



**CALHOUN COUNTY**  
SCHOOL DISTRICT

**2015-2016**

## Instructional Evaluation System



Rule 6A-5.030  
Form IEST-2015  
Effective Date: November 12, 2015

Calhoun County School District  
Ralph Yoder, Superintendent  
Vicki Davis, District Contact



Marva Johnson, *Chair*  
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April 29, 2016

Ralph Yoder, Superintendent  
Calhoun County School District  
20859 Central Avenue E, Rm G-20  
Blountstown, Florida 32424-6202

Dear Superintendent Yoder:

Thank you for submitting amendments to your district's Instructional Personnel Evaluation System. Your amendments to the Calhoun County School District's evaluation system for instructional personnel have been approved for 2015-16. The department appreciates your continued leadership in your district and throughout the state for the benefit of all of our students.

At your earliest convenience, please ensure that district staff update your district's website with the 2015-16 revised Instructional Personnel Evaluation System that was approved by the department and send the URL link to [DistrictEvalSysEQ@fldoe.org](mailto:DistrictEvalSysEQ@fldoe.org).

For questions or concerns, please contact Eileen McDaniel [Eileen.McDaniel@fldoe.org](mailto:Eileen.McDaniel@fldoe.org) (850-245-0562) or Jason Graham [Jason.Graham@fldoe.org](mailto:Jason.Graham@fldoe.org) (850-245-0546).

Sincerely,

Eileen L. McDaniel

ELM/jgd

cc: Vicki Davis, Calhoun County School District

Eileen L. McDaniel  
Bureau Chief, Educator Recruitment, Development & Retention

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## PERFORMANCE OF STUDENTS

For all instructional personnel, 40% of their evaluation is based on the performance of student criterion as outlined in s. 1012.34(3)(a)1.

Classroom teachers newly hired by the district will be evaluated once during each semester, for a total of two evaluations during their first year of working in the District. Each evaluation will count 50% of the Final Yearly Evaluation. Student performance measures will count 40% of the each evaluation.

Three years of student performance data will be used for all instructional personnel, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available will be used. If more than three years of student performance data are used, the years will be specified.

VAM results will be used for classroom teachers whose students are assessed by statewide, standardized assessment. VAM results will comprise 40% of the teacher's evaluation.

Results from locally developed assessment will be used to determine student performance for classroom teachers whose students are not assessed by a statewide, standardized assessment. The results of the local assessments will comprise 40% of the teacher's evaluation.

For teachers assigned a combination of courses that are associated with the statewide, standardized assessment and that are not, the portion of the evaluation that is comprised of the VAM results will be identified. The VAM results are given proportional weight based on the number of students taught.  
Appendix C

For instructional personnel who are not classroom teachers, VAM and/or locally developed assessment results will be used to determine students performance for the students they are assigned. The results of VAM and/or locally developed assessments will comprise 40% of the teacher's evaluation.

**Student Performance Measure:**

All instructional personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.

Student performance measures will count 40% of the teacher’s evaluation.

Classroom teachers newly hired by the district will use the STAR Reading and/or STAR Math assessment to measure their students’ performance during the fall semester. The principal will work with the teacher to determine which assessment would best indicate the student’s performance level. Teachers hired during the 2<sup>nd</sup> semester will use the same performance measure used by other teachers.

<b>Grade Level/Subject</b>	<b>Performance Measure(s) for Evaluation Purposes</b>
<b>Elementary Schools</b>	
Pre-K teachers	Proficiency on VPK Assessment Student Learning Gain using DIAL-3 for students who do not take the VPK Assessment
Kindergarten-Second Grade teachers	Proficiency on District developed local assessment in reading and math
Third Grade Teachers	Average of proficiency on FSA ELA and Math
Fourth Grade Self contained Math Language Arts	ELA/Math VAM Math VAM ELA VAM
Fifth Grade Self contained Math Language Arts Science	ELA/Math VAM Math VAM ELA VAM Average of proficiency on FCAT Science
PE Music Guidance Media Curriculum Coach ESE Inclusion/Resource	ELA VAM for their assigned students ELA VAM for their assigned students ELA and/or Math VAM for their assigned students ELA VAM for their assigned students School-wide ELA and Math VAM ELA and/or Math VAM for their assigned students or Proficiency on District developed ELA/Math local assessment for their assigned students
<b>Middle School</b>	
Math Reading Language Arts Science (6 <sup>th</sup> /7 <sup>th</sup> ) Science (8 <sup>th</sup> ) Social Studies (6 <sup>th</sup> /8 <sup>th</sup> ) Civics (7 <sup>th</sup> ) Music PE Technology Guidance Media Curriculum Coach ESE Inclusion/Resource	Math VAM ELA VAM ELA VAM ELA and Math VAM for their assigned students Proficiency on FCAT Science ELA and Math VAM for their assigned students Proficiency on Civics State EOC ELA Proficiency for their assigned students ELA Proficiency for their assigned students ELA Proficiency for their assigned students ELA and Math VAM for their assigned students School-wide ELA VAM School-wide ELA and Math VAM Student Growth on ELA and/or Math FSA for their assigned students.

<b>High School</b>	
PE Music Guidance Media Curriculum Coach ESE Inclusion/Resource	ELA their assigned students ELA for their assigned students ELA and/or Math VAM for their assigned students ELA VAM for their assigned students School-wide ELA and Math VAM Student Growth on ELA and/or Math FSA for their assigned students.
Reading Journalism English I English II English III English IV	ELA VAM ELA VAM ELA VAM ELA VAM Proficiency on District developed local assessment Proficiency on District developed local assessment
Algebra I Geometry Algebra II Other Math Courses	Algebra I FSA EOC VAM Proficiency on Geometry State EOC Proficiency on FSA Algebra II EOC Proficiency on District developed local assessment
World History American History Economics American Government Foreign Languages	Proficiency on District developed World History local assessment Proficiency on American History State EOC Proficiency on District developed Economics local assessment Proficiency on District developed American Government local assessment Proficiency on District developed Foreign Language local assessment
Biology Other Science Course	Proficiency on Biology State EOC Proficiency on District developed local assessment
CTE Courses	Proficiency on District developed local assessment; Percent of students earning an industry certification or proficiency on evaluation instrument as listed on the Technical Skills Inventory.

<b>Proficiency Value Score Determination using Percentile Scores</b>	
75 <sup>th</sup> to 99 <sup>th</sup> percentile- 4 points	50 <sup>th</sup> to 74 <sup>th</sup> percentile- 3 points
25 <sup>th</sup> to 49 <sup>th</sup> percentile- 2 points	0 to 24 <sup>th</sup> percentile-1 point
Points will be averaged together to determine a Proficiency Value Score (PVS)	
<b>Proficiency Value Score Determination using Average Test Score</b>	
80 to 100-4 points	70 to 79-3 points
60 to 69-2 points	0 to 59-1 point
Points will be averaged together to determine a Proficiency Value Score (PVS)	
<b>Proficiency Value Score Determination using Achievement Levels</b>	
Level 4 or 5- 4 points	Level 3-3 points
Level 2-2 points	Level 1-1 point
Points will be averaged together to determine a Proficiency Value Score (PVS)	
<b>Student Learning Gain for DIAL-R</b>	
Total Score Increases 6 months-4 points	
Total Score increases 4 to 6 months-3 points	
Total Score increases 2 to 4 points-2 points	
Total Score less than 2 months-1 point	
<b>Student Learning Gain for ESE Inclusion/Resource</b>	
Growth of 1 or more levels-4 points	
Maintain at level 2 or above-3 points	
Decrease of 1 level in non-proficient range OR Decrease 2 or more levels in proficient range OR Decrease 1 level which moves student from proficient to non-proficient-2 points	
Decrease of 2 levels in non-proficient range OR Decrease of 3 or more levels in proficient range-1 Point	
<b>Student Achievement Rate for Industry Certifications</b>	
86-100% passing rate of students attempting industry certification-4 points	
67-85% passing rate of students attempting industry certification-3 points	
51-66% passing rate of students attempting industry certification-2 points	
50% or less passing rate of students attempting industry certification-1 point	

## INSTRUCTIONAL PRACTICE

The Instructional Evaluation System is built upon the Florida Educator Accomplished Practices. The evaluation system uses *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* (Robert J. Marzano, ASCD, 2007) as the standard against which effective teaching will be measured and professional goals developed. Dr. Marzano’s research provides the district with a framework for instruction based upon sound educational principles and contemporary research in effective educational practices for the purpose of increasing student learning growth by improving the quality of instruction. The system provides an on-going evaluation that fosters continued improvement and opportunity for professional growth. Dr. Marzano provides a rubric that enables both the teacher and administrator to clearly distinguish between performances at each level. Throughout the process, the primary focus of the evaluation will be to increase student learning.

Dr. Marzano divides the art of teaching in four domains: Domain 1: Classroom Strategies; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism. A crosswalk from the district’s evaluation framework to the Educator Accomplished Practices demonstrates that the district’s evaluation system and evaluation instruments contains indicators based upon each of the practices is included in Appendix B.

For all instructional personnel, 55% of the evaluation is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S. Teachers are rated by four levels of performance: Highly Effective, Effective, Needs Improvement or Developing (used for instructional personnel in their first 3 years of teaching who need improvement) and Unsatisfactory.

Teachers are divided into categories to help distinguish between new and veteran teachers.

**Category I-**Beginning teachers in their first year of teaching and teachers in their second and third year of teaching are included in this level. Beginning teachers in their first year of teaching are evaluated once each semester for a total of two evaluations during their first year of teaching in the District. Each evaluation will count 50% of the Final Yearly Evaluation. Teachers in their second and third year of teaching receive one formal observation each year.

**Category II-** Teachers with four or more years teaching experience are included in this level. These teachers receive a yearly evaluation with at least one formal observation once every three years.

Every teacher, regardless of category, is informally observed at least once each grading period. Principals and administrators are encouraged to spend as much time as possible in the classrooms observing teachers interacting with students. Formal and informal observations are based on with the principal witnesses during the observation.

When completing each section of the observation, the following ratings are used: Innovating (4); Applying (3); Developing (2); Beginning (1); and Not Using (0).

When completing the final evaluation, each domain is weighted.

Domain I	Classroom Strategies and Behaviors	70%
Domain II	Planning and Preparing	15%
Domain III	Reflection and Teaching	5%
Domain IV	Collegiality and Professionalism	10%



**Teacher Performance (55% of Final Evaluation)**

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
Status Score of 3.5-4.0	Status Score of 2.5-3.4	Status Score of 1.5-2.4	Status Score of 1.0-1.4
<b>Category I Teachers: 1-3 Years of Service</b>			
At least 65% at Level 4 and 0% at Level 1 or 0	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and less than 50% at Level 1 or 0	Greater than or equal to 50% at Level 1 or 0
<b>Category II Teachers: 4 or More Years of Service</b>			
At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and less than 50% at Level 1 or 0	Greater than or equal to 50% at Level 1 or 0

**Student Performance (40% of Final Evaluation)**

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
FSA VAM 4.0-3.1	FSA VAM 3.0-2.1	FSA VAM 2.0-1.1	FSA VAM 1.0-0
PVS 4.0-3.50	PVS 3.49-2.50	PVS 2.49-1.50	PVS 1.49-0

**SUMMATIVE EVALUATION SCORE**

**Final Evaluation Score**

	Score	Weight	Weighted Score
Teacher Performance		0.55	
Self Assessment		0.05	
Student Performance		0.40	
Total Score			
<b>Overall Effectiveness Level</b>			
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0 Unsatisfactory

### OTHER INDICATORS OF PERFORMANCE

The district teacher evaluation process includes a self-assessment that is calculated into the teacher's Final Yearly Evaluation and will serve as an additional metric for the evaluation. The self-assessment is completed by November 1. The teacher will reflect on the elements from Domain 1: Classroom Strategies and Behaviors and rate themselves accordingly. The self-assessment will produce a raw score that will be converted into an evaluation rating. The self-assessment rating score is used to determine 5% of the final evaluation.

<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Needs Improvement (2)	<input type="checkbox"/> Unsatisfactory (1)
156 to 136 points	135 to 99 points	98 to 58 points	57 to 0 Points

## SUMMATIVE EVALUATION SCORE

### Final Evaluation Score

	Score	Weight	Weighted Score
Teacher Performance		0.55	
Self Assessment		0.05	
Student Performance		0.40	
Total Score			
<b>Overall Effectiveness Level</b>			
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0 Unsatisfactory

The summative evaluation forms are included in Appendix E.

### Evaluation for Newly Hired Teacher

Evaluation 1			
	Score	Weight	Weighted Score
Teacher Performance		0.60	
Student Performance		0.40	
<b>Total Score for Evaluation 1</b>			
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0 Unsatisfactory
Evaluation 2			
	Score	Weight	Weighted Score
Teacher Performance		0.55	
Self Assessment		0.05	
Student Performance		0.40	
<b>Total Score for Evaluation 2</b>			
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0 Unsatisfactory
Final End of Year Teacher Evaluation Score Newly Hired Teacher			
	Score	Weight	Weighted Score
Evaluation 1		0.50	
Evaluation 2		0.50	
<b>Total Score for Final Evaluation</b>			
<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>NEEDS IMPROVEMENT (2)</b> <b>OR</b> <input type="checkbox"/> <b>DEVELOPING (2)</b> <b>for instructional personnel in the first 3 years of teaching</b>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

## ADDITIONAL REQUIREMENTS

The district provides all instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.] through the use of the Roster Verification Tool.

The individual responsible for supervising the employee will evaluate the employee's performance. In most cases the principal of the school will be responsible for evaluating the performance of teachers. Teachers on special assignment in an area other than a school will be evaluated by their supervisor. An evaluator may consider input from other personnel trained in evaluation practices. Other evaluators may include the assistant principal, peer or mentor teachers, district staff, and administrators from other schools in the district. Trained personnel who observe teachers will review the results of their observation with the principal. [Rule 6A-5.030(2)(f)2., F.A.C.].

All 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 on a yearly basis. Beginning teachers and teachers new to the district receive a more in-depth training during the teacher orientation meeting. During the initial orientation, instructional personnel receive a printed copy of the assessment instrument, data collection forms, and supporting procedures. Teachers employed after the pre-planning period shall be similarly scheduled for an orientation session as previously described prior to the implementation of such procedures relative to the evaluation of said teacher.

Principals, assistant principals, district staff and mentor/peer teachers have been trained on the evaluation system and understand the proper use of the evaluation criteria and procedures. [Rule 6A-5.030(2)(f)3., F.A.C.].

Timely feedback will be provided to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.]. Following each formal observation, there will be a post observation conference within 48 hours of the observation. In the post observation conference, the teacher will bring a post observation assessment instrument of the observation. The administrator and teacher will then review and discuss their perspective on the lesson observed.

The performance evaluation results for instructional personnel will be disaggregated by classroom teachers and all other instructional personnel; by school site; and by instructional level. School grades and state and local assessment data will also be reviewed by school and district and compared to the performance evaluation data. These results will be used to determine professional development needs for the individual teacher, school, and district. [Rule 6A-5.030(2)(f)5., F.A.C.]

The district requires teachers who have been evaluated as less than effective to participate in specifically designed professional development offerings designed to address individual needs and weaknesses as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].

All classroom teachers are observed evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.]. Classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].

Parents will have opportunities to provide input into teacher's performance evaluations as appropriate. Parental input will be received by the school Principal and/or Assistant Principal. Input will be utilized by

the principal as Domains are rated in the observation component of the evaluation. Parents have the opportunity to provide input through school/district surveys, conferences, phone calls, electronic communications, written communications and/or participation on school advisory councils. [Rule 6A-5.030(2)(f)9., F.A.C.]

Special evaluation procedures and criteria are necessary for teachers who are not classroom teachers and are working at the district level. These teaching fields include District Reading Coach, District Technology Coach, Staffing Specialist, Dropout Prevention Specialist and Therapeutic Specialist such as OT/PT, Vision, and Speech/Language Specialist.

The District's peer assistance program helps employees placed on performance probation, newly hired classroom teachers, or employees who request assistance. A peer mentor will be assigned to support these teachers in reflecting on their practice, assessing their skills, and setting goals to facilitate professional growth. Peer mentors will also be trained in the evaluation/observation process to give mentees formative feedback in area of weaknesses. The peer mentor may be scheduled by the principal to conduct a formal observation. The results of these observations will be used as input into Domain 1 of the teacher's evaluation.

Mentors will be selected using the following criteria:

- Must hold a valid Florida Teaching Certificate in the field that will be mentored.
- Must have successfully completed the Clinical Educator training.
- Must have 5 years of successful teaching experience.
- Must have been ranked effective or highly effective on yearly teacher evaluation for 5 consecutive years.
- Must be willing to mentor interns or serve as peer mentor.

Mentor teachers will receive differentiated pay to compensate for their additional duties.

## DISTRICT EVALUATION PROCEDURES

In accordance with s. 1012.34(3)(c), F.S., the instructional personnel's school principal and/or supervisor must:

- Submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
- Supply the employee with a copy of their evaluation no later than 10 days after the final evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
- 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 [Rule 6A-5.030(2)(g)4., F.A.C.].

A final evaluation rating of unsatisfactory indicates performance that does not meet the minimum requirements of the position and is not acceptable. Two consecutive annual performance evaluation ratings of unsatisfactory; two annual performance evaluation ratings of unsatisfactory within a 3-year period; three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under **F.S.** 1012.34 will be grounds for dismissal.

If an employee who holds a professional service contract as provided in s. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The evaluator must make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time. The employee will be placed on performance probation for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation period are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee will be evaluated periodically and apprised of their progress and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to ss. 1012.27(1) and 1012.28(6), it does not extend the period for correcting performance deficiencies.

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

- A direct hearing conducted by the district school board within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with the provisions of ss. 120.569 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school superintendent's recommendation. The determination of

the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or

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

The Superintendent shall notify the Florida Department of Education of instructional personnel who have received two consecutive unsatisfactory annual evaluations and have been given written notice and intent that his or her employment is being terminated or non-renewed.



## **DISTRICT SELF-MONITORING**

The Superintendent, Assistant Superintendent and Principals meet annually review the Instructional Evaluation System to determine compliance with the Florida Statute. The team usually meets in July of each year to evaluate the effectiveness of the system. During the review, the team determines if:

- The evaluator understands of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- The use of evaluation data is used to identify individual professional development.
- The use of evaluation data is used to inform school and district improvement plan.

The team looks at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel are disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for individual, school and district professional development activities.

Changes and revisions to the teacher evaluation system will be recommended. All substantial revisions will be reviewed and approved by the district school board before being used to evaluate teachers.

## APPENDIX A – CHECKLIST FOR APPROVAL

### Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation that is based on the performance of students criterion.
- An explanation of the scoring method, including how it is calculated and combined.
- At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:

- The student performance measure(s).
- Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- If less than the three most recent years of data are available, those years for which data are available must be used.
- If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- Documented that VAM results comprise at least one-third of the evaluation.
- For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

## **Instructional Practice**

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation system that is based on the instructional practice criterion.
- At least one-third of the evaluation is based on instructional practice.
- An explanation of the scoring method, including how it is calculated and combined.
- The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

- A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- Procedures for conducting observations and collecting data and other evidence of instructional practice.

## **Other Indicators of Performance**

The district has provided and meets the following criteria:

- Described the additional performance indicators, if any.
- The percentage of the final evaluation that is based upon the additional indicators.
- The scoring method, including how it is calculated and combined.

## **Summative Evaluation Score**

The district has provided and meets the following criteria:

- Summative evaluation form(s).
- Scoring method, including how it is calculated and combined.

- The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

### **Additional Requirements**

The district has provided and meets the following criteria:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- Documented that the evaluator is the individual who is responsible for supervising the employee.
- Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- Processes for providing timely feedback to the individual being evaluated.
- Description of how results from the evaluation system will be used for professional development.
- Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- All instructional personnel must be evaluated at least once a year.
- All classroom teachers must be observed and evaluated at least once a year.
- Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:

- Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- Description of the district's criteria for inclusion of parental input.
- Description of manner of inclusion of parental input.
- Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- Description of the district's peer assistance process, if any.

## **District Evaluation Procedures**

The district has provided and meets the following criteria:

- That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - That the evaluator must discuss the written evaluation report with the employee.
  - That 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.
- That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

## **District Self-Monitoring**

The district self-monitoring includes processes to determine the following:

- 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).
- The use of evaluation data to identify individual professional development.
- The use of evaluation data to inform school and district improvement plans.

## APPENDIX B – ALIGNMENT TO FEAP

<b>Alignment to the Florida Educator Accomplished Practices (FEAP)</b>	
Practice	Evaluation Indicators
<b>1. Instructional Design and Lesson Planning</b>	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Domain II
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Domain II Domain I--Routine Events 1, 2, 3
c. Designs instruction for students to achieve mastery;	Domain II Domain I—Addressing Content 7, 15, 21
d. Selects appropriate formative assessments to monitor learning;	Domain I--Routine Events 1, 2, 3
e. Uses diagnostic student data to plan lessons; and,	Domain II Domain I--Routine Events 2, 3
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Domain II Domain I--Addressing Content 7, 15, 21
<b>2. The Learning Environment</b>	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Domain II Domain I—Routine Events 4 Domain I—Enacted on the Spot 24, 33, 36
b. Manages individual and class behaviors through a well-planned management system;	Domain I—Routine Events 4 Domain I—Enacted on the Spot 24, 33, 34, 35
c. Conveys high expectations to all students;	Domain I—Enacted on the Spot 29, 38, 39, 40, 41
d. Respects students’ cultural linguistic and family background;	Domain I—Enacted on the Spot 36, 39
e. Models clear, acceptable oral and written communication skills;	Domain I—Enacted on the Spot 31, 33, 34, 35
f. Maintains a climate of openness, inquiry, fairness and support;	Domain I—Enacted on the Spot 29, 37, 39, 40
g. Integrates current information and communication technologies;	Domain II Domain I—Enacted on the Spot 32
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Domain II Domain I—Routine Events 5 Domain I—Enacted on the Spot 39
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Domain II Domain I—Routine Events 5

<b>3. Instructional Delivery and Facilitation</b>	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	Domain II Domain I—Addressing Content 6, 9, 12, 15, 17, 19, 20, 21
b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Domain I—Addressing Content 22, 23 Domain I—Enacted on the Spot 25, 26, 27, 28, 29, 30, 31, 32
c. Identify gaps in students’ subject matter knowledge;	Domain I—Enacted on the Spot 41
d. Modify instruction to respond to preconceptions or misconceptions;	Domain I—Enacted on the Spot 41
e. Relate and integrate the subject matter with other disciplines and life experiences;	Domain II Domain I—Enacted on the Spot 24, 28, 29, 32, 33, 36, 37
f. Employ higher-order questioning techniques;	Domain I—Addressing Content 10, 11, 17, 18, 20 Domain I—Enacted on the Spot 30
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Domain II Domain I—Addressing Content 7, 15, 21
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Domain II Domain I—Addressing Content 7, 15, 21
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Domain I—Routine Events 1, 2, 3 Domain I—Enacted on the Spot 24, 37, 41
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Domain I—Routine Events 1, 2, 3 Domain I—Enacted on the Spot 24, 37, 41
<b>4. Assessment</b>	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;	Domain I—Routine Events 1, 2, 3 Domain I—Addressing Content 7, 13, 14, 15, 20, 21 Domain I—Enacted on the Spot 40, 41 Domain II Domain III
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Domain II Domain I—Routine Events 1, 2, 3
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Domain I—Routine Events 1, 2, 3
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Domain I—Enacted on the Spot 24, 26, 28, 36
e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and,	Domain I—Routine Events 1, 2, 3
f. Applies technology to organize and integrate assessment information.	Domain II

<b>5. Continuous Professional Improvement</b>	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Domain II Domain I—Routine Events 1, 2, 3 Domain I—Enacted on the Spot 39, 40 Domain III
b. Examines and uses data-informed research to improve instruction and student achievement;	Domain III
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;	Domain III
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Domain III
e. Engages in targeted professional growth opportunities and reflective practices; and,	Domain III
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Domain III
<b>6. Professional Responsibility and Ethical Conduct</b>	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Domain IV



**APPENDIX C- COMPUTING STUDENT PERFORMANCE SCORE  
FOR TEACHERS WITH ASSIGNED A COMBINATION OF SCORES**

***How to Compute the Student Performance Score for Teachers with more than one  
Value Added Record***

In order to compute the Student Performance Score for teachers with more than one value added record you must determine the percentage of the students in each grade level and multiply that percentage by the points awarded the Teacher for each classification. Points are awarded based on the following classification: Unsatisfactory = 1 point, Needs improvement = 2 points, Effective = 3 points, and Highly Effective = 4 points.

Example #1: Teacher has four Value Added Classifications. One for each of the four grade levels taught. The teacher teaches a total of 72 students. In the following example the teacher will be awarded a Student Performance Score of 2 (Needs Improvement).

Grade	Number of Students	Classification	Computation	Points Awarded
10	11	Needs Improvement (2 points)	$(11/72)*2$	0.30
9	11	Highly Effective (4 points)	$(11/72)*4$	0.61
8	36	Unsatisfactory (1 point)	$(36/72)*1$	0.50
6	14	Effective (3 points)	$(14/72)*3$	0.58
Total Points Awarded				1.99 Needs Improvement
Highly Effective (4)		Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
3.1-4.0		2.1-3.0	1.0-2.0	0-1.0

Example #2: Teacher has two Value Added Classifications. One for each of the two grade levels taught. The teacher teaches a total of 65 students. In the following example the teacher will be awarded a Student Performance Score of 3 (Effective).

Grade	Number of Students	Classification	Computation	Points Awarded
9	37	Effective (3 points)	$(37/65)*3$	1.70
8	28	Needs Improvement (2 points)	$(28/65)*2$	0.86
Total Points Awarded				2.56 Effective
Highly Effective (4)		Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
3.1-4.0		2.1-3.0	1.0-2.0	0-1.0

Example #3: Teacher has only one Value Added Classifications. Therefore, no computation is needed. The teacher will be awarded a Student Performance Score of 3 (Effective).

Grade	Number of Students	Classification	Computation	Points Awarded
5	27	Effective (3 points)	----	3.0
Total Points Awarded				3.0 Effective
Highly Effective (4)		Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
3.1-4.0		2.1-3.0	1.0-2.0	0-1.0

Example #4: Teacher has two Value Added Classifications and 2 PVS Classification. The VAM scores are from FSA math. The PVS scores are from FCAT Science which at this time the District has chosen to compute a proficiency score. The teacher teaches a total of 151 students. In the following example the teacher will be awarded a Student Performance Score of 2 (Needs Improvement).

Subject	Number of Students	Classification	Computation	Points Awarded
Math 09-10	40	Unsatisfactory (VAM) 1 point	$(40/151)*1$	0.26
Math 10-11	36	Unsatisfactory (VAM) 1 point	$(36/151)*1$	0.24
Science 09-10	39	Needs Improvement (PVS) 2 points	$(39/151)*2$	0.51
Science 10-11	36	Effective (PVS) 3 points	$(36/151)*3$	0.72
Total Points Awarded				1.73 Needs Improvement
Highly Effective (4)		Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
3.1-4.0		2.1-3.0	1.0-2.0	0-1.0

## **APPENDIX D-OBSERVATION INSTRUMENTS**

Domain I: Classroom Strategies and Behaviors Observation Instrument

Domain II: Planning and Preparing Observation Instrument

Domain III: Reflecting on Teaching and Domain IV: Collegiality and Professionalism Instrument

Domain I: Walkthrough

Planning Conference Structured Interview Form A

Planning Conference Structured Interview Form B

Post Observation Conference

**Calhoun County Schools**  
**Domain 1: Classroom Strategies and Behaviors**

Name \_\_\_\_\_

Date \_\_\_\_\_

Observer \_\_\_\_\_

Time Started \_\_: \_\_AM/PM Time Ended \_\_: \_\_AM/PM

Classification:  Category I  Category II

Grade/Subject Observed \_\_\_\_\_

<b>1. Routine Events-Learning Goals &amp; Feedback</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Provides clear learning goals and scales to measure those goals						
Tracks students progress						
Celebrates student success						
<b>Notes</b>						
<b>2. Routine Events-Rules &amp; Procedures</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Establishes Classroom Routines						
Organizes the Physical Layout of the Classroom for Learning						
<b>Notes</b>						
<b>3. Addressing Content-Interacting With New Knowledge</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Identifies Critical Information						
Organizes Students to Interact with New Knowledge						
Previews New Content						
Chunks content into "Digestible Bites"						
Processes of New Content						
Elaborates on New Information						
Records and Representing Knowledge						
Reflects on Learning						
<b>Notes</b>						
<b>4. Addressing Content-Practicing &amp; Deepening Knowledge</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Review Content						
Organizes Students to Practice and Deepen Knowledge						
Uses Homework						
Examines Similarities and Differences						
Examines Errors in Reasoning						
Practices Skills, Strategies, Processes						
Revises Knowledge						
<b>Notes</b>						
<b>5. Addressing Content-Generating &amp; Testing Hypotheses</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Organizes Students for Cognitively Complex Task						
Engages Students in Cognitively Complex Task						
Provides Resources and Guidance						
<b>Notes</b>						

	<b>Innovating (4)</b>	<b>Applying (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not Using (0)</b>
<b>Target Strategy</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in the strategy and monitors the extent to which it produces the desired outcomes.	Engages students in the strategy with no significant errors or omissions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Calhoun County Schools**  
**Domain 1: Classroom Strategies and Behaviors**

<b>6. Enacted on the Spot-Student Engagement</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Notices & Reacts When Students Are Not Engaged						
Uses Academic Games						
Manages Response Rates During Questioning						
Uses Physical Movement						
Maintains a Lively Pace						
Demonstrates Intensity and Enthusiasm						
Uses Friendly Controversy						
Provides Opportunities for Students to Talk About Themselves						
Presents Unusual or Intriguing Information						
<b>Notes</b>						
<b>7. Enacted on the Spot-Adherence to Rules &amp; Procedures</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Demonstrates "Withitness"						
Applies Consequences						
Acknowledges Adherence to Rules & Procedures						
<b>Notes</b>						
<b>8. Enacted on the Spot-Teacher/Student Relationships</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Understands Student Interest & Background						
Uses behaviors that indicate affection for Students						
Displays Objectivity and Control						
<b>Notes</b>						
<b>9. Enacted on the Spot-High Expectations</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Demonstrates Value and Respect for Low-Expectancy Students						
Asks Questions of Low-Expectancy Students						
Probes Incorrect Answers with Low-Expectancy Students						
<b>Notes</b>						

***If applicable complete this section by marking the appropriate boxes.***

Deficiencies noted in the following Lesson Segment area(s). 1  2  3  4  5  6  7  8  9

Comments/Specific Suggestions

**Tally**

<b>Innovating (4)</b>	<b>Applying (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not Using (0)</b>

*Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.*

**Assessor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Calhoun County School District**  
**Domain II: Planning and Preparing Observation Instrument**

Name \_\_\_\_\_

Date \_\_\_\_\_

Observer \_\_\_\_\_

Grade/Subject Taught \_\_\_\_\_

<b>Doman II-Planning and Preparing for lessons</b>				
What does the teacher do to <b>plan and prepare lessons</b> with a deep understanding of content?				
<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>
Organizes lessons within a unit so that students move from an understanding to applying the content through consistent authentic tasks.	Organizes lessons within a unit so that each new piece of information clearly builds on the previous piece moving students from surface level to deeper understanding.	Scaffolds new information within a unit but the relationship between content is not clear.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.
What does the teacher do to <b>plan and prepare lessons aligned to state standards</b> ?				
<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>
Helps others with this activity.	Ensures all lessons and units are aligned to state standards.	Ensures some lessons and units are aligned to state standards.	Is beginning to align lessons and units to state standards.	Makes no attempt to perform this activity.
What does the teacher do to <b>plan and prepare for the use of traditional and/or technologies</b> such as interactive or digital devices?				
<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>
Identifies the available resources and/or technologies <u>students will use to enhance</u> their understanding of the content.	Identifies the available resources and/or technologies that can enhance student understanding and the manner in which they will be used.	Identifies the available resources and/or technologies that can enhance student understanding but does not identify the manner in which they will be used.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.
What does the teacher do to <b>plan and prepare for the special needs of students</b> ?				
<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>
Identifies and meets the special needs of students <u>through creative and innovative</u> adaptations, accommodations and/or modifications designed to meet those needs.	Identifies the special needs of students and the adaptations, accommodations and/or modifications that will be made to meet those needs.	Identifies the special needs of students but does not articulate the adaptations, accommodations and/or modifications that will be made to meet those needs.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

<b>Tally</b>				
<b>Innovating (4)</b>	<b>Applying (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not Using (0)</b>

*Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.*

**Evaluator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Calhoun County School District**  
**Domain III: Reflecting on Teaching**  
**Domain IV: Collegiality and Professionalism**  
**Observation Instrument**

Name \_\_\_\_\_

Date \_\_\_\_\_

Observer \_\_\_\_\_

Grade/Subject Taught \_\_\_\_\_

<b>Domain III: Reflecting on Teaching</b> <i>Evaluating personal performance</i>				
What does the teacher do to <b>evaluate the effectiveness of individual lessons, units or specific instructional techniques?</b>				
I(4)	A(3)	D(2)	B(1)	NU(0)
Determines how effective a lesson, unit or specific instructional technique was in terms of enhancing student achievement and <u>consistently</u> identifies causes of successes and failures and uses analysis when making instructional decisions	Determines how effective a lesson, unit or specific instructional technique was in terms of enhancing student achievement attempts to identify causes of successes and failures	Determines how effective a lesson, unit or specific instructional technique was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.
<b>Teacher Evidence</b> <input type="checkbox"/> The teacher keeps a written analysis of his or her evaluation of individual lessons, units and specific classroom strategies <input type="checkbox"/> The teacher can explain the strengths and weakness of specific lessons, units and classroom strategies <input type="checkbox"/> The teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students <input type="checkbox"/> The teacher consistently analyzes student data				
<b>Notes</b>				
<b>Domain IV-Collegiality and Professionalism</b> <i>Promoting a positive environment</i>				
What does the teacher do to <b>promote positive interactions with colleagues?</b>				
I(4)	A(3)	D(2)	B(1)	NU(0)
Interacts with other colleagues in a positive manner to promote and support student learning and seeks help and mentorship regarding classroom strategies and behaviors <u>and</u> helps to extinguish negative conversations about other teachers	Interacts with other colleagues in a positive manner to promote and support student learning and seeks help and mentorship regarding classroom strategies and behaviors but does not help to extinguish negative conversations about other teachers	Interacts with other colleagues in a positive manner to promote and support student learning but does not seek help and mentorship regarding classroom strategies and does not help to extinguish negative conversations about other teachers	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.
What does the teacher do to <b>promote positive interactions with students and parents?</b>				
I(4)	A(3)	D(2)	B(1)	NU(0)
Interacts with students and parents in a positive manner to foster learning and promote positive relationships <u>and</u> helps to extinguish negative conversations about students and parents.	Interacts with students and parents in a positive manner to foster learning and promote positive relationships, but does not help to extinguish negative conversations about students and parents.	Interacts with students and parents in a positive manner most of the time and does not help to extinguish negative conversations about students and parents.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Makes no attempt to perform this activity.

**Calhoun County School District  
 Domain III: Reflecting on Teaching  
 Domain IV: Collegiality and Professionalism  
 Observation Instrument**

What does the teacher do to <b>adhere to district and school rules and procedures?</b>				
<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>
Is aware of district and school rules and procedures and adheres to them without prompting.	Adheres to rules and procedures most of the time.	Adheres to a rule or procedure after being prompted.	Appears to know the rule or procedure, but does not adhere to it.	Makes no attempt to adhere to a rule or procedure after being prompted.

<b>Tally</b>				
<b>Innovating (4)</b>	<b>Applying (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not Using (0)</b>

**Notes/Comments**

*Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.*

**Evaluator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



**Calhoun County School District  
Domain 1: Walkthrough**

Name \_\_\_\_\_

Date \_\_\_\_\_

Observer \_\_\_\_\_

Time Started \_\_\_:\_\_\_AM/PM Time Ended \_\_\_:\_\_\_AM/PM

Routine Events	
<b>Learning Goals and Feedback</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Provides Clear Learning Goals &amp; Scales to Measure Goals</b> (provides/reminds students about a specific learning goal) <input type="checkbox"/> <b>Tracks Student Progress</b> (uses formative assessment, helps student chart their individual & group progress on learning goal) <input type="checkbox"/> <b>Celebrates Student Success</b> (helps students acknowledge & celebrate their current status on a learning goal as well as knowledge gain)	
<b>Rules and Procedures</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Establishes Classroom Routines</b> (reminds students of a rule or procedure; asks students to restate/explain rules/procedures; provides cues/signals when a rule/procedures should be used) <input type="checkbox"/> <b>Organizes the Physical Layout of the Classroom for Learning</b> (organizes materials, traffic patterns, and displays to enhance learning)	
Enacted on the Spot	
<b>Student Engagement</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Notices &amp; Reacts When Students Are Not Engaged</b> (scans the classroom to monitor students' level of engagement) <input type="checkbox"/> <b>Uses Academic Games</b> (uses adaptations of popular games to reengage students to focus their attention on academic content) <input type="checkbox"/> <b>Manages Response Rates During Questioning</b> (uses strategies to ensure that multiple students respond to questions such as response cards, response chaining, or voting technologies) <input type="checkbox"/> <b>Uses Physical Movement</b> (uses strategies that require students to move physically) <input type="checkbox"/> <b>Maintains a Lively Pace</b> (slows/quicken the pace of instruction in such a way as to enhance engagement) <input type="checkbox"/> <b>Demonstrates Intensity and Enthusiasm</b> (uses verbal/nonverbal signals to indicate enthusiasm about the content) <input type="checkbox"/> <b>Uses Friendly Controversy</b> (uses techniques that require students to take and defend a position about content) <input type="checkbox"/> <b>Provides Opportunities for Students to Talk About Themselves</b> (uses techniques that allow students to relate content to their personal lives and interest) <input type="checkbox"/> <b>Presents Unusual or Intriguing Information</b> (provides or encourages the identification or intriguing information about the content)	
<b>Adherence to Rules &amp; Procedures</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Demonstrates "Withitness"</b> (aware of variations in student behavior that might indicate potential disruptions and attends to them immediately) <input type="checkbox"/> <b>Applies Consequences</b> (applies consequences for lack of adherence to rules and procedures consistently and fairly) <input type="checkbox"/> <b>Acknowledges Adherence to Rules &amp; Procedures</b> (acknowledges adherence to rules & procedures consistently and fairly)	
<b>Teacher/Student Relationships</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Understands Student Interest &amp; Background</b> (seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students) <input type="checkbox"/> <b>Uses behaviors that indicate affection for Students</b> (uses humor and friendly banter appropriately with students) <input type="checkbox"/> <b>Displays Objectivity and Control</b> (behaves in ways that indicate infractions are not taken personally)	
<b>High Expectations</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Demonstrates Value and Respect for Low-Expectancy Students</b> (demonstrates the same positive affective tone with ALL students) <input type="checkbox"/> <b>Asks Questions of Low-Expectancy Students</b> (asks questions of with the same frequency and level of difficulty to ALL students) <input type="checkbox"/> <b>Probes Incorrect Answers with Low-Expectancy Students</b> (inquires into incorrect answers with the same depth and rigor to ALL students)	

Addressing Content	
<b>Interacting With New Knowledge</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Identifying Critical Information</b> (tells students to get ready for some important information; cues the importance of upcoming information) <input type="checkbox"/> <b>Organizing Students to Interact with New Knowledge</b> (organizes students into dyads or triads to discuss small chunks of content) <input type="checkbox"/> <b>Previewing New Content</b> (uses strategies such as K-W-L, advance organizers, or preview questions) <input type="checkbox"/> <b>Chunking content into "Digestible Bites"</b> (presents content in small portions that are tailored to students' level of understanding) <input type="checkbox"/> <b>Processing of New Content</b> (after each chunk of information, asks student to summarize and clarify what they have experienced) <input type="checkbox"/> <b>Elaborating on New Information</b> (asks explicit questions that require students to make and defend inferences) <input type="checkbox"/> <b>Recording and Representing Knowledge</b> (asks students to summarize, take notes, or use nonlinguistic representations) <input type="checkbox"/> <b>Reflecting on Learning</b> (asks students to reflect on what they understand or what they are still confused about)	
<b>Practicing &amp; Deepening Knowledge</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Reviewing Content</b> (begins lesson with a review related to content previously addressed) <input type="checkbox"/> <b>Organizing Students to Practice and Deepen Knowledge</b> (organizes students into groups designed to review information or practice skills) <input type="checkbox"/> <b>Using Homework</b> (uses homework for independent practice or to elaborate on information) <input type="checkbox"/> <b>Examining Similarities and Differences</b> (engages students in comparing, classifying, and creating analogies and metaphors) <input type="checkbox"/> <b>Examining Errors in Reasoning</b> (asks students to examine information for errors or informal fallacies, propaganda, bias) <input type="checkbox"/> <b>Practicing Skills, Strategies, Processes</b> (engages students in massed/distributed practice activities) <input type="checkbox"/> <b>Revising Knowledge</b> (asks students to revise entries in notebooks to clarify and add to previous information)	
<b>Generating &amp; Testing Hypotheses</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Organizing Students for Cognitively Complex Task</b> (organizes students into small groups to facilitate cognitively complex tasks) <input type="checkbox"/> <b>Engaging Students in Cognitively Complex Task</b> (engages students in decision-making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks) <input type="checkbox"/> <b>Providing Resources and Guidance</b> (makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)	

Tally				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)

Signature of Observer \_\_\_\_\_

I-Innovating(4) A-Applying(3) D-Developing(2)  
B-Beginning(1) NU-Not Using(0) NA-Not Applicable

**Calhoun County Schools**  
**Planning Conference Interview Form A**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

<b>Classroom Demographics</b>		
Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.)		
Answer:		
<b>Routine Events</b>		
1. What will you do to establish learning goals, track student progress and celebrate success for this lesson?		
Answer:		
2. What will you do to establish or maintain classroom rules and procedures for this lesson?		
Answer:		
<b>Content</b>		
Please consider the following questions as appropriate for the lesson being observed		
3. What will you do to help students effectively interact with new knowledge?	4. What will you do to help students practice new knowledge?	5. What will I do to help students generate and test hypothesis about new knowledge?
Answer:		

**Calhoun County Schools**  
**Planning Conference Interview Form A**

<b>Enacted on the Spot</b>
6. What will you do to engage students in the lesson?
Answer:
7. What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures?
Answer:
8. What will I do to establish and maintain effective relationships with students during this lesson?
Answer:
9. What will I do to communicate high expectations to students within the lesson?
Answer:
10. How will this lesson be organized as part of a cohesive unit?
Answer:

**Calhoun County Schools**  
**Planning Conference Interview Form B**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

**Classroom Demographics**

1. Briefly describe the students in your classroom (e.g., number of students, gender, special needs, etc.)

Answer:

**Planning and Preparing for Lessons and Units**

2. How will you scaffold the content within the lesson?

Please describe:

- the rationale for how the content of the lesson is organized
- the rationale for the sequence of instruction
- how the content is related to previous lessons, units or other content
- possible confusions that may impact the lesson

Answer:

3. How does this lesson progress within the unit over time?

Please describe:

- how lessons within the unit progress toward deep understanding and transfer of content
- describe how students will make choices and take initiative
- how learning will be extended

Answer:

**Calhoun County Schools**  
**Planning Conference Interview Form B**

4. How will you align this lesson with established content standards identified by the district and the manner in which that content should be sequenced?

Please describe:

- important content (scope) identified by the district
- sequence of the content to be taught as identified by the district

Answer:

**Planning and Preparing for Use of Resources and Technology**

5. How will the resources and materials that you select be used to enhance students' understanding of the content?

Please describe the resources that will be used:

- traditional resources
- technology

Answer:

**Planning and Preparing for the Special Needs of Students**

6. How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling?

Please describe:

- specific accommodations that will be made

Answer:

**Calhoun County School District  
Post Observation Conference**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please bring student work, assessments, scoring guides, and/or rubrics to the reflection conference and be prepared to discuss the following questions

<b>General Reflection</b>
Overall, how do you think the lesson went and why?
Answer:
<b>Routine Events</b>
In what ways did students meet or not meet the learning goals you established for this lesson?
Answer:
In what ways did your classroom workspace and rules and procedures maximize student learning?
Answer:
<b>Content</b>
How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?
Answer:
How did the strategies you used to help students generate and develop new knowledge support student learning?
Answer:
<b>Enacted on the Spot</b>
Which techniques for engaging students were most successful? Which techniques were not successful?
Answer:

**APPENDIX E-SUMMATIVE EVALUATION INSTRUMENTS**

Final Yearly Teacher Evaluation  
Teacher Evaluation for Beginning or Newly Hired Teacher  
Category I Teacher Performance Worksheet  
Category II Teacher Performance Worksheet

## Calhoun County School District Final Yearly Teacher Evaluation

Name \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Classification:  Category I  Category II Grade/Subject Taught \_\_\_\_\_

### 1. Teacher Performance Score (55% of Final Evaluation Rating)

**Directions:** Use the accompanying spreadsheet to compute the Teacher Performance Score.  
Attach a copy of the spreadsheet.

**Domain 1 Sources of Evidence** (select all that applies):

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 2 Sources of Evidence** (select all that applies):

- Planning (Pre) Conference
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 3 Sources of Evidence** (select all that applies):

- Self-Assessment
- Professional Development Plan
- Data Analysis
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 4 Sources of Evidence** (select all that applies):

- Conferences
- Discussions
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Evaluator Comments:**

<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>DEVELOPING (2)</b>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

### 2. Teacher Self-Assessment (5% of Final Evaluation Rating)

Attach a copy of the self-assessment

<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>DEVELOPING (2)</b>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
156 to 136 points	135 to 99 points	98 to 58 points	57 to 0 Points



## Calhoun County School District Final Yearly Teacher Evaluation

### 3. Student Performance Score (40% of Final Evaluation Rating)

**Directions:** Attach a copy of the teacher's VAM or PVS date

**Evaluator Comments:**

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> UNSATISFACTORY (1)
FCAT VAM Score 3.1-4.0	FCAT VAM Score 2.1-3.0	FCAT VAM Score 1.1-2.0	FCAT VAM Score 0-1.0
Proficiency Value Score 3.5-4.0	Proficiency Value Score 2.5-3.0	Proficiency Value Score 1.5-2.0	Proficiency Value Score 0-1.4

Final Evaluation Rating			
	Score	Weight	Weighted Score
1. Teacher Performance		0.55	
2. Self Assessment		0.05	
3. Student Performance		0.40	
<b>Total Score</b>			
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score 3.5 – 4.0	Overall Final Score 2.5 – 3.4	Overall Final Score 1.5 – 2.4	Overall Final Score 1.0 – 1.4

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator Comments:**

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Signature of Teacher does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the principal. The teacher shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.*

**Teacher Comments:**

# Calhoun County School District Teacher Evaluation for Beginning or Newly Hired Teacher

## Evaluation 1

Name \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Classification:  Category I  Category II Contract Status: Probationary

Grade/Subject Taught \_\_\_\_\_

**All beginning or newly hired teachers are required to complete two evaluations. The first of these should be completed before the end of the first semester and the second evaluation should be completed near the end of the school year. The two evaluations count 40% of the teacher's Final End of Year Evaluation.**

### 1. Florida's Accomplished Practices-60% of Evaluation

**Directions:** Use the accompanying spreadsheet to compute the Teacher Performance Score. Attach a copy of the spreadsheet.

**Domain 1 Sources of Evidence** (select all that applies):

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 2 Sources of Evidence** (select all that applies):

- Planning (Pre) Conference
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 3 Sources of Evidence** (select all that applies):

- Self-Assessment
- Professional Development Plan
- Data Analysis
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 4 Sources of Evidence** (select all that applies):

- Conferences
- Discussions
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Evaluator Comments:**

<!-- Empty space for evaluator comments -->

<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>NEEDS IMPROVEMENT (2)</b> OR <input type="checkbox"/> <b>DEVELOPING (2)</b> <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

**Calhoun County School District  
Teacher Evaluation for Beginning or Newly Hired Teacher**

**2. Student Performance Score-40% of Evaluation**

**Directions:** Attach a copy of the teacher's PVS data

**Evaluator Comments:**

<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>NEEDS IMPROVEMENT (2)</b> OR <input type="checkbox"/> <b>DEVELOPING (2)</b> <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
Proficiency Value Score 3.5-4.0	Proficiency Value Score 2.5-3.0	Proficiency Value Score 1.5-2.0	Proficiency Value Score 0-1.4

Evaluation One Rating			
	Score	Weight	Weighted Score
<b>1. Accomplished Practices</b>		0.60	
<b>2. Student Performance</b>		0.40	
<b>Total Score</b>			
<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>NEEDS IMPROVEMENT (2)</b> OR <input type="checkbox"/> <b>DEVELOPING (2)</b> <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
Evaluation 1 Final Score 3.5 – 4.0	Evaluation 1 Final Score 2.5 – 3.4	Evaluation 1 Final Score 1.5 – 2.4	Evaluation 1 Final Score 1.0 – 1.4

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator Comments:**

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Signature of Teacher does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the principal. The teacher shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.*

**Teacher Comments:**

# Calhoun County School District Teacher Evaluation for Beginning or Newly Hired Teacher

## Evaluation 2

Name \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Classification:  Category I  Category II Contract Status: Probationary

Grade/Subject Taught \_\_\_\_\_

### 1. Florida's Accomplished Practices-55% of Evaluation

**Directions:** Use the accompanying spreadsheet to compute the Teacher Performance Score. Attach a copy of the spreadsheet.

**Domain 1 Sources of Evidence** (select all that applies):

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 2 Sources of Evidence** (select all that applies):

- Planning (Pre) Conference
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 3 Sources of Evidence** (select all that applies):

- Self-Assessment
- Professional Development Plan
- Data Analysis
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Domain 4 Sources of Evidence** (select all that applies):

- Conferences
- Discussions
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Evaluator Comments:**

<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>NEEDS IMPROVEMENT (2)</b> OR <input type="checkbox"/> <b>DEVELOPING (2)</b> <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

**Calhoun County School District  
Teacher Evaluation for Beginning or Newly Hired Teacher**

**2. Teacher Self-Assessment-5% of Evaluation**

Attach a copy of the self-assessment

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> UNSATISFACTORY (1)
156 to 136 points	135 to 99 points	98 to 58 points	57 to 0 Points

**2. Student Performance Score-40% of Evaluation**

**Directions:** Attach a copy of the teacher's VAM or PVS date

**Evaluator Comments:**

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> UNSATISFACTORY (1)
FCAT VAM Score 3.1-4.0	FCAT VAM Score 2.1-3.0	FCAT VAM Score 1.1-2.0	FCAT VAM Score 0-1.0
Proficiency Value Score 3.5-4.0	Proficiency Value Score 2.5-3.0	Proficiency Value Score 1.5-2.0	Proficiency Value Score 0-1.4

**Evaluation Two Rating**

	Score	Weight	Weighted Score
<b>1. Accomplished Practices</b>		0.55	
<b>2. Self-Assessment</b>		0.05	
<b>3. Student Performance</b>		0.40	
<b>Total Score</b>			

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> UNSATISFACTORY (1)
Evaluation 2 Final Score 3.5 – 4.0	Evaluation 2 Final Score 2.5 – 3.4	Evaluation 2 Final Score 1.5 – 2.4	Evaluation 2 Final Score 1.0 – 1.4

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator Comments:**

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Signature of Teacher does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the principal. The teacher shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.*

**Teacher Comments:**

## Calhoun County School District Teacher Evaluation for Beginning or Newly Hired Teacher

### Final End of Year Evaluation

Name \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Classification:  Category I  Category II      Contract Status: Probationary

Grade/Subject Taught \_\_\_\_\_

Final End of Year Teacher Evaluation Score for Beginning or Newly Hired Teacher			
The final score reflects the average of the Evaluation 1 and Evaluation 2			
	Score	Weight	Weighted Score
<b>Evaluation 1</b>		0.50	
<b>Evaluation 2</b>		0.50	
<b>Total Score</b>			
<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>NEEDS IMPROVEMENT (2)</b> OR <input type="checkbox"/> <b>DEVELOPING (2)</b> <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

Signatures	
<b>Evaluator's Signature:</b> _____	<b>Date:</b> _____
<b>Evaluator Comments:</b>	
<b>Teacher's Signature:</b> _____	<b>Date:</b> _____
<i>Signature of Teacher does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the principal. The teacher shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.</i>	
<b>Teacher Comments:</b>	

**Calhoun County School District Teacher Evaluation System  
Category I Teacher Performance Worksheet**

Teacher Name: \_\_\_\_\_

**STATUS SCORE-CATEGORY I Teacher**

**Directions:**

- Using the Domain Forms, count the number of times each scale level has been recorded
- Enter the frequency in the yellow highlighted cells

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
<b>Total Elements Used</b>	-	-	-	-

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	0%	0%	0%	0%

- Adjust weights in gray highlighted cells; must add up to 100%

<a href="#">Category I Teachers (View Scale)</a>	D1	D2	D3	D4
Status Score				
Weight	70%	15%	5%	10%
Weighted Score				
<b>Overall Status Score:</b>	<b>0.00</b>			
<b>Overall Status:</b>				

Total  
100%

**SELF ASSESSMENT RATING**

**Directions:**

- Enter final Self Assessment rating

Self Assessment Score	Final Rating Scale
Highly Effective (156 to 136 points)	4
Effective (135 to 99 points)	3
Needs Improvement (98 to 58 points)	2
Unsatisfactory (57 to 0 points)	1

**Cahoun County School District Teacher Evaluation System  
CATEGORY II Teacher Performance Worksheet**

Teacher Name: \_\_\_\_\_

**STATUS SCORE**

**Directions:**

- Using the Domain Forms, count the number of times each scale level has been recorded
- Enter the frequency in the yellow highlighted cells

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
<b>Total Elements Used</b>	-	-	-	-

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	0%	0%	0%	0%

- Adjust weights in gray highlighted cells; must add up to 100%

<a href="#">Category II Teachers (View Scale)</a>	D1	D2	D3	D4	Total
Status Score					
Weight	70%	15%	5%	10%	100%
Weighted Score					
<b>Overall Status Score:</b>	<b>0.00</b>				
<b>Overall Status:</b>					

**SELF ASSESSMENT RATING**

**Directions:**

- Enter final Self Assessment rating.

Self Assessment Rating	Final Rating
Highly Effective (156 to 136 points)	4
Effective (135 to 99 points)	3
Needs Improvement (98 to 58 points)	2
Unsatisfactory (57 to 0 points)	1



**APPENDIX F**

Teacher Self-Assessment

## Calhoun County School District Teacher Self-Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

**Use this form to summarize where you see yourself in each category. This will be used to help you formulate your Professional Development Plan.**

I-Innovating	A-Applying	D-Developing	B-Beginning	NU-Not Using			
<b>DOMAIN 1</b>							
<b>1. Learning Goals &amp; Feedback</b>			<b>I (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>B (1)</b>	<b>NU (0)</b>
1.1 Provides a clearly stated learning goal and scales to measure those goals							
1.2 Tracks of student progress							
1.3 Celebrates student success							
<b>Overall Rating</b>							
<b>2. Rules &amp; Procedures</b>			<b>I (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>B (1)</b>	<b>NU (0)</b>
2.2 Establishes classroom routines							
2.3 Organizes the physical layout of the classroom for learning							
<b>Overall Rating</b>							
<b>3. Interacting with New Knowledge.</b>			<b>I (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>B (1)</b>	<b>NU (0)</b>
3.1 Identifies critical information							
3.2 Organizes students to interact with new knowledge							
3.3 Engages students in activities that help them link what they already know to the new content							
3.4 Chunks content into "Digestible Bites"							
3.5 Engages student in actively processing new content							
3.6 Engages students in activities to elaborates on new information							
3.7 Engages students in activities that help them reflect on their learning and the learning process							
<b>Overall Rating</b>							
<b>4. Practicing &amp; Deepening Knowledge</b>			<b>I (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>B (1)</b>	<b>NU (0)</b>
4.1 Engages students in a brief review of content that highlights the critical information							
4.2 Uses homework to deepen knowledge of content, practice a skill, strategy, or process							
4.3 Helps students examines similarities and differences.							
4.4 Helps students examine errors in reasoning							
4.5 Engages students in practice activities that help them develop fluency							
4.6 Engages students in revision of previous knowledge							
<b>Overall Rating</b>							
<b>5. Generating &amp; Testing Hypotheses</b>			<b>I (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>B (1)</b>	<b>NU (0)</b>
5.1 Organizes the class in such a way as to facilitate students working on complex tasks							
5.2 Engages students in complex tasks that require them to generate and test hypotheses							
5.3 Acts as resource provider and guide as students engage in cognitively complex tasks							
<b>Overall Rating</b>							

## Calhoun County School District Teacher Self-Assessment

6. Student Engagement	I (4)	A (3)	D (2)	B (1)	NU (0)
6.1 Scans the room making note of when students are not engaged and takes overt action					
6.2 Uses academic games and inconsequential competition to maintain student engagement					
6.3 Uses response rate techniques to maintain student engagement in questions					
6.4 Uses physical movement to maintain student engagement					
6.5 Uses pacing techniques to maintain students' engagement					
6.6 Demonstrates intensity and enthusiasm for the content in a variety of ways					
6.7 Uses friendly controversy techniques to maintain student engagement					
6.8 Provides students with opportunities to talk about themselves					
6.9 Uses unusual or intriguing information about the content to enhance student engagement					
<b>Overall Rating</b>					
7. Adherence to Rules & Procedures	I (4)	A (3)	D (2)	B (1)	NU (0)
7.1 Uses behaviors associated with "withitness" to maintain adherence to rules and procedures					
7.2 Applies consequences for not following rules and procedures consistently and fairly					
7.3 Consistently and fairly acknowledges adherence to rules and procedures					
<b>Overall Rating</b>					
8. Teacher/Student Relationships	I (4)	A (3)	D (2)	B (1)	NU (0)
8.1 Uses students' interests and background to produce a climate of acceptance and community					
8.2 Uses verbal and nonverbal behavior that indicates caring for students, when appropriate					
8.3 Behaves in an objective and controlled manner					
<b>Overall Rating</b>					
9. High Expectations	I (4)	A (3)	D (2)	B (1)	NU (0)
9.1 Exhibits behaviors that demonstrate value and respect for low expectancy students					
9.2 Asks questions of low expectancy students as with high expectancy students					
9.3 Probes incorrect answers of low expectancy students					
<b>Rating Points</b>					
<b>Total Points</b>					
<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)		<input type="checkbox"/> Needs Improvement (2)		<input type="checkbox"/> Unsatisfactory (1)
156 to 136 points	135 to 99 points		98 to 58 points		57 to 0 Points
Using the self-reflection data above, record those area that you would like to consider as possible professional growth areas.					
<b>Possible Growth Areas:</b>					
1.					
2.					
3.					
4.					