



**Hillsborough County**

**PUBLIC SCHOOLS**

Preparing Students for Life

# Teacher Evaluation Handbook

Human Resources Division | Performance Evaluation | Revised 4/1/17

Board Approved: TBD

## Vision: Preparing Students for Life

Hillsborough County Public Schools (HCPS) promotes student achievement by helping teachers excel in the classroom. Teacher effectiveness is the most influential factor to positively impact student achievement. Our goal is to promote innovative and effective teaching in every classroom. Supporting teachers to excel as professionals through a focus on a site-based system of support at every school, students will achieve more and be prepared for life after graduation.

We will support teacher's professional growth in two main ways:

- 1) **Job-embedded professional development:** By observing teacher's instructional practice, administrators can identify areas of strength and areas for continued growth. This feedback may also be used to assist teachers with professional development for her/his differentiated needs. Additionally, teacher observation and evaluation results will assist to identify districtwide and site-based gaps and needs, and to drive school improvement planning.
- 2) **Evaluation:** The evaluation of teacher performance is based on multiple measures of effectiveness:
  - a. **Principal/Administrator evaluation-** 60%
  - b. **Value-Added Measures (Student Achievement Data)-** 40%

Teachers with strong performance have the potential to earn higher pay earlier in their careers and be rewarded monetarily for demonstrating outstanding teaching performance. Reference the district's Performance Pay Handbook for guidelines and eligibility requirements.

## PURPOSE OF THE TEACHER EVALUATION HANDBOOK

The purpose of this handbook is to outline Hillsborough County Public School's teacher evaluation process. This handbook serves as a reference tool to assist teachers, site-based administrators, district administrators, and other stakeholders understand the district's processes for observing, documenting, and evaluating classroom instruction and overall teacher performance. This handbook is a resource to better understand the components of the teacher evaluation process, the classroom observation process, and the *Frameworks for Effective Teaching* (Danielson).

### Evaluation Components

This section provides an overview of the district's teacher evaluation process, and defines components of the annual evaluation: student achievement and principal evaluation.

*Student Achievement (Value-Added Measure): 40% of the total evaluation score*

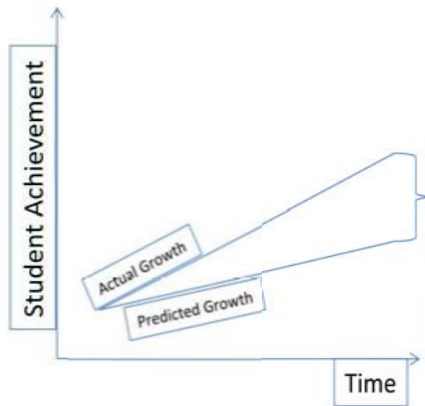
Hillsborough County Public Schools uses a customized value-added measure model to assess the impact of each teacher upon his or her students' achievement.

A value-added measure is a statistical model that uses a variety of variables to estimate the expected one-year learning growth of each student. The growth *expectation estimate* is then compared to *actual* growth, as measured by relevant course and content assessments. In order to measure a teacher's impact on student achievement, the model controls for variables that are outside the teacher's control, including but not limited to exceptional student education (ESE) status, English language learner (ELL) status, student relative age compared to cohort, previous year's attendance, mobility, population density, and previous mathematics and reading achievement. In doing so, the teacher's actual instructional impact on student growth can be isolated and calculated. Additionally, a student is only included in a teacher's value-added calculation if that student is assigned to the teacher on two specific benchmark dates in a semester.

Teachers are provided five opportunities to view and verify reports of their student rosters with corresponding pre- and post-measure data throughout the year. Each Roster Verification Window is announced to teachers via email with directions on how to access their personalized report on the online employee dashboard, as well as specific information on what data is available and should be verified in the report. The *Test Data Validation* reports include each teacher's demographic information (assigned site, position, FTE), courses for which he/she will receive value-added measures, each student assigned to those courses, and students' pre- and post-measure scores. Each student is also marked "yes" or "no" in regard to roster eligibility for each semester.

If teachers identify errors on their *Test Data Validation* reports, they are able to have the errors corrected through multiple avenues. For roster and FTE errors, teachers work with their administrator and data processor to correct issues at the site. If there are data errors, teachers are directed to submit an inquiry form to the district, which initiates an assistance process.

The final value-added measure score for each teacher is based on an average of three (3) years of data, when available. The value-added measure score comprises 40% of a teacher's overall annual evaluation.



The value-added measure calculates how well students meet or exceed predicted growth. Predicted growth, or student achievement, is calculated based on a variety of relevant student factors, including but not limited to students' previous assessment performance, special education needs, ELL status, etc.

*Principal Evaluation: 60% of the total evaluation score*

Principals evaluate teachers based on information gathered through formal and informal observations as well as other supporting elements that demonstrate professional practice and responsibilities.

## Classroom Observations

This section provides an overview of Charlotte Danielson's *Framework for Effective Teaching* and a description of the formal and informal classroom observation processes.

Classroom observations are essential to the teacher evaluation process. Observers (site-based and district administrators) conduct formal classroom observations to gather and document evidence of effective teaching practices. Additionally, in order to gather more information, site-based administrators conduct informal observations.

- Formal observations are announced and encompass one complete lesson.
- Informal observations are unannounced and focus on components in Domains 2 and 3.
- Ratings and feedback from formal and informal observations will be posted in the Lawson Talent Management (LTM) employee space.

Observation data are used to assist in determining final evaluation ratings, as well as to recommend and support job-embedded professional development needs.

## Charlotte Danielson's Framework for Teaching

Danielson's *Framework for Teaching* encompasses the foundational ideas on which the observation process is based and guides how HCPS defines effective teaching. The framework offers a description of practices that, based on research and empirical evidence, have been shown to promote student learning.

Danielson's *Framework for Teaching* consists of four Domains, each with five to six components of teaching. This framework serves as the guide for rating classroom observations. The Domains and respective components are described below:

### Charlotte Danielson's FRAMEWORK FOR TEACHING

|   |  |
|---|--|
| <p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b><br/>           • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p><b>1b Demonstrating Knowledge of Students</b><br/>           • Child development • Learning process • Special needs<br/>           • Student skills, knowledge, and proficiency<br/>           • Interests and cultural heritage</p> <p><b>1c Setting Instructional Outcomes</b><br/>           • Value, sequence, and alignment • Clarity • Balance<br/>           • Suitability for diverse learners</p> <p><b>1d Demonstrating Knowledge of Resources</b><br/>           • For classroom • To extend content knowledge • For students</p> <p><b>1e Designing Coherent Instruction</b><br/>           • Learning activities • Instructional materials and resources<br/>           • Instructional groups • Lesson and unit structure</p> <p><b>1f Designing Student Assessments</b><br/>           • Congruence with outcomes • Criteria and standards<br/>           • Formative assessments • Use for planning</p>   | <p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b><br/>           • Teacher interaction with students • Student interaction with students</p> <p><b>2b Establishing a Culture for Learning</b><br/>           • Importance of content • Expectations for learning and behavior<br/>           • Student pride in work</p> <p><b>2c Managing Classroom Procedures</b><br/>           • Instructional groups • Transitions<br/>           • Materials and supplies • Non-instructional duties<br/>           • Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b><br/>           • Expectations • Monitoring behavior • Response to misbehavior</p> <p><b>2e Organizing Physical Space</b><br/>           • Safety and accessibility • Arrangement of furniture and resources</p>   |
| <p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b><br/>           • Accuracy • Use in future teaching</p> <p><b>4b Maintaining Accurate Records</b><br/>           • Student completion of assignments<br/>           • Student progress in learning • Non-instructional records</p> <p><b>4c Communicating with Families</b><br/>           • About instructional program • About individual students<br/>           • Engagement of families in instructional program</p> <p><b>4d Participating in a Professional Community</b><br/>           • Relationships with colleagues • Participation in school projects<br/>           • Involvement in culture of professional inquiry • Service to school</p> <p><b>4e Growing and Developing Professionally</b><br/>           • Enhancement of content knowledge and pedagogical skill<br/>           • Service to the profession</p> <p><b>4f Showing Professionalism</b><br/>           • Integrity/ethical conduct • Service to students • Advocacy<br/>           • Decision-making • Compliance with school/district regulations</p> | <p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b><br/>           • Expectations for learning • Directions and procedures<br/>           • Explanations of content • Use of oral and written language</p> <p><b>3b Using Questioning and Discussion Techniques</b><br/>           • Quality of questions • Discussion techniques • Student participation</p> <p><b>3c Engaging Students in Learning</b><br/>           • Activities and assignments • Student groups<br/>           • Instructional materials and resources • Structure and pacing</p> <p><b>3d Using Assessment in Instruction</b><br/>           • Assessment criteria • Monitoring of student learning<br/>           • Feedback to students • Student self-assessment and monitoring</p> <p><b>3e Demonstrating Flexibility and Responsiveness</b><br/>           • Lesson adjustment • Response to students • Persistence</p> |

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**Domain 1: Planning and Preparation.** The components in Domain 1 outline how a teacher organizes the content and plans the instructional delivery.

- a. *Demonstrating Knowledge of Content and Pedagogy:* This component is defined as knowing and understanding the subject being taught, how students master the content, and knowledge of sound instructional practices. This includes having a rich understanding of the essential concepts of the discipline, the prerequisite relationships that exist among the concepts, the structure of the discipline, how students engage the subject, and methods of inquiry within the subject. Elements of this component include:
  1. Knowledge of content and the structure of the discipline
  2. Knowledge of the prerequisite relationships
  3. Knowledge of content-related pedagogy
- b. *Demonstrating Knowledge of Students:* This component includes knowing characteristics of the students being taught (such as age group characteristics) as well as developing specific understanding of the actual students (such as individual preferences, interests, cultures, and learning styles). The elements of this component include:
  1. Knowledge of the child and adolescent development
  2. Knowledge of the learning process
  3. Knowledge of students' skills, knowledge, and language proficiency
  4. Knowledge of students' interests and cultural heritage
  5. Knowledge of students' special needs
- c. *Setting Instructional Outcomes:* This component entails teachers setting clear, relevant, rigorous, suitable, and assessable learning goals for the classroom period. Elements of this component include:
  1. Value, sequence, and alignment
  2. Clarity
  3. Balance
  4. Suitability for diverse learners
- d. *Demonstrating Knowledge of Resources and Technology:* This component examines the teacher's knowledge of and ability to use resources and technology, both from within and outside of the district, to support student learning. The elements of this component include:
  1. Resources and technology for classroom use
  2. Resources and technology to extend content knowledge and pedagogy
  3. Resources and technology for students
- e. *Designing Coherent Instruction:* This component helps analyze a teacher's ability to design learning experiences in a way that demonstrates the teacher's skill at coordinating knowledge of content, students, and resources. Accomplished teachers

design learning experiences that are coherent, sequenced, and structured, and that are aligned with instructional outcomes. The elements of this component include:

1. Learning activities
2. Instructional materials and resources
3. Instructional groups
4. Lesson and unit structure

f. *Designing Student Assessments:* This component analyzes the process of determining if students have mastered the instructional outcome. Student assessments should be aligned with instructional outcomes, with clear criteria and standards that show evidence of students' contributions to their development. Elements of this component include:

1. Congruence with instructional outcomes
2. Criteria and standards
3. Design of formative assessments
4. Use for planning

**Domain 2: The Classroom Environment.** The components in Domain 2 address the learning environment. This includes the interactions in the classroom, the classroom culture, the teacher's use of physical space, and established routines and procedures.

a. *Creating an Environment of Respect and Rapport:* This component involves creating a safe environment in which students are comfortable exploring new ideas. Students should feel honored, valued, and respected. Interactions between teacher and student, and among students, should be characterized by respect and sensitivity to students' cultures and levels of development. Elements of this component include:

1. Teacher interaction with students
2. Student interactions with other students

b. *Establishing a Culture for Learning:* This component entails the teacher creating a positive and supportive culture for learning in the classroom. The classroom environment should be characterized by a sense of importance of the subject, as well as high standards for performance. Elements of this component include:

1. Importance of the content
2. Expectations for learning and achievement
3. Student pride in work

c. *Managing Classroom Procedures:* This component focuses on the functioning of the classroom. Success in this component entails establishing and implementing routines that enable the seamless operation of classroom routines and procedures, handling of supplies, and performance of instructional as well as non-instructional tasks. Elements of this component include:



1. Management of instructional groups
  2. Management of transitions
  3. Management of materials and supplies
  4. Performance of non-instructional duties
  5. Supervision of volunteers and paraprofessionals
- d. *Managing Student Behavior:* This component involves establishing and upholding standards of conduct that support the learning environment. Strong performers in this component strategically reinforce positive classroom behavior, respond appropriately to disruptive behaviors, and facilitate positive student involvement in setting and maintaining classroom standards and norms. Elements of this component include:
1. Expectations
  2. Monitoring of student behavior
  3. Response to student misbehavior
- e. *Organizing Physical Space:* This component involves using the physical space to support the learning process. The classroom must be safe, and the physical environment must enable the performance and growth of all students. Examples of elements within this component include:
1. Safety and accessibility
  2. Arrangement of furniture and use of physical resources

**Domain 3: Instruction.** The components of Domain 3 embody the core of teaching – the engagement of students in activities that promote and foster learning. Domain 3 components include: communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

- a. *Communicating with Students:* This component entails the clarity and effectiveness with which the teacher communicates with students. The teacher should have a strong, dynamic presence in the classroom, and effectively develop students' understanding of the learning objectives. Elements of this component include:
1. Expectations for learning
  2. Directions and procedures
  3. Explanations of content
  4. Use of oral and written language
- b. *Using Questioning and Discussion Techniques:* This component involves a teacher's ability to question and lead discussions between and among students so as to elicit thoughtful responses. The questions should reflect high expectations and should be culturally and developmentally appropriate. The teacher should employ questioning and discussion techniques to gain an accurate pulse of the class's understanding.

Additionally, these techniques help the teacher probe for high-level understanding of the subject while engaging students in the learning process. Elements of this component include:

1. Quality of questions
  2. Discussion techniques
  3. Student participation
- c. *Engaging Students in Learning:* This component deals with the implementation of what has been planned in Domain 1. This component involves activities, assignments, materials, and groupings of students that are appropriate for the instructional outcomes and students' cultures and levels of understanding. The heart of this component is that teachers engage students in relevant work that supports instructional outcomes. Elements of this component include:
1. Activities and assignments
  2. Grouping of students
  3. Use of instructional materials, resources and technology (as available)
  4. Structure and pacing
- d. *Using Assessment in Instruction:* This component entails regularly assessing and monitoring the progress of learning. In demonstrating this component, teachers guide students through self- assessment; monitor student learning, and provide clear and quality feedback to students. Elements of this component include:
1. Assessment criteria
  2. Monitoring of student learning
  3. Feedback to students
  4. Student self-assessment and monitoring of progress
- e. *Demonstrating Flexibility and Responsiveness:* This component reflects teachers' ability to understand and act on the need to modify planned teaching in response to cues from or the needs of their students. Elements of this component include:
1. Lesson adjustment
  2. Response to students
  3. Persistence

**Domain 4: Professional Responsibilities.** The components of Domain 4 represent the wide range of a teacher’s responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with stakeholders, contributing to the school and district, growing and developing professionally, and showing professionalism.

- a. *Reflecting on Teaching:* This component involves a teacher’s ability to provide thoughtful and accurate reflections of the lesson and its quality. The teacher may offer possible suggestions for improvement.

Elements of this component include:

- 1. Accuracy
- 2. Use in future teaching

- b. *Maintaining Accurate Records:* This component deals with the teacher’s ability to accurately and efficiently maintain instructional and non-instructional records.

Elements of this component include:

- 1. Student completion of assignments
- 2. Student progress in learning
- 3. Non-instructional records

- c. *Communicating with Stakeholders:* This component involves the teacher’s success in communicating with and engaging stakeholders in the instructional program.

Elements of this component include:

- 1. Information about the instructional program
- 2. Information about individual students
- 3. Engagement of stakeholders in the instructional program

- d. *Participating in a Professional Community:* This component involves the teacher’s participation in his or her professional community, as well as in school and district events and projects. It also involves the teacher’s success in maintaining positive and productive relationships with colleagues. Elements of this component include:

- 1. Relationships with colleagues
- 2. Involvement in a culture of professional inquiry
- 3. Service to the school
- 4. Participation in school and district projects

- e. *Growing and Developing Professionally:* This component deals with the teacher’s success in identifying and pursuing professional development opportunities, as well as teachers’ effectiveness in sharing expertise with others. Elements of this component include:

- 1. Enhancement of content knowledge and pedagogical skill
- 2. Receptivity to feedback from colleagues
- 3. Service to the profession

- f. *Showing Professionalism*: This component involves a teacher’s success in displaying a high level of ethics and professionalism in dealings with students, colleagues, and the community. Elements of this component include:
1. Integrity and ethical conduct
  2. Service to students
  3. Advocacy
  4. Logical thinking and practical decision-making
  5. Attendance
  6. Punctuality
  7. Compliance with school and district regulations
  8. Compliance with all testing procedure

## FORMAL OBSERVATION PROCESS

The formal observation process consists of a pre-observation conference (as requested), the classroom observation, and a post-observation conference. The number of formal observations a teacher is assigned annually is determined by her/his written evaluation score from the previous year or as a new employee to the district. To provide additional support for the teacher, content supervisors may conduct a formal observation cycle to provide content specific feedback.

### Pre-Observation Conference

The purpose of the pre-observation conference is for the observer to become familiar with the lesson to be observed, including:

- Lesson objectives
- Alignment with state curriculum standards
- Assessment
- Instructional strategies to be implemented during the lesson
- Connections with past and/or future lessons

The pre-observation conference also:

- Provides teachers an opportunity to demonstrate Domain 1 (Planning and Preparation) skills.
- Provides teachers an opportunity to ask the observer to identify any component the teacher would like additional feedback from the observer.
- Identifies the level of rigor and differentiation included in the planning and preparation process.

The observer will provide a 2-day notice for formal observations. The teacher will submit the Pre-Observation Conference Tool (or any other planning template used) to the observer 24 hours prior to the pre-conference meeting, if one is scheduled.

### Formal Classroom Observations

The classroom observation takes place over an entire lesson and lasts approximately 30 to 60 minutes. For example, in elementary classes one full lesson is completed and in secondary classes this is typically an entire assigned class period. If a component was not observed because it was not included within the flow of the lesson, it is not rated.

**However, if a component was not observed because it was not adequately demonstrated where it should have been to impact learning outcomes for students, the component may be rated as “Requires Action”.**

### Post-Observation Conference

After the classroom observation takes place, and using the Classroom Observation Summary as a guide, the observer meets face-to-face with the teacher to have a collaborative, reflective conversation regarding the lesson. Post-observation conferences should be held within five (5) business days of the formal observation excluding any emergency situations. The post-observation conference is an important part of the process because it provides an opportunity for the teacher to reflect on her/his lesson, and for the observer to share ideas, feedback, suggestions, and follow-up supports as necessary. The Classroom Observation Summary is uploaded to the teacher’s instructional portfolio in the LTM Employee Space after the post-observation conference. The agenda of the post-observation conference should include the following:

- Lesson strengths,
- Areas for focus, and
- Next steps, such as suggestions for different teaching approaches and strategies, or professional development.

The observer shares significant impressions about the observed lesson during the post-observation conference. After this conference is completed, the observer reflects on observation and conference notes in order to complete the classroom observation ratings.

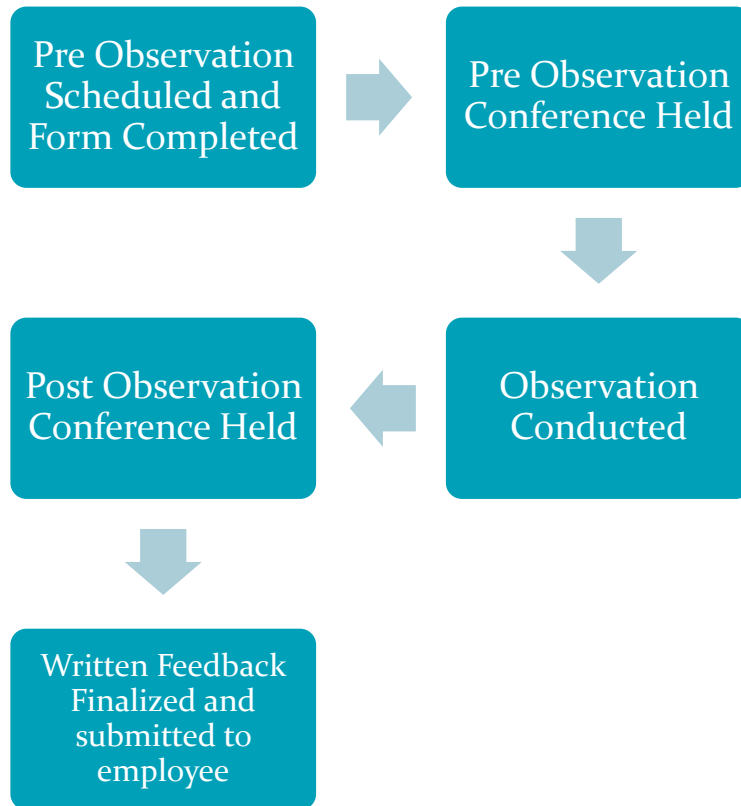
### Observation Ratings

Each component of the classroom observation rubric is assessed and scored according to the following 4 performance ratings:

- Requires Action
- Progressing
- Accomplished
- Exemplary

After the ratings are assigned, the results are uploaded to the LTM Employee Space. Formal observation ratings should be posted timely and finalized for the teacher to view electronically. Best practice is within ten (10) business of the post-observation conference.

Figure: Formal Observation Process



### Informal Observation Process

The informal observation process complements the formal observation process by enabling site-based administrators to conduct additional observations in order to gather more information about the teacher's practice. An informal observation is designed to collect information about a teacher's performance within Domains 2 and 3. Informal observations are shorter in length and may not reflect an entire lesson. Informal observations last between 20 to 30 minutes. The ratings from informal observations will be uploaded into the observed teacher's LTM Employee Space within ten (10) business days. These ratings provide additional data necessary for evaluators to provide a comprehensive evaluation. Post conferences are not typically held following informal observations but may be requested by the observer or the teacher.

## Employee Journal

Throughout the year and after formal and informal observations, teachers are encouraged to utilize the provided journal function in the LTM Employee Space to share additional insights, follow up, and reflections. If the journal is marked “Public”, principals will review the information during the evaluation process.

## CLASSROOM OBSERVATION FORMS

| <b>Teacher Observation &amp; Evaluation Forms/ Form Names</b> | <b>Purpose of Form</b>   | <b>Who Uses the Form?</b>                              | <b>When is the Form Used?</b>  | <b>Who is the Form Sent to?</b>                                      | <b>Who Sees the Form?</b>  |
|---|--|--|--|--|--|
| <b>Pre Observation Conference (Questions)</b>                 | Teacher completes the form prior to the formal observation. The observer uses the information to rate components in Domain 1 along with additional evidence. | Observer<br>Teacher                                    | Prior to the formal observation  | When the teacher finalizes the appraisal it is sent to the observer. | Teacher<br>Observer  |
| <b>Pre-Observation Conference (Guide)</b><br><br>*Optional    | This is an optional form to be used by the observer to guide the discussion during the pre-conference. This is used with the formal observation process.     | Observer<br>Teacher may view sample guiding questions. | The form is an <b>optional</b> tool and used as a guide during the pre-conference. | The form is not sent. It is used as a guide.                         | Teacher<br>Observer<br><br>The form is accessed in the Evaluation Toolkit. |
| <b>Formal Observation (Observation Rubric)</b>                | The form is to be used following a formal observation to   | Observer   | The form is used following the formal observation. It is entered into              | After the post-conference, the form is finalized and submitted in    | Teacher<br>Observer  |

|  |   |   |  |   |                  |
|--|---|---|--|---|------------------|
|  | rate the teacher on 17 components.  |   | Lawson Talent Management (LTM) after the post-conference.  | the LTM employee space.   |                  |
| <b>Classroom Observation Summary</b>                                   | The form is used to inform teachers of the lesson strengths, areas of focus, and next steps. It is used during the post-conference.   | The observer completes the form in LTM for the teacher.   | The form is used during the post-conference.   | After the post-conference, the form is available in the LTM employee space. |                  |
| <b>Conference Discussion Guide (Post-Observation)</b><br><br>*Optional | This is an optional form to be used by the observer to guide the discussion during the post-conference. This is used in conjunction with the formal observation. The responses during the post-observation conference assist the observer with rating component 4A. | The observer may use the form as a post-conference guide. | The form is used during the post-conference as a guide.  | The form is not sent.   | Observer         |
| <b>Informal Observation Domain 2/3</b>                                 | The form is used to collect evidence specific to Domains 2 and 3. It can be used for formative and evaluative purposes.   | All observers can use the informal instruments.           | It is used throughout the year to capture data related to Domains 2 and 3. The observations made with this informal tool | Ratings on Domains 2 and 3 are available in the LTM Employee Space.         | Teacher Observer |



|  |   |  |   |  |                      |
|--|---|--|---|--|----------------------|
|  |   |  | are shorter in length than a formal observation.      |  |                      |
| <b>Classroom Teacher Evaluation Instrument (Evaluation Rubric)</b> | The form is used to rate a teacher on 22 components by the principal.   | This is used for teachers to complete a self-evaluation.   | This form is used for fall and spring evaluations     | The form is available in the employee's workspace in Lawson Talent Management. | Teacher<br>Principal |
| <b>Classroom Teacher Evaluation Instrument Summary</b>             | The form provides a summary of final evaluation scores related to all components and is populated from the Evaluation Instrument. | The form is completed as the evaluator rates all components. It is automatically populated from the Evaluation Instrument. | The form is used for all spring and fall evaluations. | The form is available in the employee's workspace in Lawson Talent Management. | Teacher              |

### EVALUATION CYCLE AND TIMELINES

| <b>Evaluation</b>        | <b>Evaluator</b> | <b>Evaluated</b>  | <b>Date Due for Completion</b>   |
|--------------------------|------------------|---|--|
| <b>Fall Evaluation</b>   | Principal        | Teachers in first year of employment in the district; others as requested by the principal to document performance. | Mid December/January (prior to Winter holiday based on yearly school calendar) |
| <b>Spring Evaluation</b> | Principal        | Probationary/ Annual teachers recommended for non-renomination  | March 30 based on contract   |
| <b>Spring Evaluation</b> | Principal        | All teachers earning a creditable year of service.  | Final day of post planning (based on yearly school calendar)                   |

## Notes on Evaluation Cycles and Timelines:

- Evaluation due dates are set and published annually by the Human Resources Division.
- First year teachers and experienced teachers who are in their first year of employment with the district are required to have two evaluations during their first year in the district, and will therefore have a fall evaluation in addition to their spring evaluation. In addition to classroom observation data, principals will consider student performance data and professional behaviors. These requirements are per Florida Statute 1012.34 *Personnel Evaluation Procedures and Criteria*.

## Evaluation Ratings

Evaluators will consider the contents of the teacher's employee space, such as observation feedback and ratings and additional information uploaded by the teacher in the LTM journal. Additional evidence of performance and these items are used to determine annual evaluation ratings. Ratings are assigned for each component. Teachers will receive their annual principal evaluation ratings by the end of the school year.

The value added score, based on student assessment results, will be available in the fall of the following school year. Thus, teachers will receive their remaining value added measure score (maximum 40 points) following the release and calculation of testing results,

The evaluation consists of a principal evaluation and a value added measure. Evaluators are required to provide written explanation for all indicators rated as "Requires Action" (RA). Below are the Florida Department of Education and the district performance levels:

### **FLDOE rating**

Highly Effective

Effective

Needs Improvement

Unsatisfactory

### **HCPS rating**

Level 4 or 5

Level 3

Level 2

Level 1

A teacher's performance is integral when planning for professional learning needs as well as for consideration in teacher leader roles and administrative opportunities. Additionally, principals will use evaluation system data to help drive

continuous improvement efforts such as School Improvement Plans and to develop site-based systems of support for schools.

### Lawson Talent Management (LTM)

All teacher observation and evaluation rubrics are stored in “Employee Space” in Lawson Talent Management. Teachers and administrators have access to the data in teachers’ employee space.

### File Storage

Formal observation forms, informal observation forms, and journal entries are stored in the Employee Space. Teachers and administrators may access this data. LTM journal entries may be classified as “public” or “private” by the employee. When the journal is designated as private, access is restricted to only the person entering the information.

### Teacher Employee Space

Teachers have a data workspace assigned to them for the purpose of storing classroom observation and evaluation data. All required observation and evaluation forms are saved in this area as a shared official record. Additionally, the employee space includes a journal function where a teacher may place artifacts pertaining to his/her work, as well as any comments regarding observations and evaluations. Teachers and administrators have access to the employee space. Personnel may hear of the employee space being referred to as the electronic instructional portfolio.

Public Record: State law mandates teacher evaluations are viewable one year following the completion of the evaluation.

## TEACHER EVALUATION REVIEW PROCEDURE

To request a review, the teacher shall submit a “Request for Review” form to [greatteachers@sdhc.k12.fl.us](mailto:greatteachers@sdhc.k12.fl.us). Request forms and directions are available in the Evaluation Toolkit. Requests will be reviewed to determine whether the teacher has a reviewable issue or error in the evaluation. If there is an issue, the information will be forwarded to the review committee.

The review committee will consist of up to six individuals who are trained on the evaluation rubric(s) and system. Specifically, the committee will include:

- a. Two teachers selected by the HCTA
- b. Two district level administrators (excluding principals and supervisory staff currently evaluating teachers)
- c. One HCTA staff representative
- d. One HCPS Human Resources Representative

The committee will meet as needed to review all submissions. The committee may request additional information regarding the evaluation. The committee's recommendations will be submitted to the Chief Human Resources Officer.

#### DOMAIN 4 GENERAL GUIDELINES

The following should be used as a guideline for evaluation of components in Domain 4- Professional Responsibilities.

##### *Guiding Principles:*

- Focus on the rubric. The rubric, including the elements associated with each component, provides a comprehensive description of expectations regarding teachers' professional responsibilities.
- Domain 4 is used to identify and recognize teachers who perform their professional responsibilities with excellence.
- Components 4D, 4E, and 4F, consider not only the number of activities or organizations in which a teacher participates, but the quality of participation and incorporation of best practices.

Because professional responsibilities are differentiated across grade levels, subjects, and schools, a checklist would be unnecessarily constraining. Principals, using the rubric as guideline, should evaluate Domain 4 based on the differentiated needs of teachers, as well as within their schools' and the district's contexts. The aforementioned guiding principles assist to support the differentiated expectations of teachers based on multiple variables.

For updated information regarding the evaluation process, please review all resources in the Evaluation Toolkit.