



**CALHOUN COUNTY**  
SCHOOL DISTRICT

2020 - 2021

## Instructional Personnel Evaluation System



**State Board of Education**

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March 11, 2021

Darryl Taylor  
Superintendent  
Calhoun County School District  
20859 Central Avenue East, Room G-20  
Blountstown, FL 32424-6202

Dear Superintendent Darryl Taylor:

Thank you for submitting Calhoun's Instructional Personnel Evaluation System for review; the revisions to the system have been approved. As indicated by the district, the system will be first implemented for the 2020-21 school year. However, in accordance with Rule 6A-5.030, Florida Administrative Code, the system will maintain its approval designation until the district submits substantial revisions to the department.

A copy of the approved Instructional Personnel Evaluation System is attached for your records. At your earliest convenience, please ensure the system is publicly accessible on the district's website and its URL link is sent to [DistrictEvalSysEQ@fldoe.org](mailto:DistrictEvalSysEQ@fldoe.org).

Should you have any questions or concerns, please contact me by email at [Abbey.Stewart@fldoe.org](mailto:Abbey.Stewart@fldoe.org) or by phone at 850-245-9608. You may also contact Josey McDaniel, Program Director of Educator Retention, at [Josey.McDaniel@fldoe.org](mailto:Josey.McDaniel@fldoe.org) or 850-245-0558. The department appreciates your continued leadership in your district and throughout the state for the benefit of Florida's students.

Sincerely,

Abbey Stewart  
Chief, Bureau of Educator Recruitment, Development and Retention

AS/jm

Attachment

cc: Dr. Debbie Williams, Assistant Superintendent

JACOB OLIVA  
CHANCELLOR OF PUBLIC SCHOOLS

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## Part I: Evaluation System Overview

The Instructional Evaluation System is built upon the Florida Educator Accomplished Practices, and *The 2017 Update Marzano Focused Teacher Evaluation Model*. Dr. Marzano's research provides the district with a framework for instruction based upon sound educational principles and contemporary research in effective educational practices for the purpose of increasing student learning growth by improving the quality of instruction. The system provides an on-going evaluation that fosters continued improvement and opportunity for professional growth. Dr. Marzano provides a rubric that enables both the teacher and administrator to clearly distinguish between performances at each level. Throughout the process, the primary focus of the evaluation will be to increase student learning.

The 2017 Update Marzano Focused Teacher Evaluation Model is divided into four domain areas:

- Standards-Based Planning,
- Standards-Based Instructional,
- Conditions for Learning, and
- Professional Responsibilities.

A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrates that the district's evaluation system and evaluation instruments contains indicators based upon each of the practices is included in Appendix A. The Updated Focused Teacher Evaluation Model for Classroom teachers is comprised of 23 elements in four areas of expertise which is included in Appendix B.

*The Marzano Focused Non-classroom Instructional Support Personnel Model* is divided into four domains areas:

- Planning and Preparing to Provide Support,
- Supporting Student Achievement,
- Continuous Improvement of Professional Practice and,
- Professional Responsibilities.

The Non-classroom Instructional Support Personnel Model is comprised of 17 elements which is included in Appendix C.

## Part II: Evaluation System Requirements

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

### System Framework

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

### Training

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

### Data Inclusion and Reporting

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

### Evaluation Procedures

- The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
  - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
  - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
  - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
  - The evaluator must discuss the written evaluation report with the employee.
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### **Use of Results**

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

### **Notifications**

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

### **District Self-Monitoring**

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

## Part III: Evaluation Procedures

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Instructional personnel receive an in-depth training during pre-planning period.	During a faculty meeting or individual meetings, instructional personnel receive a printed copy of the assessment instrument, data collection forms, and supporting procedures.
Newly Hired Classroom Teachers	Beginning teachers and teachers new to the district receive an in-depth training during the teacher orientation meeting.	During the initial orientation, instructional personnel receive a printed copy of the assessment instrument, data collection forms, and supporting procedures.
Late Hires	At the time of hire, in a one-on-one presentation	At the time of hire, in a one-on-one presentation is provided for the late hire.

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	Classroom and Non-classroom Teachers: 1 formal every three years for effective and/highly effective 3 informal for effective and /highly effective 2 formal every year for needs improvement/developing or unsatisfactory 3 informal for needs improvement/developing or unsatisfactory	An observation may occur anytime during the school year.	A post observation conference for formal observations is scheduled within 48 hours of the observation.  A face-to-face conference is not required after an informal observation.  Administrators are allowed and encouraged to conduct more observations than the required numbers listed.

<p>Hired after the beginning of the school year</p>	<p>Classroom and Non-classroom Teachers:  1 formal every three years for effective and/highly effective  3 informal for effective and /highly effective  2 formal every year for needs improvement/developing or unsatisfactory  3 informal for needs improvement/developing or unsatisfactory</p>	<p>An observation may occur anytime during the school year.</p>	<p>A post observation conference for formal observations is scheduled within 48 hours of the observation.</p> <p>A face-to-face conference is not required after an informal observation.</p> <p>Administrators are allowed and encouraged to conduct more observations than the required numbers listed.</p>
<p><b>Newly Hired Classroom Teachers</b></p>			
<p>Hired before the beginning of the school year</p>	<p>1 formal and 2 informal as part of the Mid-point Evaluation</p> <p>1 formal and 2 informal as part of the Final Evaluation</p>	<p>Midpoint Evaluations, September through December 15<sup>th</sup></p> <p>Final Evaluations, January through May 15th</p>	<p>A post observation conference for formal observations is scheduled within 48 hours of the observation.</p> <p>A face-to-face conference is not required after an informal observation.</p> <p>Administrators are allowed and encouraged to conduct more observations than the required numbers listed.</p>
<p>Hired after the beginning of the school year</p>	<p>1 formal and 2 informal as part of the Mid-point Evaluation</p> <p>1 formal and 2 informal as part of the Final Evaluation</p>	<p>Midpoint Evaluations, September through December 15<sup>th</sup></p> <p>Final Evaluations, January through May 15th</p>	<p>A post observation conference for formal observations is scheduled within 48 hours of the observation.</p> <p>A face-to-face conference is not required after an informal observation.</p> <p>Administrators are allowed and encouraged to conduct more observations than the required numbers listed.</p>



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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	1	Final evaluations occur after student performance data becomes available, generally May for grades PK-3 and August-October of the following year for grades 4-12	Final evaluations results are communicated after student performance data becomes available.
Hired after the beginning of the school year	1	Final evaluations occur after student performance data becomes available, generally May for grades PK-3 and August-October of the following year for grades 4-12	Final evaluations results are communicated after student performance data becomes available.
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year	2	Midpoint evaluations occur in January.  Final evaluations occur after student performance data becomes available, generally May for grades PK-3 and August-October of the following year for grades 4-12	Midpoint evaluation results are communicated in January.  Final evaluations results are communicated after student performance data becomes available.
Hired after the beginning of the school year	2	Midpoint evaluations occur in January.  Final evaluations occur after student performance data becomes available, generally May for grades PK-3 and August-October of the following year for grades 4-12	Midpoint evaluation results are communicated in January.  Final evaluations results are communicated after student performance data becomes available.

## Part IV: Evaluation Criteria

### A. Instructional Practice

Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Calhoun County, instructional practice accounts for 55% of the instructional personnel performance evaluation.

#### Classroom Teachers

All 23 elements of the Marzano Focused Teacher Evaluation Model classroom walkthrough will be scored during the school year using a scale score of 0 to 4 as illustrated in the table below. Observers average the highest score for each element to achieve an overall proficiency score for the year. The Marzano Focused Evaluation Instructional Practice Score Sheet is included in the Appendix E.

#### Non-Classroom Teachers

All 17 elements of the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model classroom walkthrough will be scored during the school year using a scale score of 0 to 4 as illustrated in the table below. Observers average the highest score for each element to achieve an overall proficiency score for the year. Thus if, in the course of four observations during the year, a teacher scores 1, 2, 2, 4 in "Using Available Resources," the teacher would receive a score of 4 for that element. The Marzano Focused Non-Classroom Instructional Support Practice Score Sheet is included in the Appendix E.

#### **Domain Elements (Marzano Scale)**

	4	3	2	1	0
Formative Rating Used for Each Domain Element	Innovating	Applying	Developing	Beginning	Not Using

#### **Instructional Performance (55% of Final Evaluation)**

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
Status Score of 4.00-3.50	Status Score of 3.49-2.50	Status Score of 2.49-1.50	Status Score of 1.49-0.00

## B. Other Indicators of Performance

Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Calhoun County, other indicators of performance account for 5% of the instructional personnel performance evaluation.

The district teacher evaluation process includes a self-assessment that is calculated into the teacher's Final Yearly Evaluation and will serve as an additional metric for the evaluation. The self-assessment is completed by November 1. The Classroom Teacher and Non-Classroom Teacher will reflect on the elements from four Domain areas. The self-assessment rating score is used to determine 5% of the final evaluation.

A copy of the self-assessment is included in Appendix E

### Teacher Self-Assessment – (5% of Evaluation)

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
Status Score of 4.00-3.50	Status Score of 3.49-2.50	Status Score of 2.49-1.50	Status Score of 1.49-0.00

## C. Performance of Students

Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Calhoun County, performance of students accounts for 40% of the instructional personnel performance evaluation.

For classroom teachers who teach English Language Arts in grades 4-10, mathematics in grades 4-8, and/or Algebra I, performance of students will be based on the state-provided Value-Added Measure (VAM).

For classroom teachers of students for courses not assessed by statewide, standardized assessments and for instructional personnel who are not classroom teachers, district-determined student performance measures will be used.

For those grade levels and/or subjects which do not receive a state determined VAM score or use state determined predicted scores, raw data will be converted to a 4-point scale to determine a Proficiency Value Score (PVS).

## District's Performance of Students Rating

### FSA VAM Scale

The FSA VAM scale is used anytime student performance is determined from the use of state standardized measures.

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
FSA VAM 4.0 to 3.1	FSA VAM 3.0 to 2.1	FSA VAM 2.0 to 1.1	FSA VAM 1.0 to 0

### Proficiency Value Score PVS

The PVS scale is used anytime student performance is determined from local determined measures.

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
PVS 4.0-3.50	PVS 3.49-2.50	PVS 2.49-1.50	PVS 1.49-0.00

Example of PVS Determination

### **2018-2019 PVS**

	<b>2016-2017 Students</b>	<b>2017-2018 Students</b>	<b>2018-2019 Students</b>	<b>Subtotal</b>	<b>point value</b>	<b>Total</b>
Level 5	0	0	7	7	4.5	31.5
Level 4	38	22	15	75	4	300
Level 3	17	1	11	29	3	87
Level 2	23	3	14	40	2	80
Level 1	19	5	8	32	1	32
	97	31	55	183		530.5
					<b>PVS Points</b>	<b>2.90</b>

- 1617 ELA Scores of HOPE Student  
FSA ELA & Industry
- 1718 Certs  
FSA ELA & Industry
- 1819 Certs

Highly Effective	3.50-4.00
Effective	2.50-3.49
Needs Improve	1.50-2.49
Unsatisfactory	1.00-1.49

## Additional Guideline in Calculating the Student Performance Evaluation Score

### Calculation of Student Performance Measures for Statewide End of Course Exams for American History, Biology, Civics, Geometry, and FCAT Science

- Assign each student a point value based on their Level of Achievement on the exam.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher’s student performance calculation.

Level 5	Level 4	Level 3	Level 2	Level 1
4.25 points	4.0 points	3.0 points	2.0 points	1.0 point

### Calculation of Student Performance Measures using the Statewide FSA ELA, Math, and Algebra I, Comparing Predicted Score to Actual Score

- The State-Wide VAM data file will be used to compare each student’s predicted scale score to actual scale score.
- Calculate the total number of students assigned to the teacher over the year.
- Assign each student a Level of Achievement. Students who have “Met Expectations” are assigned a Level 5. Students who have not are assigned a Level 1.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher’s student performance calculation.

Level 5	Level 1
4.25 points	1.0 point

### Calculation for i-Ready Reading and Math for grades K-3

- Assign each student a point value based on their percent of “Typical Growth”
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher’s student performance calculation.

4 Points	3 Points	2 Points	1 Point
100% or Over	99% to 85%	84% to 25%	24% to 0%

**Student Performance Measures for Evaluation 1 for Beginning or Newly Hired Teachers**  
**Calculation for i-Ready Reading and/or Math for grades K-8 for Evaluation 1 for Beginning or Newly Hired Teachers**

- Assign each student a point value based on their percent of “Typical Growth”
- Add up the number of point values and divide by the number of students in the class.

Student Performance Point Value for iReady “Typical Growth”			
4 Points	3 Points	2 Points	4 Points
60% or Over	59% to 43%	42% to 13%	12% to 0%

**Calculation for i-Ready Reading and/or Math for grades K-8 School-Wide Average for Evaluation 1 for Beginning or Newly Hired Teachers**

- Assign the teacher a score based on the percent of students in Tier 1 using the standard view of the District iReady Diagnostic 2 Results for Reading or Math.
- To calculate a score for reading and math, determine the percent of students in Tier 1 from the report for reading and math. Then determine the number of students assessed in each subject and multiply the number by the percentage. Add the number of students in Tier 1 for reading and math together and divide by the total number of students.
- Example

Reading Tier 1-47%	Math Tier 1-33%
Number Tested-431	Number Tested-413
$431 \times 47\% = 202.57$ or 203	$413 \times 33\% = 136.29$ or 137
$203 + 137 = 340$	
$431 + 413 = 844$	
$340 / 844 = 40\%$	

School-Wide iReady Performance based on Diagnostic 2			
Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
75% and Above	74% to 50%	49% - 25%	24% to 0%

**Calculation for STAR 360 Assessments Evaluation 1 for Beginning or Newly Hired Teachers**

- Assign each student a Level of Achievement based on their STAR Growth Report. Students with a grade level growth of 0.5 or above will be assigned a Level 4. Students who have a growth less than 0.5 will be assigned a Level 1.
- Add up the number of point values and divide by the number of students in the class.

STAR 360 Assessments	
Level 5	Level 1
4.0 points	1.0 point

### **Calculation for VPK Assessment for Pre-K**

- Calculate the percent of questions correct for each student and convert the score to a point value.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher's student performance calculation.

4 Points	3 Points	2 Points	1 Point
75% to 100%	50% to 74%	25% to 49%	24% to 0%

### **Calculation for DIAL-4 Assessment for Pre-K**

- Calculate the difference between the pre-score and post-score for each student.
- Determine the range based on the gains made for the current year. Divided the range into 2 levels, High Level and Low Level.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher's student performance calculation.

4 Points	1 Point
High Level	Low Level

### **Calculation for PERT**

- Assign each student a Level of Achievement based on their College Readiness Score as determined by PERT. Level 5 for students who score College Ready or above and Level 1 for students who score not College Ready.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher's student performance calculation.

Level 5	Level 1
4.25 points	1.0 point

### **Calculation for ACT**

- Assign each student a Level of Achievement based on their College Readiness Score as determined on ACT. Level 5 for students who score College Ready or above and Level 1 for students who score not College Ready.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher's student performance calculation.

<i>Table 7</i> Student Performance Point Value for ACT College Readiness Score for ACT Reading 19 College Readiness Score for ACT English 17 College Readiness Score for ACT Math 19 College Readiness Score for ACT Science 19	
Level 5	Level 1
4.25 points	1.0 point

### **Calculation for Industry Certification Examinations**

- All students enrolled in a CTE course may take Industry Certification Exams.
- Students passing an exam will be assigned a Level 5. Students not passing the exam will be assigned a Level 1.
- Add up the number of point values and divide by the number of students in the class.
- Only students who are verified through the roster verification process in attendance for Survey 2 and Survey 3 will be considered in the teacher's student performance calculation.

<i>Table 8</i> Student Performance Point Value for Industry Certifications	
Level 5	Level 1
4.25 points	1.0 point

### **Calculation for GED and/or LCP Attainment**

- Students passing either a section of the GED or have earned a LCP will be assigned a Level 5. Students not passing the exam will be assigned a Level 1. Students will only be assigned 1 point.
- The number of point values will be added and divided by the number of students in the class.
- All students enrolled in Adult Education Classes throughout the term will be included in this calculation.

<i>Table 9</i> Student Performance Point Value for GED or LCP	
Level 5	Level 1
4.25 points	1.0 point



## D. Summative Rating Calculation

Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. When completing each section of the observation, the following ratings are used: Highly Effective (4.00 – 3.50); Effective (3.49 – 2.50); Needs Improvement or Developing (2.49 – 1.50); and Unsatisfactory (1.49 – 0.00).

### **Calculation of Final/Summative Evaluation Score and Rating**

The final/summative evaluation score and rating for instructional personnel, both classroom and non-classroom, take into account the Instructional Practice Score (55%), the Self-Assessment (5%), and Student Performance Score (40%).

### **Example of Final/Summative Evaluation Score for Instructional Personnel, Classroom and Non-Classroom**

	Score	Weight	Weighted Score
Instructional Practice	3.00	0.55	1.65
Self-Assessment	2.00	0.05	0.10
Student Performance	3.00	0.40	1.20
Total Score			2.95
<b>Overall Effectiveness Level</b>			2.95 (Effective)
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0.00 Unsatisfactory

As noted in the table above, an instructional employee's Final Evaluation Rating Score can fall into one of four (4) levels of performance as required and delineated in Statute.

- a. High Effective
- b. Effective
- c. Needs Improvement/Developing. The Developing level addresses teachers who have zero or three (0-3) years of instructional experience
- d. Unsatisfactory

### **Second Grade Teacher Earning a Highly Effective Summative Performance Rating**

	Score	Weight	Weighted Score
Instructional Practice	4.00	0.55	2.20
Self-Assessment	4.00	0.05	0.20
Student Performance	3.00	0.40	1.20
Total Score			3.60
<b>Overall Effectiveness Level</b>			3.60 (Highly Effective)
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0.00 Unsatisfactory

**Ninth Grade ELA Teacher Earning a Unsatisfactory Summative Performance Rating**

	Score	Weight	Weighted Score
Instructional Practice	1.00	0.55	0.55
Self-Assessment	1.00	0.05	0.05
Student Performance	1.00	0.40	0.40
Total Score			1.00
<b>Overall Effectiveness Level</b>			1.00 (Unsatisfactory)
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0.00 Unsatisfactory

## Appendix A – Evaluation Framework Crosswalk

### Marzano Focused Teacher Evaluation Model

Alignment to the Florida Educator Accomplished Practices	
Practice	Evaluation Indicators
<b>1. Instructional Design and Lesson Planning</b>	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Standards-Based Planning - #1
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Standards- Based Planning - #1 Conditions for Learning #15
c. Designs instruction for students to achieve mastery;	Conditions for Learning - #16
d. Selects appropriate formative assessments to monitor learning;	Conditions for Learning - #14
e. Uses diagnostic student data to plan lessons; and,	Conditions for Learning - #14
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Conditions for Learning - #16
<b>2. The Learning Environment</b>	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Conditions for Learning - #17 & 18
b. Manages individual and class behaviors through a well-planned management system;	Conditions for Learning - #18
c. Conveys high expectations to all students;	Conditions for Learning - #18 & 19
d. Respects students’ cultural linguistic and family background;	Conditions for Learning - #18 & 19
e. Models clear, acceptable oral and written communication skills;	Conditions for Learning - #18,19 & 20
f. Maintains a climate of openness, inquiry, fairness and support;	Conditions for Learning - #18,19 & 20
g. Integrates current information and communication technologies;	Conditions for Learning - #18
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Conditions for Learning - #20
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Conditions for Learning - #16 & 17
<b>3. Instructional Delivery and Facilitation</b>	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	Standards-Based Instruction - #4, 6,9, 10, & 12 Conditions for Learning - #16
b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Standards-Based Instruction #13 Conditions for Learning - #16
c. Identify gaps in students’ subject matter knowledge;	Conditions for Learning - #20
d. Modify instruction to respond to preconceptions or misconceptions;	Conditions for Learning - #20
e. Relate and integrate the subject matter with other disciplines and life experiences;	Conditions for Learning - #18 & 19
f. Employ higher-order questioning techniques;	Standards-Based Instruction - #6,7, 10, 11, & 12
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Conditions for Learning #16
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Conditions for Learning #16

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Standards-Based Planning - #1 Conditions for Learning - #14, 15, 18, 19, & 20
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Standards-Based Planning - #1 Conditions for Learning - #14, 15, 18, 19, & 20
<b>4. Assessment</b>	
<i>The effective educator consistently:</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Standards-Based Planning - #1 Standards Based Instruction - #8, & 12 Conditions for Learning - #14, 15, 18, 19, & 20
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Standards-Based Planning - #1 Conditions for Learning - #14 & 15
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Standards-Based Planning - #1 Conditions for Learning - #14 & 15
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Conditions for Learning - #18 & 19
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Standards-Based Planning - #1 Conditions for Learning - #14 & 15
f. Applies technology to organize and integrate assessment information.	Standards-Based Planning - #2
<b>5. Continuous Professional Improvement</b>	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Standards-Based Planning - #1 Conditions for Learning - #14, 15 & 20
b. Examines and uses data-informed research to improve instruction and student achievement;	Standards-Based Planning - #2
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	Professional Responsibilities #22 & 23
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Professional Responsibilities #23
e. Engages in targeted professional growth opportunities and reflective practices; and,	Professional Responsibilities #22
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Professional Responsibilities #22
<b>6. Professional Responsibility and Ethical Conduct</b>	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Professional Responsibilities #21

## **Appendix B – Observation Instruments for Classroom Teachers**

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

Marzano Focused Teacher Evaluation Model - Crosswalk - (5 Dimensions of Teaching and Learning) Classroom Walkthrough

0 – No Using, 1 – Beginning, 2 – Developing, 3 – Applying, 4 - Innovating

<b>STANDARDS-BASED PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.Planning Standards-Based Lessons/Units (Purpose – Standards)					
2.Aligning Resources to Standard(s) (Curriculum & Pedagogy)					
3.Planning to Close the Achievement Gap Using Data					

<b>STANDARDS-BASED INSTRUCTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.Identifying Critical Content from the Standards (Required evidence in every lesson)					
5.Previewing New Content					
6.Helping students Process New Content (Student Engagement)					
7.Using Questions to Help Student Elaborate on Content (Student Engagement - Talk)					
8.Reviewing Content ( Student Engagement)					
9.Helping students Practice Skills, Strategies, and Processes					
10.Helping Students Examine Similarities and Differences					
11.Helping Students Examine Their Reasoning (Student Engagement – Intellectual Work)					
12.Helping Students Revise Knowledge (Student Engagement – Intellectual Work)					
13.Helping Students Engage in Cognitively Complex Tasks (Student Engagement – Intellectual – Talk)					

<b>CONDITONS FOR LEARNING</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
14.Using Formative Assessment to Track Progress (Assessment for Student Learning)					
15.Providing Feedback and Celebrating Progress (Assessment for Student Learning)					
16.Organizing Students to Interact with Content (Student Engagement)					
17.Establishing and Acknowledging Adherence to Rules and Procedures (Classroom Environment & Culture)					
18.Using Engagement Strategies (Student Engagement)					
19.Establishing and Maintaining Effective Relationships in a Student Centered Classroom (Classroom Environment & Culture)					
20.Communicating High Expectations for Each Student to Close the Achievement Gap (Teacher to Student Talk)					

<b>PROFESSIONAL RESPONSIBILITIES</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
21. Adhering to School and District Policies and Procedures					
22. Maintaining Expertise in Content and Pedagogy (Curriculum & Pedagogy)					
23. Promoting Teacher Leadership and Collaboration					

This form is used for classroom walkthroughs and formal classroom walkthroughs.

## **Appendix C – Observation Instruments for Non-Classroom Instructional Personnel**



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

## Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

**Student** is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

**School/District** is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

0 – Not Using; 1 Beginning; 2 –Developing; 3 – Applying; 4 Innovating

### DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	0	1	2	3	4
1.Establishing and Communicating Clear Goals for Supporting Services					
2.Helping the School/District Achieve Goals					
3.Using Available Resources					

### DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	0	1	2	3	4
4.Demonstrating Knowledge of Students					
5.Helping Students Meet Achievement Goals					

### If Applicable

	0	1	2	3	4
6.Planning Standards-Based Lessons/Units					
7.Identifying Critical Content					
8.Using Questioning Strategies					
9.Facilitating Groups					
10.Managing Student Behavior					
11.Using Engagement Strategies					

### DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	0	1	2	3	4
12.Reflecting and Evaluating Personal Performance					
13.Using Data and Feedback to Support Changes to Professional Practice					

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	0	1	2	3	4
14. Demonstrating Knowledge of Professional Practice (Area of Expertise)					
15. Promoting Positive Interactions with Colleagues and Community					
16. Adhering to School and District Policies and Procedures					
17. Supporting and Participating in School and District Initiatives					

This form is used for School Counselors, Curriculum Coaches, and Inclusion Teachers – Individuals will turn in a portfolio yearly.

## Appendix D – Student Performance Measures

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

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Pre-Kindergarten (PK)	VPK Assessment DIAL-4 for students who do not take the VPK Assessment	Proficiency on Final VPK Assessment (see Table 4) Learning Gain on DIAL 4 (see Table 5)
Kindergarten (K)	iReady Reading and Math	Percent of “Typical Growth” (See Table 3)
First Grade (1)	iReady Reading and Math	Percent of “Typical Growth” (See Table 3)
Second Grade (2)	iReady Reading and Math	Percent of “Typical Growth” (See Table 3)
Third Grade (3)	iReady Reading and Math	Percent of “Typical Growth” (See Table 3)
Fourth Grade (4)	FSA ELA FSA Mathematics	State-Provided VAM State-Provided VAM
Fifth Grade (5)	FSA ELA FSA Mathematics FCAT Science	State-Provided VAM State-Provided VAM EOC Proficiency (See Table 1)
PE	FSA ELA for Assigned Students	Percent of “Met Expectations (See Table 2)
Music	FSA ELA for Assigned Students	Percent of “Met Expectations (See Table 2)
Counselor	FSA ELA & Math for Assigned Students	Percent of “Met Expectations (See Table 2)
Student Services TSA	FSA ELA & Math for Assigned Students	Percent of “Met Expectations (See Table 2)
Media	School-wide FSA ELA	State-Provided VAM
Curriculum Coach	School-wide ELA and Math VAM	State-Provided VAM
ESE Inclusion/Resource	iReady, FSA ELA, FSA Math, and/or FCAT Science for Assigned Students	State-Provided VAM; Percent of “Typical Growth” (See Table 3); Percent of “Met Expectations (See Table 2); EOC Proficiency (See Table 1)
Title I Resource	iReady, FSA ELA, FSA Math, and/or FCAT Science for Assigned Students	State-Provided VAM; Percent of “Typical Growth” (See Table 3); Percent of “Met Expectations (See Table 2); EOC Proficiency (See Table 1)
English/Language Arts, Reading Courses (6-8)	FSA ELA	State-Provided VAM
Math Courses (6-8)	FSA Mathematics	State-Provided VAM
Algebra I	Algebra I EOC	State-Provided VAM
Science Courses (8)	FCAT Science	EOC Proficiency (See Table 1)
Science Courses (6 & 7)	District Benchmark Assessment	EOC Proficiency (See Table 1)
Civics (7)	State Civics EOC	EOC Proficiency (See Table 1)
US History (8)	FSA ELA for Assigned Students	Percent of “Met Expectations (See Table 2)
World Cultures (6)	FSA ELA for Assigned Students	Percent of “Met Expectations (See Table 2)
PE	FSA ELA for Assigned Students	Percent of “Met Expectations (See Table 2)
Music	FSA ELA for Assigned Students	Percent of “Met Expectations (See Table 2)
Counselor	FSA ELA & Math for Assigned Students	State-Provided VAM

<b>Student Performance Measures</b>		
<b>Teaching Assignment</b>	<b>Assessment(s)</b>	<b>Performance Standard(s)</b>
Student Services TSA	FSA ELA & Math for Assigned Students	State-Provided VAM
Media	School-wide FSA ELA	State-Provided VAM
Curriculum Coach	School-wide ELA and Math VAM	State-Provided VAM
ESE Inclusion/Resource	FSA ELA, FSA Math, Algebra EOC, Civics EOC and/or FCAT Science for Assigned Students	State-Provided VAM; Percent of "Met Expectations (See Table 2); EOC Proficiency (See Table 1)
<b>English</b>		
English 1/English 2	FSA ELA	State-Provided VAM
Reading, grades 9 & 10	FSA ELA	State-Provided VAM
Intensive Reading	FSA ELA	State-Provided VAM
English 3	PERT	Proficiency Value Score (See Table 6)
English 4	PERT and/or ACT	Proficiency Value Score (See Table 6 and 7)
<b>Math</b>		
Algebra 1; Algebra 1B	FSA Algebra I EOC	State-Provided VAM
Geometry	FSA Geometry EOC	EOC Proficiency (See Table 1)
Math for College Readiness	PERT	Proficiency Value Score (See Table 6)
Algebra II	PERT	Proficiency Value Score (See Table 6)
Pre-Calculus	PERT	Proficiency Value Score (See Table 6)
<b>Science</b>		
Biology	State Biology EOC	EOC Proficiency (See Table 1)
Physical Science	FSA ELA for Assigned Students	State-Provided VAM
Marine Science	ACT	Proficiency Value Score (See Table 7)
Anatomy and Physiology	ACT	Proficiency Value Score (See Table 7)
<b>History</b>		
US History	State US History EOC	EOC Proficiency (See Table 1)
World History	FSA ELA for Assigned Students	State-Provided VAM
<b>Other</b>		
Economics	PERT	Proficiency Value Score (See Table 6)
American Government	PERT	Proficiency Value Score (See Table 6)
CTE	Industry Certification Exams and/or FSA ELA for Assigned Students	Percent of "Met Expectations (See Table 2) and/or Proficiency Value Score (Table 8)
PE	FSA ELA for Assigned Students	Percent of "Met Expectations (See Table 2)
Music	FSA ELA for Assigned Students	Percent of "Met Expectations (See Table 2)
Counselor	FSA ELA & Math for Assigned Students	State-Provided VAM
Student Services TSA	FSA ELA & Math for Assigned Students	State-Provided VAM
Media	School-wide FSA ELA	State-Provided VAM
Curriculum Coach	School-wide ELA and Math VAM	State-Provided VAM
ESE Inclusion/Resource	FSA ELA, FSA Math, Algebra EOC, Civics EOC and/or FCAT Science for Assigned Students	State-Provided VAM; Percent of "Met Expectations (See Table 2); EOC Proficiency (See Table 1)
<b>District Non-Classroom Instructional Personnel</b>		
District Non-Classroom Instructional Personnel	FSA ELA & Math	State-Provided District-Wide VAM
Adult School	GED and/or TABE	Proficiency Value Score (See Table 9)

## **Appendix E – Summative Evaluation Forms**

Marzano Focused Evaluation Instructional Practice Score Sheet

Marzano Focused Non-Classroom Instructional Support Evaluation Instructional Practice Score Sheet

Teacher Self-Assessment

Non Classroom Instructional Self-Assessment

Teacher Evaluation for Beginning or Newly Hired Teacher

Final Yearly Teacher Evaluation

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

Marzano Focused Evaluation Instructional Practice Score Sheet

Proficiency Level	From	To
Highly Effective	3.50	4.00
Effective	2.50	3.49
Developing	1.50	2.49
Unsatisfactory	0.00	1.49

All Elements	
Element 1	
Element 2	
Element 3	
Element 4	
Element 5	
Element 6	
Element 7	
Element 8	
Element 9	
Element 10	
Element 11	
Element 12	
Element 13	
Element 14	
Element 15	
Element 16	
Element 17	
Element 18	
Element 19	
Element 20	
Element 21	
Element 22	
Element 23	
Instructional Practice Score	

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

Marzano Focused Non-Classroom Instructional Support Evaluation Instructional Practice Score Sheet

Proficiency Level	From	To
Highly Effective	3.50	4.00
Effective	2.50	3.49
Developing	1.50	2.49
Unsatisfactory	0.00	1.49

All Elements	
Element 1	
Element 2	
Element 3	
Element 4	
Element 5	
Element 6	
Element 7	
Element 8	
Element 9	
Element 10	
Element 11	
Element 12	
Element 13	
Element 14	
Element 15	
Element 16	
Element 17	
Instructional Practice Score	

**Calhoun County School District  
Teacher Self-Assessment**

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

Marzano Focused Teacher Evaluation Model - Crosswalk - (5 Dimensions of Teaching and Learning)

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

0 – No Using, 1 – Beginning, 2 – Developing, 3 – Applying, 4 – Innovating

<b>STANDARDS-BASED PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.Planning Standards-Based Lessons/Units (Purpose – Standards)					
2.Aligning Resources to Standard(s) (Curriculum & Pedagogy)					
3.Planning to Close the Achievement Gap Using Data					
Overall Rating					

<b>STANDARDS-BASED INSTRUCTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.Identifying Critical Content from the Standards (Required evidence in every lesson)					
5.Previewing New Content					
6.Helping students Process New Content (Student Engagement)					
7.Using Questions to Help Student Elaborate on Content (Student Engagement - Talk)					
8.Reviewing Content ( Student Engagement)					
9.Helping students Practice Skills, Strategies, and Processes					
10.Helping Students Examine Similarities and Differences					
11.Helping Students Examine Their Reasoning (Student Engagement – Intellectual Work)					
12..Helping Students Revise Knowledge (Student Engagement – Intellectual Work)					
13..Helping Students Engage in Cognitively Complex Tasks (Student Engagement – Intellectual – Talk)					
Overall Rating					

<b>CONDITIONS FOR LEARNING</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
14.Using Formative Assessment to Track Progress (Assessment for Student Learning)					
15.Providing Feedback and Celebrating Progress (Assessment for Student Learning)					
16.Organizing Students to Interact with Content (Student Engagement)					
17.Establishing and Acknowledging Adherence to Rules and Procedures (Classroom Environment & Culture)					
18.Using Engagement Strategies (Student Engagement)					



19. Establishing and Maintaining Effective Relationships in a Student Centered Classroom (Classroom Environment & Culture)					
20. Communicating High Expectations for Each Student to Close the Achievement Gap (Teacher to Student Talk)					
Overall Rating					

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
21. Adhering to School and District Policies and Procedures					
22. Maintaining Expertise in Content and Pedagogy (Curriculum & Pedagogy)					
23. Promoting Teacher Leadership and Collaboration					
Overall Rating					

Domain	Score	Level	Weight
Standards-Based Planning			13%
Standards-Based Instruction			44%
Conditions for Learning			30%
Professional Responsibilities			13%
<b>Score</b>			

◆ Highly Effective (4)	◆ Effective (3)	◆ Needs Improvement (2)	◆ Unsatisfactory (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49
Using the self-reflection data above, record those areas that you would like to consider as possible professional growth areas. Possible Growth Areas:			
1.			
2.			
3.			
4.			

**Calhoun County School District  
Teacher Self-Assessment**

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

**Marzano Focused Non-Classroom  
Instructional Support Personnel Evaluation Model**

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

**Student** is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

**School/District** is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

0 – Not Using; 1 Beginning; 2 –Developing; 3 – Applying; 4 Innovating

**DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT**

	0	1	2	3	4
1.Establishing and Communicating Clear Goals for Supporting Services					
2.Helping the School/District Achieve Goals					
3.Using Available Resources					
Overall Rating					

**DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT**

	0	1	2	3	4
4.Demonstrating Knowledge of Students					
5.Helping Students Meet Achievement Goals					
Overall Rating					

**If Applicable**

	0	1	2	3	4
6.Planning Standards-Based Lessons/Units					
7.Identifying Critical Content					
8.Using Questioning Strategies					
9.Facilitating Groups					
10.Managing Student Behavior					
11.Using Engagement Strategies					
Overall Rating					

**DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE**

	0	1	2	3	4
12.Reflecting and Evaluating Personal Performance					
13.Using Data and Feedback to Support Changes to Professional Practice					
Overall Rating					

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	0	1	2	3	4
14. Demonstrating Knowledge of Professional Practice (Area of Expertise)					
15. Promoting Positive Interactions with Colleagues and Community					
16. Adhering to School and District Policies and Procedures					
17. Supporting and Participating in School and District Initiatives					
Overall Rating					
Total Points					

Domain	Score	Level	Weight
Standards-Based Planning			13%
Standards-Based Instruction			44%
Conditions for Learning			30%
Professional Responsibilities			13%
<b>Score</b>			

◆ Highly Effective (4)	◆ Effective (3)	◆ Needs Improvement (2)	◆ Unsatisfactory (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49
Using the self-reflection data above, record those areas that you would like to consider as possible professional growth areas. Possible Growth Areas:			
1.			
2.			
3.			
4.			

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

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

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

Contract Status: Probationary

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

**All beginning or newly hired teachers are required to complete two evaluations. The first of these should be completed before the end of the first semester and the second evaluation should be completed near the end of the school year. The Final end of the year Evaluation is an average of Evaluation 1 and Evaluation 2.**

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

**Directions:** Use the accompanying spreadsheet to compute the Instructional Practice Score. Attach a copy of the spreadsheet.

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

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

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

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

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

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

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

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

**Evaluator Comments:**

<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>NEEDS IMPROVEMENT (2)</b> OR <input type="checkbox"/> <b>DEVELOPING (2)</b> <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0.00 – 1.49

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

**Directions:** Attach a copy of the teacher's 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 teaching	<input type="checkbox"/> UNSATISFACTORY (1)
Proficiency Value Score 3.50 - 4.00	Proficiency Value Score 2.50 - 3.49	Proficiency Value Score 1.50 - 2.49	Proficiency Value Score 0.00 - 1.49

Evaluation One Rating			
	Score	Weight	Weighted Score
<b>1. Accomplished Practices</b>		0.60	
<b>2. Student Performance</b>		0.40	
	<b>Total Score</b>		
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> UNSATISFACTORY (1)
Evaluation 1 Final Score 3.50 – 4.00	Evaluation 1 Final Score 2.50 – 3.49	Evaluation 1 Final Score 1.50 – 2.49	Evaluation 1 Final Score 0.00 – 1.49

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

**Date:** \_\_\_\_\_

**Evaluator Comments:**

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

**Date:** \_\_\_\_\_

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

**Teacher Comments:**

**Calhoun County School District  
Teacher Evaluation for Beginning or Newly Hired Teacher  
Evaluation 2**

Name \_\_\_\_\_ School Year \_\_\_\_\_  
 School \_\_\_\_\_ Date \_\_\_\_\_  
 Classification:  Category I  Category II Contract Status: Probationary  
 Grade/Subject Taught \_\_\_\_\_

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

Directions: Use the accompanying spreadsheet to compute the Instructional Practice Score.  
 Attach a copy of the spreadsheet.

Sources of Evidence (select all that applies):

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts:

Other: \_\_\_\_\_

Sources of Evidence (select all that applies):

- Planning (Pre) Conference
- Artifacts:

Other: \_\_\_\_\_

Sources of Evidence (select all that applies):

- Self-Assessment
- Professional Development Plan
- Data Analysis
- Artifacts:

Other: \_\_\_\_\_

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"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> UNSATISFACTORY (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0.00 – 1.49

<b>2. Teacher Self-Assessment-5% of Evaluation</b>			
Attach a copy of the self-assessment			
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> UNSATISFACTORY (1)
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0.00 – 1.49
<b>2. Student Performance Score-40% of Evaluation</b>			
<b>Directions:</b> Attach a copy of the teacher’s VAM or PVS data			
<b>Evaluator Comments:</b>			
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> UNSATISFACTORY (1)
VAM Score 3.10-4.00	VAM Score 2.10-3.09	VAM Score 1.10-2.09	VAM Score 0.00 -1.09
Proficiency Value Score 3.50 - 4.00	Proficiency Value Score 2.50 -3.49	Proficiency Value Score 1.50 - 2.49	Proficiency Value Score 0.00 - 1.49

<b>Evaluation Two Rating</b>			
	<b>Score</b>	<b>Weight</b>	<b>Weighted Score</b>
<b>1. Accomplished Practices</b>		0.55	
<b>2. Self-Assessment</b>		0.05	
<b>3. Student Performance</b>		0.40	
<b>Total Score</b>			
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> UNSATISFACTORY (1)
Evaluation 2 Final Score 3.50 – 4.00	Evaluation 2 Final Score 2.50 – 3.49	Evaluation 2 Final Score 1.50 – 2.49	Evaluation 2 Final Score 0.00 – 1.49
<b>Evaluator’s Signature:</b> _____		<b>Date:</b> _____	
<b>Evaluator Comments:</b>			
<b>Teacher’s Signature:</b> _____		<b>Date:</b> _____	
<i>Signature of Teacher does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the principal. The teacher shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.</i>			
<b>Teacher Comments:</b>			

**Calhoun County School District  
Teacher Evaluation 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 \_\_\_\_\_

<b>Final End of Year Teacher Evaluation Score for Beginning or Newly Hired Teacher</b>			
The final score reflects the average of the Evaluation 1 and Evaluation 2			
	<b>Score</b>	<b>Weight</b>	<b>Weighted Score</b>
<b>Evaluation 1</b>		0.50	
<b>Evaluation 2</b>		0.50	
<b>Total Score</b>			
<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>NEEDS IMPROVEMENT (2)</b> OR <input type="checkbox"/> <b>DEVELOPING (2)</b> <small>for instructional personnel in the first 3 years of teaching</small>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
Overall Final Score of 3.50 – 4.00	Overall Final Score of 2.50 – 3.49	Overall Final Score of 1.50 – 2.49	Overall Final Score of 0.00 – 1.49

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



## Calhoun County School District Final End of Year Evaluation

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

### 1. Instructional Practice Score (55% of Final Evaluation Rating)

**Directions:** Use the accompanying spreadsheet to compute the Instructional Practice Score.  
 Attach a copy of the spreadsheet.

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

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

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

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

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

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

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

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

**Evaluator Comments:**

<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>DEVELOPING (2)</b>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
3.50 – 4.0	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49

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

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

Attach a copy of the self-assessment

<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>DEVELOPING (2)</b>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49

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

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

**Evaluator Comments:**

<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>NEEDS IMPROVEMENT (2)</b> OR <input type="checkbox"/> <b>DEVELOPING (2)</b> for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
VAM Score 3.10-4.00	VAM Score 2.10-3.09	VAM Score 1.10-2.09	VAM Score 0.00-1.09
Proficiency Value Score 3.50 - 4.00	Proficiency Value Score 2.50 - 3.49	Proficiency Value Score 1.50 - 2.49	Proficiency Value Score 0.00-1.49

**Final Evaluation Rating**

	<b>Score</b>	<b>Weight</b>	<b>Weighted Score</b>
1. Instructional Practice		0.55	
2. Self Assessment		0.05	
3. Student Performance		0.40	
<b>Total Score</b>			
<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>NEEDS IMPROVEMENT (2)</b> OR <input type="checkbox"/> <b>DEVELOPING (2)</b> for instructional personnel in the first 3 years of teaching	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
Overall Final Score 3.50 – 4.0	Overall Final Score 2.50 – 3.49	Overall Final Score 1.50 – 2.49	Overall Final Score 1.00 – 1.49

**Evaluator’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Evaluator Comments:**

**Teacher’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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

**Teacher Comments:**

