



CALHOUN COUNTY
SCHOOL DISTRICT

Teacher Evaluation System

2014-2015

**Approved by Calhoun County School Board
August 14, 2014**



State Board of Education

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February 20, 2015

Mr. Ralph Yoder
Superintendent
Calhoun County School District
20859 Central Avenue East, Room 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 Calhoun County School District's evaluation system for instructional personnel have been approved for 2014-15. Your leadership in your district and throughout the state is vital to the success of all of our students.

At your earliest convenience, please ensure that district staff update your district's website with the 2014-15 revised Instructional Personnel Evaluation System that was approved by the department and send the URL link to this site to either the email address listed below or to DistrictEvalSysEQ@fldoe.org.

For questions or concerns, please contact Eileen McDaniel (Eileen.McDaniel@fldoe.org/850-245-0562).

Sincerely,

Eileen L. McDaniel

cc: Ms. Vicki Davis, Assistant Superintendent

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

ACKNOWLEDGMENTS

The following personnel assisted in the revisions to the Calhoun County Teacher Evaluation System:

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Ralph Yoder, Superintendent
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Danny Ryals, Chairman
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Kelly King
Tim Smith
Kenneth Speights

Calhoun County School District Instructional Personnel Evaluation System

*Calhoun County School District is committed to excellence,
ensuring each student achieves his or her potential in a global society.*

Calhoun County School District has a long tradition of academic success. The District believes that effective teachers and leaders are the real reasons we have been able to consistently maintain a high level of student achievement.

Core of Effective Practices

Florida Statute 1012.34 requires the Superintendent in each school district to establish procedures for assessing the performance of all instructional, administrative and supervisory personnel. The statute establishes the primary purpose of the assessment and supporting procedures as improving the quality of instructional, administrative and supervisory services. School Improvement Plans are linked to the evaluation process as teacher and student performance is studied to determine strengths and weaknesses. School Improvement goals, strategies and activities are based on student performance.

The Calhoun County School District Teacher Evaluation System is built upon the Florida Educator Accomplished Practices as revised December 17, 2010. (FEAPs Crosswalk) 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. One of the greatest barriers to school improvement is the lack of an agreed upon definition of what high quality instruction looks like (Elmore 2010). Dr. Marzano's research¹ will provide the district with a common language or framework for instruction based upon sound educational principles and contemporary research² in effective educational practices for the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory service.

All Calhoun County instructional personnel will be evaluated based on this redeveloped system. The system provides for an on-going evaluation that will foster continued improvement and opportunity for professional growth. A rubric has been created that will enable both the teacher and administrator to clearly distinguish between performance at each level. The principal, direct supervisor and any other individual performing the observation will be able to appropriately rank a teacher's performance. It is our desire to continually "raise the bar" to encourage continual professional development geared toward improving student performance.

¹ FEAPs Crosswalk to Marzano Model

http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf

² Research Base and Validation Studies on the Marzano Evaluation Model

http://www.marzanoevaluation.com/files/Research_Base_and_Validation_Studies_Marzano_Evaluation_Model.pdf

Throughout the process, the primary focus of the evaluation will be to increase student learning. Additionally, the evaluation system provides linkage to the School Improvement Plan through careful study and review of student performance and teacher involvement in and compliance with the objectives established in the school's plan.

Student Growth Measures

At least 50% of the teacher's performance evaluation must be based upon data and indicators of student learning growth assessed annually and measured by statewide assessments or, for students not measured by statewide assessments, by district assessments. ~~Beginning in 2011-2012~~, The District will measure student learning growth on the Florida Standards Assessment using a formula approved by the Commissioner of Education. The formula will take into consideration each student's prior academic performance and not set different expectations for student learning growth based upon a student's gender, race, ethnicity, or socioeconomic status. Additional student learning growth measures for other statewide assessments will be used as they become available from FLDOE.

Three years of student learning growth data is optimal, but if less than three years of data is available, student growth will be determined with available data. At least 50% of a performance evaluation will be based on student learning growth for all teachers, including classroom and instructional personnel who are not classroom teachers.

The District is working to develop local assessments to measure student mastery of course content for each course not assessed by statewide assessments by the end of 2014-2015. The district is developing a policy for the selection, development, administration, and scoring local assessment as required by **1008.22(6) F.S.** All local assessments will conform to the district's policy.

Grade Level/Subject	Assessment Used in 2014-2015
Elementary Schools	
Pre-K teachers	Proficiency on District developed benchmark test for students who are 4 years old. Proficiency on DIAL-3 for students who are 3 years old.
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 over the past three years
Fourth Grade Self contained Math Language Arts Science	ELA/Math VAM Math VAM ELA VAM Proficiency on District developed local assessment in science
Fifth Grade Self contained Math Language Arts Science	ELA/Math VAM Math VAM ELA VAM Average of proficiency on FCAT Science over the past three years
PE Music Guidance Media Curriculum Coach ESE Inclusion/Resource	Proficiency on District developed local assessment in PE for students they teach Proficiency on District developed local assessment in Music for students they teach ELA and/or Math VAM for their assigned students ELA VAM for their assigned students ELA and/or Math VAM for their assigned students ELA and/or Math VAM for their assigned students or Proficiency on District developed ELA/Math local assessment for their assigned students
Middle School	
Math Reading Language Arts Science (6 th /7 th) Science (8 th) Social Studies (6 th /8 th) Civics (7 th) Music Wheel PE Technology Guidance Media Curriculum Coach ESE Inclusion/Resource	Math VAM ELA VAM ELA VAM Proficiency on District developed local assessment in science Proficiency on FCAT Science over the past three years Proficiency on District developed local assessment in social studies Proficiency on Civics State EOC Proficiency on District developed local assessment in Music for students they teach ELA/Math VAM for student they teach Proficiency on District developed local assessment in PE for students they teach Proficiency on District developed local assessment in technology for students they teach ELA and/or Math VAM for their assigned students ELA VAM for their assigned students ELA and/or Math VAM for their assigned students ELA and/or Math VAM for their assigned students
High School	
PE Music Guidance Media Curriculum Coach ESE Inclusion/Resource	Proficiency on District developed benchmark test <u>local assessment</u> in PE for students they teach Proficiency on District developed benchmark test <u>local assessment</u> in Music for students they teach ELA and/or Math VAM for their assigned students ELA VAM for their assigned students ELA and/or Math VAM for their assigned students ELA and/or Math VAM for their assigned students or Proficiency on District developed ELA/Math benchmark test for their assigned students

Reading Journalism English I English II English III English IV Dual Enrollment	ELA VAM ELA VAM ELA VAM ELA VAM ELA VAM Proficiency on District developed benchmark test (50%) and Percent of class College Ready (50%) Proficiency based on 50% Final Grade and 50% Final Exam
Algebra I Geometry Algebra II 12 th grade Math Course Dual Enrollment	Algebra I State EOC VAM Proficiency on Geometry State EOC Proficiency on Algebra II EOC Proficiency on District developed local assessment (50%) and Percent of class College Ready (50%) Proficiency based on 50% Final Grade and 50% Final Exam
World History American History Economics American Government Foreign Languages Dual Enrollment	Proficiency on District developed World History local assessment Proficiency on American History EOC Proficiency on District developed Economics local assessment Proficiency on District developed American Government local assessment Proficiency on District developed Foreign Language local assessment Proficiency based on 50% Final Grade and 50% Final Exam
Biology Other Science Course	Proficiency on Biology State EOC Proficiency on District developed local assessment
CTE Courses	Proficiency on District developed local assessment; industry certification or evaluation instrument as listed on the Technical Skills Inventory.

Proficiency Value Score Determination using Percentile Scores	
75 th to 99 th percentile- 4 points	50 th to 74 th percentile- 3 points
25 th to 49 th percentile- 2 points	0 to 24 th percentile-1 point
Points will be averaged together to determine a Proficiency Value Score (PVS)	
Proficiency Value Score Determination using Average Test Scores	
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)	
Proficiency Value Score Determination using FSA or FCAT Science Scores	
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)	
Proficiency Value Score Determination using Dual Enrollment Class Average	
PVS will be based on the final grade of the class	
Final Grade of A-4 points	Final Grade of B-3 points
Final Grade of C-2 points	Final Grade of D/F-1 point
Proficiency Value Score Determined using College Ready Score	
PVS will be based on percent of class who are college ready as demonstrated by the highest score on SAT, ACT, PERT achieved by May of the student's senior year.	
100% College Ready-4 points	90% College Ready-3 points
80% College Ready-3 points	70% or less College Ready-1 point
Points will be averaged together to determine a Proficiency Value Score (PVS)	

An explanation on how to determine a teacher's performance classification using their Value-Added Model data is included in Appendix A.

Appendix B contains examples of how to combine growth results for teachers with only FSA assignments and for teachers with assignments that utilize results from multiple assessments.

Teachers will have a set time period to verify students included in their VAM scores by using the Roster Verification Tool.

Teacher receiving a Proficiency Value Score (PVS) may exclude students who were not in attendance for FTE Survey 2 & 3. ESE and ELL students may also be excluded. (Excluded students will follow the same guidelines for excluded students in the school grade calculations.) Teachers will have a set period to verify students included in their PVS by using the Roster Verification Tool.

Evaluation Rating Criteria

The Student Success Act requires that the evaluations of all instructional personnel and school administrators must be based on sound educational principles and contemporary research in effective educational practices. Included in the evaluation criteria is performance of students, instructional practice or instructional leadership, and professional and job responsibilities. At least 50% of the evaluation will be based on student learning growth assessed annually and measured by statewide assessments or, for students not measured by statewide assessments, by district assessments. The other 50% will be based on the classroom and professional performance of the teachers. The four levels of performance are Highly Effective, Effective, Needs Improvement or Developing (developing will be used for instructional personnel in the first 3 years of employment who need improvement) and Unsatisfactory. The principal of each school or direct supervisor will assign the teacher's final evaluation rating.

Teacher Performance

Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
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
Category I Teachers: 1-3 Years of Service			
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
Category II Teachers: 4 or More Years of Service			
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

Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
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

Final Performance Evaluation Score

Determination of Final Evaluation Score	Final Evaluation Score	Final Evaluation Rating
Average of Teacher Performance Score and Student Performance Score	3.5-4.0	Highly Effective
	2.5-3.4	Effective
	1.5-2.4	Needs Improvement/ Developing(Category I)
	1.0-1.4	Unsatisfactory

Teacher and Principal Involvement

Calhoun County School District is committed to implement an evaluation system with teacher and principal involvement. A committee was formed and was chaired by the Assistant Superintendent. The committee members included a principal or assistant principal from each school along with a teacher representative from each school. The committee met regularly through the evaluation redevelopment process. As parts of the evaluation system were designed, the principals and teachers would share this information with their schools.

This teacher evaluation system is a work in progress and will need continual review and improvements. The principal and teacher committee will continue to review and work on this process throughout the next school year.

Calhoun County School District does not have a union. Collective bargaining is not required.

Multiple Evaluations for First Year Teachers

First year and newly hired teachers will be evaluated once during each semester of their first year teaching for a total of two evaluations during their first year of working in the District. The observation will be conducted by the principal, peer or mentor teacher, and district staff members. Benchmark assessment data and various local district assessment data will be reviewed with the first year teachers. First year and newly hired teachers will be observed with the same observation instrument as other teachers. Their rating is based on the Category I rubric shown on page 7. Feedback for these teachers will be ongoing during the first year. The principal will be responsible for making the determination of the final evaluation rating. The semester evaluation will be combined to determine of the final end of year evaluation rating.

First year teachers will be part of the Calhoun County Beginning Teacher Program. The program was developed to support and retain new teachers to ensure students will have access to highly qualified and accomplished teachers. The program involves mentoring, principal support, teacher collaboration, participation in learning communities and guided reflection.

Additional Metric Evaluation Element

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 must be 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 2% of the Teacher Performance Score.

<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

Milestone Career Event(s)

There are two classifications of teachers in the Calhoun County School District.

Classification	Description	Requirements to move to Next Level	Multi-Metric Evaluation Schedule
Category I	1-3 Years of Service	Must have a Final Evaluation Rating of Effective or Highly Effective otherwise contracts will not be renewed at the end of the 3 year period	Year 3-One evaluation will take place each semester. Two formal observations will be conducted by the Principal each semester as part of the evaluation
Category II	4 or more Years of Service		

Annual Evaluation Procedures

Step 1-Orientation: Completed by September 1

Each year, all instructional personnel will be fully apprised of the Calhoun County School Board Teacher Evaluation System procedures. This orientation will be scheduled during pre-planning and will be documented by a meeting sign-in sheet and agenda. During the initial orientation, all instructional personnel will receive a printed copy of the assessment instrument, observation instruments, 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. A record will be maintained at the building level indicating the attendance and satisfactory completion of the orientation session.

Step 2-Self-Assessment and Professional Development Conference:

The purpose of a Professional Development Plan is to enhance professional growth and to improve student achievement. The Professional Development Plan provides opportunities for significant growth. Qualitative change requires time to grow, reflection, and risk taking.

All teachers will complete a self-assessment of Domain I: Classroom Strategies and Behaviors by September 15. Using the results of the self-assessment, the teacher's previous year final evaluation results, and student achievement data, the teacher and principal will develop at least two (2) professional development goals. The teacher's professional development plan will be completed by November 1.

At the conclusion of the meeting, the dates for the year's formal observations will be planned.

Step 3-Formal Observations: Notice is given at least 7 days before the observation

First Year and Newly Hired Teachers-at least 1 formal observation each semester

Category I Teachers-at least 1 formal observation each year

Category II and III Teachers-at least 1 formal observation once every three years for teachers with a performance rating of Effective or Highly Effective

During the first year of implementation, all teachers will receive a formal observation.

Pre-Observation Conference: At least 2 working days prior to the observation.

A conference is held with the principal at least two working days before the observation.

The teacher will bring to the meeting the completed Planning Conference Worksheet, lesson plan, assessment, scoring guides, and/or rubrics.

Post-Observation Conference: Within 10 days after the observation.

After the observation the teacher will complete the Reflection Conference Worksheet. A post-observation conference will be held within 10 days of the observation. The purpose of the conference will be for the evaluator and teacher to examine the teacher's strengths and weaknesses. Assistance will be given if needed and a means for improvement of those weaknesses and strengths.

Step 4- Informal Observations-Ongoing

Classroom walkthroughs will be conducted on a regular basis by the principal or other designated trained evaluators. Other designated evaluators may include the assistant principal, assigned peer teacher, district staff, or administrators from other schools.

Step 5-Observation of Domain 2: Planning: Once each semester

Lesson Plans will be evaluated by the principal or designee at least once each semester.

Step 6-Final Evaluation:

The Final Assessment Instrument will be completed by the teacher and principal during the Final Evaluation Conference, scheduled prior to the end of the school year. At this meeting the results of Domain 4 artifacts will be rated. The results of the professional development plan goals will be reviewed. The teacher's performance on Domain 1-4 will be evaluated. This rating will count 50% of the teacher's final evaluation. When student achievement data is available, the other 50% of the teacher's final evaluation will be added to calculate the final evaluation rating.

The evaluator will amend and evaluation based upon assessment data from the current school year if the data becomes available 90 days after the close of the school year. The evaluator must submit a written report to the employee no later than 10 days after amending the evaluation and discuss the results with the employee. The employee has the right to submit a written response to the evaluator. This response will become a permanent attachment to the teacher's personnel file.

Improvement Plans

The School Improvement Team evaluates teacher and student performance data to determine school wide strengths and weaknesses. The goals, strategies, and activities for the School Improvement Plan are based on this analysis.

The Teacher Evaluation System Development Team will annually look 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 will be disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level. School grades and state assessment data will also be reviewed by school and district and compared to the performance evaluation data. The results of this data analysis will be used to set goals and plan professional development strategies and activities for the District.

Continuous Professional Improvement

The Calhoun County School District Teacher Evaluation System uses a continuous quality improvement model to enhance professional growth to improve student achievement. Performance and student evaluation results are used to identify professional development needs and goals.

Dr. Robert Marzano states in his book, *Effective Supervision*, “in the research on schooling...student achievement in classes with highly skilled teachers is better than student achievement in classes with less skilled teachers. To this end, the Calhoun County Teacher Evaluation System provides for an on-going evaluation that will foster continued improvement and opportunity for professional growth thus creating highly skilled teachers.

District Timeline for Professional Improvement	
September 1	Beginning Teachers and teachers new to the district will be observed once between September 1 and October 15 by the principal and mentor teacher. This observation has a diagnostic purpose, and is not evaluative. Observation evidence collected is analyzed to establish a baseline of classroom strategies and behaviors (Domain I).
September 15	All teachers will complete a self-assessment of Domain 1: Classroom Strategies and Behaviors
November 1	All teachers will complete a Professional Development Plan. Each teacher will participate with his/her principal or supervisor in a planning session to develop goals and strategies based on the previous year’s data. Using the results of the self-assessment, the teacher’s previous year final evaluation results, and student achievement data, the teacher and principal will develop at least two (2) professional development goals based on a school improvement initiative tied to student performance and a teacher’s individual areas of improvement.
Ongoing	Evaluation of the effectiveness of the professional development activities will be ongoing through the year and will be determined by a teacher evaluation

	of each activity. In addition, student achievement data is indicative of teacher quality and the effectiveness of professional development efforts. Student achievement data will be monitored and reviewed continuously. Professional Development Plans can be modified as teacher and student needs change throughout the school year.
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Teaching Fields Requiring Special Procedures

The Teacher Evaluation System Redevelopment Team will identify teaching fields that will need special procedures and/or criteria. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices. By June 2012, evaluation criteria will be developed to include specific job expectations related to their area of student support.

Teaching Fields Requiring Special Procedures	
Curriculum Coaches	Guidance Counselors
Media Specialist	School Psychologist
Speech/Language Specialist	Therapeutic Specialist such as OT/PT, Vision

Evaluator Training

Principals, assistant principals, district staff, and mentor/peer teachers will initially be trained in the Marzano’s *Art and Science of Teaching* by an outside consultant. The consultant and Assistant Superintendent will work with the evaluators in the proper use of assessment criteria and appraisal procedures and responsibilities. The Assistant Superintendent will monitor evaluator performance and consistency of results.

The consultant will provide train-the-trainer instruction in the *Art and Science of Teaching* to the Assistant Superintendent and Director of Curriculum and Instruction. After the initial training they will provide training to individuals who move into the evaluator roles.

Process of Informing Teachers about the Evaluation Process

Each year, all instructional personnel will be fully apprised of the Calhoun County School Board Teacher Evaluation System procedures. This orientation will be scheduled during pre-planning and will be documented by a meeting sign-in sheet and agenda. During the initial orientation, all instructional personnel will 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. A record will be maintained at the building level indicating the attendance and satisfactory completion of the orientation session.

Parent Input

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.

Annual Review by the District

The Teacher Evaluation System Development Team will annually review the teacher evaluation system to determine compliance of the Florida Statute. The Team will meet in July of each year to evaluate the effectiveness of the system.

The Team will look at the performance evaluation results for the prior school year for all instructional personnel using the four levels of performance. 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.

Changes and revisions to the Teacher Evaluation System will be recommended. All substantial revisions will be reviewed and approved by the district school board in August before being used to evaluate teachers.

Peer Review

A peer assistance program will help 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.

Evaluation by Supervisor

The individual responsible for supervising the employee must 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.

Input into Evaluation by Trained Personnel Other Than the Supervisor

The principal of each school makes the determination of each employee's final evaluation rating. The principal may consider input from other trained observers. 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.

Amending Evaluations

The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The evaluator must submit a written report to the employee no later than 10 days after amending the evaluation and discuss the results. The employee has the right to submit a written response to the evaluator. This response will become a permanent attachment to the teachers' personnel file.

Performance Pay Process

Senate Bill 736 passed in 2011 and was incorporated into Florida Statute **1012.22** (attached). As a result of this legislation and beginning with the 2014-2015 school year, school districts will be required to develop two instructional salary schedules: Grandfathered and Performance. The Calhoun County School Board approved the Performance Salary Schedule on July 10, 2014. The School Board will determine and budget the available amount for salary adjustments for evaluation ratings of Effective or Highly Effective each year during budget planning. No salary adjustment will be paid to instructional personnel and school administrators with an evaluation rating of needs improvement, developing, or unsatisfactory.

Process to Utilize Evaluation Results for Human Capital Decisions

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. During the 90 calendar days, the employee will be evaluated periodically and apprised of their progress as outlined in F.S. 1012.34. The School District will remain particularly sensitive to the appeal rights of employees identified in F.S. 1012.34.

Appendix A

How to Determine a Teacher's Performance based on Student Learning Growth

Section 1012.34(3)(a)1., Florida Statutes states: At least 50% of a performance evaluation must be based upon data and indicators of student learning growth assessed annually and measured by statewide assessment or, for subjects and grade levels not measured by statewide assessment, by district assessments. In response to this statute, the Department of Education convened a committee of stakeholders (Student Growth Implementation committee, of SGIC) to identify the type of model and factors that should be accounted for in Florida's value-added models.

A value-added model is a statistical model that uses student-level growth scores to differentiate teacher performance in the area of student learning growth. Value-added models are designed to mitigate the influence of differences among the entering classes; teachers do not have advantages or disadvantages simply as a result of the students who attend a school and are assigned to a class.

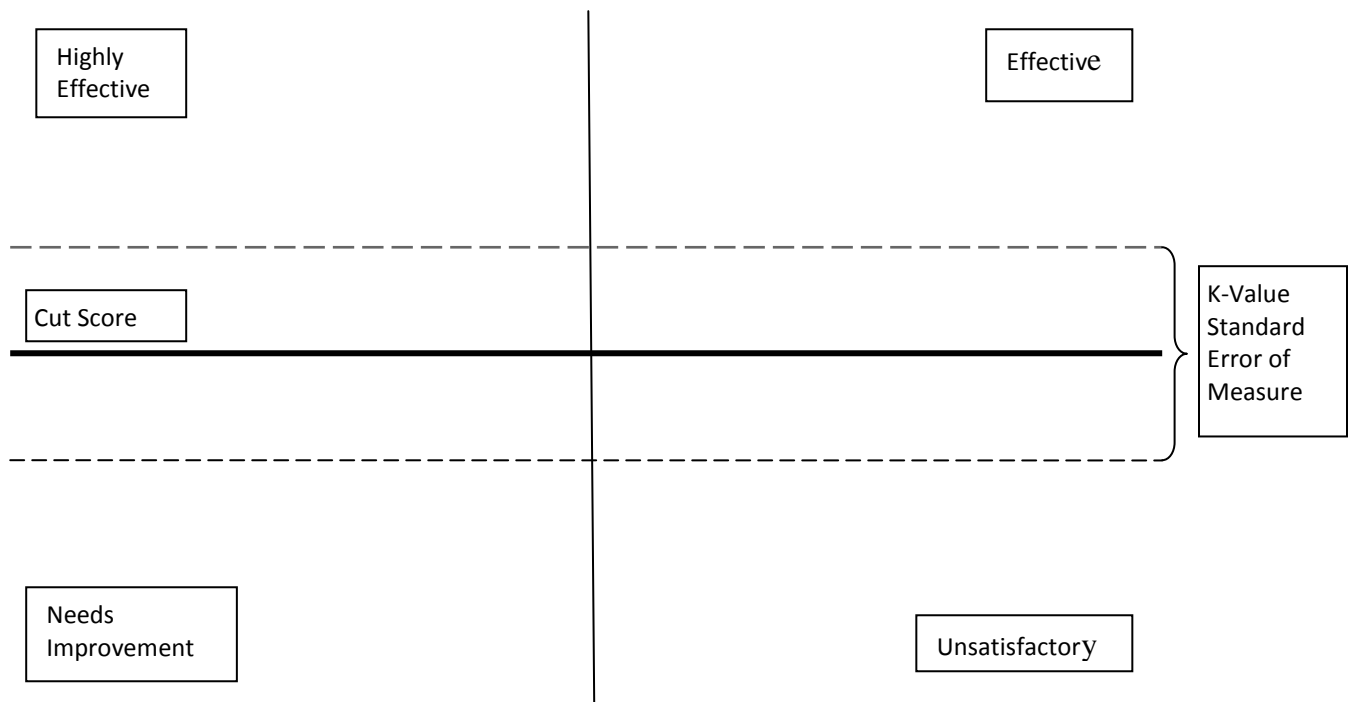
Florida's Value-added Model or VAM uses the following student-level characteristics:

- Up to two prior years of achievement scores (the strongest predictor of student growth)
- Number of subject-relevant courses
- Disability status
- ELL status
- Gifted status
- Mobility (number of school transfers)
- Attendance (course level attendance)
- Difference from modal age (accounts for retention and/or acceleration)
- Class size
- Homogeneity of prior test scores (accounts for variability of students)
- School Effect (amount of learning that differs from the statistical prediction that is common to all students in a school)

The Teacher VAM score is a prediction based on the students in her/his class taking into account the student-level characteristics. Teachers will also receive a Teacher VAM Standard Error of Measure score. The standard errors are used to construct confidence intervals around the Teacher VAM score.

The state has left the job of classifying teachers according to their VAM scores to the Districts for the first couple of years. Using state examples, Greg Alford who developed the PAEC DashBoard, has developed a tool to help determine the classification.

Teachers are classified using the following rationale.



Each grade, each year, each subject has a state average growth, and standard deviation growth. From these scores standard error of measure can be calculated.

Cut Score is the State Average Growth.

K-Value (Standard Error of Measure) is equal to 1. A standard deviation of 1 has a statistical confidence level of 68%.

If a teacher's VAM score is above the cut score, the teacher will be classified Highly Effective or Effective. VAM scores that fall within the K-Value will be classified as Effective. VAM scores above the K-Value will be classified as Highly Effective.

If the teacher's VAM score is below the cut score the teacher will be classified Needs Improvement or Unsatisfactory. VAM scores that fall within the K-Value will be classified as Needs Improvement. VAM scores below the K-Value will be classified as Unsatisfactory.

Appendix B

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 C
Calhoun County School District Instructional Salary Schedules
Approved 6/10/2014

Senate Bill 736 passed in 2011 and was incorporated into Florida Statute **1012.22** (attached). As a result of this legislation and beginning with the 2014-2015 school year, school districts will be required to develop two instructional salary schedules: Grandfathered and Performance.

Grandfathered Salary Schedule

The following guidelines shall govern the administration of the Grandfathered Salary Schedule:

1. The Grandfathered Salary Schedule includes those employees who currently hold a Continuing Contract or Professional Services Contract. **F.S. 1012.22(4)(a)** An Annual Contract classroom teacher will remain on the Grandfathered Salary Schedule until the subject(s) they teach are assessed through either a state assessment exam, end of course exam, or other District selected assessments. **F.S. 1012.22(5)**
2. Effective in the 2014-2015 school year, step assignments will be changed to pay grade assignments.
3. Employees will remain at the same pay grade level while on the Grandfathered Salary Schedule.
4. As provided for in F.S. 1012.22, employees may receive Cost of Living Adjustment (COLA). The COLA adjustment must not discriminate across comparable classes of employees based on the schedule. The COLA adjustment must not exceed 50% of the adjustment provided to instructional personnel with a performance rating of Effective.
5. Advanced degrees are considered a permanent salary supplement. For instructional personnel or school administrators hired on or after July 1, 2011, the advanced degree must be held in the individual's area of certification to be eligible for the supplement. The supplement amounts are: Masters: \$2425; Specialist: \$3695; Doctorate: \$4910.
6. Instructional personnel employed prior to July 1, 2011 shall remain on the grandfathered schedule for as long as employed with the school district, but may choose to opt in to the performance salary schedule if s/he relinquishes their continuing or professional service contract and agrees to be employed on an annual contract under s.1012.335. This decision is irrevocable. **F.S. 1012.22(4)(a)**. Employees opting into the Performance Salary Schedule may do so in writing by September 1, 2014 and by July 1 for each year thereafter. The employee will be eligible for performance pay based on the previous year's student learning growth measures.
7. In determining the grandfathered salary schedule for instructional personnel, a district school board must base a portion of each employee's compensation upon performance demonstrated under s. 1012.34 and shall provide differentiated pay for both instructional personnel and school administrators based on district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level or job-performance difficulties. **F.S. 1012.22(4)(b)**
8. Salary adjustments to the grandfathered salary schedule will only be paid to instructional personnel and school administrators with an evaluation rating of effective or highly effective.

Grandfathered Placement Salary Schedule

Pay Grade	Placement Amount
0	32,825
1	32,825
2	32,950
3	33,075
4	33,200
5	33,585
6	34,000
7	34,535
8	35,075
9	35,620
10	36,180
11	36,750
12	37,320
13	37,910
14	38,505
15	39,110
16	39,730
17	40,355
18	40,985
19	41,635
20	42,295
21	42,960
22	43,640
23	44,325
24	45,025
25	45,735
26	46,455
27	47,200
28	48,550
29	49,900
30	51,250
31	52,600
32	53,950
33	55,300
34	56,650
35	58,000

Performance Salary Schedule

The following guidelines shall govern the administration of the Performance Salary Schedule:

1. The Performance Salary Schedule will be used as the basis for paying all instructional personnel hired on or after July 1, 2011 who are on annual contract or employees who choose to move from the grandfathered salary schedule. Instructional personnel employed prior to July 1, 2011 shall remain on the grandfathered schedule for as long as employed, but may choose to opt in to the performance salary schedule if s/he relinquishes their continuing or professional service contract and agrees to be employed on an annual contract under s.1012.335. This decision is irrevocable. **F.S. 1012.22(4)(a)**
2. An Annual Contract classroom teacher will remain on the Grandfathered Salary Schedule until the subject(s) they teach are assessed through either a state assessment exam, end of course exam, or other District selected assessments. **F.S. 1012.22(5)**
3. Employees opting into the Performance Salary Schedule may do so in writing by September 1, 2014 and by July 1 each year thereafter. The employee's beginning salary in the Performance Salary Schedule will remain the same as it was in the Grandfathered Schedule. The employee will be eligible for performance pay based on the previous year's student learning growth measures.
4. For newly hired teachers in the District, the Grandfathered Salary Schedule will serve as a placement schedule. Verified years of service will serve as the teacher's beginning salary pay grade. The district where the teacher is credited with experience must provide the results of their teacher evaluation beginning with the 2013-2014 school year. Teachers with an evaluation rating of Effective or Highly Effective will be compensated at the same rate as teachers in the Calhoun County School District were paid for the corresponding years. Verified years of service and teacher evaluation ratings will only be accepted from a school district's human resource department.
5. As provided for in F.S. 1012.22, employees may receive a Cost of Living Adjustment (COLA). The COLA adjustment must not discriminate across comparable classes of employees based on the schedule. The COLA adjustment must not exceed 50% of the adjustment provided to instructional personnel with a performance rating of Effective.
6. Advanced degrees are considered a permanent salary supplement. For instructional personnel or school administrators hired on or after July 1, 2011, the advanced degree must be held in the individual's area of certification to be eligible for the supplement. The supplement amounts are: Masters: \$2425; Specialist: \$3695; Doctorate: \$4910.
7. The Performance Salary Schedule shall provide differentiated pay for both instructional and school administrative personnel for activities that must include, but are not limited to: assignment to a Title I eligible school; assignment to a school in the bottom two categories of the school improvement system under s.1008.33 such that the supplement remains force for at least 1 year following improved performance in that school; certification and teaching in critical teaching shortage areas; assignment of additional academic responsibilities. **F.S. 1012.22(5)(c)**
8. The salary adjustment under the Performance Salary Schedule for an evaluation rating of Highly Effective must be greater than the highest salary adjustment available for an employee of the same classification through any other salary schedule adopted by the

district. The salary for an evaluation rating of Effective must be equal to at least 50% and no more than 75% of the adjustment provided for the Highly Effective in the same classification.

9. The School Board will determine and budget the available amount for salary adjustments for evaluation ratings of Effective or Highly Effective each year during budget planning.
10. Teachers will not receive a reduction in salary as a result of a less than effective evaluation rating.

Performance Placement Salary Schedule

Pay Grade	Placement Amount
0	32,825
1	32,825
2	32,950
3	33,075
4	33,200
5	33,585
6	34,000
7	34,535
8	35,075
9	35,620
10	36,180
11	36,750
12	37,320
13	37,910
14	38,505
15	39,110
16	39,730
17	40,355
18	40,985
19	41,635
20	42,295
21	42,960
22	43,640
23	44,325
24	45,025
25	45,735
26	46,455
27	47,200
28	48,550
29	49,900
30	51,250
31	52,600
32	53,950
33	55,300
34	56,650
35	58,000

Determination of Salary Adjustments for Instructional Personnel and School Administrators

GF = Grandfathered Salary Schedule

PE = Performance Effective Salary Schedule

PHE = Performance High Effective

Salary Adjustment Ratio

GF = X

PE = Range from 1.0005X to 1.5X

PHE = Range from 1.35X to 2X

GF + PE + PHE = Total Amount of Money Budgeted for Salary Adjustments

X + (1.0005X to 1.5X) + (1.35X to 2X) = Total Amount of Money Budgeted for Salary Adjustments

NOTE: No salary adjustment will be paid to instructional personnel and school administrators with an evaluation rating of needs improvement, developing, or unsatisfactory.

Appendix D

Observation Instruments

Domain 1: Classroom Strategies and Behaviors

Domain 1: Classroom Walk Through

Domain 2: Planning and Preparation (Short Form)

Domain 2: Planning and Preparation

Domain 3: Reflecting on Teaching (Short Form)

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism (Short Form)

Domain 4: Collegiality and Professionalism

Final Yearly Evaluation

Teacher Evaluation for Beginning or Newly Hired Teacher

Teacher Performance Spreadsheet for Category I Teacher

Teacher Performance Spreadsheet for Category II Teacher

Planning Conference Structured Interview Form A

Planning Conference Structured Interview Form B

Reflection Conference Structured Interview Form A

Teacher Self-Assessment

Calhoun County Schools

Domain 1: Classroom Strategies and Behaviors

Name _____

Date _____

Observer _____

Time Started __: __AM/PM Time Ended __: __AM/PM

Observation: 1 2 3 4 5

Contract Status: Annual Professional

Classification: Beginning Teacher Category I Category II

Grade/Subject Observed _____

1. Routine Events-Learning Goals & Feedback	I(4)	A(3)	D(2)	B(1)	NU(0)	NA
Provides clear learning goals and scales to measure those goals						
Tracks students progress						
Celebrates student success						
Notes						
2. Routine Events-Rules & Procedures	I(4)	A(3)	D(2)	B(1)	NU(0)	NA
Establishes Classroom Routines						
Organizes the Physical Layout of the Classroom for Learning						
Notes						
3. Addressing Content-Interacting With New Knowledge	I(4)	A(3)	D(2)	B(1)	NU(0)	NA
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						
Notes						
4. Addressing Content-Practicing & Deepening Knowledge	I(4)	A(3)	D(2)	B(1)	NU(0)	NA
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						
Notes						
5. Addressing Content-Generating & Testing Hypotheses	I(4)	A(3)	D(2)	B(1)	NU(0)	NA
Organizes Students for Cognitively Complex Task						
Engages Students in Cognitively Complex Task						
Provides Resources and Guidance						
Notes						

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

6. Enacted on the Spot-Student Engagement	I(4)	A(3)	D(2)	B(1)	NU(0)	NA
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						
Notes						
7. Enacted on the Spot-Adherence to Rules & Procedures	I(4)	A(3)	D(2)	B(1)	NU(0)	NA
Demonstrates "Withitness"						
Applies Consequences						
Acknowledges Adherence to Rules & Procedures						
Notes						
8. Enacted on the Spot-Teacher/Student Relationships	I(4)	A(3)	D(2)	B(1)	NU(0)	NA
Understands Student Interest & Background						
Uses behaviors that indicate affection for Students						
Displays Objectivity and Control						
Notes						
9. Enacted on the Spot-High Expectations	I(4)	A(3)	D(2)	B(1)	NU(0)	NA
Demonstrates Value and Respect for Low-Expectancy Students						
Asks Questions of Low-Expectancy Students						
Probes Incorrect Answers with Low-Expectancy Students						
Notes						

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

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

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 Schools
Domain 1: Walkthrough

Name _____

Date _____

Observer _____

Time Started ___:___AM/PM Time Ended ___:___AM/PM

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

Addressing Content	
Interacting With New Knowledge	I A D B NU NA
<input type="checkbox"/> Identifying Critical Information (tells students to get ready for some important information; cues the importance of upcoming information) <input type="checkbox"/> Organizing Students to Interact with New Knowledge (organizes students into dyads or triads to discuss small chunks of content) <input type="checkbox"/> Previewing New Content (uses strategies such as K-W-L, advance organizers, or preview questions) <input type="checkbox"/> Chunking content into "Digestible Bites" (presents content in small portions that are tailored to students' level of understanding) <input type="checkbox"/> Processing of New Content (after each chunk of information, asks student to summarize and clarify what they have experienced) <input type="checkbox"/> Elaborating on New Information (asks explicit questions that require students to make and defend inferences) <input type="checkbox"/> Recording and Representing Knowledge (asks students to summarize, take notes, or use nonlinguistic representations) <input type="checkbox"/> Reflecting on Learning (asks students to reflect on what they understand or what they are still confused about)	
Practicing & Deepening Knowledge	I A D B NU NA
<input type="checkbox"/> Reviewing Content (begins lesson with a review related to content previously addressed) <input type="checkbox"/> Organizing Students to Practice and Deepen Knowledge (organizes students into groups designed to review information or practice skills) <input type="checkbox"/> Using Homework (uses homework for independent practice or to elaborate on information) <input type="checkbox"/> Examining Similarities and Differences (engages students in comparing, classifying, and creating analogies and metaphors) <input type="checkbox"/> Examining Errors in Reasoning (asks students to examine information for errors or informal fallacies, propaganda, bias) <input type="checkbox"/> Practicing Skills, Strategies, Processes (engages students in massed/distributed practice activities) <input type="checkbox"/> Revising Knowledge (asks students to revise entries in notebooks to clarify and add to previous information)	
Generating & Testing Hypotheses	I A D B NU NA
<input type="checkbox"/> Organizing Students for Cognitively Complex Task (organizes students into small groups to facilitate cognitively complex tasks) <input type="checkbox"/> Engaging Students in Cognitively Complex Task (engages students in decision-making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks) <input type="checkbox"/> Providing Resources and Guidance (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
Domain 2: Planning and Preparation (Short Form)

Name _____ Date _____

Observer _____

Classification: Beginning Teacher Category I Category II Category III

Contract Status: Annual Professional

Grade/Subject Observed _____

Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information within Lessons	
Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
2. Lessons within Units	
The teacher organizes lessons within units to progress toward a deep understanding of content.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
3. Attention to Established Content Standards	
The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources	
The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
2. Use of Available Technology	
The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Calhoun County Schools
Domain 2: Planning and Preparation (Short Form)

Planning and Preparing for Special Needs of Students

3. Needs of Special Education Students	
The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
4. Needs of English Language Learners	
The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
5. Needs of Students Who Lack Support for Schooling	
The teacher identifies the needs of students who come from home environments that offer little support for schooling.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

If applicable complete this section by marking the appropriate boxes.

Deficiencies noted in the following area(s). 1 2 3 4 5

Comments/Specific Suggestions

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** _____

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

Calhoun County Schools

Domain 2: Planning and Preparation

Name _____ Date _____

Observer _____

Classification: Beginning Teacher Category I Category II Category III

Contract Status: Annual Professional

Grade/Subject Observed _____

Planning and Preparing for Lessons and Units					
1. Effective Scaffolding of Information within Lessons					
Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Planning Evidence <input type="checkbox"/> Content is organized to build upon previous information <input type="checkbox"/> Presentation of content is logical and progresses from simple to complex <input type="checkbox"/> Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units <input type="checkbox"/> The plan anticipates potential confusions that students may experience			Teacher Evidence <input type="checkbox"/> When asked, the teacher can describe the rationale for how the content is organized <input type="checkbox"/> When asked, the teacher can describe the rationale for the sequence of instruction <input type="checkbox"/> When asked, the teacher can describe how content is related to previous lessons, units or other content <input type="checkbox"/> When asked, the teacher can describe possible confusions that may impact the lesson or unit		
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Effective Scaffolding of Information within Lessons	The teacher is recognized leader in helping others with this activity	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece	The teacher scaffolds the information but the relationship between the content is not clear	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
2. Lessons within Units					
The teacher organizes lessons within units to progress toward a deep understanding of content			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Planning Evidence <input type="checkbox"/> Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways <input type="checkbox"/> Plans incorporate student choice and initiative <input type="checkbox"/> Plans provide for extension of learning			Teacher Evidence <input type="checkbox"/> When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content <input type="checkbox"/> When asked, the teacher can describe how students will make choices and take initiative <input type="checkbox"/> When asked, the teacher can describe how learning will be extended		
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Lessons within Units	The teacher is a recognized leader in helping others with this activity	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Calhoun County Schools

Domain 2: Planning and Preparation

3. Attention to Established Content Standards					
The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
Planning Evidence <input type="checkbox"/> Lesson and unit plans include important content identified by the district (scope) <input type="checkbox"/> Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district			Teacher Evidence <input type="checkbox"/> When asked, the teacher can identify or reference the important content (scope) identified by the district <input type="checkbox"/> When asked, the teacher can describe the sequence of the content to be taught as identified by the district		
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Attention to Established Content Standards	The teacher is a recognized leader in helping others with this activity	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Planning and Preparing for Use of Resources and Technology					
4. Use of Available Traditional Resources					
The teacher identifies the use of available traditional resources (materials and human) for upcoming units or lessons.		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
Planning Evidence <input type="checkbox"/> The plan outlines resources within the classroom that will be used to enhance students' understanding of the content <input type="checkbox"/> The plan outlines resources within the school that will be used to enhance students' understanding of the content <input type="checkbox"/> The plan outlines resources within the community that will be used to enhance students' understanding of the content			Teacher Evidence <input type="checkbox"/> When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content <input type="checkbox"/> When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content <input type="checkbox"/> When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content		
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Use of Available Traditional Resources	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used	The teacher identifies the available traditional resources that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

5. Use of Available Technology					
The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
Planning Evidence <input type="checkbox"/> The plan identifies available technology that will be used: <ul style="list-style-type: none"> • Interactive whiteboards • Response systems • Voting technologies • One-to-one computers • Social networking sites • Blogs • Wikis • Discussion Boards <input type="checkbox"/> The plan identifies how the technology will be used to enhance student learning.			Teacher Evidence <input type="checkbox"/> When asked, the teacher can describe the technology that will be used <input type="checkbox"/> When asked, the teacher can articulate how the technology will be used to enhance student learning		

Calhoun County Schools
Domain 2: Planning and Preparation

Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Use of Available Technology	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
Planning and Preparing for Special Needs of Students					
6. Needs of English Language Learners					
The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)	<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
Planning Evidence <input type="checkbox"/> The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson <input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction			Teacher Evidence <input type="checkbox"/> When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson <input type="checkbox"/> When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction		
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Needs of English Language Learners	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of English Language Learners and the adaptations that will be made to meet these needs	The teacher identifies the needs of English Language Learners but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
7. Needs of Special Education Students					
The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)	<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
Planning Evidence <input type="checkbox"/> The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson <input type="checkbox"/> The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction			Teacher Evidence <input type="checkbox"/> When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson <input type="checkbox"/> When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction		
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Needs of Special Education Students	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of special education students and the accommodations and modifications that will be made to meet these needs	The teacher identifies the needs of special education students but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Calhoun County Schools
Domain 2: Planning and Preparation

8. Needs of Students Who Lack Support for Schooling					
The teacher identifies the needs of students who come from home environments that offer little support for schooling.		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
Planning Evidence <input type="checkbox"/> The plan provides for the needs of students who come from home environments that offer little support for schooling <input type="checkbox"/> When assigning homework, the teacher takes into consideration the students' family resources <input type="checkbox"/> When communicating with the home, the teacher takes into consideration family and language resources		Teacher Evidence <input type="checkbox"/> When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed <input type="checkbox"/> When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework <input type="checkbox"/> When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources			
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Needs of Students Who Lack Support for Schooling	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

If applicable complete this section by marking the appropriate boxes.

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

Comments/Specific Suggestions

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** _____

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

Calhoun County Schools
Domain 3: Reflecting on Teaching (Short Form)

Name _____ Date _____

Observer _____

Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness	
<p>The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p>
2. Evaluating the Effectiveness of Individual Lessons and Units	
<p>The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p>
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	
<p>The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p>

Developing and Implementing a Professional Growth Plan

4. Developing a Written Growth and Development Plan	
<p>The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p>

**Calhoun County Schools
Domain 3: Reflecting on Teaching (Short Form)**

5. Monitoring Progress Relative to the Professional Growth and Development Plan	
<p>The teacher charts his or her progress toward goals using established action plans, milestones and timelines.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p>

If applicable complete this section by marking the appropriate boxes.

Deficiencies noted in the following area(s). 1 2 3 4 5

Comments/Specific Suggestions

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** _____

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

Calhoun County Schools Domain 3: Reflecting on Teaching

Name _____ Date _____

Observer _____

Evaluating Personal Performance					
1. Identifying Areas of Pedagogical Strength and Weakness					
The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Teacher Evidence					
<input type="checkbox"/> The teacher identifies specific areas of strengths and weaknesses within Domain 1 <input type="checkbox"/> The teacher keeps track of specifically identified focus areas for improvement within Domain 1 <input type="checkbox"/> The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1 <input type="checkbox"/> When asked, the teacher can describe how specific areas for improvement are identified within Domain 1					
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Identifying Areas of Pedagogical Strength and Weakness	The teacher is a recognized leader in helping others with this activity	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
2. Evaluating the Effectiveness of Individual Lessons and Units					
The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Teacher Evidence					
<input type="checkbox"/> The teacher gathers and keeps records of his or her evaluations of individual lessons and units <input type="checkbox"/> When asked, the teacher can explain the strengths and weaknesses of specific lessons and units <input type="checkbox"/> When asked, the teacher can explain the alignment of the assessment tasks and the learning goals <input type="checkbox"/> When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals					
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Evaluating the Effectiveness of Individual Lessons and Units	The teacher is a recognized leader in helping others with this activity	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors					
The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Teacher Evidence					
<input type="checkbox"/> The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of					

Calhoun County Schools

Domain 3: Reflecting on Teaching

students (i.e., different socio-economic groups, different ethnic groups) <input type="checkbox"/> The teacher provides a written analysis of specific causes of success or difficulty <input type="checkbox"/> When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students <input type="checkbox"/> The teacher analyzes student data					
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	The teacher is a recognized leader in helping others with this activity	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
Developing and Implementing a Professional Growth Plan					
4. Developing a Written Growth and Development Plan					
The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Teacher Evidence					
<input type="checkbox"/> The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources <input type="checkbox"/> When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources					
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Developing a Written Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
5. Monitoring Progress Relative to the Professional Growth and Development Plan					
The teacher charts his or her progress toward goals using established action plans, milestones and timelines.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Teacher Evidence					
<input type="checkbox"/> The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) <input type="checkbox"/> When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)					
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Monitoring Progress Relative to the Professional Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher charts his or her progress on the professional growth and development plan using established milestones and	The teacher charts his or her progress on the professional growth and development plan using established milestones and	The teacher attempts to perform this activity but does not actually complete or follow through with these	The teacher makes no attempt to perform this activity

Calhoun County Schools
Domain 3: Reflecting on Teaching

		timelines and makes modifications or adaptations as needed	timelines but does not make modifications or adaptations as needed	attempts	
--	--	--	--	----------	--

If applicable complete this section by marking the appropriate boxes.

Deficiencies noted in the following area(s). 1 2 3 4 5

Comments/Specific Suggestions

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*** _____

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

Calhoun County Schools
Domain 4: Collegiality and Professionalism (Short Form)

Name _____ Date _____

Observer _____

Classification: Beginning Teacher Category I Category II Contract Status:

Promoting a Positive Environment

1. Promoting Positive Interactions with Colleagues	
The teacher interacts with other teachers in a positive manner to promote and support student learning.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
2. Promoting Positive Interactions about Students and Parents	
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Promoting Exchange of Ideas and Strategies

3. Seeking Mentorship for Areas of Need or Interest	
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
4. Mentoring Other Teachers and Sharing Ideas and Strategies	
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Calhoun County Schools
Domain 4: Collegiality and Professionalism (Short Form)

Promoting District and School Development

5. Adhering to District and School Rules and Procedures	
The teacher is aware of the district's and school's rules and procedures and adheres to them.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
6. Participating in District and School Initiatives	
The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

If applicable complete this section by marking the appropriate boxes.

Deficiencies noted in the following area(s). 1 2 3 4 5 6

Comments/Specific Suggestions

Signatures acknowledge the occurrence of this meeting and receipt of a copy of the observation form by the professional.

Assessor's Signature _____ **Date** _____

Teacher's Signature _____ **Date** _____

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

Calhoun County Schools

Domain 4: Collegiality and Professionalism

Name _____ Date _____

Observer _____

Classification: Beginning Teacher Category I Category II

Promoting a Positive Environment					
1. Promoting Positive Interactions with Colleagues					
The teacher interacts with other teachers in a positive manner to promote and support student learning.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Teacher Evidence <input type="checkbox"/> The teacher works cooperatively with appropriate school personnel to address issues that impact student learning <input type="checkbox"/> The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust <input type="checkbox"/> The teacher accesses available expertise and resources to support students' learning needs <input type="checkbox"/> When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning <input type="checkbox"/> When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers <input type="checkbox"/> Artifacts may include: meeting notes, notes from other teachers, student data					
Scale	Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
Promoting Positive Interactions with Colleagues	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
2. Promoting Positive Interactions about Students and Parents					
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Teacher Evidence <input type="checkbox"/> The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust <input type="checkbox"/> The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns <input type="checkbox"/> The teacher encourages parent involvement in classroom and school activities <input type="checkbox"/> The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families <input type="checkbox"/> The teacher uses multiple means and modalities to communicate with families <input type="checkbox"/> The teacher responds to requests for support, assistance and/or clarification promptly <input type="checkbox"/> The teacher respects and maintains confidentiality of student/family information <input type="checkbox"/> When asked, the teacher can describe instances when he or she interacted positively with students and parents <input type="checkbox"/> When asked, students and parents can describe how the teacher interacted positively with them <input type="checkbox"/> When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents <input type="checkbox"/> Artifacts may include: parent survey results, examples of parent communications including notes, letters, newsletters, phone calls or meeting, documentation of parent involvement activities and ways to establish a risk free environment					
Scale	Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
Promoting Positive Interactions about Students and Parents	The teacher is a recognized leader in helping others with this activity	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships; helps extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students/parents	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Calhoun County Schools
Domain 4: Collegiality and Professionalism

Promoting Exchange of Ideas and Strategies					
3. Seeking Mentorship for Areas of Need or Interest					
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Teacher Evidence <input type="checkbox"/> The teacher keeps track of specific situations during which he or she has sought mentorship from others <input type="checkbox"/> The teacher actively seeks help and input in Professional Learning Community meetings <input type="checkbox"/> The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction <input type="checkbox"/> When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction <input type="checkbox"/> Artifacts may include: mentoring logs, notes from meetings					
Scale	Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
Seeking Mentorship for Areas of Need or Interest	The teacher is a recognized leader in helping others with this activity	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
4. Mentoring Other Teachers and Sharing Ideas and Strategies					
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Teacher Evidence <input type="checkbox"/> The teacher keeps tracks of specific situations during which he or she mentored other teachers <input type="checkbox"/> The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways <input type="checkbox"/> The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors <input type="checkbox"/> When asked, the teacher can describe specific situations in which he or she has mentored colleagues <input type="checkbox"/> Artifacts may include: mentoring logs, notes from meetings					
Scale	Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
Mentoring Other Teachers and Sharing Ideas and Strategies	The teacher is a recognized leader in helping others with this activity	The teacher provides other teachers with help and input regarding classroom strategies and behaviors	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
Promoting District and School Development					
5. Adhering to District and School Rules and Procedures					
The teacher is aware of the district's and school's rules and procedures and adheres to them.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
Teacher Evidence <input type="checkbox"/> The teacher performs assigned duties <input type="checkbox"/> The teacher follows policies, regulations and procedures <input type="checkbox"/> The teacher maintains accurate records (student progress, completion of assignments, non-instructional records) <input type="checkbox"/> The teacher fulfills responsibilities in a timely manner <input type="checkbox"/> The teacher understands legal issues related to students and families <input type="checkbox"/> The teacher demonstrates personal integrity <input type="checkbox"/> The teacher keeps track of specific situations in which he or she adheres to rules and procedures <input type="checkbox"/> Artifacts may include: examples of effective/efficient/timely record keeping procedures					
Scale	Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
Adhering to District and School Rules and Procedures	The teacher is a recognized leader in helping others with this activity	The teacher is aware of district and school rules and procedures and adheres to them	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Calhoun County Schools
Domain 4: Collegiality and Professionalism

6. Participating in District and School Initiatives						
The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)	<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
Teacher Evidence						
<input type="checkbox"/> The teacher participates in school activities and events as appropriate to support students and families <input type="checkbox"/> The teacher serves on school and district committees <input type="checkbox"/> The teacher participates in staff development opportunities <input type="checkbox"/> The teacher works to achieve school and district improvement goals <input type="checkbox"/> The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives <input type="checkbox"/> When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives <input type="checkbox"/> Artifacts may include: attendance at school sponsored events, district and school committees						
Scale	Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)	
Participating in District and School Initiatives	The teacher is a recognized leader in helping others with this activity	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity	

If applicable complete this section by marking the appropriate boxes.

Deficiencies noted in the following area(s). 1 2 3 4 5 6

Comments/Specific Suggestions

Signatures acknowledge the occurrence of this meeting and receipt of a copy of the observation form by the professional.

Assessor's Signature _____ **Date** _____

Teacher's Signature _____ **Date** _____

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

Calhoun County Schools Final Yearly Teacher Evaluation

Name _____ School Year _____

School _____

Classification: Beginning Teacher Category I Category II

Grade/Subject Taught _____

1. Teacher Performance Score (50% 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
- Reflection (Post) Conference
- Professional Growth Plan
- Artifacts: _____
- Other: _____

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

- Conferences
- Discussions
- Artifacts: _____
- Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> UNSATISFACTORY
Overall Status Score of 3.5 – 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4

Calhoun County Schools Final Yearly Teacher Evaluation

2. Student Performance Score (50% of Final Evaluation Rating)

Directions: Attach a copy of the teacher's Value Added Measure (VAM) or Proficiency Value Score (PVS) data

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS IMPROVEMENT	<input type="checkbox"/> UNSATISFACTORY
VAM Score 3.1-4.0	VAM Score 2.1-3.0	VAM Score 1.1-2.0	VAM Score 0-1.0
PVS Score 3.5-4.0	PVS Score 2.5-3.4	PVS Score 1.5-2.4	PVS Score 0-1.4

3. Final Teacher Evaluation Score

The final score reflects the average of the Teacher Performance Score and Student Performance Score calculations.

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS IMPROVEMENT OR <input type="checkbox"/> DEVELOPING for instructional personnel in the first 3 years of employment	<input type="checkbox"/> UNSATISFACTORY
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

4. Signatures

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.*

Teacher Comments:

Calhoun County Schools

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 _____

1. Teacher Performance Score (50% 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
- Reflection (Post) Conference
- Professional Growth Plan
- Artifacts: _____
- Other: _____

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

- Conferences
- Discussions
- Artifacts: _____
- Other: _____

Evaluator Comments:

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

Calhoun County Schools
Teacher Evaluation for Beginning or Newly Hired Teacher

2. Student Performance Score (50% of Final Evaluation Rating)

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

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 employment	<input type="checkbox"/> UNSATISFACTORY (1)
VAM Score 3.1-4.0	VAM Score 2.1-3.0	VAM Score 1.1-2.0	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

3. Final Teacher Evaluation Score

The final score reflects the average of the Teacher Performance Score and Student Performance Score calculations.

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 employment	<input type="checkbox"/> UNSATISFACTORY (1)
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

4. Signatures

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.*

Teacher Comments:

Calhoun County Schools

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 _____

5. Teacher Performance Score (50% 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
 - Reflection (Post) Conference
 - Professional Growth Plan
 - Artifacts: _____
 - Other: _____
- Domain 4 Sources of Evidence** (select all that applies):
- Conferences
 - Discussions
 - Artifacts: _____
 - Other: _____

Evaluator Comments:

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

Calhoun County Schools
Teacher Evaluation for Beginning or Newly Hired Teacher

6. Student Performance Score (50% 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 employment	<input type="checkbox"/> UNSATISFACTORY (1)
VAM Score 3.1-4.0	VAM Score 2.1-3.0	VAM Score 1.1-2.0	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

7. Final Teacher Evaluation Score

The final score reflects the average of the Teacher Performance Score and Student Performance Score calculations.

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 employment	<input type="checkbox"/> UNSATISFACTORY (1)
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

8. Signatures

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.*

Teacher Comments:

Calhoun County Schools 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 _____

9. 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

Evaluation 1 Score _____ Evaluation 2 Score _____

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) <small>for instructional personnel in the first 3 years of employment</small>	<input type="checkbox"/> UNSATISFACTORY (1)
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

10. Signatures

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.*

Teacher Comments:

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

Teacher Name: _____

STATUS SCORE-CATEGORY I Teacher

- Directions:**
 1. Using the Domain Forms, count the number of times each scale level has been recorded
 2. Enter the frequency in the yellow highlighted cells

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
Total Elements Used	-	-	-	-

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

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

Category I Teachers (View Scale)	D1	D2	D3	D4	Total
Status Score					
Weight	68%	13%	8%	10%	100%
Weighted Score					
Overall Status Score:	0.00				
Overall Status:					

SELF ASSESSMENT RATING

- Directions:**
 4. 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

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

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

Category I Instructional Practice Score, Year 1	Score	Weight	Final
Overall status score	0.00	98%	-
Self Assessment Rating		2%	-
Final Score:			-
Final Proficiency Level:			

Proficiency Scale

[Back to Worksheet](#)

Category I Teacher	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	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, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

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

Teacher Name: _____

STATUS SCORE

Directions:

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

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
Total Elements Used	-	-	-	-

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

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

Category II Teachers (View Scale)	D1	D2	D3	D4	Total
Status Score					
Weight	68%	13%	8%	10%	100%
Weighted Score					
Overall Status Score:	0.00				
Overall Status:					

SELF ASSESSMENT RATING

Directions:

4. 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

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

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

Category II Instructional Practice Score	Rating	Weight	Final
Overall status score	0.00	98%	-
Self Assessment rating		2%	-
Final Score:			-
Final Proficiency Level:			

Proficiency Scale

[Back to Worksheet](#)

Category II Teacher	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
D1:	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, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

Calhoun County Schools
Planning Conference Structured 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

Classroom Demographics		
Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.)		
Answer:		
Routine Events		
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:		
Content		
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 Structured 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 Structured 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 Schools
Planning Conference Structured Interview Form A

Enacted on the Spot
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
Reflection Conference Structured Interview Form A

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ 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

General Reflection		
Overall, how do you think the lesson went and why?		
Answer:		
Routine Events		
1. In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?		
Answer:		
2. To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?		
Answer:		
Content		
3. How did the strategies you used to introduce new content to students support student learning?	4. How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?	5. How did the strategies you used to help students generate and test hypotheses about new knowledge support student learning?
Answer:	Answer:	Answer:

Calhoun County Schools
Reflection Conference Structured Interview Form A

Enacted on the Spot
6. Which techniques for engaging students were most successful? Which techniques were not successful?
Answer:
7. How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures?
Answer:
8. What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationships with students?
Answer:
9. What specific actions did you take to communicate high expectations for students? How did these impact students learning?
Answer:
10. How will this lesson inform changes to your instructional plan?
Answer:

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	
DOMAIN 1					
1. Learning Goals & Feedback					
	I (4)	A (3)	D (2)	B (1)	NU (0)
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					
Overall Rating					
2. Rules & Procedures					
	I (4)	A (3)	D (2)	B (1)	NU (0)
2.2 Establishes classroom routines					
2.3 Organizes the physical layout of the classroom for learning					
Overall Rating					
3. Interacting with New Knowledge.					
	I (4)	A (3)	D (2)	B (1)	NU (0)
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					
Overall Rating					
4. Practicing & Deepening Knowledge					
	I (4)	A (3)	D (2)	B (1)	NU (0)
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					
Overall Rating					
5. Generating & Testing Hypotheses					
	I (4)	A (3)	D (2)	B (1)	NU (0)
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					
Overall Rating					

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					
Overall Rating					
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					
Overall Rating					
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					
Overall Rating					
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					
Rating Points					
Total Points					
<input type="checkbox"/> Highly Effective (4) 156 to 136 points	<input type="checkbox"/> Effective (3) 135 to 99 points	<input type="checkbox"/> Needs Improvement (2) 98 to 58 points	<input type="checkbox"/> Unsatisfactory (1) 57 to 0 Points		
Using the self-reflection data above, record those area that you would like to consider as possible professional growth areas.					
Possible Growth Areas:					
1.					
2.					
3.					
4.					