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Part I: Evaluation System Overview

Franklin County utilizes Dr. Robert Marzano's research-based strategies for teacher effectiveness in a comprehensive teacher development system to ensure all teachers have the opportunity for maximum professional growth. Teachers select their personal growth focus through development of a growth plan with their evaluator, and receive a minimum of one formal observation and final evaluation to determine effectiveness. A classroom teacher’s overall evaluation includes a student growth factor of 50% and non-classroom instructional staff have a student growth factor of 40%.

Part II: Evaluation System Requirements

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.

<table>
<thead>
<tr>
<th>Instructional Personnel Group</th>
<th>When Personnel are Informed</th>
<th>Method(s) of Informing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom and Non-Classroom Teachers</td>
<td>Pre-school</td>
<td>Orientation meeting presented by Human Resources</td>
</tr>
<tr>
<td>Newly Hired Classroom Teachers</td>
<td>Pre-school</td>
<td>Orientation meeting presented by Human Resources</td>
</tr>
<tr>
<td>Late Hires</td>
<td>Within 30 days of hire</td>
<td>One on one meeting with evaluator</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Instructional Personnel Group</th>
<th>Number of Observations</th>
<th>When Observations Occur</th>
<th>When Observation Results are Communicated to Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category 1: Classroom and Non-Classroom Teachers with 1-3 years of experience</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hired before the beginning of the school year</td>
<td>2</td>
<td>1 in each semester</td>
<td>Within 10 days</td>
</tr>
<tr>
<td>Hired after the beginning of the school year</td>
<td>1 or 2 based on hire date</td>
<td>1 in each semester of employment</td>
<td>Within 10 days</td>
</tr>
<tr>
<td><strong>Category 2: Classroom and Non-Classroom Teachers with 4 or more years of experience</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hired before the beginning of the school year</td>
<td>1 minimum</td>
<td>Prior to May 1st</td>
<td>Within 10 days</td>
</tr>
<tr>
<td>Hired after the beginning of the school year</td>
<td>1 minimum</td>
<td>Prior to May 1st</td>
<td>Within 10 days</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Instructional Personnel Group</th>
<th>Number of Evaluations</th>
<th>When Evaluations Occur</th>
<th>When Evaluation Results are Communicated to Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category 1: Classroom and Non-Classroom Teachers with 1-3 years of experience</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hired before the beginning of the school year</td>
<td>2</td>
<td>1 in each semester</td>
<td>Within 10 days of receipt of student data</td>
</tr>
<tr>
<td>Hired after the beginning of the school year</td>
<td>2 if hired prior to January</td>
<td>1 in each semester of employment</td>
<td>Within 10 days of receipt of student data</td>
</tr>
<tr>
<td>Hired after the beginning of the school year</td>
<td>1 if hired in January or later</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Category 2: Classroom and Non-Classroom Teachers with 4 or more years of experience</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hired before the beginning of the school year</td>
<td>1 minimum</td>
<td>Prior to May 1st</td>
<td>Within 10 days of receipt of student data</td>
</tr>
<tr>
<td>Hired after the beginning of the school year</td>
<td>1 minimum</td>
<td>Prior to May 1st</td>
<td>Within 10 days of receipt of student data</td>
</tr>
</tbody>
</table>

**Part IV: Evaluation Criteria**

**A. Instructional Practice**

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Franklin County, instructional practice accounts for 50% of the classroom instructional personnel performance evaluation and 60% of the non-classroom instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.
   a. Franklin County takes the highest score for each given element. For example, if a teacher has a two observations with one score of Applying and another of Innovating the teacher would receive the higher score of Innovating.
   b. Elements are divided into four categories: Standards Based Planning, Standards Based Instruction, Conditions for Learning and Professional Responsibilities.
   c. To calculate the Instructional Practice Score we take the overall score given for each category and multiply it by the weight for each of the four categories which are weighted.
      i. Standards Based Planning – 25%
      ii. Standards Based Instruction – 35%
      iii. Conditions for Learning – 25%
      iv. Professional Responsibilities – 15%
d. All of the weighted scores are then added together for the final Instructional Practice Score
   i. Example: Teacher has the following categorical scores
      1. Standards Based Planning score 4
         a. 4 x 25% = 1
      2. Standards Based Instruction score 3
         a. 3 x 35% = 1.05
      3. Conditions for Learning score 4
         a. 4 x 25% = 1
      4. Professional Responsibilities score 4
         a. 4 x 15% = 0.6
      5. Total of weighted scores added together
         a. 1 + 1.05 + 1 + 0.6 = 3.65

<table>
<thead>
<tr>
<th>Instructional Practice Score</th>
<th>= Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.50 - 4</td>
<td>4</td>
</tr>
<tr>
<td>2.50 – 3.49</td>
<td>3</td>
</tr>
<tr>
<td>1.5 – 2.49</td>
<td>2</td>
</tr>
<tr>
<td>1.0 – 1.4</td>
<td>1</td>
</tr>
</tbody>
</table>

B. Other Indicators of Performance

Franklin Count School District uses climate surveys which are sent to parents and students to gather information that may be taken into account by the site based principal during the evaluation review process.

C. Performance of Students

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher’s students over 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 Franklin County, performance of students accounts for 50% of the instructional personnel performance evaluation and 40% for non-classroom personnel performance evaluation. Student performance data for this category of teachers will be the average VAM score for reading and math assessments for the school.

2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

<table>
<thead>
<tr>
<th>VAM Score Conversion</th>
<th>Categorical Score</th>
<th>= Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Highly Effective</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Effective</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement/Developing</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-VAM Score Conversion (this will be used for assessments that don’t have a conversion chart listed within the document)</th>
<th>Categorical Score</th>
<th>= Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Range</td>
<td>Category</td>
<td>Code</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>87 – 100% growth or proficiency on any non-VAM</td>
<td>Highly Effective</td>
<td>4</td>
</tr>
<tr>
<td>assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>73-86% growth or proficiency on any non-VAM</td>
<td>Effective</td>
<td>3</td>
</tr>
<tr>
<td>assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-72% growth or proficiency on any non-VAM</td>
<td>Needs Improvement/Developing</td>
<td>2</td>
</tr>
<tr>
<td>assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 – 59% growth or proficiency on any non-VAM</td>
<td>Unsatisfactory</td>
<td>1</td>
</tr>
<tr>
<td>assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Summative Rating Calculation

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel.

   **Final Summative Calculation Score for classroom instructional personnel:**
   Student Growth Score (50%)
   Instructional Practice Score = (50%)
   (Scores added together and divided by 2) Summative Evaluation Score = _______________

   Example A: A fourth grade teacher has a student growth score of 3.6 and an instructional practice Score of 3.9. The student growth score of 3.6 added to an instructional practice Score of 3.9 equals 7.5. The summative evaluation score of 7.5 divided by 2 is a 3.75 Highly Effective

   Example B: A ninth grade English Language Arts teacher has a student growth score of 1.6 and an instructional practice score of 1.2. The student growth score of 1.6 added to an instructional practice Score of 1.2 equals 2.8. The summative evaluation score of 2.8 divided by 2 is a 1.4 Unsatisfactory.

   **Final Summative Calculation Score for non-classroom instructional personnel:**
   School wide Student Growth Score (40%)
   Instructional Practice Score = (60%)
   (Scores added together and divided by 2) Summative Evaluation Score = _______________

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance.

<table>
<thead>
<tr>
<th>Final Summative Score Range</th>
<th>Categorical Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 – 4.0</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>2.5 - 3.4</td>
<td>Effective</td>
</tr>
<tr>
<td>1.5 – 2.4</td>
<td>Needs Improvement/Developing</td>
</tr>
<tr>
<td>0 – 1.4</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
# Appendix A – Evaluation Framework Crosswalk

The Florida Educator Accomplished Practices Alignment to the Marzano Focused Teacher Evaluation Model for Standards-Based Classrooms

## Quality of Instruction

<table>
<thead>
<tr>
<th>FLORIDA EDUCATOR ACCOMPLISHED PRACTICES</th>
<th>MARZANO FOCUSED TEACHER EVALUATION MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Instructional Design and Lesson Planning.</strong> Applying concepts from human development and learning theories, the effective educator consistently:</td>
<td></td>
</tr>
</tbody>
</table>
| a. Aligns instruction with state-adopted standards at the appropriate level of rigor; | • Planning Standards-Based Lessons/Units  
• Aligning Resources to Standard(s) |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge; | • Planning Standards-Based Lessons/Units  
• Aligning Resources to Standard(s) |
| c. Designs instruction for students to achieve mastery; | • Planning Standards-Based Lessons/Units  
• Aligning Resources to Standard(s)  
• Planning to Close the Achievement Gap Using Data |
| d. Selects appropriate formative assessments to monitor learning; | • Using Formative Assessment to Track Progress |
| e. Uses diagnostic student data to plan lessons; and, | • Planning Standards-Based Lessons/Units  
• Aligning Resources to Standard(s)  
• Planning to Close the Achievement Gap Using Data  
• Using Formative Assessment to Track Progress |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | • Planning Standards-Based Lessons/Units  
• Aligning Resources to Standard(s)  
• Planning to Close the Achievement Gap Using Data |

| **2. The Learning Environment.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently: |  |
| a. Organizes, allocates, and manages the resources of time, space, and attention; | • Aligning Resources to Standard(s)  
• Organizing Students to Interact with Content  
• Establishing and Acknowledging Adherence to Rules and Procedures  
• Using Engagement Strategies |
| b. Manages individual and class behaviors through a well-planned management system; | • Organizing Students to Interact with Content  
• Establishing and Acknowledging Adherence to Rules and Procedures |
<table>
<thead>
<tr>
<th>FLORIDA EDUCATOR ACCOMPLISHED PRACTICES</th>
<th>MARZANO FOCUSED TEACHER EVALUATION MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Conveys high expectations to all students;</td>
<td>• Communicating High Expectations for Each Student to Close the Achievement Gap</td>
</tr>
</tbody>
</table>
| d. Respects students’ cultural, linguistic and family background; | • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom  
• Communicating High Expectations for Each Student to Close the Achievement Gap |
| e. Models clear, acceptable oral and written communication skills; | • Providing Feedback and Celebrating Progress  
• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom  
• Communicating High Expectations for Each Student to Close the Achievement Gap  
• Adhering to School and District Policies and Procedures  
• Promoting Teacher Leadership and Collaboration |
| f. Maintains a climate of openness, inquiry, fairness and support; | • Providing Feedback and Celebrating Progress  
• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom  
• Communicating High Expectations for Each Student to Close the Achievement Gap  
• Promoting Teacher Leadership and Collaboration |
| g. Integrates current information and communication technologies; | • Aligning Resources to Standard(s)  
• Planning to Close the Achievement Gap Using Data  
• Adhering to School and District Policies and Procedures  
• Maintaining Expertise in Content and Pedagogy  
• Promoting Teacher Leadership and Collaboration |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students; and, | • Planning to Close the Achievement Gap Using Data  
• Organizing Students to Interact with Content |
<table>
<thead>
<tr>
<th>FLORIDA EDUCATOR ACCOMPLISHED PRACTICES</th>
<th>MARZANO FOCUSED TEACHER EVALUATION MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Establishing and Maintaining Effective Relationship in a Student-Centered Classroom</td>
</tr>
<tr>
<td></td>
<td>• Communicating High Expectations for Each Student to Close the Achievement Gap</td>
</tr>
<tr>
<td></td>
<td>• Maintaining Expertise in Content and Pedagogy</td>
</tr>
<tr>
<td>i. <strong>Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</strong></td>
<td>• Planning to Close the Achievement Gap Using Data</td>
</tr>
<tr>
<td></td>
<td>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</td>
</tr>
<tr>
<td></td>
<td>• Communicating High Expectations for Each Student to Close the Achievement Gap</td>
</tr>
<tr>
<td></td>
<td>• Maintaining Expertise in Content and Pedagogy</td>
</tr>
<tr>
<td>3. <strong>Instructional Delivery and Facilitation.</strong> The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</td>
<td></td>
</tr>
<tr>
<td>a. <strong>Deliver engaging and challenging lessons;</strong></td>
<td>• Planning to Close the Achievement Gap Using Data</td>
</tr>
<tr>
<td></td>
<td>• Using Questions to Help Students Elaborate on Content</td>
</tr>
<tr>
<td></td>
<td>• Helping Student Practice Skills, Strategies, and Processes</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Examine Similarities and Differences</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Revise Knowledge</td>
</tr>
<tr>
<td></td>
<td>• Organizing Students to Interact with Content</td>
</tr>
<tr>
<td></td>
<td>• Using Engagement Strategies</td>
</tr>
<tr>
<td>b. <strong>Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</strong></td>
<td>• Using Questions to Help Students Elaborate on Content</td>
</tr>
<tr>
<td></td>
<td>• Reviewing Content</td>
</tr>
<tr>
<td></td>
<td>• Helping Student Practice Skills, Strategies, and Processes</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Examine Similarities and Differences</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Examine Their Reasoning</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Revise Knowledge</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Engage in Cognitively Complex Tasks</td>
</tr>
<tr>
<td>FLORIDA EDUCATOR ACCOMPLISHED PRACTICES</td>
<td>MARZANO FOCUSED TEACHER EVALUATION MODEL</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
</tbody>
</table>
| c. Identify gaps in students’ subject matter knowledge; | • Organizing Students to Interact with Content  
• Using Engagement Strategies |
| d. Modify instruction to respond to preconceptions or misconceptions; | • Planning Standards-Based Lessons/Units  
• Identifying Critical Content from the Standard(s)  
• Using Formative Assessment to Track Progress |
| e. Relate and integrate the subject matter with other disciplines and life experiences; | • Planning Standards-Based Lessons/Units  
• Aligning Resources to Standard(s)  
• Using Engagement Strategies  
• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom  
• Using Formative Assessment to Track Progress |
| f. Employ higher-order questioning techniques; | • Using Questions to Help Students Elaborate on Content  
• Helping Student Practice Skills, Strategies, and Processes  
• Helping Students Examine Similarities and Differences  
• Helping Students Revise Knowledge  
• Helping Students Engage in Cognitively Complex Tasks |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; | • Planning Standards-Based Lessons/Units  
• Aligning Resources to Standard(s)  
• Identifying Critical Content from the Standards  
• Previewing New Content  
• Helping Students Process New Content |
<table>
<thead>
<tr>
<th><strong>FLORIDA EDUCATOR ACCOMPLISHED PRACTICES</strong></th>
<th><strong>MARZANO FOCUSED TEACHER EVALUATION MODEL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Using Questions to Help Students Elaborate on Content</td>
</tr>
<tr>
<td></td>
<td>• Reviewing Content</td>
</tr>
<tr>
<td></td>
<td>• Helping Student Practice Skills, Strategies, and Processes</td>
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<tr>
<td></td>
<td>• Helping Students Examine Similarities and Differences</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Examine Their Reasoning</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Revise Knowledge</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Engage in Cognitively Complex Tasks</td>
</tr>
<tr>
<td></td>
<td>• Using Formative Assessment to Track Progress</td>
</tr>
<tr>
<td>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</td>
<td>• Planning to Close the Achievement Gap Using Data</td>
</tr>
<tr>
<td></td>
<td>• Identifying Critical Content from the Standards</td>
</tr>
<tr>
<td></td>
<td>• Previewing New Content</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Process New Content</td>
</tr>
<tr>
<td></td>
<td>• Using Questions to Help Students Elaborate on Content</td>
</tr>
<tr>
<td></td>
<td>• Reviewing Content</td>
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<tr>
<td></td>
<td>• Helping Student Practice Skills, Strategies, and Processes</td>
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<td></td>
<td>• Helping Students Examine Similarities and Differences</td>
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<td></td>
<td>• Helping Students Examine Their Reasoning</td>
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<td></td>
<td>• Helping Students Revise Knowledge</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Engage in Cognitively Complex Tasks</td>
</tr>
<tr>
<td>i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,</td>
<td>• Providing Feedback and Celebrating Progress</td>
</tr>
<tr>
<td></td>
<td>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</td>
</tr>
<tr>
<td></td>
<td>• Communicating High Expectations for Each Student to Close the Achievement Gap</td>
</tr>
<tr>
<td>j. Utilize student feedback to monitor instructional needs and to adjust instruction.</td>
<td>• Planning to Close the Achievement Gap Using Data</td>
</tr>
<tr>
<td><strong>FLORIDA EDUCATOR ACCOMPLISHED PRACTICES</strong></td>
<td><strong>MARZANO FOCUSED TEACHER EVALUATION MODEL</strong></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>4. <strong>Assessment.</strong> The effective educator consistently:</td>
<td></td>
</tr>
</tbody>
</table>
| 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; | • Planning to Close the Achievement Gap Using Data  
• Using Formative Assessment to Track Progress  
• Communicating High Expectations for Each Student to Close the Achievement Gap |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; | • Planning Standards-Based Lessons/Units  
• Aligning Resources to Standard(s)  
• Planning to Close the Achievement Gap Using Data  
• Using Formative Assessment to Track Progress |
| c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains; | • Planning to Close the Achievement Gap Using Data  
• Using Formative Assessment to Track Progress |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; | • Aligning Resources to Standard(s)  
• Planning to Close the Achievement Gap Using Data  
• Using Formative Assessment to Track Progress |
| e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and, | • Planning to Close the Achievement Gap Using Data  
• Providing Feedback and Celebrating Progress |
### FLORIDA EDUCATOR ACCOMPLISHED PRACTICES vs. MARZANO FOCUSED TEACHER EVALUATION MODEL

<table>
<thead>
<tr>
<th>FLORIDA EDUCATOR ACCOMPLISHED PRACTICES</th>
<th>MARZANO FOCUSED TEACHER EVALUATION MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicating High Expectations for Each Student to Close the Achievement Gap</td>
<td></td>
</tr>
</tbody>
</table>
| f. Applies technology to organize and integrate assessment information. | • Aligning Resources to Standard(s)  
• Using Formative Assessment to Track Progress |

### Continuous Improvement, Responsibility and Ethics

<table>
<thead>
<tr>
<th>FLORIDA EDUCATOR ACCOMPLISHED PRACTICES</th>
<th>MARZANO FOCUSED TEACHER EVALUATION MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continuous Professional Improvement. The effective educator consistently:</td>
<td></td>
</tr>
<tr>
<td>a. Designs purposeful goals to strengthen the effectiveness of instruction based on students’ needs;</td>
<td>• Maintaining Expertise in Content and Pedagogy</td>
</tr>
<tr>
<td>b. Examines and uses data-informed research to improve instruction and student achievement;</td>
<td>• Maintaining Expertise in Content and Pedagogy</td>
</tr>
</tbody>
</table>
| 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; | • Maintaining Expertise in Content and Pedagogy  
• Promoting Teacher Leadership and Collaboration |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement; | • Promoting Teacher Leadership and Collaboration |
| e. Engages in targeted professional growth opportunities and reflective practices; and, | • Maintaining Expertise in Content and Pedagogy  
• Promoting Teacher Leadership and Collaboration |
| f. Implements knowledge and skills learned in professional development in the teaching and learning process. | • Maintaining Expertise in Content and Pedagogy  
• Promoting Teacher Leadership and Collaboration |
Appendix B – Observation Instruments for Classroom Teachers
Standards-Based Planning

✓ Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Evidences:

✓ Planning Evidence:

(Check all that apply)

✓ Example Implementation Evidence:

(Check all that apply)

Resources:

Scale   | Reflection Questions
Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

✓ Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Evidences:

✓ Planning Evidence:

(Check all that apply)

✓ Example Implementation Evidence:
Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Evidences:

(example)

Example Teacher Instructional Techniques:

(Check all that apply)

Example Teacher Techniques for Monitoring for Learning:

(Check all that apply)

Example Student Evidence of Desired Effect:

(Check all that apply)

Student evidence is obtained as the teacher uses a monitoring technique.

Example Adaptations:

(Check all that apply)

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

Resources:

Scale | Reflection Questions
Scale:
- Not Applicable
- Not Using
- Beginning
- Developing
- Applying
- Innovating

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Evidences:
Example Teacher Instructional Techniques:
(Check all that apply)

Example Teacher Techniques for Monitoring for Learning:
(Check all that apply)
Student evidence is obtained as the teacher uses a monitoring technique.

Example Adaptations:
(Check all that apply)
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning.

Resources:
Scale | Reflection Questions
Scale:
Not Applicable Not Using Beginning Developing Applying Innovating

Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Evidences:

Example Teacher Instructional Techniques:
Instructional Evaluation System

(Check all that apply)

▶ Example Teacher Techniques for Monitoring for Learning:
(Check all that apply)

▶ Example Student Evidence of Desired Effect:
(Check all that apply)
Student evidence is obtained as the teacher uses a monitoring technique.

▶ Example Adaptations:
(Check all that apply)
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

Resources:
Scale  |  Reflection Questions
Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

▶ Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

Evidences:

▶ Example Teacher Instructional Techniques:
(Check all that apply)
Example Teacher Techniques for Monitoring for Learning:
(Check all that apply)

Example Student Evidence of Desired Effect:
(Check all that apply)
Student evidence is obtained as the teacher uses a monitoring technique.

Example Adaptations:
(Check all that apply)
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

Resources:

Scale | Reflection Questions

Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

Evidences:

Example Teacher Instructional Techniques:
(Check all that apply)

Example Teacher Techniques for Monitoring for Learning:
Example Student Evidence of Desired Effect:

Student evidence is obtained as the teacher uses a monitoring technique.

Example Adaptations:

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning.

Resources:

Scale | Reflection Questions
Scale:

Not Applicable | Not Using | Beginning | Developing | Applying | Innovating

Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Evidences:

Example Teacher Instructional Techniques:

Example Teacher Techniques for Monitoring for Learning:
Example Student Evidence of Desired Effect:

(Check all that apply)
Student evidence is obtained as the teacher uses a monitoring technique.

Example Adaptations:

(Check all that apply)
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

Resources:

Scale | Reflection Questions

Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Evidences:

Example Teacher Instructional Techniques:

(Check all that apply)

Example Teacher Techniques for Monitoring for Learning:

(Check all that apply)

Example Student Evidence of Desired Effect:

(Check all that apply)
Student evidence is obtained as the teacher uses a monitoring technique.

Example Adaptations:
(Check all that apply)
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

Resources:
Scale | Reflection Questions

Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Evidences:

Example Teacher Instructional Techniques:
(Check all that apply)

Example Teacher Techniques for Monitoring for Learning:
(Check all that apply)

Example Student Evidence of Desired Effect:
(Check all that apply)
Student evidence is obtained as the teacher uses a monitoring technique.

Example Adaptations:

(Check all that apply)
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

Resources:
Scale | Reflection Questions
---|---
Scale:
Not Applicable Not Using Beginning Developing Applying Innovating

Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Evidences:

Example Teacher Instructional Techniques:

(Check all that apply)

Example Teacher Techniques for Monitoring for Learning:

(Check all that apply)

Example Student Evidence of Desired Effect:

(Check all that apply)
Student evidence is obtained as the teacher uses a monitoring technique.
Example Adaptations:
(Check all that apply)
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning.

Resources:

Scale | Reflection Questions

Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

Evidences:

Example Teacher Instructional Techniques:
(Check all that apply)

Example Teacher Techniques for Monitoring for Learning:
(Check all that apply)

Example Student Evidence of Desired Effect:
(Check all that apply)
Student evidence is obtained as the teacher uses a monitoring technique.

Example Adaptations:
(Check all that apply)

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

Resources:

Scale | Reflection Questions

Scale:

Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Conditions for Learning

Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

Evidences:

Example Teacher Instructional Techniques:

(Check all that apply)

Example Student Evidence of Desired Effect:

(Check all that apply)

Student evidence is obtained during group activities and/or student work.

Example Adaptations:

(Check all that apply)
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect.

**Resources:**

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<tr>
<th>Scale</th>
<th>Reflection Questions</th>
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<tr>
<td>Scale:</td>
<td>Not Applicable</td>
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</table>

**Providing Feedback and Celebrating Progress**

**Focus Statement:** Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

**Desired Effect:** Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

**Evidences:**

- **Example Teacher Instructional Techniques:**
  (Check all that apply)

- **Example Student Evidence of Desired Effect:**
  (Check all that apply)
  Student evidence is obtained during group activities and/or student work.

- **Example Adaptations:**
  (Check all that apply)
  Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect.

**Resources:**

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<tr>
<td>Scale:</td>
<td>Not Applicable</td>
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</table>
Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Evidences:

Example Teacher Instructional Techniques:
(Check all that apply)

Example Student Evidence of Desired Effect:
(Check all that apply)
Student evidence is obtained during group activities and/or student work.

Example Adaptations:
(Check all that apply)
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

Resources:
Scale | Reflection Questions
Scale:
Not Applicable | Not Using | Beginning | Developing | Applying | Innovating

Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.
**Desired Effect:** Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

**Evidences:**

➤ **Example Teacher Instructional Techniques:**

(Check all that apply)

➤ **Example Student Evidence of Desired Effect:**

(Check all that apply)

Student evidence is obtained during group activities and/or student work.

➤ **Example Adaptations:**

(Check all that apply)

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

**Resources:**

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<th>Reflection Questions</th>
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</table>

Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

**Using Engagement Strategies**

**Focus Statement:** Teacher uses engagement strategies to engage or re-engage students with the content.

**Desired Effect:** Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

**Evidences:**

➤ **Example Teacher Instructional Techniques:**

(Check all that apply)
Example Student Evidence of Desired Effect:

(Check all that apply)
Student evidence is obtained during group activities and/or student work.

Example Adaptations:

(Check all that apply)
Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect.

Resources:

Scale | Reflection Questions
Scale:
Not Applicable | Not Using | Beginning | Developing | Applying | Innovating

Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Evidences:

Example Teacher Instructional Techniques:

(Check all that apply)

Example Student Evidence of Desired Effect:

(Check all that apply)
Student evidence is obtained during group activities and/or student work.

Example Adaptations:
(Check all that apply)

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

Resources:

Scale  |  Reflection Questions

Scale:

Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Evidences:

Example Teacher Instructional Techniques:

(Check all that apply)

Example Student Evidence of Desired Effect:

(Check all that apply)

Student evidence is obtained during group activities and/or student work.

Example Adaptations:

(Check all that apply)

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

Resources:

Scale  |  Reflection Questions

Not Applicable  Not Using  Beginning  Developing  Applying  Innovating
Instructional Evaluation System

Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Professional Responsibilities

Adhering to School/District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

Evidences:

Example Teacher Evidence:
(Check all that apply)

Resources:

Scale  |  Reflection Questions
Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

Evidences:

Example Teacher Evidence:
(Check all that apply)

Resources:

Scale  |  Reflection Questions
Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating
Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Evidences:

Example Teacher Evidence:

(Check all that apply)

Resources:

Scale | Reflection Questions

Scale:

Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Signatures

Observer Signature: ___________________________ Date: __________

Learner Signature: ___________________________ Date: __________
Appendix C – Observation Instruments for Non-Classroom Instructional Personnel
Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

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Planning and Preparing to Provide Support

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

Supporting Student Achievement

4. Demonstrating Knowledge of Students
5. Helping Students Meet Achievement Goals

If Applicable

6. A. Planning Standards-Based Lessons/Units
7. B. Identifying Critical Content
8. C. Using Questioning Strategies
9. D. Facilitating Groups
10. E. Managing Student Behavior
11. F. Using Engagement Strategies

Continuous Improvement of Professional Practice

12. Reflecting and Evaluating Personal Performance
13. Using Data and Feedback to Support Changes to Professional Practice

Professional Responsibilities

14. Demonstrating Knowledge of Professional Practice (Area of Expertise)
15. Promoting Positive Interactions with Colleagues and the Community
16. Adhering to School and District Policies and Procedures
17. Supporting and Participating in School and District Initiatives
Planning and Preparing to Provide Support

- Establishing and Communicating Clear Goals for Supporting Services

  Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

  Desired Effect: School/district knows the supporting services provided by the instructional support member.

  Evidences:

  ➤ Example Instructional Support Member Evidence:

  (Check all that apply)

  ➤ Example Implementation Evidence:

  (Check all that apply)

Resources:

- Scale

Scale:

- Not Applicable
- Not Using
- Beginning
- Developing
- Applying
- Innovating

- Helping the School/District Achieve Goals

  Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.

  Desired Effect: Instructional support member helps the school/district achieve goals.

  Evidences:

  ➤ Example Instructional Support Member Evidence:

  (Check all that apply)
Example Implementation Evidence:

(Check all that apply)

Resources:
- Scale

Scale:
- Not Applicable
- Not Using
- Beginning
- Developing
- Applying
- Innovating

Using Available Resources

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

Evidences:

Example Instructional Support Member Evidence:

(Check all that apply)

Example Implementation Evidence:

(Check all that apply)

Resources:
- Scale

Scale:
- Not Applicable
- Not Using
- Beginning
- Developing
- Applying
- Innovating

Supporting Student Achievement

Demonstrating Knowledge of Students

Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.
Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.

Evidences:

➢ Example Instructional Support Member Evidence:

(Check all that apply)

➢ Example Implementation Evidence:

(Check all that apply)

Resources:

Scale
Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Helping Students Meet Achievement Goals

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

Evidences:

➢ Example Instructional Support Member Evidence:

(Check all that apply)

➢ Example Implementation Evidence:

(Check all that apply)

Resources:

Scale
Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

If Applicable
A. Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Evidences:

➤ Planning Evidence:
  (Check all that apply)

➤ Example Implementation Evidence:
  (Check all that apply)

Resources:
  Scale
  Scale:
  Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

B. Identifying Critical Content

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

Evidences:

➤ Example Instructional Support Member/Teacher Instructional Techniques:
  (Check all that apply)

➤ Example Student Evidence of Desired Effect:
  (Check all that apply)
Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.

Resources:
Scale
Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

\section*{C. Using Questioning Strategies}

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

Evidences:

\section*{Example Instructional Support Member/Teacher Instructional Techniques:}

(Check all that apply)

\section*{Example Student Evidence of Desired Effect:}

(Check all that apply)
Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.

Resources:
Scale
Scale:
Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

\section*{D. Facilitating Groups}

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.
Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Evidences:

➤ Example Instructional Support Member/Teacher Instructional Techniques:

(Check all that apply)

➤ Example Student Evidence of Desired Effect:

(Check all that apply)
Student evidence is obtained during group activities and/or student work.

Resources:

Scale:
Scale:

Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

E. Managing Student Behavior

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Evidences:

➤ Example Instructional Support Member/Teacher Instructional Techniques:

(Check all that apply)

➤ Example Student Evidence of Desired Effect:

(Check all that apply)
Student evidence is obtained during group activities and/or student work.
F. Using Engagement Strategies

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

Evidences:

Example Instructional Support Member/Teacher Instructional Techniques:

(Check all that apply)

Example Student Evidence of Desired Effect:

(Check all that apply)
Student evidence is obtained during group activities and/or student work.

Resources:

Scale
Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance

Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.
**Desired Effect:** Instructional support member identifies specific practices and behaviors on which to improve.

**Evidences:**

> **Example Instructional Support Member Evidence:**

(Check all that apply)

**Resources:**

- Scale
- Scale:
  - Not Applicable
  - Not Using
  - Beginning
  - Developing
  - Applying
  - Innovating

> **Using Data and Feedback to Support Changes to Professional Practice**

**Focus Statement:** Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

**Desired Effect:** Instructional support member demonstrates professional growth.

**Evidences:**

> **Example Instructional Support Member Evidence:**

(Check all that apply)

**Resources:**

- Scale
- Scale:
  - Not Applicable
  - Not Using
  - Beginning
  - Developing
  - Applying
  - Innovating

**Professional Responsibilities**

> **Demonstrating Knowledge of Professional Practice (Area of Expertise)**

**Focus Statement:** Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.
Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.

Evidences:

➤ Example Instructional Support Member Evidence:

(Check all that apply)

Resources:

Scale

Scale:

Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Promoting Positive Interactions with Colleagues and the Community

Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

Desired Effect: Positive relationships result in support for learning.

Evidences:

➤ Example Instructional Support Member Evidence:

(Check all that apply)

Resources:

Scale

Scale:

Not Applicable  Not Using  Beginning  Developing  Applying  Innovating

Adhering to School and District Policies and Procedures

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

Evidences:
Example Instructional Support Member Evidence:

(Check all that apply)

Resources:

- Scale

Scale:

- Not Applicable
- Not Using
- Beginning
- Developing
- Applying
- Innovating

Supporting and Participating in School and District Initiatives

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

Evidences:

Example Instructional Support Member Evidence:

(Check all that apply)

Resources:

- Scale

Scale:

- Not Applicable
- Not Using
- Beginning
- Developing
- Applying
- Innovating

Signatures

Observer Signature: ___________________________ Date: ___________________________

Learner Signature: ___________________________ Date: ___________________________
# Appendix D – Student Performance Measures

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

<table>
<thead>
<tr>
<th>Teaching Assignment</th>
<th>Assessment(s)</th>
<th>Performance Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten (PK)</td>
<td>BDI</td>
<td>50%</td>
</tr>
<tr>
<td>Kindergarten (K)</td>
<td>MAP (Proficiency and growth)</td>
<td>50%</td>
</tr>
<tr>
<td>First Grade (1)</td>
<td>MAP (Proficiency and growth)</td>
<td>50%</td>
</tr>
<tr>
<td>Second Grade (2)</td>
<td>MAP (Proficiency and growth)</td>
<td>50%</td>
</tr>
<tr>
<td>Third Grade (3)</td>
<td>FSA reading &amp; math, (Proficiency)</td>
<td>50%</td>
</tr>
<tr>
<td>Fourth Grade (4)</td>
<td>FSA Reading, Math (Proficiency and growth),</td>
<td>50%</td>
</tr>
<tr>
<td>Fifth Grade (5)</td>
<td>FSA Reading, Math (proficiency and growth),</td>
<td>50%*</td>
</tr>
<tr>
<td>Other (K-5)</td>
<td>EOC Statewide assessment &amp; District developed, PE, Art, Music</td>
<td>50%</td>
</tr>
<tr>
<td>English/Language Arts, Reading Courses (6-8)</td>
<td>FSA (Proficiency)</td>
<td>50%*</td>
</tr>
<tr>
<td>Math Courses (6-8)</td>
<td>Math FSA</td>
<td>50%</td>
</tr>
<tr>
<td>Biology I (8)</td>
<td>State assessment EOC</td>
<td>50%</td>
</tr>
<tr>
<td>Science 6-7</td>
<td>District developed EOC</td>
<td>50%</td>
</tr>
<tr>
<td>Other (6-8)</td>
<td>District developed EOC</td>
<td>50%</td>
</tr>
<tr>
<td>English 1</td>
<td>FSA</td>
<td>50%</td>
</tr>
<tr>
<td>English 2</td>
<td>FSA</td>
<td>50%</td>
</tr>
<tr>
<td>English 3</td>
<td>District EOC</td>
<td>50%</td>
</tr>
<tr>
<td>English 4</td>
<td>District EOC</td>
<td>50%</td>
</tr>
<tr>
<td>Algebra 1 (Honors); Algebra 1B</td>
<td>State assessment EOC</td>
<td>50%</td>
</tr>
<tr>
<td>Geometry (Honors)</td>
<td>State assessment EOC (Proficiency)</td>
<td>50%</td>
</tr>
<tr>
<td>Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)</td>
<td>State assessment EOC (Proficiency)</td>
<td>50%</td>
</tr>
<tr>
<td>Civics</td>
<td>Civic State EOC</td>
<td>50%</td>
</tr>
<tr>
<td>U.S. History</td>
<td>State assessment EOC (Proficiency)</td>
<td>50%</td>
</tr>
</tbody>
</table>
Student Performance Measures
All instructional personnel (including newly hired) will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.

<table>
<thead>
<tr>
<th>Teaching Assignment</th>
<th>Assessment(s)</th>
<th>Performance Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (9-12)</td>
<td>District developed EOC</td>
<td>50%</td>
</tr>
<tr>
<td>(including non-classroom instructional personnel)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Non-Classroom Instructional Personnel</td>
<td>Student performance data for this category of teachers will be the average VAM score for reading and/or math assessments for the school.</td>
<td>40%</td>
</tr>
</tbody>
</table>
Appendix E – Summative Evaluation Forms

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

Learner:  
Practice Teacher

Evaluation Category:  
Category 1

Observation Period:  
Nov 1, 2018 to Jun 30, 2019  
America/New_York

Buildings:  
Apalachicola Bay Charter School,  
Franklin County Learning Center,  
Franklin County Pre-K,  
Franklin County School

Final Score: N/A

Instructional Practice  50.0%  Student Data Measures  50.0%

N/A  N/A

Observations used in this Evaluation

No observations were scored for this evaluation.

Final Score Scale  
Range: 1.0 - 4.0

<table>
<thead>
<tr>
<th>Label</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details</td>
<td>3.5 - 4.0</td>
<td>2.5 - 3.49</td>
<td>1.5 - 2.49</td>
<td>1.0 - 1.49</td>
</tr>
</tbody>
</table>

Instructional Practice: N/A

Instructional Practice Scale  
Weight: 50.0%  Range: 1.0 - 4.0

<table>
<thead>
<tr>
<th>Label</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details</td>
<td>3.5 - 4.0</td>
<td>2.5 - 3.49</td>
<td>1.5 - 2.49</td>
<td>1.0 - 1.49</td>
</tr>
</tbody>
</table>
## Standards-Based Planning

<table>
<thead>
<tr>
<th>Look-for</th>
<th>Last Observations</th>
<th>Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Standards-Based Lessons/Units</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Aligning Resources to Standard(s)</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Planning to Close the Achievement Gap Using Data</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

Standards-Based Planning Score: -

## Standards-Based Instruction

<table>
<thead>
<tr>
<th>Look-for</th>
<th>Last Observations</th>
<th>Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying Critical Content from the Standards</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Previewing New Content</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Helping Students Process New Content</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Using Questions to Help Students Elaborate on Content</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Reviewing Content</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Helping Students Practice Skills, Strategies, and Processes</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Helping Students Examine Similarities and Differences</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Helping Students Examine Their Reasoning</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Helping Students Revise Knowledge</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Helping Students Engage in Cognitively Complex Tasks</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

Standards-Based Instruction Score: -
### Conditions for Learning

<table>
<thead>
<tr>
<th>Look-for</th>
<th>Last Observations</th>
<th>Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Formative Assessment to Track Progress</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Providing Feedback and Celebrating Progress</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Organizing Students to Interact with Content</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Establishing and Acknowledging Adherence to Rules and Procedures</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Using Engagement Strategies</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Communicating High Expectations for Each Student to Close the Achievement Gap</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

**Conditions for Learning Score:** -

### Professional Responsibilities

<table>
<thead>
<tr>
<th>Look-for</th>
<th>Last Observations</th>
<th>Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhering to School/District Policies and Procedures</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Maintaining Expertise in Content and Pedagogy</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Promoting Teacher Leadership and Collaboration</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

**Professional Responsibilities Score:** -

### Student Data Measures: N/A

**Student Data Measures Scale**

- **Weight:** 50.0%  
- **Range:** 1.0 - 4.0

---

**Effective Date:** March 2018  
**SBR 6A-5.030**  
**Form IEST2018**
### Instructional Evaluation System

<table>
<thead>
<tr>
<th>Label</th>
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</table>

**Student Data Measures**

N/A

**Overall Evaluation Comments**

**Comments**