Santa Rosa District Schools

Instructional Evaluation System

~~2019-2020~~ 2020-2021

Updated ~~June 2019~~ July 2020

Tim Wyrosdick
Superintendent of Schools

DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5
Linda Sanborn	Buddy Hinote	Carol Boston	Jennifer Granse	Wei Ueberschaer

May 16, 2019
Dear Colleagues

In August 2010 the U.S. Department of Education announced Florida as one of ten state winners of the Race to the Top (RTTT) Phase 2 Competition. This competitive grant brought $700 million to the state to implement a broad range of strategies designed to improve the lowest performing schools, reward teachers, and increase the academic achievement of our students. The RTTT monies were to be used over a timespan of four years.

Santa Rosa Professional Educators (SRPE) and Santa Rosa District Schools (SRDS) began working together several years ago to cultivate an inventive 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. The focus of this instructional evaluation system is to improve the quality of instruction in order to advance student growth and academic achievement. The accomplished aim was to establish an evaluation system comprised of components which include gathering data, sharing information, and providing opportunities for professional growth. The success of this system relied on collaborative conversations and professional development. The evaluation system chosen by Santa Rosa School District is based on the research compiled by Dr. Robert Marzano in ***The Art and Science of Teaching*.** Both parties strived to develop a document that reflected evidence of instructional accountability of the Florida Educators Accomplished Practices with application of Marzano'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 to teacher performance. 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 County District Schools
Teacher Evaluation System

Assurances

In accordance with all state statutes, rules and laws, the Santa Rosa County School District shall:

- For the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in our schools, all instructional personnel will be given the opportunity to review their class rosters for accuracy and to correct any mistakes at the end of the school year. This is done through the district RVT process.
- Ensure that all evaluators are those individuals who are responsible for supervising the employee. This may include the assistant principal, peers, district staff, department heads, grade level chairpersons or team leaders. If input is provided by personnel other than the principal, those persons will be identified and must be trained in evaluation practices.
- Train all new administrators annually on the 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 each during pre-planning by the site-based administrator.
- Provide timely feedback to instructional personnel with specific reasons for any marks that are developing or "needs improvement". Additionally, any marks of "not using" must include specific reasons for the rating and specific feedback on how to improve. Best practices suggest providing feedback to the individual within forty-eight hours of a formal and informal observation.
- Analyze evaluation data with instructional personnel to determine professional development needs for the teacher and analyze student needs to determine area of instructional need.
- Require participation in specific professional development programs by those who have been evaluated as less than effective.
- In accordance with s. 1012.34(3)(c), F.S., evaluators will submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- Submit the written report to the employee no later than 10 days after the evaluation takes place or completed.
- Discuss the written evaluation report with the employee.
- Ensure all employees 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.
- Provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S.
- Comply with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S.

Santa Rosa County 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.

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". 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 yearlong 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 Standards Alternative Assessment (FSAA) – 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 Class wide Score (these instructors have a student roster indicating the specific students that will count as part of their student performance score) "S" for School wide 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.

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 - Mentor/Coach– The district provides a mentor/coach (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 FSA.

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 his/her notes from the observation. The purpose of this meeting is to help the teacher become more effective.

Professional Development Competency Program (PDCP) – this is the district program for alternative certification teachers.

~~**MyLearning Plan/Professional Development Plan (PDP)** – All teachers complete a learning plan/PDP each year and completion of the plan will count twenty 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: FSA ELA~~

Proficiency Scale 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 through conducting and interpreting surveys.~~

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.

Not Using— This is a Marzano term. This is the lowest rating on the FEAPS portion of the evaluations system.

Unsatisfactory- The lowest overall rating on the teacher evaluation system. It does not qualify for performance pay.

~~**UWF** – University of West Florida works with Santa Rosa County School District to provide our evaluation system in an electronic format. UWF will work with us to incorporate the student assessment data to complete teacher performance pay.~~

WIDA – World Class Instructional Design and Assessment – This is the assessment used for all ELL students.

Santa Rosa County District Schools
Instructional Evaluation System

Overview of System

To complete the writing and construction of the Instructional Evaluation System the Santa Rosa County District Schools appointed a committee of teachers and administrators. This committee included:

Debbie Anderson, Director, Exceptional Student Education
Bonni Billings, ESE Elementary Teacher, Holley Navarre Primary School
Rhonda Chavers, President, Santa Rosa Professional Educators
Susan Crawford, English Teacher, Central School
David Godwin, Mathematics Teacher, Pace High School
Nancy Haupt, Principal, SS Dixon Primary School
Alanna Langham, Elementary Intervention Teacher, W.H. Rhodes Elementary School
Floyd Smith, Director, Middle School Education
Jason Weeks, Director, High School Education
Liz West, Director, Human Resources

Philosophy

The purpose of the 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 County District School system. In this model more than 75% 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 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 County District School has divided its teachers into one of four levels.

Instructional Personnel I – Beginning teachers in their first year of teaching, teachers with a break in service, and any veteran teacher new to Santa Rosa County 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".**

* 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 evaluation ratings to move from one IP level to the next. If an instructor, regardless of IP level, receives a Needs Improvement or Unsatisfactory Evaluation rating, he/she will be placed on Professional Improvement Plan (see Attachment O) 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 a Needs Improvement or Unsatisfactory 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 County 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 enable the administrator to manage the observation process 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 administrator's 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:

Innovating	4.0
Applying	3.0
Developing	2.0
Not using	1.0

Not Using is the lowest rating on the FEAPS portion of the Instructional Evaluation System. An overall evaluation of Unsatisfactory does not qualify for a level increase. Any mark below applying on the evaluation instrument must have supporting comments and any mark of Not Using 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 30 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 mutually agreed upon date and time will be determined for the observation to take place. 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. Any observations over the required amount should only be conducted for the purpose of remediating a teaching deficiency and should be noted on a Professional Improvement Plan.

Observation Documents, including the detailed rubric for the Observation Instrument, are included as **Attachment "E"**. These documents are the only observation instruments which will be used by all administrators, all classroom and non-classroom-based teachers for all formal observations.

Domain Weights

Santa Rosa District Schools modifies the Marzano model of 60 elements to address them in 34 elements and 8 indicators 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 County District Schools version includes the following percentage of total elements (34) included in each Domain:

Domain I	Classroom Strategies and Behaviors	79%	(27 of 34 elements)
Domain II	Planning and Preparing	9%	(3 of 34 elements)
Domain III	Reflection on Teaching	3%	(1 of 34 elements)
Domain IV	Collegiality and Professionalism	9%	(3 of 34 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 County District Schools
All Levels of Instructional Personnel

IPI	Innovating (4)	Applying (3)	Developing (2)	Not Using (1)
D1:	At least 60% at Level 4 And 0% at Level 1	At least 60% at Level 3 or higher	Less than 60% at Level 3 or higher and less than 50% at Level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				

IPII	Innovating (4)	Applying (3)	Developing (2)	Not Using (1)
D1:	At least 65% at Level 4 And 0% at Level 1	At least 65% at Level 3 or higher	Less than 65% 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	Innovating (4)	Applying (3)	Developing (2)	Not Using (1)
D1:	At least 70% at Level 4 And 0% at Level 1	At least 70% at Level 3 or higher	Less than 70% at Level 3 or higher and less than 50% at Level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				

IPIV	Innovating (4)	Applying (3)	Developing (2)	Not Using (1)
D1:	At least 75% at Level 4 And 0% at Level 1	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and less than 50% at Level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				

This Proficiency Scale for Santa Rosa County District Schools All Levels of Instructional Personnel is also included as **Attachment "F"**.

Evaluation Instrument Organization

The Santa Rosa County 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. The self-assessment will not be counted toward the final evaluation score. This should be completed by the end of the First Nine Weeks.

Verify Assignments: By the end of the first nine weeks, the employee will verify and review their job code, teaching assignment, and teaching location with their administrator.

~~Surveys: (Counts as 10% of the overall Instructional Evaluation Rating)~~

~~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 three levels: Elementary, Middle, and 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 EducatorReady, 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 mid-June 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 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= Highly Effective, 2=Effective, 3= Needs Improvement, 4= Unsatisfactory. 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)~~

~~MyLearning Plan/Professional Development Plan: (Counts as 20% of the overall Instructional Evaluation Rating)~~
~~Every educator in the Santa Rosa County District School system is required to complete a MyLearning Plan/Professional Development Plan. These plans are initiated by the end of the first quarter of the school year. The administrator will evaluate the MyLearning Plan/Professional Development Plan. This section of the evaluation should be completed by June 1 of each school year. **This section will count** 20% of the overall teacher evaluation. Best practice is that the learning plan/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 performance level. **This section counts as ~~35%~~ 50%** of the overall evaluation and should be completed by June 1 of each school year. All observations will be completed two weeks prior to the end of the 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 ~~35%~~ 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. We will use up to three years of data available when calculating scores. This section will count the full ~~35%~~ 50% for all teachers regardless of the number of years of data available. 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 Class wide 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:

> **Direct:** An assessment is tied directly to a course. For example, a student is in a reading course and takes the end of year 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 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, a local End of Course or End of Year 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 or end of year 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 the 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. A teacher may remove up to 30% of their enrolled students.

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. A teacher may remove up to 30% of their enrolled students.

*It is the responsibility of the instructor to complete the RVT process and determine which students will be included in their evaluation. This is not a task to be completed by administration or any other designee.

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 ~~35%~~ 50% of the instructor's overall evaluation score.

If an instructor has fewer than ten (10) students, their student performance score will be either classroom or schoolwide, whichever is greater.

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.

Overall Evaluation

This section totals the scores for ~~the MyLearning Plan/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. In the event of a delay in completing this section, instructional personnel will be notified as to the reason for the delay and provided 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.

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	**2.24 – 1.75**
Unsatisfactory	**Below 1.75**

The Santa Rosa District Schools will continue to work to improve the electronic version of this Instructional Evaluation. A sample of the Santa Rosa District Schools Evaluation Document is located in **Attachment "O"** along with a completed sample.

Instructional Personnel I – First Semester Evaluation

All first-year teachers, teachers with a break in service, and teachers new to Santa Rosa County 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 survey data.~~ 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. This evaluation will not count toward the final overall evaluation. **See Attachment "P"** for a copy of the First Semester Evaluation Form. It includes a ~~section on initiation of the MyLearning Plan/Professional Development Plan (20%),~~ a section measuring the Accomplished Practices using the modified Marzano model ~~(45%),~~ (50%) and student performance ~~(35%).~~ (50%)

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 45 days during the school year. If they work less than 45 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, but is an option if requested by the teacher. 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. A teacher may be placed on a Professional Improvement Plan if there are areas on the FEAPs that are being performed at the Developing or Not Using level. This improvement plan will identify deficiencies in performance and outline a plan for improvement. The teacher needing assistance will select a mentor/coach from a district approved list. This mentor/coach will not work at the school site of the teacher needing assistance. This mentor/coach will be given release time to work with the teacher when planning and observing the teacher during classroom instruction. The mentor/coach 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 will be limited to 90 calendar days. See **Attachment "M"** for a copy of the Professional Improvement Plan.

Currently the District Mentor/Coach Program provides annual training for mentors. Annual Mentor/Coach 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 SPARK curriculum, and to provide face-to-face training for district-wide initiatives. In addition, online book studies are offered to Mentor/Coach 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/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:

1. 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.

2. 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 and Professional Service 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.

Training Requirement for Administrators and Teachers

New administrators will be trained annually on the 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 MyLearning Plan/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 SPARK.~~ Experienced and new teachers will receive updates and reviews of the system during pre-planning by the site-based administrator.

References used in creating this Santa Rosa County 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 County District Instructional Levels

E. Observation Documents

F. Proficiency Scale

G. ~~Parent and Student Surveys~~

H. ~~Studer Group Information~~

I. G. Job Code/ Scoring Classifications

J. H. Student Performance Conversions Scales

K. I. Student Performance Calculation Flow Chart and Sample

L. J. Student Performance Measures

M. K. Professional Improvement Plan

N. L. References

O. M. Instructional Evaluation

P. N. First Semester Evaluation

Attachment

A

Marzano's The Art and Science of Teaching

2014 Marzano Teacher Evaluation Model
Learning Map

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

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Marzano Art and Science of Teaching Teacher Evaluation Model
Learning Map

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Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rule and Procedures
60. Participating in District and School Initiatives

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Attachment B

Florida Educator Accomplished Practices

Florida Educator Accomplished Practices (FEAPs)

Reference Sheet

1. INSTRUCTIONAL DESIGN & 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 diagnostic student data to plan lessons
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. 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 & 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 and 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.
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.

5. 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. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.
e. Engages in targeted professional growth and opportunities and reflective practices.
f. Implements knowledge and skill learned in professional development in the teaching and learning process.

6. PROFESSIONAL RESPONSIBILITY & 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
6B-1.006, 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 **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** Element 2, 4, 6			

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** Element 2, 4, 6	**Routine Events** 1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating success **SRDS Observation Instrument** Element 1, 2, 3		
1c Designs instruction for students to achieve mastery	**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** Element 2, 4, 6	**Content** 7 Organizing students to interact with new content 15 Organizing students to practice and deepen knowledge 16 Organizing students for cognitively complex tasks **SRDS Observation Instrument** Element 7, 15, 18, 19		

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** Element 2, 4, 6			
1d Selects appropriate formative assessments to monitor learning		**Routine Events** 1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating success **SRDS Observation Instrument** Element 1, 2, 3		

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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
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	**Routine Events** 2 Tracking student progress 3 Celebrating success **Content** 11 Homework **Enacted on the Spot** 39 Demonstrating value and respect for low expectancy students 40 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	**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 Element 6	**SRDS Observation Instrument** Element 2, 3, 39, 40	**SRDS Observation Instrument** Element 2	**SRDS Observation Instrument** Element 1, 2, 5

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 Technology**	**Content**		
	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	7 Organizing students to interact with new content 15 Organizing students to practice and deepen knowledge 16 Organizing students for cognitively complex tasks		
	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**		
	Element 6	Element 7, 15, 17, 18, 19		

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LEARNING AND PERFORMANCE MANAGEMENT

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** 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 **2.3 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** Element 2, 4, 6	**Routine Events** 4 Establishing classroom rules and procedures 5 Organizing the physical layout of the classroom **Enacted on the Spot** 32 Presenting unusual or intriguing information 33 Demonstrating "withitness" 36 Understanding students' interests and backgrounds 38 Displaying objectivity and control **SRDS Observation Instrument** Element 4, 5, 32, 33, 38		

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** 4 Establishing classroom rules and procedures 5 Organizing the physical layout of the classroom **Enacted on the Spot** 24 Noticing when students are not engaged 33 Demonstrating "withitness" 34 Applying consequences for lack of adherence to rules and procedures 35 Acknowledging adherence to rules and procedures **SRDS Observation Instrument** Element 4, 5, 24, 33, 34, 35		
2c Conveys high expectations to all students		**Routine Events** 2 Tracking student progress 3 Celebrating success **Content** 6 Identifying critical content		

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 29 Demonstrating intensity and enthusiasm 39 Demonstrating value and respect for low expectancy students 40 Asking questions of low expectancy students 41 Probing incorrect answers with low expectancy students **SRDS Observation Instrument** Element 2, 3, 6, 39, 40		
2d Respects students' cultural, linguistic and family background		**Routine Events** 2 Tracking student progress **Content** 6 Identifying critical information		

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
		Enacted on the Spot 31 Provides students with opportunities to relate what is being addressed in class to their personal interest. 36 Uses students' interest and back grounds to produce a climate of acceptance and community. 39 Exhibits behaviors that demonstrate value and respect for low expectancy students. **SRDS Observation Instrument** Element 2, 6, 39		
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** 1 Providing clear learning goals and scales 2 Tracking student progress 4 Establishing classroom rules and procedures		

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 6 Identifying critical information 8 Previewing new content 9 Chunking content into "digestible bites" **Enacted on the Spot** 33 Demonstrating "withitness" 34 Applying consequences for lack of adherence to rules and procedures 35 Acknowledging adherence to rules and procedures		
	SRDS Observation Instrument Element 2, 4, 6	**SRDS Observation Instrument** Elements 1, 2, 4, 6, 8, 9, 33 34, 35		
2f Maintains a climate of openness, inquiry, fairness and support		**Routine Events** 1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating success		

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 6 Identifying critical information **Enacted on the Spot** 29 Demonstrating intensity and enthusiasm 37 Using verbal and nonverbal behaviors that indicate affection for students 39 Demonstrating value and respect for low expectancy students 40 Asking questions of low expectancy students 41 Probing incorrect answers with low expectancy students **SRDS Observation Instrument** Element 1, 2, 3, 6, 29, 37, 39, 40, 41		

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** Element 4			

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** 1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating success 4 Establishing classroom rules and procedures 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

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 6 Identifying critical information 7 Organizing students to interact with new knowledge 15 Organizing students to practice and deepen new knowledge 21 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

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	**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	24 Noticing when students are not engaged 28 Maintaining a lively pace 29 Demonstrating intensity and enthusiasm 33 Demonstrating "withitness" 34 Applying consequences for lack of adherence and adherence to rules and procedures 35 Acknowledging adherence to rules and procedures 36 Understanding students' interests and backgrounds 37 Using verbal and nonverbal behaviors that indicate affection for students 38 Displaying objectivity and control 39 Demonstrating value and respect for low expectancy students 40 Asking questions of low expectancy students 41 Probing incorrect answers with low expectancy students		
	SRDS Observation Instrument Element 2, 4, 6	**SRDS Observation Instrument** Element 1, 2, 3, 4, 5, 15, 24, 28, 33, 34, 35, 38, 39, 40		**SRDS Observation Instrument** Element 1

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** Element 4			

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	1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating Success 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	6 Identifying critical information 8 Previewing new content 9 Chunking content into "digestible bites" 10 Processing new information 12 Recording and representing knowledge 14 Reviewing content 15 Organizing students to practice and deepen knowledge 17 Examining similarities and differences 18 Examining errors in reasoning 19 Practicing skills, strategies, and processes 20 Revising knowledge 21 Organizing students for cognitively complex tasks		
	SRDS Observation Instrument	**SRDS Observation Instrument**		
	Element 2, 4, 6	Element 1, 2, 3, 4, 6, 8, 9, 10, 14, 15, 17, 18, 19,		

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	**Planning and Preparing for Special Needs Students** Planning and preparing for the needs of English language learners 2.3.1 Planning and preparing for the needs of special education students 2.3.2 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** Element 6	**Content** 10 Helping Students Process New Content 22 Engaging students in cognitively complex tasks involving hypothesis generation and testing 23 Providing resources and guidance **Enacted on the Spot** 24 Noticing when students are not engaged 25 Using academic games 26 Managing response rates 27 Using physical movement 28 Maintaining a lively pace 30 Using friendly controversy 31 Provide opportunities for students to talk about themselves 32 Presenting unusual or intriguing information 33 Demonstrating "withitness" 34 Applying consequences for lack of adherence to rules and procedures 36 Understanding students' interests and backgrounds 38 Displaying objectivity and control 39 Demonstrating value and respect for low expectancy students 40 Asking questions of low expectancy students **SRDS Observation Instrument** Element 10, 24, 25, 26, 27, 28, 32, 33, 34, 26, 38, 39, 40		

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
	2.1 Planning and Preparing for Lessons and Units	**Routine Events**		
	2.1.3 Planning and preparing for effective scaffolding within lessons Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating Success 4 Establishing classroom rules and procedures		
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** 1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating success 4 Establishing classroom rules and procedures 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) Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer.	**Enacted on the Spot** 24 Noticing when students are not engaged 25 Using Academic Games 28 Maintaining a lively pace 29 Demonstrating intensity and enthusiasm 33 Demonstrating "withitness" 34 Applying consequences for lack of adherence to rules and procedures.		

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** Element 2, 4, 6	37 Using verbal and nonverbal behaviors that indicate affection for students 38 Displaying objectivity and control 39 Demonstrating value and respect for low expectancy students 40 Asking questions of low expectancy students 41 Probing incorrect answers with low expectancy students **SRDS Observation Instrument** Element 1, 2, 3, 4, 5, 24, 25, 28, 33, 33A, 34, 39, 40		**SRDS Observation Instrument** Element 1
3f Employs high order questioning techniques		**Content** 6 Identifying critical content 10 Helping students process New Content 11 Elaborating on new information 12 Recording and representing knowledge 13 Reflecting on learning 14 Reviewing content 17 Examining similarities and differences 18 Examining errors in reasoning 19 Practicing skills, strategies, and processes 20 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 26 Managing response rates 30 Using friendly controversy **SRDS Observation Instrument** Element 6, 10, 14, 17, 18, 19, 26		
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** 2.3.1Planning and preparing for the needs of English language learners 2.3.2Planning 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** Element 2, 4, 6	**Routine Events** 1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating success **Content** 7 Organizing students to interact with new knowledge 9 Chunking content into "Digestible Bites" 15 Organizing students to practice and deepen knowledge 21 Organizing students for cognitively complex tasks **SRDS Observation Instrument** Element 1, 2, 3, 7, 9, 15,		

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 Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students	**2.1 Planning and Preparing for Lessons and Units**	**Routine Events**		
	2.1.1 Planning 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	2 Tracking Student Progress		
	2.2 Planning and Preparing for the Use of Materials and Technology	**Content**		
	2.2.1Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer	9 Chunking Content into "Digestible Bites" 10 Helping Students Process New Content 14 Reviewing Content 17 Helping Students Examine Similarities and Differences 18 Helping students Examine Their Reasoning 19 Helping Students Practice Skills, Strategies and Processes		
	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 Element 2, 4, 6	**SRDS Observation Instrument** Element 2, 9, 10, 14, 17, 18, 19		

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 Support and encourage immediate feedback to students to promote student achievement	**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** Element 2	**Routine Events** 1 Providing clear learning goals and scales 2 Tracking student progress 4 Establishing classroom rules and procedures **Content** 6 Identifying critical information 8 Previewing new content 9 Chunking content into "digestible bites" **Enacted on the Spot** 33 Demonstrating "withitness" 34 Applying consequences for lack of adherence to rules and procedures 35 Acknowledging adherence to rules and procedures **SRDS Observation Instrument** Element 1, 2, 4, 6, 8, 9, 33, 34, 35		
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** Element 6	**Enacted on the Spot** 24 Noticing when students are not engaged 26 Managing response rates 28 Maintaining a lively pace 31 Provide opportunities for students to talk about themselves 36 Understanding students' interests and backgrounds **SRDS Observation Instrument** Element 24, 26, 28		

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
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 2.2.2 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** 1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating success 4 Establishing classroom rules and procedures **Content** 7 Organizing students to interact with new knowledge 10 Processing new information 11 Elaborating on new information 12 Recording and representing knowledge 13 Reflecting on learning 14 Reviewing content 15 Organizing students to practice and deepen knowledge 17 Examining similarities and differences 18 Examining errors in reasoning 19 Practicing skills, strategies, and processes 20 Revising knowledge 21 Organizing students for cognitively complex tasks 22 Engaging students in cognitively complex tasks involving hypothesis generation and testing 23 Providing resources and guidance.		

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
	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 2.3.2 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** Element 2, 4, 6	**Enacted on the Spot** 24 Noticing when students are not engaged 25 Using academic games 26 Managing response rates 27 Using physical movement 28 Maintaining a lively pace 30 Using friendly controversy 31 Provide opportunities for students to talk about themselves 32 Presenting unusual or intriguing information 33 Demonstrating "withitness" 36 Understanding students' interests and backgrounds 38 Displaying objectivity and control 39 Demonstrating value and respect for low expectancy students 40 Asking questions of low expectancy students 41 Probing incorrect answers with low expectancy students **SRDS Observation Instrument** Element 1, 2, 3, 4, 7, 10, 14, 15, 17, 19,		

4. Assessment. The effective educator consistently:

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** 2.1.1 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** Element 2	**Routine Events** 1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating success **SRDS Observation Instrument** Element 1, 2, 3,		

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** 1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating success **SRDS Observation Instrument** Element 1, 2, 3		
4d Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** Element 6	**Enacted on the Spot** 24 Noticing when students are not engaged 26 Managing response rates 28 Maintaining a lively pace 31 Provide opportunities for students to talk about themselves 36 Understanding students' interests and backgrounds **SRDS Observation Instrument** Element 24, 26, 28,		

4e Shares the importance and outcomes of student assessment data with the student and the student's parents/caregiver(s)	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **SRDS Observation Instrument** Element 6	**Routine Events** 1 Providing clear learning goals and scales 2 Tracking student progress 3 Celebrating success **Enacted on the Spot** 26 Managing Response Rates 37 Using verbal and nonverbal behaviors that indicate affection for students 38 Displaying objectivity and control **SRDS Observation Instrument** Element 1, 2, 3, 26		**SRDS Observation Instrument** Element 3
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** Element 4			

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
5a 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** 2 Tracking student progress 3 Celebrating success **Content** 16 Homework **Enacted on the Spot** 39 Demonstrating value and respect for low expectancy students 40 Asking questions of low expectancy students	**3.1 Evaluating Personal Performance** Identifying specific areas of pedagogical strength and weakness Evaluating the effectiveness of individual lessons and units 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** Developing a written growth plan Monitoring progress relative to the professional growth plan	**4.1 Promoting a Positive Environment** Promoting positive interactions with colleagues Promoting positive interactions with students and parents **4.2 Promoting Exchange of Ideas and Strategies** Seeking mentorship for areas of need and interest Mentoring other teachers and sharing ideas and strategies **4.3 Promoting District and School Development** Adhering to district and school rules and procedures Participating in district and school initiatives
	SRDS Observation Instrument Element 2, 4, 6	**SRDS Observation Instrument** Elements 2, 3, 39, 40	**SRDS Observation Instrument** Element 2, PDP	**SRDS Observation Instrument** Element 1, 2, 5

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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
5b Examines and uses data-informed research to improve instruction and student achievement	**SRDS Observation Instrument** Element 2, 4, 6 PDP		**SRDS Observation Instrument** Element 2, PDP	
5c Uses a variety of data, independently and in collaboration with colleagues, to evaluate learning			**SRDS Observation Instrument** Element 2, PDP	**SRDS Observation Instrument** Element 1, 2, 5
5d Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement			**SRDS Observation Instrument** Element 2, PDP	
5e Engages in targeted professional growth opportunities and reflective practices			**SRDS Observation Instrument** Element 2, PDP	
5f Implements knowledge and skills learned in professional development in the teaching and learning process				

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
6a Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida		**Enacted on the Spot** 39 Demonstrating value and respect for low expectancy students 40Asking questions of low expectancy students **SRDS Observation Instrument** Element 39, 40		**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** Adhering to district and school rules and procedures Participating in district and school initiatives **SRDS Observation Instrument** Element 1, 2, 5

Attachment D

Santa Rosa County 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 two formal observations (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 be formally observed once during the school year and receive **one overall evaluation** in the spring.

Instructional Personnel

Teachers with more than 9 years teaching experience 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 require one formal observation. Teachers will receive **one overall evaluation** in the spring.

Instructional Personnel I

All teachers in their first year of teaching, teachers with a break in service, and any veteran teachers new to Santa Rosa County District Schools. These teachers will be formally observed once in the fall and once in the spring and an **evaluation** will be given near the **end of each semester**.

Teachers new to Santa Rosa County District Schools enter here.

Attachment

E

Observation Documents

Pre-Observation Conference

Observation Conference		
Evaluator:	■ Face - to - Face	Instructor: PETER COTTONTAIL
Classroom Demographics		
	OPTIONAL QUESTION: Briefly describe the students in your classroom or workspace (e.g. number of students, gender, special needs, reading levels, etc.)	
1		
Routine Events		
	What are your learning goals or targets for this lesson or activity?	
2		
	What will you do to establish or maintain an orderly learning environment?	
3		
Addressing Content		
	What instructional strategy or strategies will you use to teach the lesson?	
4		
Enacted on the Spot		
	What will you do to engage students in the lesson or activity?	
5		
	How will you monitor student progress?	
6		

Santa Rosa District Schools
Observation Instrument

Name of Teacher _____ Name of Administrator _____

Informal Observation _____ Formal Observation _____

Domain 1- Classroom Strategies and Behaviors (27elements)				
Routine Events (5 elements)				
What does the teacher do to establish and communicate learning goals, track student progress, celebrate success, establish rules and procedures, and organize the physical layout of the classroom?				
1. Providing **Rigorous Learning Goals** and Performance Scales (e.g. the teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.)	I (4)	A (3)	D (2)	N (1)
2**. Tracking Student Progress** (e.g. the teacher facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment.)	I (4)	A (3)	D (2)	N (1)
3. **Celebrating Success** (e.g. the teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal or target.)	I (4)	A (3)	D (2)	N (1)
4. **Establishing Classroom Routines** (e.g. the teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a class.)	I (4)	A (3)	D (2)	N (1)
5**. Organizing the Physical Layout of the Classroom** (e.g. the teacher organizes the classroom to facilitate movement and support learning.)	I (4)	A (3)	D (2)	N (1)
Addressing Content (10 elements)				
What will the teacher do to help students effectively interact with new knowledge?				
6. **Identifying Critical Content** (e.g. the teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.)	I (4)	A (3)	D (2)	N (1)
7. **Organizing Students to Interact with New Content** (e.g. the teacher organizes students into appropriate groups to facilitate the processing of new content.)	I (4)	A (3)	D (2)	N (1)
8. **Previewing New Content** (e.g. the teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.)	I (4)	A (3)	D (2)	N (1)
9. **Chunking Content into "Digestible Bites"** (e.g. the teacher breaks the content into small chunks of information that can be easily processed by students to generate a clear conclusion.)	I (4)	A (3)	D (2)	N (1)
10. **Helping Students Process New Content** (e.g. the teacher systematically engages student groups in processing and generating conclusions about new content.)	I (4)	A (3)	D (2)	N (1)
What will the teacher do to help students deepen and practice their understanding of new knowledge?				
14. **Reviewing Content** (e.g. the teacher engages students in a brief review of content that highlights the cumulative nature of the content.)	I (4)	A (3)	D (2)	N (1)
15. **Organizing Students to Practice and Deepen Knowledge** (e.g. the teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.)	I (4)	A (3)	D (2)	N (1)
17**. Helping Students Examine Similarities and Differences** (e.g. the teacher helps students deepen their knowledge by examining similarities and differences.)	I (4)	A (3)	D (2)	N (1)
18**. Helping Students Examine Their Reasoning** (e.g. the teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.)	I (4)	A (3)	D (2)	N (1)
19. **Helping Students Practice Skills, Strategies, and Processes** (e.g. when the content involves a skill, strategy or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.)	I (4)	A (3)	D (2)	N (1)
Enacted on the Spot (12 elements)				
What will the teacher do to engage students?				
24. **Noticing When Students are Not Engaged** (e.g. the teacher scans the rooms not paying attention or not cognitively engaged and takes overt action.)	I (4)	A (3)	D (2)	N (1)
25. **Using Academic Games** (e.g. the teacher uses academic games to cognitively engage or re-engage students.)	I (4)	A (3)	D (2)	N (1)
26. **Managing Response Rates** (e.g. the teacher uses response-rate techniques to maintain student engagement through questioning processes.)	I (4)	A (3)	D (2)	N (1)
27. **Using Physical Movement** (e.g. the teacher uses physical movement to maintain student engagement in content.)	I (4)	A (3)	D (2)	N (1)
28. **Maintaining a Lively Pace** (e.g. the teacher uses pacing techniques to maintain student engagement in content.)	I (4)	A (3)	D (2)	N (1)
32. **Presenting Unusual or Intriguing Information** (e.g. the teacher uses unusual or intriguing and relevant information about the content to enhance cognitive engagement.)	I (4)	A (3)	D (2)	N (1)
What will the teacher do to recognize and acknowledge adherence or lack of adherence to rules and procedures?				
33. **Demonstrating "Withitness"** (e.g. the teacher uses behaviors associated with "Withitness" to maintain adherence to rules and procedures.)	I (4)	A (3)	D (2)	N (1)

34. **Applying Consequences for Lack of Adherence to Rules and Procedures** (e.g. the teacher consistently and fairly applies consequences for not following rules and procedures.)	I (4)	A (3)	D (2)	N (1)
35. **Acknowledging Adherence to Rules and Procedures** (e.g. the teacher consistently and fairly acknowledges adherence to rules and procedures.)	I (4)	A (3)	D (2)	N (1)
What does the teacher do to establish and maintain effective relationships with students?				
38. **Displaying Objectivity and Control** (e.g. the teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.)	I (4)	A (3)	D (2)	N (1)
What does the teacher do to communicate high expectations for all students?				
39**. Demonstrating Value and Respect for All Students** (e.g. the teacher exhibits behaviors that demonstrate value and respect for all students' thinking regarding the content.)	I (4)	A (3)	D (3)	N (1)
40. **Asking Questions of All Students Requiring Higher Order Thinking Skills** (e.g. the teacher asks questions of all students of the same frequency and depth)	I (4)	A (3)	D (2)	N (1)

Santa Rosa District Schools
Observation Instrument

Domain II – Planning and Preparing (3 elements)			
Planning and preparing for lessons			
What does the teacher do to **plan and prepare lessons** with a deep understanding of content?			
I (4)	**A (3)**	**D (3)**	**N (1)**
Organizes lessons within a unit so that students move from an understanding to applying the content through consistent authentic tasks.	Organizes lessons within a unit so that students move from a surface to deeper understanding but does not require students to apply the content in authentic tasks.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.
Planning and preparing for use of materials and technology.			
What does the teacher do to **plan and prepare for the use of traditional resources and /or technologies** such as interactive whiteboards, digital devices, etc.?			
I (4)	**A (3)**	**D (3)**	**N (1)**
Identifies the available resources and /or technologies that can enhance student understanding and the manner in which they will be used.	Identifies the available resources and /or technologies that can enhance student understanding but does not identify the manner in which they will be used.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.
Planning and preparing for special needs of students.			
What does the teacher do to plan and prepare for the special needs of students?			
I (4)	**A (3)**	**D (3)**	**N (1)**
Identifies the special needs of students and the adaptions that will be made to meet those needs.	Identifies the special needs of students but does not articulate the adaptations that will be made to meet these needs.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

Domain III – Reflecting on Teaching (1 elements)			
Evaluating personal performance			
What does the teacher do to **evaluate the effectiveness of individual lessons and units?**			
I (4)	**A (3)**	**D (3)**	**N (1)**
Determines how effective a lesson or unit was in terms of enhancing student achievement and consistently identifies causes of successes and failures.	Determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success and failure on a consistent basis.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

Domain IV – Collegiality and Professionalism (3 elements)			
Promoting a positive environment			
What does the teacher do to **promote positive interactions with colleagues?**			
I (4)	**A (3)**	**D (3)**	**N (1)**
Interacts with other colleagues in appositive manner to promote and support students learning and seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors.	Interacts with other colleagues in a positive manner to promote and support student learning and seeks help and mentorship from colleagues.	Interacts with other colleagues in a positive manner.	Makes no attempt to perform this activity.
What does the teacher do to **promote positive interactions with students and parents?**			
I (4)	**A (3)**	**D (3)**	**N (1)**
Interacts with students and parents in a positive manner to foster learning and promote positive relationships and helps extinguish negative conversations about students and parents.	Interacts with students and parents in a positive manner to foster learning and promote positive relationships but does not help extinguish negative conversations about students and parents.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.
What does the teacher do to **adhere to district and school rules and procedures?**			
I (4)	**A (3)**	**D (3)**	**N (1)**
Is aware of district and school rules and procedures and adheres to them without prompting.	Adheres to rules and procedures.	Adheres to a rule or procedure after being prompted.	Makes no attempt to adhere to a rule or procedure after being prompted.

Domain 1: Classroom Strategies and Behaviors
Segments Involving Routine Events (5 elements)
Element 1: Providing Rigorous Learning Goals and Performance Scales (Rubrics)
**The teacher provides rigorous learning goals or targets, both of which are embedded in a performance scale that includes application of knowledge.*

Teacher Evidence	Student Evidence
Teacher has a learning goal or target posted for student reference.	Students 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.	Students can explain how their current activities relate to the learning goal.
Teacher makes reference to the learning goal throughout the lesson.	Students can explain the meaning of the levels of performance from simple to complex.
Teacher has a scale or rubric that builds a progression of knowledge from simple to complex.	Student artifacts demonstrate students know the learning goal or target.
Teacher has goals or targets at the appropriate level of rigor.	

Innovating	Applying	Developing	Not Using
Provides rigorous learning goals and performance scales or rubrics and monitors for evidence of the extent to which all the students understand the learning goal and/or targets and levels of performance.	Provides rigorous learning goals and performance scales or rubrics and monitors for evidence of the extent to which the majority of students understand the learning goal and/or targets and levels of performance.	Provides rigorous learning goals and performance scales or rubrics that describe levels of performance, but the majority of the students are either not monitored or displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 2: Tracking Student Progress
**The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.*

Teacher Evidence	Student Evidence
Teacher helps students track their individual progress on the learning goal.	Students can describe their status relative to the learning goal using the scale or rubric.
Teacher assigns scores using a scale or rubric that depicts student status relative to the learning goal.	Students systematically update their status on the learning goal.
Teacher uses formal and informal means to assign scores to students.	Students take some responsibility for providing evidence in reference to their progress on the scale.
Teacher charts the progress of the entire class on the learning goal.	Artifacts and data support that students are making progress toward a learning goal.

Innovating	Applying	Developing	Not Using
Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment and monitors for evidence of the extent to which all students understand their level of performance.	Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment and monitors the extent to which a majority of the students understand their level of performance.	Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 3: Celebrating Success

**The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.*

Teacher Evidence	Student Evidence
Teacher acknowledges students who have achieved a certain score on the scale or rubric.	Students show signs 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, such as (1) show of hands, (2) certification of success, (3) parent notification and (4) round of applause.	

Innovating	Applying	Developing	Not Using
Provides students with recognition of their status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which all students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors for evidence of the extent to which the majority of the students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 4: Establishing and Maintaining Classroom Rules and Procedures

**The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.*

Teacher Evidence	Student Evidence
Teachers involves students in designing classroom routines and procedures.	Students follow clear routines during class.
Teacher uses classroom meeting to review and process rules and procedures.	Students can describe established rules and procedures.
Teacher reminds students of rules and procedures.	Students describe the classroom as an orderly place.
Teacher asks students to restate or explain rules and procedures.	
Teacher provides cues or signals when a rule or procedure should be used.	Students regulate their own behavior.
Teacher focuses on procedures for students working individually or in small groups.	

Innovating	Applying	Developing	Not Using
Establishes expectations regarding rules and procedures and monitors for the extent to which all students understand rules and procedures.	Establishes expectations regarding rules and procedures and monitors for the extent to which the majority of students understand the rules and procedures.	Establishes expectations regarding rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 5: Organizing the Physical Layout of the classroom

**The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.*

Teacher Evidence	Student Evidence
The physical layout of the classroom has clear traffic patterns.	Students move easily about the classroom.
The physical layout of the classroom provides easy access to materials and centers.	Students make use of materials and learning centers.
The classroom is decorated in a way that enhances student learning, including (1) bulletin boards that relate to current content and (2) student work on display.	Students attend to examples of their work that are displayed.
	Students attend to information on the bulletin boards.
	Students can easily focus on instruction.
	Students can easily access technology.
	Transition time is minimized due to layout of classroom.

Innovating	Applying	Developing	Not Using
Organizes the physical layout of the classroom to facilitate movement and support learning and monitors for evidence of the extent to which all students have easy access to materials in an environment that supports learning.	Organizes the physical layout of the classroom to facilitate movement and support learning and monitors the extent to which the majority of students have access to materials in an environment that supports learning.	Organizes the physical layout of the classroom to facilitate movement and support learning, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Segments Addressing Content: (10 Elements)

Element 6: Identifying Critical Content

**The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to a deeper understanding of the content.*

Teacher Evidence	Student Evidence
Teacher highlights critical content that portrays a clear progression of information related to standards and goals.	Students can describe the level of importance of the information presented in class and can explain why it is important to pay attention to the content.
Teacher identifies differences between the critical and noncritical content.	Formative data show students attend to the critical content (e.g. questioning, artifacts).
Teacher cues the importance of upcoming information in some indirect fashion, using (1) tone of voice, (2) body position, or (3) level of excitement.	
Teacher integrates cross curricular connections to content.	

Innovating	Applying	Developing	Not Using
Signals to students critical versus non-critical content and portrays a clear progression of information and monitors for evidence of the extent to which all students are attending to critical versus non-critical content.	Signals to students critical versus non-critical content and portrays a clear progression of information and monitors for evidence of the extent to which the majority of students are attending to critical versus non-critical content.	Signals to students critical versus non-critical content and portrays a clear progression of information, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 7: Organizing Students to Interact with New Content

**The teacher organizes students into appropriate groups to facilitate the processing of new content.*

Teacher Evidence	Student Evidence
Teacher has established routines for student grouping and student interaction for the express purpose of processing new content	Students move and work within groups with an organized purpose.
Teacher provides guidance on one or more conative skills: Becoming aware of the power of interpretations Avoiding negative thinking Taking various perspectives Interacting responsibly Handling controversy and conflict resolution	Students understand expectations about appropriate behavior in groups in that they (1) have an awareness of the power of interpretations, (2) avoid negative thinking, (3) take various perspectives, (4) interact responsibly, (5) appear to know how to handle controversy and conflict resolution, (6) actively ask and answer questions about the content, (7) add their perspectives to discussions and, (8) attend to the cognitive skill(s).
Teacher provides guidance on one or more cognitive skills appropriate to the lesson.	
Teacher organizes students into ad hoc groups for the lesson.	

Innovating	Applying	Developing	Not Using
Organizes students into appropriate groups to facilitate the processing of new content and monitors for the extent to which all students process in groups.	Organizes students into appropriate groups to facilitate the processing of new content and monitors for the extent to which the majority of students process in groups.	Organizes students into appropriate groups to facilitate the processing of new content but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 8: Previewing New Content

**The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.*

Teacher Evidence	Student Evidence
Teacher uses preview questions before reading.	When asked, student can explain linkages with prior knowledge.
Teacher uses K-W-L strategy or a variation of it.	When asked, students make predictions about upcoming content.
Teacher provides an advanced organizer, such as an outline or graphic organizer.	When asked, students can provide a purpose for what they are about to learn.
Teacher has students brainstorm.	Students cognitively engage in previewing activities.
Teacher uses an anticipation guide.	Students can identify basic relationships between prior content and upcoming content.
Teacher uses a motivational hook or launching activity such as presenting anecdotes or a short selection from a video.	Students can explain how prior standards or new goals link to the new content.
Teacher uses a word splash activity to connect vocabulary to upcoming content.	
When necessary, the teacher reteaches basic information or skills.	
Teacher uses digital resources to help students make linkages.	
Teacher uses strategies associated with a flipped classroom.	

Innovating	Applying	Developing	Not Using
Engages students in previewing activities that require students to access prior knowledge and analyze new content and monitors for evidence of the extent to which all students access prior knowledge and analyze new content.	Engages students in previewing activities that require students to access prior knowledge and analyze new content and monitors for evidence of the extent to which the majority of students access prior knowledge and analyze new content.	Engages students in previewing activities that require students to access prior knowledge and analyze new content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 9: Chunking Content into "Digestible Bites"

**The teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students to generate a clear conclusion.*

Teacher Evidence	Student Evidence
During a verbal presentation, the teacher stops at strategic points.	Students can explain why the teacher is stopping at various points.
While utilizing multi-media, the teacher stops at strategic points.	Students appear to know what is expected of them when the teacher stops at strategic points.
While providing a demonstration, the teacher stops at strategic points.	Students can explain clear conclusions about chunks of content.
While students are reading information or stories orally as a class, the teacher stops at strategic points.	
Teacher uses appropriate questioning to determine if content chunks are appropriate.	
Teacher uses formative data to break content into appropriate chunks.	

Innovating	Applying	Developing	Not Using
Breaks input experiences into small chunks based on student needs and monitors for evidence of the extent to which the chunks are appropriate for all students.	Breaks input experiences into small chunks based on student needs and monitors for evidence of the extent to which the chunks are appropriate for a majority of students.	Breaks input experiences into small chunks based on student needs, but a majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 10: Helping Students Process New Content

The teacher systematically engages student groups in processing and generating conclusions about new content.

Teacher Evidence	Student Evidence
Teacher employs formal group processing strategies like jigsaw, reciprocal teaching, and concept attainment.	Students can explain what they have just learned.
Teacher uses informal strategies to engage group members in actively processing by using predictions, associations, paraphrasing, verbal summarizing, and questioning.	Students volunteer predictions.
Teacher facilitates group members in generating conclusions.	Students voluntarily ask clarification questions.
	Groups are actively discussing the content (1) Group member ask each other and answer questions about the information (2) Group members make predictions about what they expect next.
	Students generate conclusions about the new content.
	Students can verbally summarize or restate the new information.

Innovating	Applying	Developing	Not Using
Engages student groups in processing new content to generate conclusions and monitors for the extent to which the processing enhances student understanding for all students.	Engages student groups in processing new content to generate conclusions and monitors for the extent to which the processing enhances student understanding for the majority of students.	Engages student groups in processing new content to generate conclusions, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 14: Review Content

**The teacher engages students in a brief review of content that highlights the cumulative nature of the content.*

Teacher Evidence	Student Evidence
Teacher begins the lesson with a brief review of content.	Students can describe the previous content on which new lesson is based.
Teacher uses specific strategies to review information, including (1) summaries, (2) problems that must be solved using previous information, (3) questions that require a review of content, (4) demonstration, (5) brief practice test or exercise, and (6) warm up activity.	Student responses to class activities indicate that they recall previous content with artifacts, pretests, and warm up activities.
When necessary, the teacher reteaches basic information or skills.	

Innovating	Applying	Developing	Not Using
Engages students in a brief review that highlights the cumulative nature of the content and monitors for evidence of the extent to which all students can recall critical content.	Engages students in a brief review that highlights the cumulative nature of the content and monitors for evidence of the extent to which the majority of students can recall critical content.	Engages students in a brief review that highlights the cumulative nature of the content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 15: Organizing Students to Practice and Deepen Knowledge

**The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.*

Teacher Evidence	Student Evidence
Teacher organizes students into groups with the expressed idea of deepening their knowledge of content.	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: (1) Students actively ask and answer questions about the content, and (2) students add their perspective to discussions.
Teacher provides guidance regarding group interactions.	Students move and work within groups with an organized purpose.
Teacher provides guidance on one or more conative skills, (1) becoming aware of the power of interpretations, (2) avoiding negative thinking, (3) taking various perspectives, (4) interacting responsibly, and (5) handling controversy and conflict resolution.	Students express conative skills, (1) awareness of the power of interpretations, (2) avoid negative thinking, (3) take various perspectives, (4) interact responsibly, and (5) handle controversy and conflict resolution.
Teacher provides guidance on one or more cognitive skills appropriate for the lesson.	Students attend to the cognitive skill (s).

Innovating	Applying	Developing	Not Using
Organizes students into groups that appropriately facilitate practicing and deepening knowledge and monitors for evidence of the extent to which the group work extends the learning of all students.	Organizes students into groups that appropriately facilitate practicing and deepening knowledge and monitors for evidence of the extent to which the group work extends the learning of the majority of students.	Organizes students into groups that appropriately facilitate practicing and deepening knowledge, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 17: Helping Students Examine Similarities and Differences.

**When presenting content, the teacher helps students deepen their knowledge by examining similarities and differences*.

Teacher Evidence	Student Evidence
Teacher engages students in activities that require students to examine similarities and differences, such as (1) comparison activities, (2) classifying activities, (3) analogy activities, (4) metaphor activities (5) identifying basic relationships between ideas that deepen knowledge and, (6) generating and manipulating mental images that deepen knowledge.	Students can create analogies and/or metaphors that reflect their depth of understanding.
Teacher asks students to summarize what they have learned from the activity.	Student comparison and classification activities reflect their depth of understanding.
Teacher asks students to linguistically and non-linguistically represent similarities and differences.	Student artifacts indicate that student knowledge has been extended as a result of the activity
Teacher asks students to explain how the activity has added to their understanding.	Student responses indicate that they have deepened their understanding.
Teacher asks students to draw conclusions after the examination of similarities and differences.	Students can present evidence to support their explanation of similarities and differences.
Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences.	Students navigate digital resources to find credible and relevant information to support similarities and differences.

Innovating	Applying	Developing	Not Using
Engages students in activities that require them to examine similarities and differences related to content and monitors for evidence of the extent to which it deepens understanding for all students.	Engages students in activities that require them to examine similarities and differences related to content and monitors for evidence of the extent to which it deepens understanding for the majority of students.	Engages students in activities that require them to examine similarities and differences related to content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 18: Helping Students Examine Errors in Reasoning.
**The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.*

Teacher Evidence	Student Evidence
Teacher asks students to examine information for errors or informal fallacies in content or in their own reasoning such as (1) faulty logic, (2) attacks, (3) weak reference and (4) misinformation.	Students can describe errors or informal fallacies in content.
Teacher asks students to examine and analyze the strength of support presented for a claim in content or in their own reasoning by evaluating (1) clarity of the claim statement, (2) evidence for the claim presented and (3) qualifiers presented showing exceptions to the claim.	Students can explain the overall structure of an argument presented to support a claim.
Teacher asks students to examine ~~l~~ogic of errors in procedural knowledge.	Students artifacts indicate students can identify errors in reasoning or make and support a claim.
Teacher asks students to analyze errors to identify more efficient ways to execute processes.	Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning.
Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning.	Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives.
Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives.	

Innovating	Applying	Developing	Not Using
Engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors for evidence of the extent to which it deepens the understanding for all students.	Engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors for evidence of the extent to which it deepens the understanding for the majority of students.	Engages students in activities that require them to examine their own reasoning or the logic of information as presented to them, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 19: Helping students Practice Skills, Strategies and Processes
**When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.*

Teacher Evidence	Student Evidence
Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process, utilizing either (1) guided practice if students cannot perform the skill, strategy, or process independently, or (2) independent practice if students can perform the skill strategy, or process independently.	Students perform the skill, strategy, or process with increased confidence.
Teacher guides students to generate and manipulate mental models for skills, strategies, and processes.	Students perform the skill, strategy, or process with increased competence.
Teacher employs "worked examples."	Student artifacts or formative data show fluency and accuracy is increasing.
Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes.	Students can explain mental models.
Teacher models the skill, strategy, or process.	

Innovating	Applying	Developing	Not Using
When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which it increases fluency or deepens understanding for all the students.	When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which it increases fluency or deepens understanding for the majority of students.	When content involves a skill, strategy, or process, engages students in practice activities, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Segments Enacted on the Spot (12 elements)
Element 24: Noticing When Students are Not Engaged.
**The teacher scans the room and notices when students are not paying attention or cognitively engaged and takes overt action.*

Teacher Evidence	Student Evidence
Teacher notices when specific students or groups of students are not paying attention or cognitively engaged.	Students appear aware of the fact that the teacher is taking note of their level of engagement.
Teacher notices when the energy level in the room is low or students are not participating.	Students try to increase their level of engagement when the teacher uses engagement strategies.
Teacher takes action or uses specific strategies to re-engage students.	Students explain that the teacher expects high levels of engagement.
	Students report that the teacher notices when students are not engaged.

Innovating	Applying	Developing	Not Using
Scans the room and notices when students are not engaged and takes action and monitors for evidence of the extent to which all students re-engage.	Scans the room and notices when students are not engaged and takes action and monitors for evidence of the extent to which the majority of students re-engage.	Scans the room and notices when students are not engaged and takes action, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 25: Using Academic Games

**The teacher uses academic games to cognitively engage or re-engage students.*

Teacher Evidence	Student Evidence
Teacher uses academic games that focus on or reinforce important concepts.	Students engage in the games with some enthusiasm.
Teacher uses academic games that create generalizations or test principles.	Students can explain how the games keep their interest and help them learn or remember content.
Teacher uses structured, inconsequential competition games such as Jeopardy or Family Feud.	Students appear to take various perspectives when engaged in academic games.
Teacher develops impromptu games such as making a game out of which answer might be correct for a given question.	Students interact responsibly during academic games.
Teacher uses friendly competition along with classroom games.	Students handle controversy and conflict during academic games.
Teacher develops conative skills during academic games such as taking various perspectives, interacting responsibly, and handling controversy and conflict.	

Innovating	Applying	Developing	Not Using
Uses academic games to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for all students.	Uses academic games to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students.	Uses academic games to maintain student engagement, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 26: Managing Response Rates

**The teacher uses response-rate techniques to maintain student engagement through questioning processes.*

Teacher Evidence	Student Evidence
Teacher uses appropriate wait time.	Multiple students or the entire class respond to questions the teacher poses.
Teacher uses a variety of activities that require all students to respond such as response cards, hand signals, choral responses.	Students can describe their thinking about specific questions the teacher poses.
Teacher uses technology to keep track of students' responses.	Students engage or re-engage in response to teacher's use of questioning techniques.
Teacher use response chaining.	
Teacher increases response rates by requiring students to back up responses with evidence.	

Innovating	Applying	Developing	Not Using
Uses response rate techniques to maintain student engagement through questioning processes and monitors for evidence of the extent to which these activities enhance student engagement for all students.	Uses response rate techniques to maintain student engagement though questioning processes and monitors for evidence of the extent to which the these activities enhance student engagement for the majority of students.	Uses response rate techniques to maintain student engagement through questioning processes, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 27: Using Physical Movement

**The teacher uses physical movement to maintain student engagement in content.*

Teacher Evidence	Student Evidence
Teacher has students stand up and stretch or do related activities when their energy is low.	Students engage in the physical activities the teacher designs.
Teacher uses activities that require students to physically move to respond to questions, such as (1) vote with your feet or (2) go to the part of the room that represents the answer you agree.	Students can explain how the physical movement keeps their interest and helps them learn.
Teacher has students physically act out or model content to increase energy and engagement.	Student behavior shows physical movement strategies increase cognitive engagement.
Teacher uses give one, get one activities that require students to move about the room.	
Teacher facilitates movement to learning stations or to work with other students.	
Teacher has students move after brief chunks of content engagement.	

Innovating	Applying	Developing	Not Using
Uses physical movement to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for all students.	Uses physical movement to maintain student engagement and monitors for evidence the extent to which these activities enhance student engagement for the majority of students.	Uses physical movement to maintain student engagement, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 28: Maintaining a Lively Pace

**The teacher uses pacing techniques to maintain students' engagement in content.*

Teacher Evidence	Student Evidence
Teacher employee crisp transitions from one activity to another.	Students quickly adapt to transition and re-engage when a new activity is begun.
Teacher alters pace appropriately (i.e., speeds up and slows down based on the learners).	When asked about the pace of the class, students describe it as neither too fast nor too slow.
Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments.	Students stay engaged when the pace of the class is not too fast or not too slow.

Innovating	Applying	Developing	Not Using
Uses pacing techniques to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for all students.	Uses pacing techniques to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students.	Uses pacing techniques to maintain student engagement, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

32. Presenting Unusual or Intriguing Information

**The teacher uses unusual or intriguing and relevant information about the content to enhance cognitive engagement.*

Teacher Evidence	Student Evidence
Teacher systematically provides interesting facts and details about the content.	Student attention increases when unusual information is presented about the content.
Teachers encourages students to identify interesting information about the content.	Students explain how the unusual information makes them more interested in the content.
Teacher engages students in activities like "Believe it or not" about the content.	Students explain how the unusual information deepens their understanding of the content.
Teacher uses guest speakers and various digital resources (e.g. media clips) to provide unusual information about the content.	

Innovating	Applying	Developing	Not Using
Uses unusual or intriguing and relevant information about the content and monitors for evidence of the extent to which these activities enhance student engagement for all students.	Uses unusual or intriguing and relevant information about the content and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students.	Uses unusual or intriguing and relevant information about the content, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 33: Demonstrating "Withitness"

**The teacher uses behaviors associated with "Withitness" to maintain adherence to rules and procedures.*

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.	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.	Students interact responsibly.
Teacher proactively addresses inflammatory situations.	

Innovating	Applying	Developing	Not Using
Uses behaviors associated with "Withitness" and monitors for evidence of the extent to which it affects student behavior for all students.	Uses behaviors associated with "Withitness" and monitors for evidence of the extent to which it affects student behavior of the majority of students.	Uses behaviors associated with "Withitness", but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 34: Applying Consequences for Lack of Adherence to Rules and Procedures
**The teacher consistently and fairly applies consequences for not following rules and procedures.*

Teacher Evidence	Student Evidence
Teacher provides nonverbal signals when students' behavior is not appropriate, such as (1) eye contact, (2) proximity, (3) a tap on the desk, (4) shaking head "no".	Students cease inappropriate behavior when the teacher signals.
Teacher provides verbal signals when students' behavior is not appropriate, such as (1) telling students to stop or (2) telling students that their behavior is in violation of a rule or procedure.	Students accept consequences as part of the way class is conducted.
Teacher uses group contingency consequences when appropriate (i. e., whole group must demonstrate a specific behavior).	Students describe the teacher as fair in application of rules.
Teacher involves the home when appropriate (i.e., behavior).	
Teacher uses direct cost consequences when appropriate (e.g., student must fix something he or she has broken).	

Innovating	Applying	Developing	Not Using
Consistently and fairly applies consequences for not following rules and procedures and monitors for evidence of the extent to which all students follow rules and procedures.	Consistently and fairly applies consequences for not following rules and procedures and monitors the evidence of the extent to which the majority of students follow rules and procedures.	Consistently and fairly applies consequences for not following rules and procedures, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 35: Acknowledging Adherence to Rules and Procedures
**The teacher consistently and fairly acknowledges adherence to rules and procedures.*

Teacher Evidence	Student Evidence
Teacher provides nonverbal signals that a rule or procedure has been followed, such as a (1) smile, (2) nod of head, or (3) high five.	Students appear appreciative of the teacher acknowledging their positive behavior.
Teacher gives verbal cues that a rule or procedure has been followed, such as (1) thanking students for following a rule or procedure or (2) describing student behaviors that adhere to rule or procedure.	Students describe teacher as appreciative of their good behavior.
Teacher notifies the home when a rule or procedure has been followed (positive home contact).	The number of students adhering to rules and procedure increases.
Teacher uses tangible recognition when a rule or procedure has been followed, such as (1) a certificate of merit or (2) token economics.	Students say that the teacher fairly and consistently acknowledges adherence to rules and procedures.

Innovating	Applying	Developing	Not Using
Consistently and fairly acknowledges adherence to rules and procedures and monitors for evidence the extent to which all students follow rules and procedures.	Consistently and fairly acknowledges adherence to rules and procedures and monitors for evidence the extent to which the majority of students follow rules and procedures.	Consistently and fairly acknowledges adherence to rules and procedures, but the majority of students are either no monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

38. Displaying Objectivity and Control

**The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.*

Teacher Evidence	Student Evidence
Teacher does not exhibit extremes in positive or negative emotions.	Students describe the teacher as not becoming distracted by interruptions in the class.
Teacher does not allow distractions to change the focus on academic rigor.	Students are settled by the teacher's calm demeanor.
Teacher addresses inflammatory issues and events in a calm and controlled manner.	Students describe the teacher as in control of himself/herself and in control of the class.
Teacher interacts with all students in the same calm and controlled fashion.	Students say that the teacher does not hold grudges or take things personally.
Teacher does not demonstrate personal offense at student misbehavior.	

Innovating	Applying	Developing	Not Using
Behaves in an objective and controlled manner and monitors for evidence of the effect on the classroom climate for all students.	Behaves in an objective and controlled manner and monitors for evidence of the effect on the classroom climate for the majority of students.	Behaves in an objective and controlled manner, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 39: Demonstrating Value and Respect for all Students.

**The teacher exhibits behaviors that demonstrate value and respect for all students.*

Teacher Evidence	Student Evidence
The teacher provides students with nonverbal indications that they are valued and respected (1) eye contact, (2) smiling and (3) appropriate physical contact.	Students say that the teacher cares for all students.
The teacher provides students with verbal indicators 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 other students.	Students avoid negative thinking about their thoughts and actions

Innovating	Applying	Developing	Not Using
Exhibits behaviors that demonstrate value and respect for all students thinking and monitors for evidence of the impact on all students.	Exhibits behaviors that demonstrate value and respect for all students thinking and monitors for evidence of the impact on the majority of students.	Exhibits behaviors that demonstrate value and respect for all students thinking, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Element 40: Asking Questions of all Students Requiring Higher Order Thinking Skills
**The teacher engages all students with questions of the same frequency and depth.*

Teacher Evidence	Student Evidence
Teacher makes sure all students questions are answered at the same rate.	Students say the teacher expects everyone to participate.
Teacher makes sure all students are asked challenging questions at the same rate.	Students say the teacher asks difficult questions of every student.

Innovating	Applying	Developing	Not Using
Asks higher order questions of all students with the same frequency and depth and monitors for evidence of the quality of participation of all students.	Asks higher order questions of all students with the same frequency and depth and monitors for evidence of the quality of participation of the majority of students.	Asks higher order questions of all students with the same frequency and depth, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Uses strategy incorrectly or with parts missing or strategy was called for but not exhibited.

Planning and Preparing for Lessons and Units (3 elements)
Element 2: Planning and Preparing for Lessons within a Unit that Progress toward a Deep Understanding and Transfer of Content
**The teacher organizes lessons within units to progress toward a deep understanding of content.*

Planning Evidence	Teacher Evidence
Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways.	The teacher can describe how lessons within the unit progress toward deep understanding and transfer of content.
Plans incorporate student choice and initiative.	The teacher can describe how students will make choices and take initiative.
Plans provide for extension of learning.	The teacher can describe how learning will be extended.

Innovating	Applying	Developing	Not Using
Organizes lessons within a unit so that students move from an understanding to applying the content through consistent authentic tasks.	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.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

Element 4: Planning and Preparing for the Use of Available Materials and Technology for Upcoming Units and Lessons
**The teacher identifies the available material and technologies available to enhance students' understanding of content in a lesson or unit.*

Planning Evidence	Teacher Evidence
The plan outlines resources within the classroom, school, and community that will be used to enhance students' understanding of the content.	The teacher can describe the resources within the classroom, school, and community that will be used to enhance students' understanding of the content.
The plan identifies available technology that will be used (e.g., interactive whiteboards, response systems, voting technologies, one to one computers, social networking sites, blogs, wikis, and discussion boards).	The teacher can describe the technology that will be used.
The plan identifies how the technology will be used to enhance student learning.	The teacher can articulate how the technology will be used to enhance student learning.

Innovating	Applying	Developing	Not Using
Identifies the available resources and /or technologies that can enhance student understanding and the manner in which they will be used.	Identifies the available Resources and/or technologies that can enhance student understanding but does not identify the manner in which they will be used.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

Element 6: Planning and Preparing for the Special Needs of All Students
**What does the teacher do to plan and prepare for the special needs of all students?*

Planning Evidence	Teacher Evidence
The plan identifies the accommodations and modifications that are made for ELL students, students with Disabilities, and students who come from home environments that offer little support for schooling within a lesson or unit of instruction.	The teacher can describe the accommodations and modifications that are made for ELL students, Students with Disabilities, and students who come from home environments that offer little support for schooling within a lesson or unit of instruction.

Innovating	Applying	Developing	Not Using
Identifies the special needs of students and the adaptations that will be made to meet these needs.	Identifies the special needs of students but does not articulate the adaptations that will be made to meet these needs.	Attempts to perform this activity but does not actually complete or follow through with	Makes no attempt to perform this activity.

Domain 3: Reflecting on Teaching

Element 2: Evaluating the Effectiveness of Individual Lessons and Units
**What does the teacher do to evaluate the effectiveness of individual lessons and units?*

Teacher Evidence
The teacher gathers and keeps records of his/her evaluations of individual lessons and units.
The teacher can explain the alignment of the assessment tasks and the learning goals.
The teacher can explain how the assessment tasks help track student progress toward the learning goals.

Innovating	Applying	Developing	Not Using
Determines how effective a lesson or unit was in terms of enhancing student achievement and consistently identifies cases of successes and failures.	Determines how effective a lesson or unit was in terms of enhancing student achievement but does not identify causes of success and failure on a consistent basis.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment (2 elements)

Element 1: Promoting Positive Interactions about Colleagues

***** *The teacher interacts with other teachers in a positive manner to promote student learning and seeks help and input from colleagues regarding specific classroom strategies and behaviors.*

Teacher Evidence
The teacher works cooperatively with appropriate school personnel to address issues that impact student learning.
The teacher establishes working relationship that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust.
The teacher can describe situation in which he or she interacts positively with colleagues to promote and support student learning.
The teacher can describe situations in which he or she helped extinguish negative conversations about other teachers.
The teacher keeps track of specific situations during which he or she has sought mentorship from others.
The teacher actively seeks help and input in Professional Learning Community meetings.
The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction.
The teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction.

Innovating	Applying	Developing	Not Using
Interacts with other colleagues in a positive manner to promote and support students learning, and seeks help and/or mentorship from colleagues regarding specific classroom strategies and behaviors.	Interacts with other colleagues in a positive manner to promote and support student learning and seeks help and mentorship from colleagues.	Interacts with other colleagues in a positive manner.	Makes no attempt to perform this activity.

Promoting a Positive Environment

Element 2: Promoting Positive Interactions about Students and Parents

**The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.*

Teacher Evidence
The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust.
The teacher ensures consistent communication with parents regarding expectations, progress, and /or concerns using multiple means and modalities.
The teacher encourages parent involvement in classroom and school activities.
The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families.
The teacher responds to requests for support, assistance and/or clarification promptly.
The teacher can describe instances when he or she interacted positively with students and parents.
Students and parents can describe how the teacher interacted positively with them.
The teacher respects and maintains confidentiality of student/family information.

Innovating	Applying	Developing	Not Using
Interacts with students and parents in a positive manner to foster learning and promote positive relationships and helps extinguish negative conversations about students and parents.	Interacts with students and parents in a positive manner to foster learning and promote positive relationships but does not help extinguish negative conversations about students and parents.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

Promoting District and School Developments (1 element)
Element 5: Adhering to District and School Rules and Procedures
**The teacher is aware of the district and schools' rules and procedures and adheres to them.*

Teacher Evidence
The teacher performs assigned duties.
The teacher follows policies, regulations and procedures.
The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
The teacher fulfills responsibilities in a timely manner.
The teacher understands legal issues related to students and families.
The teacher demonstrates personal integrity.
The teacher keeps track of specific situations in which he or she adheres to rules and procedures.

Innovating	Applying	Developing	Not Using
Is aware of district and school rules and procedures and adheres to them without prompting.	Adheres to district and school rules or procedures.	Adheres to rules or procedures after being prompted.	Makes no attempt to adhere to rules or procedures after being prompted.

Post Observation Conference

Observation Conference

Evaluator: VELVETEEN RABBIT ■ Face - to - Face Instructor: PETER COTTONTAIL

■ Waived

Reflection

	Overall, how do you think the lesson or interaction went and why?
1	

Routine Events

	Did the students meet or not meet the learning goals or objectives you established for this lesson or activity?
2	

Addressing Content

	How did the strategies you used to help the students?
3	

Enacted on the Spot

	Which techniques for engaging students were most successful? Which techniques were not successful?
4	

Attachment

F

Proficiency Scale

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

IPI	(4) Innovating	(3) Applying	(2) Developing	(1) Not Using
D1:	At least 60% at Level 4 And 0% at Level 1	At least 60% at Level 3 or higher	Less than 60% at Level 3 or higher and less than 50% at Level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				

IPII	(4) Innovating	(3) Applying	(2) Developing	(1) Not Using
D1:	At least 65% at Level 4 And 0% at Level 1	At least 65% at Level 3 or higher	Less than 65% 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	(4) Innovating	(3) Applying	(2) Developing	(1) Not Using
D1:	At least 70% at Level 4 And 0% at Level 1	At least 70% at Level 3 or higher	Less than 70% at Level 3 or higher and less than 50% at Level 1	Greater than or equal to 50% at Level 1
D2:				
D3:				
D4:				

IPIV	(4) Innovating	(3) Applying	(2) Developing	(1) Not Using
D1:	At least 75% at Level 4 And 0% at Level 1	At least 75% at Level 3 or higher	Less than 75% 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~~

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Elementary School Student Engagement Survey
[Grades K – 5]

School Name: _____

We need your help. Choose the face o[illegible]ber response that best describes how you fe[illegible]ut your school.

1. Learning is importa[illegible]				④	⑤
2. I enjoy art, music an[illegible]				④	⑤
3. My teacher cares about m[illegible]			③	④	⑤
4. I feel safe at my school.			③	④	⑤
5. School rules are fair.		②	③	④	⑤
6. My school is clean.		②	③	④	⑤
7. My principal is a good leader.		[illegible]	③	④	⑤
8. I feel safe on the bus (only a[illegible]			③	④	⑤
9. There is healthy food f[illegible]			[illegible]	④	⑤
10. When I have a p[illegible]				④	⑤
11. I set learning goals a[illegible]			[illegible]	④	⑤
12. My teachers challenge me [illegible]			③	④	⑤
13. My teachers ask me how I learn [illegible]	[illegible]	[illegible]	③	④	⑤
14. My teachers recognize me for good w[illegible]k and behavior.	①	②	③	④	⑤
15. Students are nice to each other at my school.	①	②	③	④	⑤
16. I like going to my school each day.	①	②	③	④	⑤
17. Learning is fun at my school.	①	②	③	④	⑤

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Middle School Student Engagement Survey
[Grades 6 – 8]

Take a few minutes to carefully respond to each of the items on this survey. The survey is intended to measure your perception of how well your school is providing a positive learning environment for all students.

Name of your school: _____

Please choose the best response.	Strongly Disagree	Disagree	Mixed Feelings	Agree	Strongly Agree
1. Learning is important at my school.	①	②	③	④	⑤
2. I enjoy art, music and P.E.			③	④	⑤
3. My teacher cares about me.			③	④	⑤
4. I feel safe at my school				④	⑤
5. School rules are fai				④	⑤
6. My school is clean.			③	④	⑤
7. My principal is a good leader.			③	④	⑤
8. I feel safe on the bus (only answer if		②	③	④	⑤
9. There are healthy food choices for me to e		②	③	④	⑤
10. When I have a problem, I know how		②	③	④	⑤
11. I set learning goals and track m			③	④	⑤
12. My teachers challenge me			③	④	⑤
13. My teachers ask me				④	⑤
14. My teachers recogniz				④	⑤
15. Students show respect for			③	④	⑤
16. I like going to my school each da			③	④	⑤
17. Learning is fun at my school.	①	②	③	④	⑤

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High School Student Engagement Survey
[Grades 9 – 12]

Take a few minutes to carefully respond to each of the items on this survey. The survey is intended to measure your perception of how well your school is providing a positive learning environment for all students.

Name of your school: _____

Please choose the best response.	Strongly Disagree	Disagree	Mixed Feelings	Agree	Strongly Agree
1. My learning is important at my sch	①	②	③	④	⑤
2. Special area classes such as [illegible] dd to my school experience.	①	②	③	④	⑤
3. The teachers, staff, and [illegible] onstrate genuin concern for me.	①	②	③	④	⑤
4. I feel safe at schoo	①	②	③	④	⑤
5. School rules/disciplines p	①	②	③	④	⑤
6. My school is clean and well ma	①	②	③	④	⑤
7. The principal at my school is an effe	①	②	③	④	⑤
8. I feel safe on the bus (only answer if you	①	②	③	④	⑤
9. I am satisfied with the healthy food c	①	②	③	④	⑤
10. When I have a problem, I kn	①	②	③	④	⑤
11. I set learning goals and	①	②	③	④	⑤
12. My teachers chall	①	②	③	④	⑤
13. My teachers ask me	①	②	③	④	⑤
14. I am recognized for good [illegible] chool.	①	②	③	④	⑤
15. Students at this school are resp [illegible] other.	①	②	③	④	⑤
16. I would recommend my school to oth	①	②	③	④	⑤
17. My family is treated with respect at my school.	①	②	③	④	⑤
18. I regularly receive feedback from school staff about my academic progress.	①	②	③	④	⑤
19. I have opportunities to be successful at my school.	①	②	③	④	⑤

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Santa Rosa County District Schools Parent Satisfaction Survey

Thank you for taking your time to complete this survey concerning your child's school to help us provide continued service excellence to our parents and community. **Santa Rosa County District Schools** are committed to providing a great place for students to learn and for parents to send their children for a quality education. Your responses to this survey are analyzed to determine what is working well in your child's school and any areas that may need improvement. Your input is important to us. **This survey is anonymous.**

If you have more than one child in a school, please complete only one survey. If you have children in more than one school, please complete a survey for each school.

Name of the school which your child attends: _____

Please choose the best response.	Strongly Disagree	Disagree	Mixed Feelings	Agree	Strongly Agree
1. My child's learning is a high priority at this school.	①	②	③	④	⑤
2. School rules/discipline plans are enforced consistently at this school.	①	②	③	④	⑤
3. I regularly receive feedback from school staff on how well my child is learning.	①	②	③	④	⑤
4. My family is treated with respect at this school.	①	②	③	④	⑤
5. My child has every opportunity to be suc sful at this school.	①	②	③	④	⑤
6. My child has the necessary classroo and equipment for effective learning.		②	③	④	⑤
7. I would recommend this school to		②	③	④	⑤
8. This school provides a safe en o learn.		②	③	④	⑤
9. My child is recognized for g school.			③	④	⑤
10. The school is clean and			③	④	⑤
11. The teachers, staff e a genu child.				④	⑤
12. I am proud to say I h			③	④	⑤
13. I receive positive phone			③	④	⑤
14. The administrative team/pr		②	③	④	⑤
15. The administrative team/princip		②	③	④	⑤
16. The Superintendent of the School		②	③	④	⑤
17. The Superintendent of the School Distr children and parents of the district.	①	②	③	④	⑤
18. I receive information about my child's aca results, progress reports, etc.).	①	②	③	④	⑤
19. I feel the special areas (art, music child's educational experience		②	③	④	⑤
20. I receive information about t including grade and Ade			③	④	⑤
21. I receive information			③	④	⑤
22. I receive informat				④	⑤
23. I have opportunities			③	④	⑤
24. 24. [To be answered by Gulf Breeze Eleme King Middle School parents] osa District Schools' Family helps me understand my child			③	④	⑤
25. [To be answered by middle and hi nts] Signing a parent/guardian "compact (agreement) helps me understand the sibility that I accept as a parent/guardian to help educate my child.		②	③	④	⑤
26. [To be answered by middle and high school parents] My child has elective opportunities that promote career readiness.					
27. [To be answered by middle and high school parents] My child has opportunities to participate in programs that promote success after graduation.					

What is working well at your child's school? *[Please use the back as needed]*
What areas at your child's school could be improved? *[Please use the back as needed]*
Is there anyone at your child's school that you would like to recognize for good work? *[Please use the back as needed]*

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~~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
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Job Codes/
Scoring Classifications

Job Code Classifications

- **Direct:** An assessment is tied directly to a course. For example, a student is in a reading course and takes the 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.

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

- **School Wide:** This includes instructional staff that serve/impact the entire student population and/or serve as program facilitators for the school (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 and 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 (i.e.: 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.

Job Codes and Scoring Classifications

Job Code	Description	C/S/D/ Score	Instructional Service Provided: Direct, Student Support, School Wide, District 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
20030	CERT SCH COUNS, ELEM	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
20092	TSA INSER PROF DEV SPEC	D	District Wide
20098	ADULT ED FACILITATOR	S	School Wide
20100	MEDIA SPECIALIST, 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
20132	TSA, CERT SCH COUN/ESE	D	District Wide
20133	TSA, LITERACY, ELEM	D	District Wide
20134	TSA, LITERACY, SECONDARY	D	District Wide
20138	TSA, COOR EARLY INTRV READING	S	School Wide
20139	ESOL PROGRAM FACILITATOR	D	District Wide
20140	READING/LITERACY COACH	S	School Wide
20144	COORD SOCIAL STUDIES	D	District Wide
20301	TSA FLIGHT DECK PROJECT	D	District Wide
20302	TSA, TECHNLOGY SPECIAL	D	District Wide
20305	TSA FOR SCIENCE	D	District Wide
20306	TSA, MENTOR COACH	D	District Wide
20307	TSA, SOCIAL MEDIA & COMM.	D	District Wide
20331	HIGH SCHOOL INTERVENTION	D	District Wide
20332	TSA SREF	D	District Wide
20334	ELEM INTERVENTION	S	School Wide
20335	MIDDLE SCHOOL INTERVENTION	S	School Wide

20336	INTERMEDIATE INTERVENTION	S	School Wide
20337	TSA, DIRECTOR MARINE SCIENCE	C	Direct
20339	STUDENT INTERVETNION SPEC	S	School Wide
21010	TEACHER, KINDERGARTEN	C	Direct
21020	TEACHER, GRADE 1	C	Direct
21030	TEACHER, GRADE 2	C	Direct
21037	TSA FOR MATH, ELEMENTARY	D	District Wide
21038	TSA FOR MATH, SECONDARY	D	District 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
21070	TEACHER, GRADE 6	C	Direct
21080	TEACHER, ART-ELEM	S	School Wide
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
21130	TEACHER, PK HEADSTART	D	District Wide
21131	PRE-K STUDENT & FAM SVCS SPEC	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
21218	A.I.S. FOR M/S LITERACY	S	School Wide
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
22127	6TH GRADE READING	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
22161	6TH GRADE SCIENCE	C	Direct
22162	7TH GRADE SCIENCE	C	Direct
22163	8TH GRADE 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
23044	TEACHER, ISS 6-12	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
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
23126	ALL ENGLISH 11-12	C	Direct
23127	ELECTIVES WITHIN CORE 9-12	C	Direct
23129	VIRTUAL LANG ARTS	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
23136	VIRTUAL PE 7-12	C	Direct
23137	VIRTUAL BIOLOGY I	C	Direct
23138	VIRTUAL TSA ASSESSMENTS SEC	S	School Wide
23140	TEACHER, P.E. – HIGH	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
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
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 HIST	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
25050	HOMEBOUND TEACHER, PT	D	District Wide
25061	TSA, ESE LIAISON	D	District Wide
25065	DIAGNOSTIC SPEC (PRE-K)	D	District Wide
25066	DIAGNOSTIC SPEC. (K-12)	D	District Wide
25200	TCHR, ESE, (VE)	C	Direct
25201	ESE BEHAVIOR COACH	S	School 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
25230	TCHR, ESE, (PRE-K)	C	Direct
25231	CBSA ESE (PRE-K)	C	Direct
25232	ESE SELF CONTAINED 3-5	C	Direct
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	District Wide
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
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
27040	TEACHER, ESOL	C	Direct

Attachment
~~J~~H

Student Performance Conversion Scales

Santa Rosa County School Employee Evaluation Conversion Scales

SCALE 4, 5, 6 – VB MAPP: STUDENT ACHIEVEMENT

Level	Previous Rubric	Rubric Conversion to Scale 17
4	Increase of 6% or more	Increase of 6% = 70 Increase of 7% =80 Increase of 8% =90 Increase of 9% = or more 100
3	Increase of 0-5%	Increase of 5% =69 Increase of 4% = 65 Increase of 3% = 60 Increase of 2%= 58 Increase of 1%= 55 Increase of 0%= 50
2	Increase of –1 to –5 %	Increase of -1%= 49 Increase of -2%= 45 Increase of -3%= 40 Increase of -4%= 35% Increase of -5% = 30
1	-6% or lower	Increase of -6% or lower = 29

SCALE 4, 5 6 – BRIGANCE: STUDENT ACHIEVEMENT

Level	Previous Rubric	Rubric Conversion to Scale 17
4	Average increase of more than 6 months	Increase of 6 months= 70 Increase of 7 months = 80 Increase of 8 months= 90 Increase of 9 months or more= 100
3	Average increase of 4-5.11 months	Increase of 5.11 months= 69 Increase of 5 months= 60 Increase of 4 months= 50
2	Average increase of 2-3.11 months	Increase of 3.11 months= 49 Increase of 3 months= 40 Increase of 2 months= 30
1	Average increase of 0-1.11 months	Increase of 1.11 months = 29 Increase of 1 month- 20 Increase of 0 months= 10

SCALE 4, 5, 6, - I-READY: STUDENT ACHIEVEMENT

Level	Previous Rubric	New Rubric
4	Increase of 21 or greater	Increase of 21= 70 Increase of 25=80 Increase of 30=90 Increase of 40 or more= 100
3	Increase 10-20	Increase of 20=69 Increase of 18 to 19= 65 Increase of 16-17 = 60 Increase of 14-15= 58 Increase of 12-13= 55 Increase of 10-11= 50
2	Increase of 0-9	Increase of 8-9= 49 Increase of 6-7= 45 Increase of 4-5= 40 Increase of 2-3= 35% Increase of 0-1= 30
1	Below 0	0 or Below = 29

SCALE 17 – STUDENT ACHIEVEMENT – General Education Student (Local Semester Exam)
4=Student Achievement Score 80-100
3=Student Achievement Score 60-79
2=Student Achievement Score 40-59
1=Student Achievement Score 0-39

SCALE 17 – STUDENT ACHIEVEMENT – Alternate Scale (Local Semester Exam)
4=Student Achievement Score 70-100
3=Student Achievement Score 50-69
2=Student Achievement Score 30-49
1=Student Achievement Score 0-29

SCALE 880 – STUDENT ACHIEVEMENT – General Education Student (K-2 End of Year Exam)
4=Student Achievement Score 80-100
3=Student Achievement Score 60-79
2=Student Achievement Score 40-59
1=Student Achievement Score 0-39

SCALE 880 – STUDENT ACHIEVEMENT – Alternate Scale (K-2 End of Year Exam)
4=Student Achievement Score 70-100
3=Student Achievement Score 50-69
2=Student Achievement Score 30-49
1=Student Achievement Score 0-29

SCALE 883 – STUDENT ACHIEVEMENT – General Education Scale (3-5 End of Year Exam)
4=Student Achievement Score 80-100
3=Student Achievement Score 60-79
2=Student Achievement Score 40-59
1=Student Achievement Score 0-39

SCALE 883 – STUDENT ACHIEVEMENT – Alternate Scale (3-5 End of Year Exam)
4=Student Achievement Score 70-100
3=Student Achievement Score 50-69
2=Student Achievement Score 30-49
1=Student Achievement Score 0-29

SCALE 886 – STUDENT ACHIEVEMENT – General Education Student (Local Semester Exam for courses with an EOC)
4=Student Achievement Score 80-100
3=Student Achievement Score 60-79
2=Student Achievement Score 40-59
1=Student Achievement Score 0-39

SCALE 886 – STUDENT ACHIEVEMENT – Alternate Scale (Local Semester Exam for courses with an EOC)
4=Student Achievement Score 70-100
3=Student Achievement Score 50-69
2=Student Achievement Score 30-49
1=Student Achievement Score 0-29

Attachment
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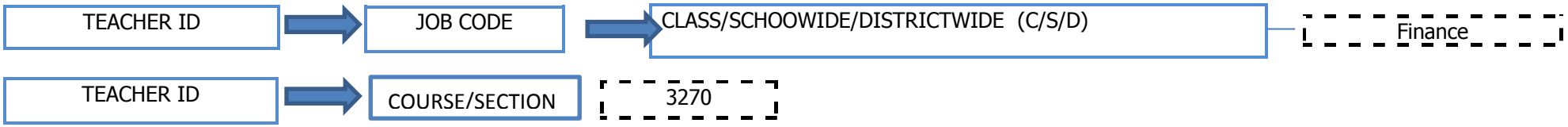
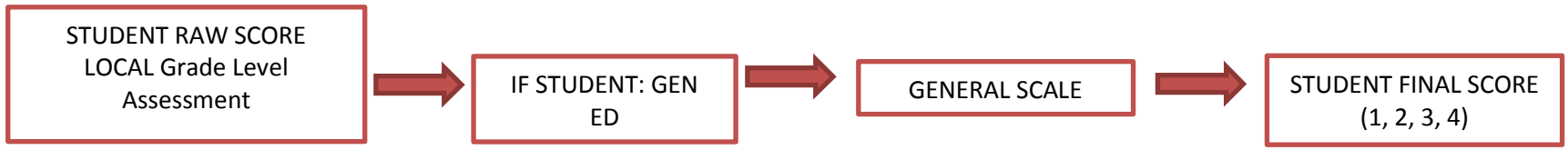
Student Performance Calculation Flow Chart and Sample

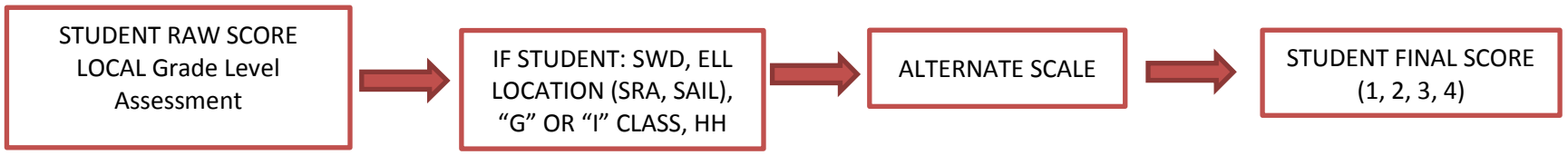
STUDENT PERFORMANCE CALCULATION 2019-20

TEACHER INFORMATION



STUDENT INFORMATION AND LOCAL End of Year Assessment





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

Attachment
⊢J

Student Performance Measures

*Reviewed and negotiated annually

Scales 4-6 – are converted to match scale 17. See attachment ~~I~~ H.

Assessment	Scale	Alternative Scale
ESE Pre-K Scales – Brigance Y, VB-Mapp	4	No
ESE Access – Brigance Y/ Rdg., VB Mapp, I Ready Rdg.	5	
ESE Access – Brigance Y/Math, VB Mapp, I Ready Math	6	No
VPK Reading/Math	7	No
Local End of Year/Semester Exams	17	Yes
EOY Exam K-2	880	Yes
EOY Exam 3-5	883	Yes
EOY Exam for Classes with an EOC	886	Yes
School Wide Scores/District Wide or N/A	998	No

Attachment
~~M~~ K

Professional Improvement Plan

Santa Rosa County School District
Professional Improvement Plan

Name of Teacher _____
Name of Administrator _____
Name of District Mentor _____

Purpose for PIP **List Areas of Needed Improvement**
Domain 1: **Element #:**
Domain 2: **Element #:**
Domain 3: **Element #:**
Domain 4: **Element #:**
Consequences if change is not made:

Specific Professional Development Expectation
Goal 1: **Person(s) Responsible:** _____ **Expected date of completion:** _____ **Goal met by expected date: YES NO**
Strategies to Implement
Goal 1: **Person(s) Responsible:** _____ **Expected date of completion:** _____ **Goal met by expected date: YES NO**

Specific Professional Development Expectation
Goal 2: **Person(s) Responsible:** _____ **Expected date of completion:** _____ **Goal met by expected date: YES NO**
Strategies to Implement
Goal 2: **Person(s)Responsible:** _____ **Expected date of completion:** _____ **Goal met by expected date: YES NO**

Specific Professional Development Expectation
Goal 3: **Person(s) Responsible: _____** **Expected date of completion: _____** **Goal met by expected date: YES NO**
Strategies to Implement
Goal 3: **Person(s) Responsible: _____** **Expected date of completion: _____** **Goal met by expected date: YES NO**

Planning Review Sessions
Planning Date: _____ **Attendees: _____** **Administrator Comments Regarding Progress: _____** **Teacher Comments Regarding Progress: _____**
Planning Review Sessions
Planning Date: _____ **Attendees: _____** **Administrator Comments Regarding Progress: _____** **Teacher Comments Regarding Progress: _____**
Planning Review Sessions
Planning Date: _____ **Attendees: _____** **Administrator Comments Regarding Progress: _____** **Teacher Comments Regarding Progress: _____**

Plan Completion Rating (Assessed by Administrator at the end of 90 days)			
Goal 1: Goal met by expected date?	**YES**	**NO**	**Date: _____**
Goal 2: Goal met by expected date:?	**YES**	**NO**	**Date: _____**
Goal 3: Goal met by expected date?	**YES**	**NO**	**Date: _____**

Final Comments at Closing of Professional Improvement Plan
Administrator:
Teacher:
Mentor:

***Please attach Letter of Notice from administrator and most recent observations from PEARS.**

Attachment ~~N~~ L
References

References

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Attachment ~~O~~ M

Instructional Evaluation

Santa Rosa County 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 County 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) 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 15%)

2015 Score _____ 5.0 Scale

IA Score _____ 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 15%)

2015 Score _____ 5.0 Scale

IB Score _____ 4.0 Scale

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 20% 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.)~~

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: **Section II Score**

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

Santa Rosa County School District

Instructional Evaluation Instrument

Section ~~IV~~ I: Florida Education Accomplished Practices ~~35%~~ 50% 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	Innovating	Applying	Developing	Not Using
Domain I ~~(80~~%)79% ~~21~~ 27 Elements	Tally _____ % _____	Tally_____ %_____	Tally _____ % _____	Tally _____ % _____
Domain II (9%) 3 Elements	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____
Domain III (~~2~~ 3%) 1 Element	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____
Domain IV (9%) 3 Elements	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____
Total (100%) ~~28~~ 34 Elements	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____	Tally _____ % _____

Part C: Proficiency Rating for Section IV
Instructional Level _____

Proficiency Scale for this job title

Category	Innovating (4)	Applying (3)	Developing - 2	Not Using
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 County School District

Instructional Evaluation Instrument

Section ~~V~~ II: Evaluation of Student Performance – ~~35%~~ 50% of Overall Evaluation

Student Assessment Data

This section will count ~~35%~~ 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~~ II 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 County School District

Instructional Evaluation Instrument

Section ~~VI~~ III: Overall Rating

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

Evaluation Ratings

			Score	Weight	Weighted Score
~~65%~~ 50%	~~IIA~~	~~Parent Satisfaction~~		~~.05~~	
	~~IIB~~	~~Student Satisfaction~~		~~.05~~	
	~~III~~	~~Professional Development Plan~~		~~.20~~	
	IV	Education Accomplished Practices		~~.35~~ .50	
50% ~~35%~~	V	Student Performance		.~~35~~ .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 County 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 County School District

Instructional Evaluation Instrument

Section II: Stakeholder Satisfaction Surveys 15% 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 – 5.0%
(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 — 3.90

IA Score — 4.0 Scale — 3.00

B. Student Satisfaction Survey – 5.0%
(Students in VPK and Pre K will not complete surveys. In these cases the Parent Survey will Count 10)

2012 Score — 5.0 Scale — 3.99

IB Score — 3.00 — 4.0 Scale

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 15 % 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, My Access! Training/leadership training, Pearson/Success net 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 County 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: **Section II Score** 4.0

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

Santa Rosa County District Schools

Instructional Evaluation Instrument

Section IV: Florida Education Accomplished Practices – ~~35%~~ 50% 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	Innovating	Applying	Developing	Not Using
Domain I (~~80~~ 79%) 27 Elements	Tally 20 % 83	Tally 4 % 17	Tally 0 % 0	Tally 0 % 0
Domain II (9%) 3 Elements	Tally 3 % 75	Tally 1 % 25	Tally 0 % 0	Tally 0 % 0
Domain III (~~2~~ 3%) 1 Elements	Tally 2 % 67	Tally 1 % 33	Tally 0 % 0	Tally 0 % 0
Domain IV (9%) 3 Elements	Tally 4 % 80	Tally 0 % 0	Tally 1 % 20	Tally 0 % 0
Total (100%) ~~26~~ 34 Elements	Tally 29 % 80	Tally 6 % 17	Tally 1 % 3	Tally 0 % 0

Part C: Proficiency Rating for Section IV

Instructional Level: _____

Proficiency Scale for this job title

Category	Innovating – 4	Applying – 3	Developing – 2	Not using – 1
D1	At least 75% at level 4 and 0% at Level 1	At least 75% at level 3 or higher	Less than 75% 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 County School District

Instructional Evaluation Instrument

Section V: Evaluation of Student Performance – ~~35%~~ 50% of Overall Evaluation

Student Assessment Data

This section will count ~~35%~~ 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 County 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% ~~65%~~	~~IIA~~	~~Parent Satisfaction~~	~~3.00~~	~~.075~~	~~.225~~
	~~IIB~~	~~Student Satisfaction~~	~~3.00~~	~~.075~~	~~.225~~
	~~III~~	~~Professional Development Plan~~	~~4.00~~	~~.15~~	~~.600~~
	~~IV~~ I	Education Accomplished Practices	4.00	~~.35~~ .50	~~1.400~~ 2.0
~~35%~~ 50%	~~V~~ II	Student Performance	3.11	~~.35~~ .50	~~1.089~~ 1.555

Total Score ~~3.539~~ 3.555

Overall Effectiveness Category Highly Effective

Determine effectiveness level

___x___ 4.00 – 3.50 Highly Effective
_____ 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~~ N

First Semester Evaluation

Santa Rosa County 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)~~	~~20%~~
	~~NI (2.0)~~	
	~~U (1.0)~~	

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

Method of Data Collection:	**Dates/Notes:**
Formal Observations	
Informal Observations	
Meetings	
Artifacts	
Others	

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

	Check One	
Domain II – 14%	HE (4.0)	
	H (3.0)	14%
	NI (2.0)	
	U (1.0)	

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

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

Part C: Overall Evaluation

	Score	Weight	Weighted Score
~~**Part A – PDP**~~ **Student Performance**		.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~~ *completed by the end of the first semester and will be available to the instructor through the electronic evaluation tool.*

First Semester Evaluation Sample

Santa Rosa County District Schools **SAMPLE**

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)~~	
~~NI (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
NI (2.0)	
U (1.0)	

48%

Domain II – 14%

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

14%

Domain III – 4%

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

4%

Domain IV – 14%

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

14%

SAMPLE

Part C: Overall Evaluation

	Score		Weight	Weighted Score
~~**Part A – PDP**~~ **Student Performance**	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

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~~ completed by the end of the first semester and will be available to the instructor through the electronic evaluation tool.