

School District of Volusia County

Instructional Personnel Evaluation System



Rule 6A-5.030
Form IEST-2018
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Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

Each section within the evaluation system template provides specific directions but does not limit the amount of space or information that can be added to fit the district's needs. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

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Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

In Volusia County Schools, educator effectiveness is considered one of the most influential factors affecting student achievement, making actionable meaningful feedback that increases employee engagement, retention, and performance of the highest priority. The professional growth of our educators is an ongoing focus embedded into the evaluation process. The Volusia System for Empowering Teachers (VSET) is designed to supply time for rich and productive discussions between observed personnel and evaluators and to support every educator's professional growth. Our goal is to promote innovative and effective instruction in every classroom. We will support educators' professional growth in two main ways:

- 1) **Job-embedded professional development:** By observing instructional practice, administrators can identify areas of strength and areas for continued growth. This feedback may also help observed personnel with professional development for their differentiated needs. Additionally, observation and evaluation results will help identify districtwide and site-based disparities and needs and drive school improvement planning.
- 2) **Evaluation:** The evaluation of educator performance is based on multiple measures of effectiveness, including administrative assessment of performance and student achievement. The Volusia System for Empowering Teachers (VSET) is based on sound educational principles and contemporary research on effective educational practices. Instructional personnel evaluation instruments are aligned to the Florida Educator Accomplished Practices (FEAPs) and the teaching framework found in Enhancing Professional Practice: A Framework for Teaching developed by Dr. Charlotte Danielson. According to the Florida Department of Education, the Florida Educator Accomplished Practices serve as the state's standards for effective instructional practice and form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems. (Rule 6A-5.065).

Student Achievement (Value-Added Measure): Volusia County Public Schools uses a customized value-added measure model to assess each teacher's impact on student achievement. Each teacher's final value-added measure score is based on an average of three (3) years of data, when available. An effect size model will be used for the personnel assessed on the Florida Assessment of Student Thinking (FAST) scores. Student achievement is 35% of the total evaluation score.

Instructional Practice Evaluation: Principals evaluate educators based on information gathered through observations of practice, as well as other supporting elements and evidence of performance that prove professional practice and responsibilities and is 65% of the total evaluation score.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.
- The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs and may include specific job expectations related to student support.

Training

- The district provides training programs and has processes that ensure:
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

- The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance and the evaluation results of instructional personnel.
- The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

- The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- The district has procedures for how evaluation results will be used to inform the
 - Planning of professional development; and
 - Development of school and district improvement plans.
- The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

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Notifications

- The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- The district school superintendent shall annually notify the Department of Education of any instructional personnel who
 - Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

- The district has a process for monitoring the implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
 - Evaluators provide necessary and timely feedback to employees being evaluated;
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
 - Use of evaluation data to identify individual professional development; and,
 - Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

- Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Start of the School Year & Ongoing	<ul style="list-style-type: none"> ▪ All instructional employees are trained via district-provided materials on the observation, evaluation process, and procedures within the first 30 days of school and before an observation can occur. ▪ More training is available via a Canvas course. ▪ The VSET Handbook is posted for all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform. ▪ Rubrics, guides, and protocol documents are always posted and available to all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform.
Newly Hired Classroom Teachers	Start of the School Year & Ongoing	<ul style="list-style-type: none"> ▪ Required New Teacher Training provides all new employees an overview of The Framework for Teaching, the observation, and the evaluation process. ▪ All instructional employees are trained via district-provided materials on the observation, evaluation process, and procedures within the first 30 days of school and before an observation can occur. ▪ More training is available via a Canvas course. ▪ The VSET Handbook is posted for all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform. ▪ Rubrics, guides, and protocol documents are always posted and available to all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform.
Late Hires		<ul style="list-style-type: none"> ▪ All late hires must complete training on the observation, evaluation process, and procedures via a Canvas course or in-person training (when offered) within their first 30 work days and before an observation can occur. ▪ The VSET Handbook is posted for all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform. ▪ Rubrics, guides, and protocol documents are always posted and available to all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform.

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2. Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	2 observations	1 per semester	The best practice is to post feedback into the employee's evaluation plan within ten (10) business days of the observation.
Hired after the beginning of the school year	2 observations* *Employees hired after the 100th employee workday are not observed as they will not work 100 days within the school year.	1 per semester	The best practice is to post feedback into the employee's evaluation plan within ten (10) business days of the observation.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2 observations	1 per semester	The best practice is to post feedback into the employee's evaluation plan within ten (10) business days of the observation.
Hired after the beginning of the school year	2 observations* *Employees hired after the 100th employee workday are not observed as they will not work 100 days within the school year.	1 per semester	The best practice is to post feedback into the employee's evaluation plan within ten (10) business days of the observation.

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

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Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	Existing Employees: 1 Final Evaluation	Final Evaluation: Quarter 4	Final Evaluation: by the last instructional workday of the school year.
Hired after the beginning of the school year	New Employees: 1 Mid-Year Evaluation 1 Final Evaluation *Employees hired after the 100 th employee workday are not observed.	Mid-Year Evaluation: Quarter 2 Final Evaluation: Quarter 4	Mid-Year Evaluation: by the last instructional workday before Winter Break. Final Evaluation: by the last instructional workday of the school year.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	New Employees: 1 Mid-Year Evaluation 1 Final Evaluation	Mid-Year Evaluation: Quarter 2 Final Evaluation: Quarter 4	Mid-Year Evaluation: by the last instructional workday before Winter Break. Final Evaluation: by the last instructional workday of the school year.
Hired after the beginning of the school year	New Employees: 1 Mid-Year Evaluation 1 Final Evaluation *Employees hired after the 100 th employee workday are not observed.	Mid-Year Evaluation: Quarter 2 Final Evaluation: Quarter 4	Mid-Year Evaluation: by the last instructional workday before Winter Break. Final Evaluation: by the last instructional workday of the school year.

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Volusia County, instructional practice accounts for 40% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Classroom Teachers and Non-Classroom Instructional Personnel:

The administrator rates all components of the Volusia System for Empowering Teachers (VSET) Plan (rubric detailed in Appendix B) at the end of the year. To determine the observation score, administrators evaluate the teacher’s performance based on evidence gathered through observations and other supporting elements and evidence of performance that demonstrate professional practice and responsibilities. Administrators analyze the evidence collected within the teacher’s VSET plan (which stores the feedback received from observations) and consider additional data provided by the teacher, considering all interactions with a teacher and all evidence available to inform the observation score, including informal classroom observations and walkthroughs.

The evaluation rubric is organized by domain and component; each component is weighted differently for the observation score, as shown below:

Evidence and artifacts are collected for “off-stage” Domains 1 and 4:

Domain 1 – Planning and Preparation – 20%
2.5% Demonstrating knowledge of content & pedagogy
2.5% Demonstrating knowledge of students
5.0% Setting instructional outcomes
2.5% Demonstrating knowledge of resources
2.5% Designing coherent instruction
5.0% Assessing Student Learning

Domain 4 – Professional Responsibilities - 20%
5.0% Reflecting on teaching
5.0% Maintaining accurate records
2.5% Communicating with families
2.5% Participating in a professional community
2.5% Growing and developing professionally
2.5% Showing professionalism

Observable behaviors are documented through “on-stage” Domains 2 and 3:

Domain 2- The Classroom Environment - 20 %
5.0% Creating an environment of respect & rapport
5.0% Establishing a culture for learning
3.0% Managing classroom procedures
4.0% Managing student behavior
3.0% Organizing physical space

Domain 3 – Instruction -40%
5.0% Communicating with students
10.0% Using questioning & discussion techniques
10.0% Engaging students in learning
10.0% Using assessment in instruction
5.0% Demonstrating flexibility & responsiveness

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Within each component, each performance level is worth a different point value for the component:

- Distinguished/Highly Effective= 4
- Proficient/Effective= 3
- Basic/Developing (1-3 years experience)/ Needs Improvement (greater than 3 years of experience)= 2
- Unsatisfactory= 1

To generate the observation score, the points awarded by component are based on the rated performance level (score 1-4) and calculated based on the assigned component weight. The sum of each component is then totaled to determine the observation scale score. An example is provided below:

Domain	Component	Admin Rating	Weight	Total
Domain 1 Planning and Preparation	1a Knowledge of Content and Pedagogy	3	2.50%	7.5
Domain 1 Planning and Preparation	1b Demonstrating Knowledge of Students	3	2.50%	7.5
Domain 1 Planning and Preparation	1c Setting Instructional Outcomes	3	5%	15
Domain 1 Planning and Preparation	1d Knowledge of Resources	3	2.50%	7.5
Domain 1 Planning and Preparation	1e Designing Coherent Instruction	3	2.50%	7.5
Domain 1 Planning and Preparation	1f Designing Student Assessments	3	5%	15
Domain 2 The Classroom Environment	2a Environment of Respect and Rapport	4	5%	20
Domain 2 The Classroom Environment	2b Establishing a Culture for Learning	4	5%	20
Domain 2 The Classroom Environment	2c Managing Classroom Procedures	3	3%	9
Domain 2 The Classroom Environment	2d Managing Student Behavior	3	4%	12
Domain 2 The Classroom Environment	2e Organizing Physical Space	3	3%	9
Domain 3 Instruction	3a Communicating with Students	3	5%	15
Domain 3 Instruction	3b Questioning and Discussion Techniques	3	10%	30
Domain 3 Instruction	3c Engaging Students in Learning	3	10%	30
Domain 3 Instruction	3d Using Assessment in Instruction	3	10%	30
Domain 3 Instruction	3e Demonstrating Flexibility and Responsiveness	3	5%	15
Domain 4 Professional Responsibilities	4a Reflecting on Teaching	4	5%	20
Domain 4 Professional Responsibilities	4b Maintaining Accurate Records	3	5%	15
Domain 4 Professional Responsibilities	4c Communicating with Families	3	2.50%	7.5
Domain 4 Professional Responsibilities	4d Participating in Professional Community	3	2.50%	7.5
Domain 4 Professional Responsibilities	4e Growing and Developing Professionally	4	2.50%	10
Domain 4 Professional Responsibilities	4f Showing Professionalism	4	2.50%	10
Total			100%	320

The observation score is determined using the chart below.

OBSERVATION SCORE SCALE		
4	Distinguished	350-400
3	Proficient	250-349
2	Basic/Needs Improvement	150-249
1	Unsatisfactory	100-149

Example: A total observation score of 320 calculates to an observation cut score of 3 in the Instructional Practice Score formula.

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other performance indicators. In Volusia County, other indicators of performance account for 25% of the instructional personnel performance evaluation.
2. VSET includes a Deliberate Practice Plan (DPP), weighted at 25% for all instructional staff. The DPP is scored by the evaluator, calculated on a 1-4 scale, using four established levels of performance—Unsatisfactory (1), Basic/Needs Improvement (2), Proficient (3), or Distinguished (4).

Professional growth planning is a process of inquiry focused on what teachers need to learn and to do to improve their practice, resulting in improved student learning. In this process, teachers engage in self-assessment, analysis of both quantitative and qualitative data, and the priorities of both the school and district. The DPP includes a meaningful learning cycle that engages teachers in learning or improving a skill related to one's professional practice. A learning cycle will align with one of the components in the Framework for Teaching. The teacher may work on the activities of the learning cycle individually as well as collaboratively with colleagues.

The evaluator supports the implementation of the goals and checks progress throughout the year. The DPP is a vehicle by which the teacher sets and charts professional growth, reflecting on the questions: What instructional strategy was implemented? What was learned by the teacher? What was the impact on the teacher's professional practice? Meeting success in the professional learning activity is not dependent on student data. However, student data may support the fact that the goals were met.

Professional learning activities provided by the district may include but are not limited to district or school-based professional development opportunities for in-service credit. Other professional learning may consist of workshops, approved online courses, approved book studies, lesson studies, endorsement or add-on certification programs, and job-embedded professional development (no in-service credit). These may include but are not limited to work in professional learning communities, collaborative groups, and online reading/research.

3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The teacher has two opportunities to submit a professional learning cycle for review and feedback before the DPP is rated, once in January and once in March. The administrator rates the DPP as part of the Year-End Evaluation according to the rubric below:

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Unsatisfactory	Basic	Proficient	Distinguished
Missing learning cycle	Incomplete learning cycle	1 complete learning cycle	2 or more complete learning cycles (a minimum of one of two learning cycles must be completed by January)

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by the instructional assignment. In Volusia County, students' performance accounts for 35% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for deciding the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The Volusia County Schools' performance of students' component for the teacher evaluation system has been developed with the input of district staff, teachers, the Volusia United Educators, and school administrators. It has been modified to meet the needs and values of Volusia County and to comply with state law.

The Value-Added Measure of growth or achievement will comprise 35% of the total evaluation for all instructional personnel. An effect size model will be used for the personnel assessed on the Florida Assessment of Student Thinking (FAST) scores. Volusia County Schools may use the VAM score the state provides when available. The teachers falling into the "Highly Effective" category will receive 4 points for VAM. The teachers in the "Effective" category will receive 3 points for VAM. The teachers in the "Needs Improvement/Developing" category will receive 2 points for VAM. The teachers in the "Unsatisfactory" category will receive 1 point for VAM.

All teachers can review and correct rosters using the Florida Department of Education's Roster Verification Tool (RVT). School administrators and district staff will review teacher input on the RVT to ensure that the teacher input is accurate and in compliance with roster verification

rules. Students must be in the same school for both survey 2 and survey 3, and only one survey to count in the teacher's VAM if the teacher teaches a block or semester-long course. Teachers not teaching a block or semester-long course can use the RVT to remove students not enrolled for both survey periods.

For all instructional personnel, when available, the student performance component will include student performance data for at least three years, including the current year and the two years immediately preceding the current year. If less than the three most recent years of data are available and appropriate, those years for which data are available must be used. For teachers with only one year of state-calculated VAM data, at least 10 students must be verified on the roster for the teacher's VAM to be calculated in the final evaluation. For teachers with 2 years of state-calculated VAM data, at least 20 students must be verified on the roster for the teacher's VAM to be calculated into the final evaluation. For teachers with 3 years of state-calculated VAM data, at least 20 students must be verified on the roster for the teacher's VAM to be calculated into the final evaluation.

Teachers newly hired to the district and veteran teachers will have the same calculations applied to their final evaluations. Teachers hired after Survey 3 will receive the school's State calculated ELA VAM score in their evaluation when available or the school's calculated ELA effect size.

For instructional personnel who teach one or more courses assessed by statewide, standardized assessments under s. 1008.33, F.S. the VAM score provided by the state will be used for their evaluation in accordance with the applicable rules outlined above. For instructional personnel who do not teach courses assessed by statewide, standardized assessments under s. 1008.33, F.S., the school's ELA effect size measure, will be used. For instructional personnel who do not teach courses assessed by statewide, standardized assessments under s. 1008.33, F.S., who teaches a course that uses a standardized summative assessment, that is not administered in association with the state, a proficiency model for assessments will be used and are detailed below in the "Student Performance Measures" table. The site-based principal will decide the assessments used for student performance measures for the first evaluation of the newly hired and use non-VAM calculations for scoring.

The effect size calculation will use the formula below, where the difference in assessment averages is divided by the average standard deviation.

$$\text{Effect Size} = (\mu\mu_1 - \mu\mu_2) / \sigma\sigma$$

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding calculating summative evaluation ratings for instructional personnel.

1. Description of the step-by-step calculation for deciding the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Each employee’s summative rating is based on the following components:

$$\begin{aligned}
 & \textbf{INSTRUCTIONAL PRACTICE SCORE} \\
 & \text{Administrative Evaluation } *.40 *1.53846 \\
 & \text{+ Deliberate Practice Plan } *.25 *1.53846 \\
 & = \text{Instructional Practice Score (Cut Score Applied)}
 \end{aligned}$$

$$\begin{aligned}
 & \textbf{SUMMATIVE SCORE} \\
 & \text{Instructional Practice Score } *.65 \\
 & \text{+ Student Growth Measure } *.35 \\
 & = \text{Summative Score (Cut Score Applied)}
 \end{aligned}$$

- Each employee’s Instructional Practice Score is calculated following the method described on pages 11-13.
- Each employee’s VAM/Student Growth measure score is decided as described on pages 13-14.
- The Instructional Practice and VAM/Student Growth Measures are summed to give a Summative Evaluation Rating.

The calculated Summative Evaluation Rating is then used to decide the performance levels, HE, E, NI, and U, based on the chart below:

Summative Evaluation Rating	Performance Level
4	Highly Effective (HE)
3	Effective (E)
2	Needs Improvement (NI)
1	Unsatisfactory (U)

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four performance levels. Using the district’s calculation methods and cut scores described above in sections A–C, illustrate how a second-grade teacher and a ninth-grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating, respectively.

Second Grade Teacher

For a second-grade teacher to receive a Summative Score of Highly Effective (4), they would need an Instructional Practice Score of 4 and an Effect Size Score of 3 or 4. For the same

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second-grade teacher to receive a Summative Score of Unsatisfactory (1), they would need an Instructional Practice Score of 1 and an Effect Size Score of 1 or 2. As shown below:

Effect Size	Instructional Practice Score	Summative Score
1	1	1
2	1	1
3	1	2
4	1	2

Effect Size	Instructional Practice Score	Summative Score
1	2	2
2	2	2
3	2	2
4	2	3

Effect Size	Instructional Practice Score	Summative Score
1	3	2
2	3	3
3	3	3
4	3	3

Effect Size	Instructional Practice Score	Summative Score
1	4	3
2	4	3
3	4	4
4	4	4

Ninth Grade English Language Arts Teacher

For a ninth-grade English language arts teacher to receive a Summative Score of Highly Effective (4), they would need an Instructional Practice Score of 4 and a VAM Score of 3 or 4. For the same ninth-grade English language arts teacher to receive a Summative Score of Unsatisfactory (1), they would need an Instructional Practice Score of 1 and a VAM Score of 1 or 2. As shown below:

VAM Score	Instructional Practice Score	Summative Score
1	1	1
2	1	1
3	1	2
4	1	2

VAM Score	Instructional Practice Score	Summative Score
1	2	2
2	2	2
3	2	2
4	2	3

VAM Score	Instructional Practice Score	Summative Score
1	3	2
2	3	3
3	3	3
4	3	3

VAM Score	Instructional Practice Score	Summative Score
1	4	3
2	4	3
3	4	4
4	4	4

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Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAPs).

Alignment to the Florida Educator Accomplished Practices	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1A
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1C
c. Designs instruction for students to achieve mastery;	1E
d. Selects appropriate formative assessments to monitor learning;	1F
e. Uses diagnostic student data to plan lessons; and,	1B, 1C
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1F
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	1B, 2E
b. Manages individual and class behaviors through a well-planned management system;	2D
c. Conveys high expectations to all students;	2B
d. Respects students' cultural linguistic and family background;	2A, 2B
e. Models clear, acceptable oral and written communication skills;	3A
f. Maintains a climate of openness, inquiry, fairness and support;	2A, 2B
g. Integrates current information and communication technologies;	3A, 2E
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	2E
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	2E
3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	3C
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3A, 3B, 3C, 3D, 3E
c. Identify gaps in students' subject matter knowledge;	3D
d. Modify instruction to respond to preconceptions or misconceptions;	3A, 3E
e. Relate and integrate the subject matter with other disciplines and life experiences;	3A
f. Employ higher-order questioning techniques;	3B
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	1E, 3C
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1E, 3D
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	3D

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j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3D, 3E
4. Assessment	
<i>The effective educator consistently:</i>	
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;	1F
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1F
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3D
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1F
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3D, 4C
f. Applies technology to organize and integrate assessment information.	3D
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Deliberate Practice Plan
b. Examines and uses data-informed research to improve instruction and student achievement;	1A, 1E, 4A, 4E
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;	4A, 4B, 4D, 4E
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4C, 4D, 4F
e. Engages in targeted professional growth opportunities and reflective practices; and,	4A, 4F
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4D
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	4F

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Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.

Observations of classroom teachers utilize The Framework for Teaching Evaluation Instrument Rubric.

	1 UNSATISFACTORY	2 BASIC/DEVELOPING/ NEEDS IMPROVEMENT	3 PROFICIENT/EFFECTIVE	4 DISTINGUISHED/HIGHLY EFFECTIVE
1a Knowledge of Content and Pedagogy	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
1b Demonstrating Knowledge of Students	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>

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1c Setting Instructional Outcomes	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
1d Knowledge of Resources	<p>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>
1e Designing Coherent Instruction	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
1f Designing Student Assessments	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>

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<p style="text-align: center;">2a Environment of Respect and Rapport</p>	<p>Patterns of classroom interactions, both between the teacher and among students, are mostly inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but reflect occasional inconsistencies, omissions, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
<p style="text-align: center;">2b Establishing a Culture for Learning</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
<p style="text-align: center;">2c Managing Classroom Procedures</p>	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
<p style="text-align: center;">2d Managing Student Behavior</p>	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<p style="text-align: center;">2e Organizing Physical Space</p>	<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>

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3a Communicating with Students	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear, other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
3b Questioning and Discussion Techniques	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
3c Engaging Students in Learning	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
3d Using Assessment in Instruction	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>

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3e Demonstrating Flexibility and Responsiveness	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
4a Reflecting on Teaching	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
4b Maintaining Accurate Records	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>

4c Communicating with Families	<p>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
4d Participating in Professional Community	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
4e Growing and Developing Professionally	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>

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4f Showing Professionalism	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
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Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.

Observations of non-classroom instructional personnel utilize rubrics with clarifying indicators adapted from The Framework for Teaching Evaluation Instrument.

VOLUSIA FRAMEWORK FOR TEACHING Media Teacher

1 UNSATISFACTORY	2 BASIC/DEVELOPING/NEEDS IMPROVEMENT	3 PROFICIENT/EFFECTIVE	4 DISTINGUISHED
Domain 1 : Planning and Preparation			
1a: Demonstrating Knowledge of Content			
Media Teacher is not familiar with the curriculum and does not understand the connections to the resources, literacy, and the research process.	Media Teacher is familiar with the curriculum but cannot articulate connections with literacy and the research process.	Media Teacher displays knowledge of the curriculum, resources, literacy, and the research process, and is able to develop connections.	Media Teacher displays extensive knowledge of the curriculum, resources, literacy, and the research process, and develops meaningful connections.
1b: Demonstrating Knowledge of Students			
Media Teacher makes little or no attempt to acquire knowledge of the students' information literacy needs. Media Teacher does not understand the need for this information in planning and developing the collection.	Media Teacher demonstrates some knowledge of the students' information literacy needs. Media Teacher shows some understanding of this need in planning and developing the collection.	Media Teacher demonstrates adequate knowledge of the students' information literacy needs. Media Teacher uses this knowledge in planning and developing the collection.	Media Teacher has a thorough knowledge of the students' information literacy needs and uses this knowledge expertly in planning instruction, developing and promoting the resources in the collection.
1c: Establishing Goals for the Media Program			
Media Teacher has no clear goals for the media program and does not display a real understanding of the school's instructional goals for a diverse student population.	Media Teacher's goals for the media program are rudimentary, and indicate a partial understanding of the school's instructional goals for a diverse student population.	Media Teacher's goals for the media program are clear and indicate an understanding of the school's instructional goals for a diverse student population.	Media Teacher's goals for the media program are highly appropriate, support the school's instructional goals for a diverse student population, and have been developed following consultations with students and colleagues.
1d: Demonstrating Knowledge of Resources			
Media Teacher has little awareness of the resources within the school's media collection or resources available electronically, and does not seek resources outside the library media center.	Media Teacher is aware of the resources within the school's media collection, as well as resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	Media Teacher has commendable knowledge of the resources within the school's media collection; has knowledge of and the skills to access electronic and/or online resources; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	Media Teacher has an extensive knowledge of the resources within the school's media collection; has knowledge of a variety of electronic and online resources, accompanied with advanced skills for accessing these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.
1e: Designing Coherent Service Delivery			
Media Teacher has little knowledge of current and classic literature and various literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.	Media Teacher has partial knowledge of current and classic literature and various literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.	Media Teacher has commendable knowledge of current and classic literature and various literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.	Media Teacher has extensive knowledge of current and classic literature and various literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor. Media Teacher differentiates instruction where appropriate.

Instructional Evaluation System

VOLUSIA FRAMEWORK FOR TEACHING Media Teacher

1f: Collaborating in the Design of Learning Experiences			
Media Teacher does not collaborate with teachers in planning, implementing, and assessing learning activities.	Media Teacher collaborates with some teachers to coordinate the use of the media center and its resources and may provide learning experiences that support instruction.	Media Teacher collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and literacy (information, digital, technology).	Media Teacher collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and literacy (information, digital, technology).
Domain 2: The Environment			
2a: Creating an Environment of Respect and Rapport			
Media Teacher's interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the Media Teacher. Some student interactions are characterized by conflict, sarcasm, or put-downs.	Media Teacher's interactions with students and staff are generally polite and respectful but may reflect inconsistencies. Respect toward the Media Teacher is not always evident.	Media Teacher demonstrates genuine caring and respect for students and staff. Most students and staff exhibit a mutual respect for the Media Teacher.	Media Teacher demonstrates genuine caring and respect for students and staff, and uses praise and positive reinforcement. Students and staff exhibit a high regard for the Media Teacher.
2b: Establishing a Culture for Learning			
Media Teacher maintains a controlled and stifling environment not conducive to learning.	Media Teacher maintains an environment that is attractive, with expectations that students use the library appropriately.	Media Teacher maintains an environment that is inviting, flexible and attractive, with expectations that students be productively engaged.	Media Teacher maintains an environment that is inviting, flexible and attractive, with expectations that students are curious, on task and value the media center.
2c: Managing Procedures			
Media Center policies and procedures are minimal and do not effectively provide access to the resources, the media center, and the expertise of the Media Teacher.	Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center, but sometimes function inconsistently resulting in unreliable access to resources, the facility, and the expertise of the Media Teacher.	Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center to provide adequate access to resources, the facility, and the expertise of the Media Teacher.	Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center to provide optimal, flexible access to resources, the facility, and the expertise of the Media Teacher.
2d: Managing Student Behavior			
There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears the Media Teacher has made an effort to establish standards of conduct for students, and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the Media Teacher monitors student behavior against those standards. Media Teacher's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Media Teacher's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Instructional Evaluation System

VOLUSIA FRAMEWORK FOR TEACHING Media Teacher

2e: Organizing Physical Space			
Media Teacher makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Media Teacher's efforts to make use of the physical environment are uneven, resulting in occasional confusion. Signage is inconsistent.	Media Teacher makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Media Teacher makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, displays are attractive and inviting.
Domain 3: Service Delivery			
3a: Maintaining and Extending the Library Collection			
Media Teacher fails to adhere to district or professional guidelines in selecting materials for the collection, and does not periodically assess and weed the collection of outdated materials. Collection is unbalanced among different areas.	Media Teacher is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to assess and weed the collection, and to establish balance.	Media Teacher adheres to district or professional guidelines in selecting materials for the collection, and periodically assesses and weeds the collection of outdated material. Collection is balanced among different areas.	Media Teacher selects materials for the collection thoughtfully and in consultation with teaching colleagues, and consistently assesses and weeds the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with Teachers			
Media Teacher declines to collaborate with classroom teachers in the design of instructional lessons and units.	Media Teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Media Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units.	Media teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging Students in Learning			
Students are not engaged in learning due to poor design of instruction, poor grouping strategies, or inappropriate materials.	Students are somewhat engaged in learning due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in learning due to effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in learning, and as a result, take initiative in ensuring the engagement of their peers.
3d: Assessing the Media Program			
Media Teacher does not assess the library media program. Media goals are unclear and not aligned with the school's instructional goals.	Media Teacher's assessment of the library media program is infrequent. Media goals are rudimentary and partially aligned with the school's instructional goals.	Media Teacher routinely assesses the library media program. Media goals are clear and aligned with the school's instructional goals.	Media Teacher's assessment of the library media program is ongoing. Media goals are highly appropriate and fully aligned with the school's instructional goals.
3e: Demonstrating Flexibility and Responsiveness			
Media Teacher adheres to his or her plan, in spite of evidence of its inadequacy.	Media Teacher makes modest changes in the library media program when confronted with evidence of the need for change.	Media Teacher makes revisions to the library media program when they are needed.	Media Teacher is continually seeking ways to improve the library media program, and makes changes as needed in response to student, parent, or teacher input.

Instructional Evaluation System

VOLUSIA FRAMEWORK FOR TEACHING Media Teacher

Domain 4: Professional Responsibilities			
4a: Reflecting on Practice/Service Delivery			
Media Teacher rarely reflects on the effectiveness of services, resources and instructional strategies, or the reflections are inaccurate or self-serving.	Media Teacher's reflection on effectiveness of services, resources, and instructional strategies is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Media Teacher's reflection provides an accurate and objective description of effectiveness of services, resources, and instructional strategies, citing specific positive and negative characteristics. Media Teacher makes some specific suggestions as to how the media program might be improved.	Media Teacher's reflection is highly accurate and perceptive, citing specific examples of effectiveness of services, resources, and instructional strategies. Media Teacher draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Maintaining Accurate Records			
Media Teacher does not maintain accurate or current records that adequately reflect the needs of the library media program.	Media Teacher maintains records, including circulation and inventory of resources, statistics of library use, and utilization of media budget. Current records reflect needs to maintain the media program.	Media Teacher maintains accurate, fairly current, and accessible records including: circulation and inventory of resources, statistics of library use, and utilization of media budget. These records are reported and reflect needs for a comprehensive media program.	Media Teacher maintains accurate, current, and easily accessible records including: circulation and inventory of resources, statistics of library use, and utilization of media budget. These records are assembled, carefully reviewed, and reported in a timely manner. Media Teacher uses data effectively to accurately reflect needs for a progressive and comprehensive media program.
4c: Communicating with Stakeholders			
Media Teacher makes no effort to communicate with the school community about the library media center program and services.	Media Teacher is inconsistent in communicating with the school community about the library media program, new resources, and services.	Media Teacher regularly communicates with the school community to keep them informed and to promote the use of the library media program, new resources, and services.	Media Teacher effectively and consistently communicates with the school community to keep them informed, to promote the development of the library media program, new resources and services. The Media Teacher actively solicits feedback and input from the school community to improve instruction, program, and services.
4d: Participating in a Professional Community			
Media Teacher's relationships with colleagues are negative or self-serving, and the Media Teacher avoids being involved in school and district events and projects.	Media Teacher's relationships with colleagues are cordial, and the Media Teacher participates in school and district events and projects when specifically requested.	Media Teacher participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Media Teacher makes a substantial contribution to school and district by actively participating in school events and projects, serving on school and/or district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.

VOLUSIA FRAMEWORK FOR TEACHING Media Teacher

4e: Growing and Developing Professionally			
Media Teacher makes no attempt to participate in professional development activities, to share knowledge with others, or to assume professional responsibilities.	Media Teacher participates in professional development activities when convenient, and contributions to the profession are limited.	Media Teacher seeks out opportunities for professional development to enhance professional practice. Media Teacher welcomes feedback from colleagues and administrators and participates actively in assisting other educators.	Media Teacher actively pursues professional development opportunities through professional reading, memberships, conferences and action research. Media Teacher actively seeks out feedback from colleagues and administrators. Media Teacher makes a substantial contribution to the profession through teaching workshops, writing articles, and making presentations to contribute to the profession on a school, district, state, and/or national level.
4f: Demonstrating Professionalism			
Media Teacher does not adhere to professional ethics, displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Media Teacher displays knowledge of professional ethics, is honest in interactions with colleagues, students, and the public; adherence to copyright laws is inconsistent.	Media Teacher displays good knowledge of professional ethics, shows high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Media Teacher demonstrates a commitment to professional ethics and can be counted on to hold the highest standards of honesty and integrity; takes a leadership role with colleagues in helping to ensure there is no plagiarism or violation of copyright laws.

Instructional Evaluation System

VOLUSIA FRAMEWORK FOR TEACHING Counselor

Domain 1 : Planning and Preparation			
1a: Demonstrating Knowledge of Content			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor rarely practices professional competence in the delivery of school counseling and student service delivery and in the contexts of diverse individual, family, school, and community characteristics.	Counselor inconsistently practices professional competence in the delivery of school counseling and student service delivery and in the contexts of diverse individual, family, school, and community characteristics.	Counselor consistently applies knowledge of School Counseling Practices and factors that impact personal, social and educational decision making for all stakeholders.	In addition to meeting proficiency in this component, counselor is a resource for student, parents, teacher and administrator regarding the cultural factors that impact personal, social and educational decision making for all stakeholders.
<i>Discussion of Evidence</i>			
1b: Demonstrating Knowledge of Students			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor displays little or no knowledge of child and adolescent development and or student needs, interests and academic programs.	Counselor displays partial knowledge of child and adolescent development and or student needs, interests and academic programs.	Counselor displays accurate understanding of student needs, interests and academic programs and or the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to meeting proficiency in this component, counselor displays knowledge of the extent to which individual students follow the general patterns. Counselor is aware and proactive in identifying and meeting student needs, interests and ensuring appropriate placement of students in academic programs.
<i>Discussion of Evidence</i>			
1c: Establishing Program Goals			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor has no clear data driven goals for the school counseling program and/or the goals are inappropriate to either the situation in the school and the age of the students.	Counselor's data driven goals are rudimentary and partially suitable to the situation in the school and the age of the students.	Counselor's data driven goals are clear and appropriate to the situation in the school and the age of the students.	Counselor's individual goals are the result of analyzing data and are highly appropriate to the situation in the school and the age of the students. The goals have been developed following consultation with stakeholders.
<i>Discussion of Evidence</i>			

VOLUSIA FRAMEWORK FOR TEACHING Counselor

1d: Demonstrating Knowledge of Resources			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor demonstrates little or no knowledge of district, state or federal policies and regulations and of resources available for students.	Counselor displays partial knowledge of district, state and federal policies and regulations and of resources for students available through the school or district, but no knowledge of resources external to the school.	Counselor displays awareness of district, state and federal policies and regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of district, state and federal policies and regulations and of resources is extensive, including those available through the school or district and beyond.
<i>Discussion of Evidence</i>			
1e: Aligning School Counseling Activities with the School and District Initiatives			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor's plan consists of a random collection of unrelated activities, lacking coherence or overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the program goals and/or school/district initiatives.	Counselor's plan includes worthwhile activities that all align with program goals and/or school/district initiatives.	Counselor's plan is highly coherent and serves to support the students individually and in groups. The counselor's plan completely aligns and supports program goals and/or school/district initiatives.
<i>Discussion of Evidence</i>			
1f: Assessing Goal Achievement and the School Counseling Program			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor has no process or plan to evaluate the counseling program goals and/or resists suggestions that such an evaluation is important. Counselor rarely evaluates services, programs, academic or behavioral achievement at the individual group and/or systems level.	Counselor has a rudimentary plan to evaluate the counseling program goals. Counselor inconsistently incorporates data in evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.	Counselor's evaluation plan is organized around clear goals and the collection of evidence to indicate the degree to which the counseling program goals are being met. Counselor consistently incorporates various techniques for data collection, analysis, and use of technology resources in evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.	Counselor's evaluation plan is highly sophisticated, with relevant sources of evidence and a clear path toward improving the program goals on an ongoing basis; all stakeholders provide input into the plan. In addition to meeting proficiency in this component, counselor impacts system change as a result of the evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.

Instructional Evaluation System

VOLUSIA FRAMEWORK FOR TEACHING Counselor

Domain 2: The Environment			
2a: Creating an Environment of Respect and Rapport			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
The counselor's interactions with parents and students do not promote positive interactions. The Counselor makes no attempt to establish a culture for productive communication between and among students and teachers.	The counselor's interactions with parents and students are minimal. Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	The counselor's interactions with parents and students are positive and promote healthy interactions. Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	In addition to meeting proficiency, students seek out the counselor, reflecting a high degree of comfort and trust. The culture in the school is productive and respectful. The counselor often takes a leadership role in promoting positive interpersonal relationships.
<i>Discussion of Evidence</i>			
2b: Manages a Culture of Behavioral and Mental Health Support			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor rarely integrates behavioral supports and mental health services with academic and learning goals for students.	Counselor inconsistently integrates behavioral supports and mental health services with academic and learning goals for students.	Counselor consistently integrates behavioral supports and mental health services with academic and learning goals for students.	In addition to meeting proficiency, counselor applies their expertise of behavior and mental health to positively impact school-wide academic and behavioral trends.
<i>Discussion of Evidence</i>			
2c: Managing Behavioral and Mental Health Interventions			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor rarely promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern based on multiple sources of assessment data.	Counselor inconsistently promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern based on multiple sources of assessment data.	Counselor consistently promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern and analyzes the effectiveness of the interventions.	In addition to meeting proficiency in this component, counselor provides continuous feedback regarding the effectiveness of the intervention(s) and supports the intervention provider accordingly.
<i>Discussion of Evidence</i>			

VOLUSIA FRAMEWORK FOR TEACHING Counselor

2d: Managing Student Behavior			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor has not established standards of conduct for students during counseling sessions, classroom lessons and small groups and does not make a contribution to maintaining an environment of respect in the school.	Counselor has inconsistently established standards of conduct for counseling sessions, classroom lessons and small group instruction in order to contribute to maintaining an environment of respect in the school.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of respect in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of respect in the school.
<i>Discussion of Evidence</i>			
2e: Organizing Physical Space			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
The physical environment is in disarray or is not appropriate to the planned activities.	Counselor inconsistently attempts to create an inviting and well-organized physical environment.	Counselor consistently attempts to create an inviting and well-organized physical environment, and conducive to planned activities.	In addition to meeting proficiency in this component, Stakeholders have contributed ideas to the physical environment.
<i>Discussion of Evidence</i>			
Domain 3: Service Delivery			
3a: Assessing Student Needs			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor rarely assesses student needs, or the assessment results in inaccurate conclusions.	Counselor inconsistently assesses student needs. The counselor is limited in their knowledge of reviewing and deciphering student needs and assessment results.	Counselor consistently assesses and identifies the range of student needs in the school.	In addition to meeting proficiency in this component, counselor conducts detailed assessment of student needs and applies it to program planning.
<i>Discussion of Evidence</i>			

Instructional Evaluation System

3b: Information Gathering			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor rarely collects data from multiple sources as a foundation for decision-making regarding educational and behavioral outcomes.	The Counselor inconsistently collects data from multiple sources as a foundation for decision-making regarding educational and behavioral outcomes.	The Counselor consistently collects data from multiple sources as a foundation for decision-making regarding educational and behavioral outcomes.	In addition to meeting proficiency in this component, the counselor assumes a leadership position in data analysis and technology resources in order to improve educational and behavioral outcomes.
<i>Discussion of Evidence</i>			
3c: Engaging Students in Goal Achievement			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor's program rarely addresses student needs or helps students and teachers formulate academic, personal/social, and career plans.	Counselor's program inconsistently addresses student needs or helps students and teachers formulate academic, personal/social, and career plans.	Counselor's program consistently addresses student needs and helps students and teachers formulate academic, personal/social, and career plans.	In addition to meeting proficiency in this component, the counselor involves stakeholders in goal planning and progress monitoring.
<i>Discussion of Evidence</i>			
3d: Interacting with students and counseling strategies			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor rarely demonstrates counseling strategies to help students acquire skills in decision making and problem solving.	Counselor inconsistently demonstrates counseling strategies to help students acquire skills in decision making and problem solving.	Counselor consistently demonstrates a range of counseling strategies to help students acquire skills in decision making and problem solving.	In addition to meeting proficiency in this component, the counselor takes a leadership role in educating all stakeholders in effective counseling strategies.
<i>Discussion of Evidence</i>			
3e: Demonstrating Flexibility and Responsiveness			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor rarely makes revisions in the counseling program when they are needed.	Counselor inconsistently makes revisions in the counseling program when they are needed.	Counselor consistently makes revisions in the counseling program when they are needed.	In addition to meeting proficiency in this component, the counselor is continually seeking ways to improve the counseling program in response to student, parent, or teacher input.
<i>Discussion of Evidence</i>			

Domain 4: Professional Responsibilities			
4a: Reflecting on Practice/Service Delivery			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor rarely reflects on practice, or the reflections are inaccurate or exclusively subjective.	Counselor inconsistently reflects on practice. Reflections are moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor consistently reflects on practice. Reflections are accurate and objective, citing specific positive and negative examples. Counselor makes specific suggestions as to how the counseling program might be improved.	In addition to meeting proficiency in this component, counselor draws on an extensive repertoire to suggest alternative strategies and professionally collaborates with colleagues to improve practice.
<i>Discussion of Evidence</i>			
4b: Maintaining Accurate Records			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion and misinformation or misadvisement.	Counselor's approach to record keeping is inconsistent in timeliness and accuracy.	Counselor's approach to record keeping is consistent in timeliness and accuracy.	In addition to meeting proficiency in this component, counselor serves as a model for colleagues in other schools.
<i>Discussion of Evidence</i>			
4c: Communicating with Stakeholders			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor rarely provides information to stakeholders, either about the counseling program as a whole or about individual students.	Counselor inconsistently provides information to stakeholders about the counseling program as a whole or about individual students.	Counselor consistently provides thorough and accurate information to stakeholders about the counseling program as a whole and about individual students.	In addition to meeting proficiency in this component, counselor is proactive in communicating through a variety of means.

Instructional Evaluation System

4d: Participating in a Professional Community			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor's relationships with colleagues are negative, and counselor rarely participates in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor inconsistently participates in school and district events and projects.	Counselor consistently participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	In addition to meeting proficiency in this component, counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<i>Discussion of Evidence</i>			
4e: Growing and Developing Professionally			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor rarely engages in professional development activities and does not stay abreast of developments in the field.	Counselor inconsistently engages in professional development activities and stays abreast of developments in the field.	Counselor consistently engages in professional development activities and stays abreast of developments in the field.	In addition to meeting proficiency in this component, counselor applies the knowledge learned to train others.
<i>Discussion of Evidence</i>			
4f: Demonstrating Professionalism			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Counselor rarely practices in ways that demonstrate knowledge of ethical, professional, and legal standards and regulations that guide education and school counseling.	Counselor inconsistently practices in ways that demonstrate knowledge of ethical, professional, and legal standards and regulations that guide education and school counseling.	Counselor consistently practices in ways that demonstrate knowledge of ethical, professional, and legal standards and regulations that guide education and school counseling.	In addition to meeting proficiency in this component, the counselor takes a leadership role in informing others of ethical, professional, and legal standards and regulations that guide education and school counseling.
<i>Discussion of Evidence</i>			

VOLUSIA FRAMEWORK FOR TEACHING THERAPEUTIC SPECIALISTS

DOMAIN 1: PLANNING AND PREPARATION			
1a: Demonstrating Knowledge of Content			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist's plans and practice reflect limited use of evidence-based practices and understanding of the prerequisite relationships important to student learning of the content.	Specialist's plans and practice are developing with respect to knowledge of evidence-based practices and prerequisite relationships. Alternative strategies may not be utilized when appropriate.	Specialist's plans and practice reflect solid knowledge of evidence-based practices and an accurate understanding of prerequisite relationships in the specialty area. Plans and practice include alternative strategies, as appropriate.	In addition to the characteristics of "Proficient" Specialist is regarded as an expert in various content areas by colleagues within their field.
1b: Demonstrating Knowledge of Students			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist's plans and practice reflect little or no knowledge of student's backgrounds, cultures, communication, i.e., speech skills, receptive and expressive language proficiency, interests, and special needs in relation to the student's educational performance.	Specialist's plans and practice reflect developing knowledge of student's backgrounds, cultures, communication, i.e., speech skills, receptive and expressive language proficiency, interests, and special needs in relation to the student's educational performance.	Specialist's plans and practice reflect knowledge of student's backgrounds, cultures, communication, i.e., speech skills, receptive and expressive language proficiency, interests, and special needs in relation to the student's educational performance.	In addition to the characteristics of "Proficient" the Specialist is a resource for pertinent other professionals including district level, regarding the factors that impact assessment, treatment, and educational decision-making. Specialist's plans reflect student involvement in developing understanding of their own disability and needs.
1c: Goal Setting (Outcomes)			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Session outcomes reflect low expectations for student learning and lack rigor for individual students. Session outcomes are either not clear or stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Session outcomes reflect moderate expectation and rigor for individual students. Outcomes are moderately clear with respect to student learning. Some outcomes may not permit viable methods of assessment.	Session outcomes reflect high expectations and rigor for individual students. Outcomes are clearly evident with respect to individual student learning and permit viable methods of assessment.	In addition to the characteristics of "Proficient" session outcomes support generalization of skills and are highly relevant to the student's broader educational program.

Instructional Evaluation System

1d: Demonstrating Knowledge of Resources			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist demonstrates little or no effort to familiarize him/herself with resources for use with students and to further their own content knowledge and evidence-based practices.	Specialist demonstrates an effort to familiarize him/herself with resources for use with students and to further their own content knowledge and evidence-based practices.	Specialist demonstrates knowledge of resources available through the school, district, or external sources for use with students and to further their own content knowledge and evidence-based practices.	In addition to the characteristics of "Proficient" Specialist is a resource to colleagues within their field for resources to use with students or to further their own content knowledge and evidence-based practices.
1e: Designing Coherent Instruction			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist's intervention plan does not support session outcomes. Diagnostic plan does not address alternative activities or assessments to reach desired outcome.	Specialist's intervention plan consists of activities that partially support the session outcomes. The session may not have a clear structure or appropriate time allocations which allow for different approaches according to individual student needs. Diagnostic plan may not address alternative activities or assessments to reach desired outcome.	Specialist's intervention plan consists of specific, evidence-based activities that support the session outcomes. The session has a clear structure, appropriate time allocations, and is differentiated to support participation of all students. Diagnostic plan reflects referral concern and knowledge of student background information. Plan addresses alternative activities or assessments to reach desired outcome.	In addition to the characteristics of "Proficient" Specialist's intervention or diagnostic plan represents the coordination of in-depth content knowledge, understanding of different students' needs, and available resources, resulting in activities designed to engage students and support them individually within the broader educational program. The intervention plan allows for student reflection.
1f: Assessing Goal Achievement			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist's plan for assessing student goal achievement contains no clear criteria or standards, and is poorly aligned with outcomes. Progress monitoring has minimal impact for future service delivery.	Specialist attempts to align assessments to session outcomes; assessment criteria is partially defined. The specialist needs support to analyze data for effectiveness of the intervention and to guide instruction.	Assessments align to the session outcomes; assessment criteria are clearly defined. The Specialist uses progress monitoring to plan and analyze the effectiveness of the intervention. Assessment data guides instruction.	In addition to the characteristics of "Proficient" the students are engaged in the assessment of their performance as appropriate for their age or developmental level.

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT			
2a: Creating an Environment of Respect and Rapport			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist's interactions with some students may include negative or insensitive words. Specialist is not responsive to student instances of conflict, criticism, or verbal put-downs.	Specialist's interactions with students are appropriate but lack explicit expressions of courtesy.	Specialist's interactions with students are positive, respectful and reflect caring and acceptance. Interactions are appropriate to the age, culture, and development level of students. Students show respect toward the Specialist and work collaboratively with each other.	In addition to the characteristics of "Proficient" students show evidence of maintaining respect among peers. Specialist promotes and expects students and others in the room to show respect toward each other.
2b: Establishing a Culture for Learning			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
The Specialist does not communicate high outcomes and high expectations for the importance of learning and achievement. Outcomes, activities, assignments and interactions do not support high expectations for students.	Specialist may communicate the importance of learning and achievement; however outcomes, activities, and interactions do not reflect high expectations for students.	Specialist deliberately communicates the importance of learning and achievement. Outcomes, activities, and interactions support high expectations for students.	In addition to the characteristics of "Proficient" students express pride in their achievements and demonstrate initiative in improving their work and/or helping peers.
2c: Managing Procedures			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist does not respond to student tardiness or absences. Specialist does not manage procedures, transitions, non-instructional duties, materials and supplies, effectively.	The session started later than scheduled time due to Specialist's lack of proactive planning and/or effort. Specialist's management of procedures, transitions, non-instructional duties, materials and supplies, results in loss of instructional time.	The session started within an appropriate timeframe of the scheduled time. Specialist manages procedures, transitions, non-instructional duties, materials and supplies, to maximize service delivery time.	In addition to the characteristics of "Proficient" Specialist's management of procedures is a model for other clinicians. Students follow classroom procedures and routines with little or no direction from Specialist.

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2d: Managing Student Behavior			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Student behavior is poorly managed, with unclear expectations, or inappropriate response to student misbehavior. There is no evidence of preventive strategies.	Standards of conduct have been established but implementation is inconsistent. Specialist's response to student misbehavior is not always successful. Preventive strategies may be used.	Standards of conduct have been established and implementation is consistent. The specialist has a plan for managing and is alert to student behavior. Specialist responds to student misbehavior in ways that are appropriate, respectful, and effective. Preventive strategies, such as proximity, redirection and reinforcement for good behavior are evident.	In addition to the characteristics of "Proficient" there is evidence students monitor their own behavior and that of other students according to the established rules.
2e: Organizing Physical Space			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
The setting is disorganized, unsafe, and not conducive to learning or evaluation.	The setting is organized and conducive to learning or evaluation for some students. Physical resources, including technology, are not used effectively.	The setting is well organized and conducive to learning or evaluation. . . Setting is arranged to ensure optimal safety and accessibility. Specialist makes effective use of physical resources, including technology.	In addition to the characteristics of "Proficient" students contribute to the use or adaptation of the physical environment to enhance learning. Specialist makes efficient, creative and highly targeted use of technology to enhance lessons.
DOMAIN 3: INSTRUCTION			
3a: Communicating with Students			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist's oral communication regarding expectations for learning, directions, procedures, and explanations of content are unclear, incorrect, or confusing to students. Specialist's use of language contains errors or is inappropriate to students' cultures, age, or developmental levels.	Specialist's oral communication regarding expectations for learning, directions, and procedures are not fully developed to support understanding for all students. Explanation of content is imprecise. Use of scaffolding is developing.	Specialist clearly communicates expectations for learning, directions, and procedures. Explanation of content is well scaffolded with clarity, accuracy, and connects with student's knowledge and experience. Specialist's use of vocabulary is precise and serves to extend learning.	In addition to the characteristics of "Proficient" students contribute to extending the content by explaining concepts to their classmates. Specialist's use of language is a model of vivid and pertinent examples, accurate syntax, and rich and precise vocabulary to enhance student knowledge.
3b: Using Questioning and Discussion Techniques			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist's use of questions does not advance student learning. Specialist's questioning/discussion techniques are not	Specialist lacks a range of questions when appropriate to promote student cognitive challenge. Prompts/cues are given	Specialist's questions promote student cognitive challenge, higher level thinking, and understanding by using a range of	In addition to the characteristics of "Proficient" Specialist structures the session to promote student to

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<p>appropriate for the age and developmental level of the students.</p> <p>Specialist makes poor use of student practice time, eliciting a small or inadequate number of student responses.</p>	<p>immediately after question is posed, without adequate wait time. Some students have more opportunities than others to participate.</p> <p>Specialist provides practice time which elicits a modest number of student responses.</p>	<p>questions as appropriate. Specialist successfully provides opportunities for all students to participate equally in questioning and/or discussion. Specialist uses adequate wait time after posing questions as appropriate.</p> <p>Specialist provides quality practice time which elicits a moderately high number of responses for all students.</p>	<p>student conversation, questions, and comments as appropriate. Specialist invites students to reflect on lesson or content as appropriate.</p> <p>Specialist consistently provides quality practice time and elicits a high number of responses for all students.</p>
3c: Engaging Students in Learning			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
<p>Students are not engaged in learning or student goals are not the centerpiece of student engagement. Lesson pacing does not support student outcomes. Specialist does not scaffold instruction when needed. Activities, instructional materials, and/or resources are not appropriate for students.</p>	<p>Learning tasks and activities require minimal thinking or practice by students. Students are not always engaged in learning and/or when not in direct interaction with the Specialist. The pacing of the session may be too fast or too slow to adequately support session outcomes. Specialist's scaffolding does not adequately support student engagement. Activities, instructional materials and resources may provide limited support for the instructional outcomes appropriate for the students' age and developmental level.</p>	<p>Individual student goals are the centerpiece of student engagement. Students are actively, intellectually engaged rather than mere participants even when not in direct interaction with the Specialist. Specialist ensures participation off all students by differentiation of methods or strategies. Lesson pacing is appropriate within a well-defined structure. Specialist's scaffolding supports student engagement. Activities, instructional materials and resources enhance session outcomes appropriate for the students' age and developmental level.</p>	<p>In addition to the characteristics of "Proficient" students are highly motivated to work on all tasks and are persistent even when the tasks are challenging. Specialist utilizes strategies that challenge students and promote generalization, maintenance, and transfer of skills.</p>
3d: Using Assessment in Service Delivery			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
<p>Feedback to students is inaccurate or unproductive. Assessment and progress monitoring is not used in instruction. Specialist does not select appropriate</p>	<p>Feedback to students is inconsistent or sometimes inaccurate or unproductive. Assessment and progress monitoring is used inconsistently in instruction.</p>	<p>Feedback to students is accurate, corrective, constructive, substantive, specific, and timely. Assessment and progress monitoring is regularly used in instruction. As</p>	<p>In addition to the characteristics of "Proficient", students are not only involved in collecting their own data, but also are aware of and monitor their own progress, as</p>
<p>evaluation tools or adhere to standardized procedures and guidelines. Specialist uses a very limited array of evaluative instruments that are not effective for the presenting issue.</p>	<p>Specialist needs support to select appropriate evaluation tools and adhere to standardized procedures and guidelines. Specialist uses a limited array of evaluative instruments that are partially effective for the presenting issue.</p>	<p>appropriate, students are aware of the assessment criteria.</p> <p>Specialist selects appropriate evaluation tools and adheres to standardized procedures and guidelines. Specialist demonstrates thorough knowledge and skill in using an array of evaluative instruments to conduct a comprehensive evaluation that effectively targets the presenting issue.</p>	<p>appropriate. Students demonstrate ability to self-assess and/or give feedback to peers.</p>
3e: Demonstrating Flexibility and Responsiveness			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
<p>Specialist does not make changes or use an alternate approach when needed in response to student misunderstanding or lack of performance. Specialist fails to respond to students' questions or interest about content.</p>	<p>Specialist attempts to makes changes or use an alternate approach as needed in response to student understanding and performance, but meets with only moderate success. Specialist inconsistently responds to student interest or inquiry about content.</p>	<p>Specialist makes changes or uses an alternate approach, as needed, in response to student understanding and performance. Specialist responds to student interest or inquiry about content. Specialist anticipates student need for additional information in order to avoid misunderstanding.</p>	<p>In addition to the characteristic of "Proficient" Specialist ensures the success of all students by using a broad repertoire of strategies. Specialist seizes opportunities to enhance goal achievement and learning from a spontaneous event, teachable moment, or student interest or inquiry.</p>

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DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES			
4a: Reflecting on Teaching			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist does not reflect on practice, does not know whether the session was effective or the outcomes were achieved, or provides	Specialist's reflection is a generally accurate assessment of the session's effectiveness and the degree to which	Specialist's reflection accurately assesses the lesson's effectiveness with general references to support the judgment.	In addition to the characteristics of "Proficient" Specialist's reflection of the
an inaccurate assessment. The Specialist offers no suggestions for how session could be improved.	outcomes were met. Specialist makes general suggestions about how the session could be improved.	Specialist reports the degree to which outcomes were met and provides evidence to support the reflection. Specialist makes specific suggestions as to how the session could be improved.	session's effectiveness and the extent to which outcomes were met is highly accurate, thoughtful, and perceptive. Specific examples are cited, weighing the strengths of each. Specialist draws on an extensive repertoire to suggest alternatives, including a prediction of the likely consequences of each.
4b: Maintaining Accurate Records & Data-Based Decision Making			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist's recordkeeping is poorly organized or confusing. Specialist does not regularly collect data and/or does not use it to monitor student progress or adjust intervention, as needed. Specialist does not interpret data from multiple sources and does not use it to guide or inform decision-making for students.	Specialist has developed a generally organized and accurate recordkeeping system for program services. Specialist collects therapy data but practice may not reflect the use of data to guide therapeutic decisions. Specialist does not utilize a variety of data sources to guide student decision making.	Specialist demonstrates organized, timely and accurate recordkeeping skills with which she/he regularly documents and organizes program services, i.e., intervention process, referral process, meeting dates. Specialist uses data to accurately assess student progress and level of functioning and makes adjustments in response to student data. Specialist analyzes and interprets data from multiple sources and uses it to guide or inform decision-making for individual students.	In addition to the characteristics of "Proficient", Specialist is a knowledgeable resource and model to other SLPs concerning efficient organization of records, multiple formats of data collection, and the analysis and use of multiple sources of data for decision-making. Specialist takes action to make changes in caseload based on yearly caseload data, if needed.
4c: Communicating with Stakeholders			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist's relationships with colleagues are not maintained professionally. Specialist poorly communicates student performance, the effectiveness of interventions, and the rationale for professional decisions. Specialist is not	Specialist maintains collegial relationships with colleagues. Specialist seeks information on student performance but may not communicate specific therapeutic information. Even when appropriate, Specialist does not	Specialist maintains professional, collegial relationships with the goal of improved therapy skills and student success. Specialist actively participates in an ongoing exchange of information regarding student performance, and the	In addition to the characteristics of "Proficient", Specialist effectively communicates data to assist educators, administrators and/or families to understand the implications and rationale for

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involved in school/district events or projects.	engage families in the therapeutic intervention program. Specialist maintains relationships with colleagues to fulfill required school or district duties. Specialist participates in school and/or district projects when asked.	effectiveness of interventions. Specialist recruits and involves families in the intervention program when appropriate. Specialist participates in school and/or district projects.	specific recommendations or therapeutic decisions. Specialist initiates collaborative efforts with families or teachers to generalize a behavior plan across settings.
4d: Compliance with School, District, and State Policies, Procedures, Regulations			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist inconsistently follows school and/or district policies and procedures or compliance rules and regulations. Confidentiality and/or privacy guidelines may be violated. Medicaid is not entered according to required timeline.	Specialist generally adheres to school and/or district policies and procedures. Medicaid submission is inconsistent. Specialist's knowledge of compliance rules and regulations, and speech or language eligibility is developing.	Specialist adheres to school and/or district policies and procedures. Specialist enters Medicaid regularly and consistently. Specialist follows compliance rules and regulations, especially as it pertains to speech or language eligibility. Specialist follows state and federal guidelines for confidentiality and privacy. Specialist engages in activities that promote prevention and awareness of communication disorders.	In addition to the characteristics of "Proficient", Specialist assumes a leadership role with SLPs regarding compliance rules and regulations for evaluating, enrolling, maintaining or dismissing students from services. Specialist makes a substantial contribution to school and/or district projects.
4e: Growing and Developing Professionally			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist minimally participates in professional development activities, even when such activities are needed for the development of skills or recertification.	Specialist participates in some professional development activities. Specialist needs reminders to take necessary action required for maintenance of certificate or license.	Specialist actively pursues opportunities for professional development based on individual assessment of need and commitment to the profession and students.	In addition to the characteristics of "Proficient", Specialist provides a substantial contribution to the professional growth of others. Specialist is active in professional activities to enhance their personal practice in order to provide leadership and support to colleagues.
4f: Showing Professionalism			
<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> BASIC	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> DISTINGUISHED
Specialist's interactions with colleagues or students lack honesty and respect. Specialist demonstrates unprofessional written or oral communication, including e-mail.	Specialist's interactions with colleagues or students are generally honest and respectful. Specialist's decisions and recommendations are based on limited though genuinely professional considerations. Specialist demonstrates generally professional written or oral communication, including e-mail.	Specialist puts students first in all considerations of their practice and supports their students' best interests. Specialist demonstrates high standards of honesty, integrity, and respect for the cultural values of others in their interactions with colleagues, students, and families. Specialist maintains an open mind in team or departmental decision-making. Specialist advocates for students when needed. Specialist demonstrates professional written or oral communication, including e-mail.	In addition to the characteristics of "Proficient" Specialist takes a leadership role with other SLPs in departmental decision-making. Specialist is a positive, highly proactive problem-solver. Specialist makes a concerted effort to challenge negative attitudes or practices.

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VOLUSIA FRAMEWORK FOR TEACHING Instructional Coach

1 UNSATISFACTORY	2 BASIC/DEVELOPING/ NEEDS IMPROVEMENT	3 PROFICIENT/EFFECTIVE	4 DISTINGUISHED
Domain 1 : Planning and Preparation			
1a: Demonstrating Knowledge of Content and Pedagogy			
Coach's planning and practice displays little knowledge of content making some errors. Coach displays little understanding of pedagogical approaches specific to that discipline.	Coach's planning and practice reflect some awareness of content, instructional practices, and limited knowledge of pedagogical approaches specific to that discipline.	Coach's planning and practice reflect solid knowledge of content, instructional practices and, effective pedagogical approaches specific to that discipline.	Coach's planning and practice reflect extensive knowledge of content, instructional practices and effective pedagogical approaches specific to that discipline, and the ability to anticipate misconceptions.
1b: Demonstrating Knowledge of Teachers and Students			
Coach demonstrates little or no knowledge of district and school programs and teacher skills in delivering the programs. Coach displays little knowledge of students' varied approaches to learning, skills, and special needs.	Coach demonstrates basic knowledge of district and school programs and teacher skills in delivering the programs. Coach displays general knowledge of students' varied approaches to learning, skills, and special needs.	Coach demonstrates thorough knowledge of district and school programs and teachers' skills in delivering the programs. Coach acquires knowledge from several sources about students' varied approaches to learning, skills, and special needs.	Coach is deeply familiar with the district and school programs and teachers' skills in delivering the programs. Coach actively seeks knowledge from several sources about students' varied approaches to learning, skills, and special needs.
1c: Setting Service Delivery Outcomes			
Coach's service delivery outcomes are stated only as activities representing trivial or low-level learning. They do not permit viable methods of assessment. The goals are inappropriate to either the situation or the needs of the teachers and students.	Coach's service delivery outcomes are a combination of activities and goals, some of which permit viable methods of assessment. They reflect moderate rigor, partially suitable to the situation and the varying needs of the teachers and students.	Most of the coach's service delivery outcomes are stated as goals that can be assessed, reflecting a high-level of learning and curriculum standards. The goals are clear, suitable to the situation and take into account the varying needs of the teachers and students. Goals are developed following consultations with teachers, administrators, or supervisor.	All of the coach's service delivery outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. The goals are clear, suitable to the situation and have fully considered the varying needs of the teachers and students. Goals are developed following consultations with teachers, administrators, and supervisor, and the coach has included participants in the development of those goals.
1d: Demonstrating Knowledge of Resources			
Coach demonstrates little or no knowledge of resources available in the school or district to enhance own knowledge, use in service delivery and advance teachers' skills; does not seek such knowledge.	Coach demonstrates basic knowledge of resources available in the school or district to enhance own knowledge, use in service delivery and advance teachers' skills; does not seek to extend such knowledge.	Coach is fully aware of resources available to enhance own knowledge, use in service delivery, and advance teachers' skills in implementing school or district programs.	Coach actively seeks out resources from a wide range of sources to enhance own knowledge, use in service delivery, and enrich teachers' skills in implementing school or district programs
1e: Designing Coherent Instruction			
Coach designs learning activities that are poorly aligned to the service delivery outcomes, do not follow an organized progression, and engage teachers at low level of cognitive challenge.	Coach designs learning activities that are loosely aligned to the service delivery outcomes, has an uneven progression and engage teachers in moderate level of cognitive challenge.	Coach designs coherent learning activities that are mostly aligned to the service delivery outcomes, has an organized progression and engage teachers in significant level of cognitive challenge.	Coach designs coherent learning activities that align to the service delivery outcomes, engage teachers at high-levels of cognitive challenge and has been developed following consultations with teachers, administrators, and/or supervisor.
1f: Designing Goal Achievement			
Coach's assessment is poorly aligned with the service delivery outcomes and contains no clear criteria, and is inappropriate for the needs of many teachers and students. Assessment results have no impact on the design of future service delivery.	Coach's assessment is partially aligned with the service delivery outcomes, without clear criteria, and inappropriate for the needs of some teachers and students. Assessment results have little impact on the design of future service delivery.	Coach's assessment is aligned with the service delivery outcomes, with clear criteria that are appropriate to the needs of teachers and students. Assessment results are evident in the design to improve future service delivery.	Coach's assessment is fully aligned with the service delivery outcomes, with clear criteria that show evidence of teachers' contribution to the development. Assessment results are evident in the design to improve future service delivery on an ongoing basis.
Domain 2: The Environment			
2a: Creating an Environment of Respect and Rapport			
Interactions between the coach and teachers are generally negative and inappropriate; may display insensitivity or lack of responsiveness to teachers' level of development.	Interactions between the coach and teachers are generally appropriate and free from conflict. There is some display of lack of responsiveness to teachers' level of development.	Interactions between the coach and teachers are polite and respectful, reflecting genuine warmth and caring and are appropriate to the teachers' level of development.	Interactions between coach and teachers are highly respectful and trusting, reflecting genuine warmth, caring and sensitivity to teachers' level of development. Teachers themselves ensure high levels of civility.
2b: Establishing a Culture for Learning			
Coach conveys the sense that the work of improving instruction or compliance implementation is externally mandated and is not important to school or teacher improvement.	Teachers do not resist the offerings of support from the coach, but do not actively seek out the coach for support regarding improving their instructional skills.	Coach and teachers promote a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Coach and teachers have high levels of energy and passion for the subject that create a culture for learning and teachers hold themselves to high standards of performance and initiates improvements.
2c: Managing Procedures			
Coach has inefficient routines and procedures for access to support and when conducting service delivery resulting in much loss of time.	Coach's routines and procedures for access to support and when conducting service delivery is unclear resulting in some loss of time.	Coach has clear routines and procedures for access to support and when conducting service delivery resulting in little loss of time.	Coach has seamless operation of routines and procedures for access to support and when conducting service delivery. Procedures have been developed following consultation with teachers, administrators, and supervisor.
2d: Managing Professional Interactions			
The Coach has established no norms of mutual respect for professional interactions. Coach's response to unprofessional conduct is inappropriate or disrespectful of teachers' dignity.	Coach has made some effort to establish norms of mutual respect for professional interactions, with uneven results when responding to unprofessional conduct.	Coach has established clear norms of mutual respect for professional interactions. Coach's response to unprofessional conduct is appropriate and respects the teachers' dignity.	Coach has established clear norms of mutual respect for professional interactions. Coach's response to unprofessional conduct is appropriate and respects the teachers' dignity. Teachers emulate the norms of mutual respect with their colleagues and adhere to these standards of conduct.
2e: Organizing Physical Space			
Coach use of service delivery environments is poor and most teachers don't have access to learning. Alignment between the service delivery environment and learning activities is poor.	Coach's use of service delivery environments is moderately effective and learning activities is not accessible to some teachers.	Coach creates and makes use of various service delivery environments and learning activities are accessible to all teachers. Technology is used effectively, as appropriate to the service delivery.	Coach creates and makes highly effective use of various service delivery environments to ensure the learning of all teachers. Technology is used skillfully, as appropriate to the service delivery.

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VOLUSIA FRAMEWORK FOR TEACHING Instructional Coach

Domain 3: Service Delivery			
3a: Communicating Clearly and Accurately			
Coach's communication of expectations for goal achievement, directions and procedures, and explanations of content are unclear or confusing to teachers. Language sometimes contains inaccuracies. Coach declines to collaborate with classroom teachers in the design of effective instruction.	Coach's expectations for goal achievement, directions and procedures, and explanations of content are clarified after initial confusion. Language use is correct. Coach collaborates with classroom teachers in the design of effective instruction when specifically asked to do so.	Coach's expectations for goal achievement, directions and procedures, and explanations of content are clear to teachers. Language use is correct and appropriate to the audience. Coach initiates collaboration with classroom teachers in the design of effective instruction.	Coach's expectations for goal achievement, directions and procedures, and explanations of content are clear to teachers. Coach initiates collaboration with classroom teachers in the design of effective instruction, following up and instructing/coaching as needed.
3b: Information Gathering (Questioning and Discussion Techniques)			
Coach's discussion and questioning techniques are low-level or inappropriate, eliciting limited participation rather than encouraging discussion.	Some of the Coach's discussion and questioning techniques elicit a thoughtful response, but most questions are low-level, posed in rapid succession. Coach's attempts to engage all teachers are only partially successful.	Most of the Coach's discussion and questioning techniques elicit a thoughtful response, and the Coach allows sufficient time for participants to react. Teachers engage in discussion, with the Coach stepping aside when appropriate.	Coach facilitates discussion and questioning techniques that reflect high expectations. Participants formulate many of the high-level questions and ensure that all voices are heard. Teachers engage in discussion, with the coach stepping aside when appropriate.
3c: Engaging Teachers in Goal Achievement			
Activities and resources are inappropriate to the learning and service delivery outcomes or levels of understanding, resulting in limited intellectual engagement. The service delivery has no structure or is poorly paced.	Activities and resources are partially appropriate to the learning and service delivery outcomes or levels of understanding, resulting in inconsistent levels of intellectual engagement. The service delivery has a recognizable structure but is not fully maintained.	Activities and resources are appropriate to the learning, service delivery outcomes and goal achievement, resulting in intellectual engagement. The service delivery has a coherent structure with appropriate pace.	Teachers are intellectually engaged throughout the service delivery in significant learning and goal achievement, and make substantial contribution to the activities and resources. The service delivery is adapted to the needs of individuals and the structure and pacing allow for reflection and closure.
3d: Using Assessment in Service Delivery			
Assessment is not used in service delivery, either through monitoring of progress of achievement, or through feedback to teachers. Teachers are unaware of the assessment criteria used to determine successful achievement of goals.	Assessment is occasionally used in service delivery, through some progress monitoring of goal achievement by coach. Feedback to participants is uneven, and participants are aware of only some of the criteria used to determine successful achievement of goals.	Assessment is regularly used in service delivery, through self-assessment by participants, monitoring of progress of goal achievement, and high quality feedback to teachers. Participants are fully aware of the criteria used to determine successful achievement of goals.	Assessment is used in a sophisticated manner in service delivery, through participant involvement in establishing the assessment criteria, self-assessment by participants, monitoring of progress of goal achievement, and high quality feedback to teachers.
3e: Demonstrating Flexibility and Responsiveness			
Coach adheres to the service delivery plan, even when a change would improve the service delivery or teachers' learning and interest. Coach brushes aside teacher questions; when teachers experience difficulty, the coach blames the teacher or other factors.	Coach attempts to modify the service delivery when needed and to respond to teachers' feedback with moderate success. Coach accepts responsibility for teachers' success, but only draws on a limited number of strategies.	Coach promotes successful learning and goal achievement of teachers, making adjustments as needed to service delivery plans based on participant feedback, and accommodating needs and interests through a variety of strategies.	Coach seizes opportunities to enhance learning and goal achievement, building on a spontaneous event or teachers' interests. Coach ensures the success of all teachers, using an extensive repertoire of strategies.

Domain 4: Professional Responsibilities			
4a: Reflecting on Practice/Service Delivery			
Coach does not accurately assess the effectiveness of service delivery and how the service delivery could be improved.	Coach provides a partially accurate and objective description of the lesson but does not cite specific evidence. Coach makes only general suggestions as to how service delivery might be improved.	Coach provides an accurate and objective description of service delivery, citing specific evidence. Coach makes some specific suggestions as to how the service delivery might be improved.	Coach's reflection on service delivery is accurate, citing specific evidence. Coach draws on extensive repertoire to suggest alternative strategies and predicts the likely success of each.
4b: Maintaining Accurate Records			
Coach's system for maintaining service delivery and non-service delivery records are either nonexistent or in disarray, resulting in errors and confusion.	Coach's system for maintaining service delivery and non-service delivery records are rudimentary and only partially effective.	Coach's system for maintaining service delivery and non-service delivery records are accurate, efficient, and effective.	Coach's system for maintaining service delivery and non-service delivery records are accurate, efficient, and effective and teachers contribute to its maintenance when appropriate.
4c: Communicating with Stakeholders			
Coach provides little or no information to schools and teachers regarding supports available or program expectations, with no effort to engage teachers in service delivery.	Coach provides minimal and/or occasionally inaccurate information or responses to schools and teachers. Efforts to engage teachers in service delivery are partially successful.	Coach provides frequent and appropriate information or responses to schools and teachers and makes successful efforts to engage most teachers in service delivery.	Coach takes the lead and initiates communication with schools and teachers, anticipating needs based on knowledge of school and teachers, successfully engaging teachers in service delivery.
4d: Participating in a Professional Community			
Coach avoids participating in school and district events and projects; relationships with colleagues are negative or self-serving.	Coach becomes involved in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Coach makes a substantial contribution to school and district events and projects and assumes a leadership role among colleagues.
4e: Growing and Developing Professionally			
Coach does not participate in professional development activities and makes no effort to share knowledge with colleagues. Coach is resistant to feedback from supervisors or colleagues.	Coach participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Coach seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. Coach welcomes feedback from supervisors and colleagues.	Coach actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, coach seeks feedback from supervisors and colleagues.
4f: Demonstrating Professionalism			
Coach has little sense of honesty, confidentiality, and professionalism with colleagues. Coach fails to comply with school and district regulations and time lines.	Coach is honest but lacks confidentiality and professionalism in dealings with colleagues. Coach complies minimally with school and district regulations, doing just enough to get by.	Coach displays a high level of honesty, confidentiality and professionalism in dealings with colleagues and complies fully and voluntarily with school and district regulations.	Coach displays the highest standards of honesty, confidentiality and takes a leadership role in seeing that colleagues comply with school and district regulations.

Appendix D – Student Performance Measures

In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Pre-Kindergarten (PK)	STAR	Effect Size Model*
Kindergarten (K)	STAR	Effect Size Model*
First Grade (1)	STAR	Effect Size Model*
Second Grade (2)	STAR	Effect Size Model*
Third Grade (3)	FAST	Effect Size Model*
Fourth Grade (4)	FAST	Effect Size Model* or State Teacher VAM
Fifth Grade (5)	FAST	Effect Size Model* or State Teacher VAM
Other (K-5) (Including non-classroom instructional personnel)	STAR, FAST, FSAA, or Statewide Science Assessment	School ELA Effect Size Model* or Student Performance Measure*
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English/Language Arts, Reading Courses (6-8)	FAST	Effect Size Model* or State Teacher VAM
Math Courses (6-8)	FAST	Effect Size Model* or State Teacher VAM
Science Courses (8)	Statewide Science Assessment	School ELA Effect Size Model* or Student Performance Measure*
Other (6-8) (Including non-classroom instructional personnel)	FSAA, FAST, or Statewide Science Assessment	School ELA Effect Size Model* or Student Performance Measure*
<hr/>		
English 1	FAST	Effect Size Model*
English 2	FAST	Effect Size Model*
English 3	FAST	School ELA Effect Size Model* or School State ELA VAM
English 4	FAST	School ELA Effect Size Model* or School State ELA VAM
AP English Comp	AP Assessment	Student Performance Measure* or School State ELA VAM
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Instructional Evaluation System

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Algebra 1 (Honors); Algebra 1B	EOC	Student Performance Measure* or State VAM
Pre-AICE Mathematics 1	AICE Assessment	Student Performance Measure*
Geometry (Honors)	EOC	Student Performance Measure*
Pre-AICE Mathematics 2	AICE Assessment	Student Performance Measure*
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	EOC	Student Performance Measure*
Pre-AICE Biology	AICE Assessment	Student Performance Measure*
Civics	EOC	Student Performance Measure*
U.S. History	EOC	Student Performance Measure*
ROTC	FAST	School ELA Effect Size Model*
Other (9-12) (Including non- classroom instructional personnel)	FSAA FAST	School ELA Effect Size Model* or Student Performance Measure*
District Non-Classroom Instructional Personnel	FAST	District ELA VAM or District ELA Effect Size Model*

Instructional Evaluation System

*The following model tables will be used for teachers who do not have a state VAM.

Effect Size Model Table:

FAST Math Grades 3-8, FAST ELA Grades 3-10, STAR Grades K-2, School FAST ELA, District FAST ELA

VAM Rating	Effect Size Calculation
Highly Effective (HE)	$E.S. \geq .40$
Effective (E)	$.15 \leq E.S. < .40$
Needs Improvement/Basic (NI/B)	$0.00 \leq E.S. < .15$
Unsatisfactory (U)	$E.S. < 0.00$

Student Performance Measure Tables:

Other (K-12), Science Courses (8), Geometry, Civics, Biology, and US History

Percentage of students scoring level 2 or higher

VAM Rating	Student Performance Model
Highly Effective (HE)	> 50 %
Effective (E)	35% – 50%
Needs Improvement/Basic (NI/B)	20% – 35%
Unsatisfactory (U)	< 20%

Instructional Evaluation System

Advances Placement Courses

Percentage of students scoring level 2 or higher

VAM Rating	Student Performance Model
Highly Effective (HE)	> 50 %
Effective (E)	35% – 50%
Needs Improvement/Basic (NI/B)	20% – 35%
Unsatisfactory (U)	< 20%

International Baccalaureate or AICE Courses

Percentage of students scoring level 3 or higher

VAM Rating	Student Performance Model
Highly Effective (HE)	> 50 %
Effective (E)	35% – 50%
Needs Improvement/Basic (NI/B)	20% – 35%
Unsatisfactory (U)	< 20%

Instructional Evaluation System

Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.



2022-2023 VSET-Summative Scores for TEACHER

VAM Score	Summative Level
4	4

Observation Score	Dp Score	Observation Weight	Dp Weight	Observation Weighted Score	DP Weighted Score	IPS Raw Score	IPS Level	IPS Cut Score
4.0	4	0.4	0.25	2.46154	1.53846	4	Distinguished	4

Domain	Component	Admin Rating	Weight	Total
Domain 1 Planning and Preparation	1a Knowledge of Content and Pedagogy	4	2.5%	10
Domain 1 Planning and Preparation	1b Demonstrating Knowledge of Students	4	2.5%	10
Domain 1 Planning and Preparation	1c Setting Instructional Outcomes	3	5%	15
Domain 1 Planning and Preparation	1d Knowledge of Resources	4	2.5%	10
Domain 1 Planning and Preparation	1e Designing Coherent Instruction	3	2.5%	7.5
Domain 1 Planning and Preparation	1f Designing Student Assessments	4	5%	20
Domain 2 The Classroom Environment	2a Environment of Respect and Rapport	3	5%	15
Domain 2 The Classroom Environment	2b Establishing a Culture for Learning	3	5%	15
Domain 2 The Classroom Environment	2c Managing Classroom Procedures	3	3%	9
Domain 2 The Classroom Environment	2d Managing Student Behavior	4	4%	16
Domain 2 The Classroom Environment	2e Organizing Physical Space	4	3%	12
Domain 3 Instruction	3a Communicating with Students	4	5%	20
Domain 3 Instruction	3b Questioning and Discussion Techniques	3	10%	30
Domain 3 Instruction	3c Engaging Students in Learning	3	10%	30
Domain 3 Instruction	3d Using Assessment in Instruction	3	10%	30
Domain 3 Instruction	3e Demonstrating Flexibility and Responsiveness	4	5%	20
Domain 4 Professional Responsibilities	4a Reflecting on Teaching	4	5%	20
Domain 4 Professional Responsibilities	4b Maintaining Accurate Records	4	5%	20
Domain 4 Professional Responsibilities	4c Communicating with Families	4	2.5%	10
Domain 4 Professional Responsibilities	4d Participating in Professional Community	4	2.5%	10
Domain 4 Professional Responsibilities	4e Growing and Developing Professionally	4	2.5%	10
Domain 4 Professional Responsibilities	4f Showing Professionalism	4	2.5%	10
Total			100%	349.5

2022-2023 Summative Scale Scores

4= Distinguished/ Highly Effective
3= Proficient/Effective
2= Basic/Developing (1-3 years experience)/Needs Improvement (greater than 3 years experience)
1= Unsatisfactory