8%	004
			FCAT Math (4,5)	8%	004
			FCAT Writes (4th)	4%	005
	ESE Gifted 3 – 5 (WNI, HNI)	25302 Eval Formula ID 097	FCAT Reading (3rd)	7%	003
			FCAT Math(3RD)	7%	003
			FCAT Reading (4,5)	12%	004
			FCAT MATH (4,5)	12%	004
			FCAT Writes (4)	6%	005
			FCAT Science (5)	6%	003
	ESE Gifted 6-8 (HNM,GBM,SMS, WBM)	25303 Eval Formula ID 097	FCAT Reading	20%	004
			FCAT Math	15%	004
			Algebra EOC (8th)	5%	015
			FCAT Science	5%	003
			FCAT Writes	5%	005
	ESE Gifted 9-12 (GBH)	25304 Eval Formula ID 098	FCAT Reading (9,10)	30%	004
			Algebra I EOC VAM (9-)	4%	004
			US History EOC	4%	015
			Geometry EOC	4%	015
			Biology EOC	4%	015
			FCAT Writes	4%	005

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
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%	013
			DEA Math (K)	1%	014
			DEA Reading (1st)	1%	013
			DEA Math(1st)	1%	014
			DEA Reading (2nd)	1%	013
			DEA Math (2nd)	1%	014
			FCAT Reading (3rd)	2%	003
			FCAT Math (3rd)	2%	003
			FCAT Science(5,8)	4%	003
			FCAT Reading (4-10)	14%	004
			FCAT Math (4-8)	10%	004
			Algebra EOC VAM	2%	004
			FCAT Writes(4,8,10)	6%	005
			US History EOC	1%	015
			Geometry EOC	2%	015
			Biology EOC	1%	015
Special Area Instructors (All ESOL Students will be used to Calculate Instructor's Scores)	ESOL Resource ESOL Program Facilitator	27040 20139 Eval Formula ID 100	CELLA	50%	010
Special Area Instructors: School Wide Program Facilitators (All Students Within Assigned School Will Be Used To Calculate Instructor's Score)	TSA, Literacy Elem. (K-5)	20133 Eval Formula ID 141	VB MAPP	2%	011
			VPK Assessment Early Literacy	3%	010
			DEA Reading (K)	5%	013
			DEA Reading (1st)	5%	013
			DEA Reading (2nd)	5%	013
			FCAT Reading (3rd)	10%	003
			FCAT Reading (4,5)	20%	004
	TSA, Math, K-5	20137 Eval Formula ID 142	DEA Math (K)	5%	014
			DEA Math (1st)	5	014
			DEA Math (2nd)	5%	014
			FCAT Science (5th)	5%	003
			FCAT Math (3rd)	10%	003
			FCAT Math (4th)	10%	004
			FCAT Math (5th)	10%	004
	TSA, Math 6-12	21038 Eval Formula ID 143	FCAT Math (6-8)	25%	004
			FCAT Science (8)	5%	003
			Algebra 1 EOC VAM (9)	5%	004
			Biology EOC	5%	015
			Geometry EOC	5%	015
			Algebra 1A EOC	5%	015

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Special Area Instructors (Students Assigned To Instructor Will Be Used to Calculate Instructor's Scores)	Adaptive P.E.	25350 Eval Formula ID 101	DEA Reading (K)	2%	013
			DEA Math (K)	2%	014
			DEA Reading (1st)	2%	013
			DEA Math (1st)	2%	014
			DEA Reading (2nd)	2%	013
			DEA Math (2nd)	2%	014
			FCAT Reading (3)	2%	003
			FCAT Math (3)	2%	003
			FCAT Reading (4-10)	8%	004
			FCAT Math (4-8)	6%	004
			FAA Reading (3rd)	1%	016
			FAA Math (3rd)	1%	016
			FAA Writing (4,8,10)	1%	016
			FAA Science (5,8,11)	1%	016
			FAA Reading (4-10)	8%	006
			FAA Math (4-10)	8%	006
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%	004
			FCAT Math (6-8)	12%	004
			Algebra 1EOC VAM (9)	5%	004
			Geometry EOC	4%	015
			Biology EOC	4%	015
Special Area Instructors: Program Facilitators (All Students District Wide Will Be Used To Calculate Instructor's Scores)	TSA, Literacy Secondary	20134 Eval Formula ID 080	FCAT Reading (6-10)	50%	004
	TSA, Early Intervention Reading	20138 Eval Formula ID 103	DEA Reading (K)	15%	013
			DEA Reading (1st)	15%	013
			DEA Reading (2nd)	15%	013
			FCAT Reading (3)	15%	013
	TSA, Flight Deck	20301 Eval Formula ID 104	FCAT Math (6-8)	30%	004
			Algebra EOC (8)	10%	015
			FCAT Science (8)	10%	003

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Special Area Instructors: Program Facilitators (All Students District Wide Will Be Used To Calculate Instructor's Scores)	TSA, Technology Specialist	20302	VPK Assessment Early Literacy	1%	001
			Early Math	1%	011
			HELP	1%	011
			Brigance-Yellow	1%	011
	TSA, Inservice	20092	VB MAPP	1%	011
			DEA Reading (K)	1%	013
	Professional Development Specialist		DEA Math (K)	1%	014
			DEA Reading (1st)	1%	013
			DEA Math (1st)	1%	014
			DEA Reading (2nd)	1%	013
	TSA, RTTT Program Facilitator	20333	DEA Math (2nd)	1%	014
			FCAT Math (3rd)	1%	003
			FCAT Reading (3rd)	2%	003
	TSA, SREF	20332	FCAT Math (4-8)	8%	004
	TSA, Guidance/Student Services	20132	FCAT Reading (4-10)	10%	004
			Algebra 1EOC	1%	004
			VAM (9)		
			FCAT Writes (4,8,10)	3%	005
			FCAT Science (5,8)	2%	003
			Biology EOC	1%	015
			Geometry EOC	1%	015
			CELLA	1%	010
			TABE	2%	009
			Assigned Industry Certification	1%	008
			FAA Reading (3rd)	1%	016
			FAA Math (3rd)	1%	016
			FAA Writing (4,8,10)	1%	016
			FAA Science (5,8,11)	1%	016
			FAA Reading (4-10)	1%	006
			FAA Math (4-10)	1%	006

	JOB TITLE	Job Code	Assessment to be used	Percentages (Must Total 50%)	Scale (See Section "J")
Classroom Based Instructor (Students Assigned To Instructor Will Be Used To Calculate Instructor's Scores	ESE SAIL	25617 Eval Formula ID 105	FCAT Reading (6-10)	20%	019
			FCAT Math (6-8)	12%	019
			Algebra 1 EOC VAM (9)	2%	019
			FCAT Science (5,8)	5%	019
			FCAT Writes (8,10)	5%	019
			US History EOC	2%	019
			Biology EOC	2%	019
			Geometry EOC	2%	019

Job Codes and Scoring Classifications

Job Code	*Description*	*C/S/D/ Score*	*Instructional Service Provided: Direct, Student Support, School Wide, District Wide*
20010	CERT SCHOOL COUNSELOR 6-12	S	School Wide
20011	CERT SCHOOL COUNSELOR 7-12	S	School Wide
20012	CERT SCHOOL COUNSELOR 9-12	S	School Wide
20015	D/O PREV/ADULT CERT SCH COUNS	S	School Wide
20020	CERT SCH COUNS, MIDDLE	S	School Wide
20031	CERT SCH COUNS, PRE-K-5	S	School Wide
20032	CERT SCH COUNS PRE-K-6	S	School Wide
20033	CERT SCH COUNS, PK,3-5	S	School Wide
20034	CERT SCH COUNS PRE-K-2	S	School Wide
20041	CERT SCH COUNS, VIRTUAL	S	School Wide
20042	GUID/FINANCIAL AID COUNSELOR	S	School Wide
20060	VISITING TEACHER	D	District wide
20081	COMMUNITY SCHOOL	D	District wide
20088	TSA, DATA PROCESSING	D	District wide
20092	TSA INSER PROF DEV SPEC	D	District wide
20098	ADULT ED FACILITATOR	S	School Wide
20100	MEDIA HIGH	S	School Wide
20110	MEDIA SPECIALIST, MIDDLE	S	School Wide
20121	MEDIA (PRE-K-5)	S	School Wide
20122	MEDIA (PRE-K-6)	S	School Wide
20123	MEDIA (PK,3-5)	S	School Wide
20124	MEDIA (PRE-K-2)	S	School Wide
20125	MEDIA HIGH (6-12)	S	School Wide
20126	MEDIA (CTE)	S	School Wide
20131	LIT COACH 7-12 & 6-12	S	School Wide
20132	TSA, CERT SCH COUN/ESE	D	District wide
20133	TSA, LITERACY, ELEM	D	District wide
20134	TSA, LITERACY, SECONDARY	D	District wide
20135	LIT COACH PREK-6	S	School Wide
20136	HIGH SCHOOL LIT COACH	S	School Wide
20137	AIS K-2 LITERACY	S	School Wide
20138	TSA, COORD EARLY INT READG SRV	D	District wide
20139	ESOL PROGRAM FACILITATOR	D	District wide
20141	LIT COACH, MIDDLE SCHOOL	S	School Wide
20143	LIT COACH (PREK-5)	S	School Wide
20144	COORD SOCIAL STUDIES	D	District wide
20145	ELEMENTARY READING	S	School Wide
20146	TSA VIRTUAL SCHOOL	D	District wide
20301	TSA FLIGHT DECK PROJECT	D	District wide

20302	TSA, TECHNLOGY SPECIAL	D	District wide
20332	TSA SREF	D	District wide
20333	TSA RTTT	D	District wide
20334	ELEM INTERVENTION	S	School Wide
20335	MIDDLE SCHOOL INTERVENTION	S	School Wide
20336	INTERMEDIATE INTERVENTION	S	School Wide
21010	TEACHER, KINDERGARTEN	C	Direct
21020	TEACHER, GRADE 1	C	Direct
21030	TEACHER, GRADE 2	C	Direct
21037	MATH COACH, ELEM	S	School Wide
21038	MATH COACH SECONDARY	S	School Wide
21040	TEACHER, GRADE 3	C	Direct
21041	ELEMENTARY READING 3RD GRADE	C	Direct
21042	ELEMENTARY MATH 3RD GRADE	C	Direct
21050	TEACHER, GRADE 4	C	Direct
21051	ELEMENTARY READING 4TH GRADE	C	Direct
21052	ELEMENTARY MATH 4TH GRADE	C	Direct
21060	TEACHER, GRADE 5	C	Direct
21061	5TH GRADE MATH	C	Direct
21062	5TH GRADE READING	C	Direct
21063	5TH GRADE SCIENCE	C	Direct
21064	INTERMEDIATE READING 3-5	C	Direct
21070	TEACHER, GRADE 6	C	Direct
21071	6TH GRADE SELF-CONTAINED	C	Direct
21072	6TH GRADE SELF-CONT LANG ART	C	Direct
21073	6TH GRADE SELF CONT MATH	C	Direct
21081	ART (PRE-K-5)	S	School wide
21082	ART (PRE-K-6)	S	School wide
21083	ART (PK,3-5)	S	School wide
21084	ART (PRE-K-2)	S	School wide
21091	MUSIC (PRE-K-5)	S	School wide
21092	MUSIC (PRE-K-6)	S	School wide
21093	MUSIC (3-5)	S	School wide
21094	MUSIC (PRE-K-2)	S	School wide
21101	P.E. (PRE-K-5)	S	School wide
21102	P.E. (PRE-K-6)	S	School wide
21103	P.E. (PK,3-5)	S	School wide
21104	P.E.(PRE-K-2)	S	School wide
21105	TEACHER, PE MIDDLE	C	Direct
21106	TEACHER, PE HIGH	C	Direct
21107	P. E. 7-12	C	Direct
21130	TEACHER, PK HEADSTART	D	District wide
21131	TSA, HEAD START (PRE-K)	D	District wide
21132	PK COMMUNITY ENGAGEMENT SPEC	D	District wide
21133	PK ERSEA TRANSITION SPECIALIST	D	District wide

21140	TEACHER, INFANTS & TODDLERS	D	District wide
21213	A.I.S. (PRE-K, 3-5)	S	School Wide
21214	A.I.S. ELEMENTARY	S	School Wide
21216	A.I.S. FOR MG MATH	S	School Wide
21217	A.I.S. (PRE-K-2)	S	School Wide
21219	MATH RESOURCE	C	Direct
22001	ELECTIVES-6TH GRADE	C	Direct
22002	ELECTIVES-7TH GRADE	C	Direct
22003	ELECTIVES-8TH GRADE	C	Direct
22004	M/S ELECTIVES (6-8)	C	Direct
22005	ELECTIVES OUTSIDE CORE (7-12)	C	Direct
22008	7TH SCIENCE/8TH ELECTIVE	C	Direct
22121	M/S READING (6-8)	C	Direct
22122	7TH GRADE LANGUAGE ARTS	C	Direct
22123	8TH GRADE LANGUAGE ARTS	C	Direct
22124	6TH GRADE LANGUAGE ARTS	C	Direct
22125	M/S LANG ARTS (6-8)	C	Direct
22126	READING-8TH GRADE	C	Direct
22127	6TH GRADE READING	C	Direct
22128	7TH GRADE READING	C	Direct
22129	READING 6-12	C	Direct
22130	M/S MATH (6-8)	C	Direct
22131	6TH GRADE MATH	C	Direct
22132	7TH GRADE MATH	C	Direct
22133	8TH GRADE MATH	C	Direct
22134	INTENSIVE MATH (6-8)	C	Direct
22135	8TH GRADE ALGEBRA I	C	Direct
22137	INTENSIVE MATH 6TH GRADE	C	Direct
22138	INTENSIVE MATH 7TH GRADE	C	Direct
22139	INTENSIVE MATH-8TH GRADE	C	Direct
22160	M/S SCIENCE (6-8)	C	Direct
22161	6TH GRADE SCIENCE	C	Direct
22162	7TH GRADE SCIENCE	C	Direct
22163	8TH GRADE SCIENCE	C	Direct
22164	M.S. MATH/ M.S. SCIENCE	C	Direct
22171	6TH GRADE SOCIAL STUDIES	C	Direct
22172	7TH GRADE SOCIAL STUDIES	C	Direct
22173	8TH GRADE SOCIAL STUDIES	C	Direct
22221	INTENSIVE READING 6TH GRADE	C	Direct
22222	INTENSIVE READING 7TH GRADE	C	Direct
22223	INTENSIVE READING-8TH GRADE	C	Direct
22224	INTENSIVE READING (6-8)	C	Direct
23043	TEACHER, ISS-M	S	School Wide
23044	TEACHER, ISS 6-12	S	School Wide
23045	DEAN OF STUDENTS-ELEMENTARY	S	School Wide

23046	DEAN (PRE-K-6)	S	School Wide
23050	DEAN OF STUDENTS-MIDDLE	S	School Wide
23060	DEAN (9-12)	S	School Wide
23061	ATHLETIC DIRECTOR	S	School Wide
23100	ALL MATH EXCEPT ALG I 9-10	C	Direct
23101	ALGEBRA I	C	Direct
23102	GEOMETRY	C	Direct
23103	ALG IA	C	Direct
23104	ALG EOC REMEDIATION	C	Direct
23105	ALL MATH EXCEPT EOC 11-12	C	Direct
23106	ALL MATH EXCEPT EOC 9-12	C	Direct
23107	VIRTUAL MATH 6-12	C	Direct
23108	ALG I & 1A (7-12)	C	Direct
23110	ALL SCI EXCEPT BIO I 9-10	C	Direct
23111	BIOLOGY I	C	Direct
23112	ALL SCI EXCEPT BIO 11-12	C	Direct
23113	ALL SCIENCE EXCEP BIO 9-12	C	Direct
23120	ALL ENGLISH, 9-10	C	Direct
23121	ELECTIVES (INSIDE CORE) 9-10	C	Direct
23122	TEACHER,READING-HIGH	C	Direct
23123	READING INTENSIVE	C	Direct
23124	READING 11-12	C	Direct
23125	SRYA-ENGLISH/RDG	C	Direct
23126	ALL ENGLISH 11-12	C	Direct
23127	ELECTIVES WITHIN CORE 9-12	C	Direct
23128	ALL ELA 9-12	C	Direct
23130	ALL SOCIAL SCIENCE, 9-10	C	Direct
23131	U S HISTORY	C	Direct
23132	ALL SOCIAL SCIENCES 11-12	C	Direct
23133	ALL SOC SCI/READING 9-10	C	Direct
23134	VIRTUAL SOCIAL SCIENCE 6-12	C	Direct
23135	SRYA-MATH,SCIENCE, SOC SCIENCE	C	Direct
23141	ELECTIVES (OUTSIDE CORE)9-10	C	Direct
23142	ALL ELECT (INSIDE CORE) 11-12	C	Direct
23143	ELECTIVES OUTSIDE CORE 11-12	C	Direct
23144	ELECTIVES OUTSIDE CORE 9-12	C	Direct
23145	MULTI-GRADE ELECTIVE 3-12	C	Direct
23146	ACADEMICS 11-12 (XCR)	C	Direct
23170	TEACHER, FOREIGN LANG, 9-10	C	Direct
23171	FOREIGN LANGUAGE 11-12	C	Direct
23172	FOREIGN LANGUAGE 9-12	C	Direct
23212	DROP OUT PREVENTION-ENGLISH	C	Direct
23213	DROP OUT PREVENTION-MATH	C	Direct
23214	DROP OUT PREVENTION-SCIENCE	C	Direct
23215	DROP OUT PREV-SOCIAL SCIENCE	C	Direct

23216	DROP OUT PREVENTION-READING	C	Direct
23217	D/O PREV-SCIE/ABE/GED/PREP INS	C	Direct
23218	DROP OUT PREVENTION-ALG I	C	Direct
23219	DROP OUT PREVENTION-BIO I	C	Direct
23220	DROPOUT PREVENTION-GEOMETRY	C	Direct
23221	DROPOUT PREVENTION-US HISTORY	C	Direct
23332	CTE INST W/ASSIGN INDUST CERT	C	Direct
23333	CTE INST W/O ASSIGN INDUS CERT	C	Direct
23334	CTE INST W/O ASSIGN CLASSROOM	C	Direct
23335	CTE/VOC W/ASSIGNED CERT	C	Direct
23336	CTE/VOC W/O ASSIGNED CERT	C	Direct
24010	TEACHER, ADULT ED	C	Direct
25020	SPEECH THERAPIST	D	District wide
25030	SCHOOL PSYCHOLOGIST	D	District wide
25040	ESE PROGRAM FACILITATOR	D	District wide
25061	TSA, ESE LIAISON	D	District wide
25062	DJJ-ESE TRANSITION LIAISON	D	District wide
25065	DIAGNOSTIC SPEC (PRE-K)	D	District wide
25066	DIAGNOSTIC SPEC. (K-12)	D	District wide
25205	ESE K-5	C	Direct
25206	ESE K-6	C	Direct
25207	ESE 3-5	C	Direct
25208	ESE K-2	C	Direct
25209	ESE K-2 MATH	C	Direct
25210	ESE K-2 COMBO	C	Direct
25230	TCHR, ESE, (PRE-K)	C	Direct
25231	CBSA ESE (PRE-K)	C	Direct
25232	ESE SELF CONTAINED 3-5	C	Direct
25234	STUDENT SUPPORT READING 3-5	C	Student Support
25235	STUDENT SUPPORT MATH 3-5	C	Student Support
25236	STUDENT SUPPORT 3RD GRADE	C	Student Support
25237	STUDENT SUPPORT READ 3RD GRADE	C	Student Support
25238	STUDENT SUPPORT MATH 3RD GRADE	C	Student Support
25239	STUDENT SUPPORT 3-5	C	Student Support
25240	TCHR, ESE, (HI)	D	District wide
25290	TCHR, ESE, (VI)	D	District wide
25300	ESE GIFTED (K-2)	C	Direct
25301	ESE GIFTED (K-5)	C	Direct
25302	ESE GIFTED (3-5)	C	Direct
25303	ESE GIFTED (6-8)	C	Direct
25304	ESE GIFTED 11-12	C	Direct
25350	ADAPTIVE P.E.	C	Direct
25609	7-12 ESE SELF-CONTAINED AA	C	Direct
25610	ESE SELF-CONTAINED K-2	C	Direct
25611	ESE,SELF CONTAIN, MID SCHOOL	C	Direct

25612	ESE ACADEMIC-MIDDLE SCHOOL	C	Direct
25613	ESE SELF CONTAINED 9-12	C	Direct
25614	ESE ACADEMIC 9-12	C	Direct
25615	ESE ACADEMIC (7-12)	C	Direct
25616	ESE (18-22)	C	Direct
25617	ESE, SAIL	D	District wide
25618	ESE ACADEMIC 11-12	C	Direct
25619	ESE K-5 SELF-CONTAINED	C	Direct
25620	ESE STUDENT SUPPORT 4-8	C	Student Support
25621	ESE STUDENT SUPPORT 9-12	C	Student Support
25622	STUDENT SUPPORT MATH K-5	C	Student Support
25623	STUDENT SUPPORT READING K-5	C	Student Support
25625	STUDENT SUPPORT 6-8 MATH	C	Student Support
25626	STUDENT SUPPORT 6-7 READ/ELA	C	Student Support
25627	STUDENT SUPPORT-HISTORY	C	Student Support
25628	STUDENT SUPPORT-GEOMETRY	C	Student Support
25629	STUDENT SUPPORT-BIO I	C	Student Support
25630	STUDENT SUPPORT-ALG I-9TH	C	Student Support
25631	ST SPRT 11-12 ACADEMICS XCR	C	Student Support
25632	STUDENT SUPPORT ALG 1A	C	Student Support
27040	TEACHER, ESOL	C	Direct
27050	ATTENDANCE ASSISTANT	D	District wide

Attachment J

Student Performance Conversion Scales Scales

SANTA ROSA COUNTY SCHOOL EMPLOYEE EVALUATION
CONVERSION SCALES

SCALE ID 001
Student Learning Gain
4 = greater than 3% overall gain
3 = greater than 2% - 3% overall gain
2 = greater than 1% - 2% overall gain
1 = 0-1% overall gain

SCALE ID 002
Student Learning Gain
4 = Average increase of more than 6 months across all domains
3 = Average increase of more than 4-6 months across all domains
2 = Average increase of more than 2-4 months across all domains
1 = Average increase of more than 0-2 months across all domains

SCALE 003 Student Achievement Level
4= student achievement level score 4 or 5
3= student achievement level score of 3
2= student achievement level score of 2
1= student achievement level score of 1

SCALE 004 Value Added Model
4=Positive Value Added score minus one half of standard error equals positive number (+,+)

3=Positive Value Added score minus one half of standard error equals negative number (+,-)
OR
Negative Value Added score plus one half of standard error equals positive number (-,+)

2=Negative Value Added score plus one half of standard error equals negative number (top 2/3 of scores) (-,-)

1=Negative Value Added score plus one half of standard error equals negative number (lower 1/3 of scores) (-,-)

SCALE 006 Student Growth
4=Growth of 1 or more levels

3=Maintain at current level OR Maintain proficient range (with decrease of no more than 1 level)

2=Decrease of 1 level in non-proficient range OR
Decrease of 2 or more levels in proficient range OR
Decrease of 1 level which moves student from proficient to non-proficient

1=Decrease of 2 levels in non-proficient range OR
Decrease of 3 or more levels in proficient range
-

SCALE 008 Student Achievement Rate
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

SCALE 010 Student Achievement
4= student scoring above proficiency
3= student scoring proficient
2= student scoring below proficiency with increase
1= student scoring below proficiency with no increase

SCALE 011 Student Learning Gain
4 = Average student increase of more than 4.00%
3 = Average student increase of more than 3.00 – 4.0%
2 = Average student increase of 2.00 – 3.0%
1 = Average stduetn increase of less than 2.0%

SCALE 015 Student Achievement
4= Student scoring Proficiency level 4 or 5
3= Student scoring Proficiency level 3
2= Student scoring Proficiency level 2
1= Student scoring Proficiency level 1

SCALE 016 Student Achievement
4 = Student Achievement Score of 398 – 475
3 = Student Achievement Score of 379 – 397
2 = Student Achievement Score of 352 – 378
1 = Student Achievement Score below 352

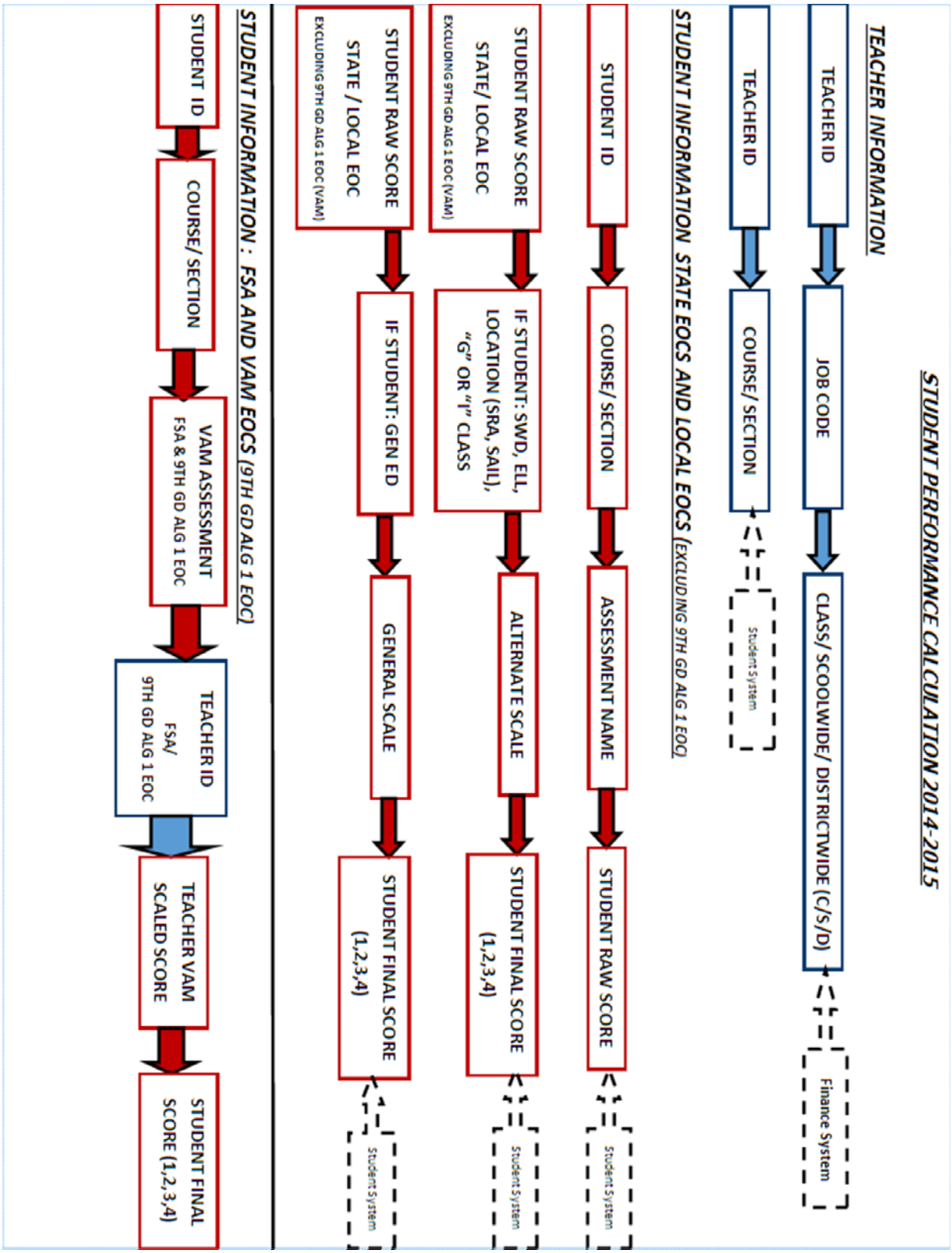
SCALE 017 Student Achievement
4 = Student Achievement Score of 82 – 100
3 = Student Achievement Score of 65 – 81
2 = Student Achievement Score of 45 – 64
1 = Student Achievement Score of less than 45

SCALE 018 Student Achievement
4 = Student Achievement Score of 76 – 100
3 = Student Achievement Score of 60 – 75
2 = Student Achievement Score of 40 – 59
1 = Student Achievement Score of less than 40

Attachment K

Student Performance Calculation Flow Chart and Sample

Student Performance Calculation Flow Chart



SAMPLE STUDENT PERFORMANCE CALCULATION

Teacher: Mrs Donovan								Teacher: Mrs Donovan						
Teacher VAM: 3								Local End of Course Exam						
Student	FLAG	Course	Assessment	Raw Score	Scale	Scaled Score		Student	FLAG	Course	Assessment	Raw Score	Scale	Scaled Score
Bugs Bunny		Lang Arts 1	FSA	N/A	004	3		Bugs Bunny		Social Studies	Local EOC	90	001	4
Bullwinkle Moose		Lang Arts 1	FSA	N/A	004	3		Bullwinkle Moose		Social Studies	Local EOC	72	001	3
Charlie Brown		Lang Arts 1	FSA	N/A	004	3		Charlie Brown		Social Studies	Local EOC	58	001	2
Daffy Duck		Lang Arts 1	FSA	N/A	004	3		Daffy Duck		Social Studies	Local EOC	84	001	3
Elmer Fudd		Lang Arts 1	FSA	N/A	004	3		Elmer Fudd		Social Studies	Local EOC	93	001	4
Felix Cat		Lang Arts 1	FSA	N/A	004	3		Felix Cat		Social Studies	Local EOC	77	001	3
Foghorn Leghorn		Lang Arts 1	FSA	N/A	004	3		Foghorn Leghorn		Social Studies	Local EOC	65	001	2
Fred Flintstone		Lang Arts 1	FSA	N/A	004	3		Fred Flintstone		Social Studies	Local EOC	88	001	4
Godzilla Monster	SWD	Lang Arts 1	FSA	N/A	004	3		Godzilla Monster	SWD	Social Studies	Local EOC	81	002	4
Lucy VanPelt		Lang Arts 1	FSA	N/A	004	3		Lucy VanPelt		Social Studies	Local EOC	79	001	3
Marvin Martian	ELL	Lang Arts 1	FSA	N/A	004	3		Marvin Martian	ELL	Social Studies	Local EOC	76	002	4
Pepe Le Pew		Lang Arts 1	FSA	N/A	004	3		Pepe Le Pew		Social Studies	Local EOC	85	001	4
Porky Pig	ELL	Lang Arts 1	FSA	N/A	004	3		Porky Pig	ELL	Social Studies	Local EOC	64	002	3
Red Riding Hood		Lang Arts 1	FSA	N/A	004	3		Red Riding Hood		Social Studies	Local EOC	90	001	4
Road Runner	SWD	Lang Arts 1	FSA	N/A	004	3		Road Runner	SWD	Social Studies	Local EOC	75	002	4
Rocky Squirrel		Lang Arts 1	FSA	N/A	004	3		Rocky Squirrel		Social Studies	Local EOC	75	001	3
Scooby Doo		Lang Arts 1	FSA	N/A	004	3		Scooby Doo		Social Studies	Local EOC	88	001	4
Speedy Gonzales		Lang Arts 1	FSA	N/A	004	3		Speedy Gonzales		Social Studies	Local EOC	90	001	4
Sylvester Cat		Lang Arts 1	FSA	N/A	004	3		Sylvester Cat		Social Studies	Local EOC	53	001	1
Tasmanian Devil	SWD	Lang Arts 1	FSA	N/A	004	3		Tasmanian Devil	SWD	Social Studies	Local EOC	45	002	2
Tweety Bird		Lang Arts 1	FSA	N/A	004	3		Tweety Bird		Social Studies	Local EOC	65	001	2
Wile E Coyote		Lang Arts 1	FSA	N/A	004	3		Wile E Coyote		Social Studies	Local EOC	70	001	3
Yosemite Sam		Lang Arts 1	FSA	N/A	004	3		Yosemite Sam		Social Studies	Local EOC	85	001	4
TOTALS	23					69			23					74
Total # all students: 46														
Sum of all scores: 143														
Teacher Score: Sum of Scores/Total Students: 3.11 (Effective)								3.5 - 4.0 = Highly Effective						
								2.25 - 3.49 = Effective						
								1.75 - 2.24 = Needs Improvement						
								Below 1.75 = Unsatisfactory						

Attachment L

Student Performance Measures

Student Performance Measurements

Assessment	***Scale***	***Alternative Scale***
FSA (returning a VAM score)	004	Not Applicable
Algebra 1 EOC 9th grade	004	Not Applicable
Algebra 1A EOC	017	018
Algebra 1 EOC 8th grade	015	016
Algebra II EOC	015	016
Geometry EOC	015	016
Biology I EOC	015	016
U.S. History	015	016
Civics EOC	015	016
FCAT 2.0 Science	015	016
Industry Certification	008	Not Applicable
Brigance Yellow	002	Not Applicable
Brigance Green	002	Not Applicable
Florida Alternative Assessment (FAA	006	Not Applicable
VB-MAPP	001	Not Applicable
FSA (3rd grade: non VAM score)	015	016
CELLA	010	Not Applicable
HELP	001	Not Applicable
VPK Assessment	001	Not Applicable
All other Local EOCs	017	018

*Reviewed and negotiated annually.

Attachment M

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 N~~

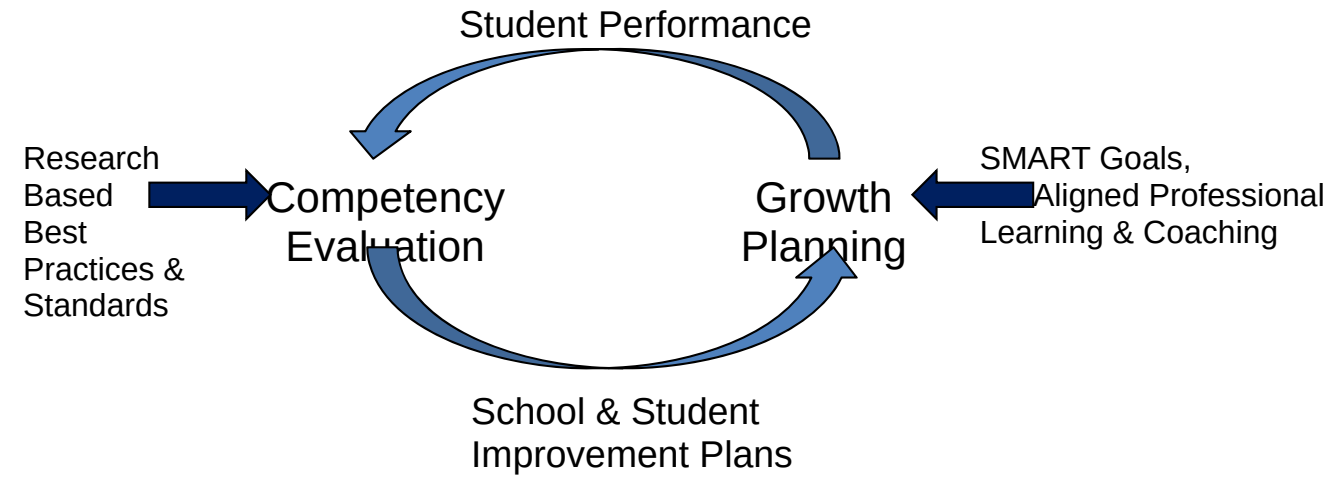
~~Truenorthlogic~~

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 N

References

References

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Attachment O

Instructional Evaluation

Santa Rosa School District
Instructional Evaluation Instrument

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

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

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	Evaluation Score
4.00 – 5.00	Highly Effective (4.0)
2.75 – 3.99	Effective (3.0)
2.00 – 2.74	Needs Improvement (2.0)
Below 2.00	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

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

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 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

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 count 50% of the total teacher evaluation. This section will be completed as soon as the data has been received and appropriately processed according to the negotiated method.

Job Code				Totals
C/S/D				
Course Code Number				
Assessment				
# of Student Scores (A)				
Sum of Student Scores (B)				
			Total Overall Score (B/A)	

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

			Score	Weight	Weighted Score
50%	IIA	Parent Satisfaction		.05	
	IIB	Student Satisfaction		.05	
	III	Professional Development Plan		.10	
	IV	Education Accomplished Practices		.30	
50%	V	Student Performance		.50	

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

Section I – Verify Assignments

Part A – Employee Information

Teacher Name Teacher Employee ID No. XXXXXXXXX

School Year XXXX-XXXX Instructional Personnel Level IP3

Part B – Teaching Assignment

Site/Location	Employment Title/Job Code
Hobbs Middle School	Language arts 22124
	Social Studies 22173

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

Grade Level/Subject Area	Assessment/Percentage
Language Arts 6th Grade	FSA ELA
Social Studies	Local EOC

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 12/5/20XX

Employee Signature Date

Santa Rosa School District
Instructional Evaluation Instrument

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	Evaluation Score
4.00 – 5.00	Highly Effective (4.0)
2.75 – 3.99	Effective (3.0)
2.00 – 2.74	Needs Improvement (2.0)
Below 2.00	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/XX

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

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

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

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. 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)	**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.)
Assessment training, data training, MyAccess! Training/leadership training, Pearson/Successnet textbook training, RTI Training,	Increase reading strategies in language arts curriculum; increase vocabulary strategies in language arts curriculum; Use Daily Oral Language Skills Transparencies to emphasize the FSA types of questions (informational, reference and research skills, etc.); Use "FSA Specifications-Reading" to emphasize FSA questions – with particular emphasis on the weak areas already identified;

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

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

Based on previous FSA 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 FSA types of questions in the areas that were weak. According to most recent scores, 40% of the identified Economically Disadvantaged students increased their FSA level. Of the 14 students identified at the beginning of the year as Level 1 or Level 2, 11 students were tested on the FSA. 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

SAMPLE

Santa Rosa District Schools
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	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 20 % 83	Tally 4 % 17	Tally 0 % 0	Tally 0 % 0
Domain II (17%) 3 Elements	Tally 3 % 75	Tally 1 % 25	Tally 0 % 0	Tally 0 % 0
Domain III (5%) 1 Elements	Tally 2 % 67	Tally 1 % 33	Tally 0 % 0	Tally 0 % 0
Domain IV (17%) 3 Elements	Tally 4 % 80	Tally 0 % 0	Tally 1 % 20	Tally 0 % 0
Total (100%) 18 Elements	Tally 29 % 80	Tally 6 % 17	Tally 1 % 3	Tally 0 % 0

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 75% at level 4	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/XX

Administrator's Comments: Great job!

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

SAMPLE

Santa Rosa School District
Instructional Evaluation Instrument

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

Student Assessment Data

This section will count 50% of the total teacher evaluation. This section will be completed as soon as the data has been received and appropriately processed according to the negotiated method.

Job Code	22124	22173		Totals
C/S/D	C	C		
Course Code Number	10010106	21000150		
Assessment	FSA ELA	Local EOC		
# of Student Scores (A)	23	23		46
Sum of Student Scores (B)	**69**	74		143
			Total Overall Score (B/A)	3.11

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 reading scores and will work to improve those next year._

Teacher's Signature: __Teacher's Signature_____ **Date:** ___6-10-XX_____

Administrator's Comments: _I am pleased with the job you are doing in the classroom. Your students are ready for 7th grade!_____

Administrator's Signature: ____Administrator's Signature_____ **Date:** ____6-10-XX_____

Principal's Signature: ____Principal's Signature_____ **Date:** ___6-10-XX_____

SAMPLE

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

			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	Student Performance	3.11	.50	1.550

Total Score 3.45

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/XX

(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/XX

Attachment P

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.

Administrator Rating of PDP

	Check One
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	

Domain I – 48%

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

48%

Domain II – 14%

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

14%

Domain III – 4%

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

4%

Domain IV – 14%

	Check One
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 end of the first week in December each

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

48%

Domain II – 14%

	Check One
HE (4.0)	X
E (3.0)	
D (2.0)	
U (1.0)	

14%

Domain III – 4%

	Check One
HE (4.0)	
E (3.0)	
D (2.0)	X
U (1.0)	

4%

Domain IV – 14%

	Check One
HE (4.0)	X
E (3.0)	
D (2.0)	
U (1.0)	

14%

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/XX

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

Administrator's Signature: Administrator **Date:** 12/5/XX

A copy of this completed evaluation should be given to the instructor and a copy should be sent to Human Resources before the end of the first week in December each year.