FLORIDA DEPARTMENT OF EDUCATION

Gerard Robinson
Commissioner of Education

Just Read,
Florida!

June 1, 2012

Mr. David Durastanti
Superintendent
Hardee County School District
Post Office Box 1678
Wauchula, Florida 33873-1678

Dear Superintendent Durastanti:

Thank you for submitting your Principal Evaluation System information May 1, 2012. Your evaluation system has been approved for the 2012-13 school year. Your documentation clearly reflects your commitment to continuous improvement in leadership and learning in your district, and you and your staff are to be congratulated for completing this major accomplishment.

Your system reflects performance standards that you have established for using the state's value-added model results in the "Performance of Students" portion of your Principal Evaluation System. As you are aware, the State Board of Education is in the process of developing statewide standards that are required under section 1012.34(8), Florida Statutes, for use of the value-added model results, through the development of Rule 6A-5.0411, F.A.C. Should this rule and the associated performance standards be adopted by the State Board of Education during the 2012-13 school year, you may be required to modify your evaluation system to incorporate the new standards. The Department will continue to provide opportunities for input into the rule and its standards over the next several months, and will provide districts with advance notification if any changes to evaluation systems are required based on the adoption of State Board of Education rules.
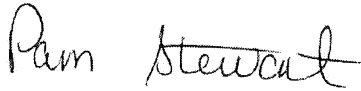
Please continue to contact me or my staff with any questions that arise and continue to take full advantage of the technical assistance offered by the Department under Race to the Top. As an instructional leader in this state, your district's continued efforts, input and participation in these initiatives are vital to the success of our students and our state.

If you have any questions, please do not hesitate to contact Kathy Hebda (Kathy.Hebda@fldoe.org or 850-245-0891), Juan Copa (Juan.Copa@fldoe.org or 850-245-0744), or John Moore (John.Moore@fldoe or 850-245-0546).

Sincerely,

Pam Stewart

PS/khl

Philosophy

Florida Statute 1012.34 and 1012.335, The Student Success Act, requires the Superintendent in each school district to establish procedures for assessing the performance of all instructional, administrative and supervisory personnel. The Superintendent is also required to develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The primary purpose of the redeveloped evaluation system is increasing student learning growth by improving the quality of instructional, administrative and supervisory service.

In addition to the requirement of the Statutes, the Department of Education has developed and disseminated guidelines for developing performance appraisal systems. These systems must support and promote school improvement, focus on student growth and achievement, provide for parent input, and establish criteria for continuous quality improvement of the professional skills of instructional personnel which will result in measurable student growth.

The Hardee County Instructional Employee Performance Appraisal System has been designed to enhance quality of the organization, ensure self-esteem, promote professional development and increase student achievement. It specifically focuses on the organizational purpose as well as the individual aspirations of instructional staff.

Generally, the guidelines can be summarized as follows:

- Fairness, equity and legal soundness.

- Allocation of time for supervisors to plan, coach and counsel individuals for higher levels of performance

- Established procedures for the collection, retrieval and use of data to provide feedback to an individual, a team, and the system.

- Data-based personnel decisions including rewarding and recognizing high performance through a variety of means.

- Focus on student achievement and the specific conditions of the site in establishing expectations.

- The negotiation of expectations, criteria, outcomes, and competencies based on the conditions of the work site.

- Growth of the individual and the continuous improvement of the organization.

- Annual assessment based on the experience and performance of the individual.

- Two levels of appraisal

  a. Documentation of generic competencies in the early stages of a position.
  b. Development in the later stages of the same position.

- Orientation on the system and skill development in observing, mentoring, coaching and counseling for those impacted by the appraisal system.

Purpose

The purpose of the Performance Appraisal System is to promote continuous school improvement. The performance appraisal system has multiple dimensions. The first spans the length of a person's career and is designed to provide growth and development and support increased performance. The results/outcome side is a systems approach to provide organizational growth. These outcomes are influenced by the employee interacting with the special conditions within a job that exists at a specific work site, which may be impacted by the individual developmental continuum of the employee. This assessment system has been designed based on the following:

- School Improvement Plans

- Organization beliefs, mission and purpose;

- Practices that are reflective of school research;

- Local, specific job descriptions;

- Measurable criteria with specifically identifiable source codes;

- Practices and/or results that are compatible with human resources development models that focus both on the employee and the system purpose;

- The concept that performance appraisal for an individual is finalized only after thorough planning sessions that include extensive appraisee input;

- A design model that provides for quantity, quality, cost effectiveness and timelines and which may be performed within an appropriate span of control;

- The concept that data should be collected from a variety of sources which may be identified;

- Current research which provide best component practices for employee performance appraisal;

- The situational context of the employee service.

Strategic Base

Over the past several years, superintendents and School Board members, with varying degrees of success, have initiated strategic planning processes. The strategic plan will provide for the essence of numerous systems, one of which is performance appraisal. Following is the current five year strategic plan. Following is the Five Year Strategic Plan on the School Board of Hardee County.

The School Board of Hardee County
Five Year Strategic Plan
2008 to 2013

Teresa Crawford, School Board Chair
Mildred Smith, Vice Chair
Jan Platt
Paul Samuels
Thomas Trevino
David Durastanti, Superintendent of Schools Hardee County School Board

The School Board of Hardee County has developed this strategic plan to focus its operations for the period 2007-2011. The guiding principles behind this plan are the Vision Statement of our district and the Education System Strategic Plan of the Florida Board of Education.

Vision Statement
"Building learning partnerships with home, school, and community to ensure personal and academic excellence."

Organizational Values
To support the achievement of our goals, the Hardee County School District conducts its operations based on the following organizational values:

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1. We set high expectations and demand quality performance from both employees and students.

    We take responsibility for our actions and are accountable for the results.

    We work as a team in a positive, caring, and supportive climate.

    We promote honesty, integrity, and respect as our guiding principles.

    We make decisions based on the needs of all students.

    We foster a safe, healthy, and violence-free work and learning environment.

The overall objective of the Hardee County School District is to produce the Highest Student Achievement in a Safe Learning Environment while conducting an Effective and Efficient Operation

Academic Success

Goal One
To graduate all students.

Strategies

1. To increase the graduation rate by 3% annually.

2. To increase the number of students proficient in reading by 3% annually, by continuing to provide intensive intervention instruction to students scoring at Level 1 or Level 2 in FCAT reading, as determined by AYP calculations.

3. To increase the number of students proficient in mathematics by 3% annually, by continuing to provide intensive instruction to students scoring at Level 1 or Level 2 in FCAT mathematics, as determined by AYP calculations.

Effective Use of Resources

Goal Two
To increase the operational efficiency and effective use of resources to maximize educational opportunities.

Strategies

1. To maintain the General Fund unreserved fund balance at a level between 5 – 10% of total unrestricted General Fund revenues.

2. To eliminate the gap between beginning teacher salaries in Hardee County and beginning teacher salaries in neighboring school districts within five (5) years.

3. To create a standing committee to review effective use of funds, report findings and make recommendations to the Superintendent by May 1 annually.

Facilities

Goal Three
To provide, maintain, and improve facilities that directly affect student achievement and safety.

Strategies

1. To assess safety needs by the school inspector at each site four (4) times per year to ensure safety in all structures to meet code specifications.
2. To upgrade and re-design facilities as needs arise via data from surveys and safety inspections in areas such as lighting, technology, and air conditioning.

Partnership

Goal Four
To promote a cooperative, accessible, and collaborative relationship between the school, the district, and the community..

Strategies:

1. To attain the number of volunteer hours to earn the *Golden School Award* at **each** school site over the next five (5) years. (Schools are required to have volunteer service hours that equal twice the number of students enrolled in the school to earn this award.)
2. To annually provide a minimum of 15 non-athletic parent events at each school site, including at least one (1) parent training event focused on student learning.
3. To annually involve community businesses in school initiatives through such activities as volunteering, career days and mentoring programs.
4. To annually solicit, analyze and report parent/staff feedback and input through climate surveys.

Safety

Goal Five
To provide a safe and secure environment for students and staff.

Strategies:

1. To provide bi-annual wellness and nutrition awareness for all K – 12 students through activities such as: Physical Education, Drug Abuse Resistance Education, educational displays, etc.
2. To annually reduce the number of student accidents and injuries by 3% and the number of employee accidents by 1% over five (5) years, by providing professional development to **all** staff in health and safety.

3. To encourage a culture of safety for all students and staff by providing basic safety education instruction bi-annually (i.e. fire safety, blood borne pathogens, Changes Program, and etc.).

Staffing

Goal Six
To attract and retain highly qualified PreK-12 instructors, administrators, and support staff.

Strategies

1. To develop a monetary program phased in by 2008 - _2010 to reward additional training and/or trades licensure appropriate to the employee's assignment focusing on levels of certifications. (i.e. ESOL and Reading Endorsement)

2. To aggressively recruit instructional personnel, particularly for areas of critical shortage. The Personnel Director or designee will attend at least six (6) recruitment fairs annually.

3. To increase the number of National Board Certified Teachers for the district by two (2) per year.

4.To place an emphasis on the recruitment and retention of diverse administrative, instructional and support staff in order to encourage gains for submission on the school district annual update for the Florida Educational Equity Act.

5. To provide training and support for all personnel correlated to individual needs that will promote staff retention and student learning.

Technology

Goal Seven
To increase up-to-date instructional and informational technology to maximize student learning.

Strategies

1. To increase the number of up-to-date computers (512K or above) available for student use in core academic classrooms to four (4) by 2012.

2. To assess the use and the effectiveness of appropriate educational software and hardware by annually surveying users, collecting, analyzing and reporting data.

3. To provide a minimum of six (6) training opportunities for support and instructional staff in the use of up-to-date software as measured by inservice records.

4. To expand technology-related instruction for students as measured by Classroom Walk-Throughs and observations.

5. To support the attainment of state technology standards for administrators and instructional personnel as measured by performance appraisals.

6. To upgrade technology to meet state FCAT standards and timelines as information becomes available.

Student Growth and Achievement Measures

All teachers will be included in the teacher evaluation system using the student learning growth measure as 50% of their evaluation.

1. For measuring student learning growth during the 2011-2012 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 40% of the student learning growth portion of the evaluation using the results of his or her students for classroom teachers with less than 3 years of historical data or 50% for those classroom teachers with 3 years of historical data, using the results that have the highest percentage of student growth from these measures in the calculation. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students using (local growth measures as identified herein) or FCAT Reading or Mathematics as the student learning growth measure.

2. For measuring student learning growth during the 2011-2012 school year, the student learning growth measure for classroom teachers (including Music, Art, Physical Education, and Drama) that are not measured by a state assessment will use results of his or her students using FCAT Mathematics, FCAT Reading and state EOC results as 40% of the student learning growth portion of the evaluation for classroom teachers with less than 3 years of historical data or 50% for those classroom teachers with 3 years of historical data using the results that have the highest percentage of student growth from these measures in the calculation. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students using (local growth measures as identified herein) or FCAT Reading or Mathematics as the student growth measure.

3. For measuring student learning growth during the 2012-2013 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 40% of the student learning growth portion of the evaluation using the results of his or her students for classroom teachers with less than 3 years of historical data or 50% for those classroom teachers with 3 years of historical data, using the results that have the highest percentage of student growth from these measures in the calculation. These measures will include the new assessments implemented in the state system. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students using (local growth measures as identified herein) or FCAT Reading or Mathematics as the student learning growth measure.

4. For measuring student learning growth during the 2012-2013 school year, the student learning growth measure for classroom teachers that are not measured by a state

assessment will use results of his or her students using FCAT Mathematics, FCAT Reading and state EOC results as 40% of the student learning growth portion of the evaluation for classroom teachers with less than 3 years of historical data or 50% for those classroom teachers with 3 years of historical data using the results that have the highest percentage of student growth from these measures in the calculation. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students using (local growth measures as identified herein) or FCAT Reading or Mathematics as the student growth measure.

5. For measuring student learning growth during the 2013-2014 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 50% of the student learning growth portion of the evaluation. These measures will include the new assessments implemented in the state system.

6. For measuring student learning growth during the 2013-2014 school year, the FCAT Mathematics and Reading and EOC school results will be included as 50% of the student learning growth portion using the results of his or her students for classroom teachers that are not measured by a state assessments.

Suggested Local Growth Measure Data Sources

Elementary Level
Brigance
DIBELS
District Subject Area Benchmark Assessments
FCA T Grades 3-5
Computer Lab scores
Report Card grades
Florida Alternate Assessments
Middle Level
Brigance
FCAT
PMRN Data
District Subject Area Benchmark Assessments
End of Course exams
Subject area pre and post tests
Report Card Grades
Computer Lab Scores
Florida Alternate Assessments
High School Level
FCAT
Subject/Course Pre and post tests
Student Projects, Portfolios, Journals

End of course exams
District Subject Area Benchmark Assessments
PSAT, ACT, SAT
Florida Alternate Assessment
AP Test results
Report Card Grades

School-wide service personnel such as guidance, media, physical education, art, music, staffing specialist, behavioral resource teachers and others will be evaluated on student learning gains pursuant to the following rubric.

- <u>50%</u> of the Student Growth and Achievement score will be based on school-wide learning gains, the remainder of the calculation will be determined by observable contributory characteristics exhibited by the appropriate professional as supporting the teaching/learning process as well as individual program success.

  o **Guidance Counselor**
    - The increase and placement results of direct student interaction/counseling
    - The number of successful interventions with students or families in crisis by referral to appropriate community agencies or direct involvement
    - The impact of the school-wide guidance services on recreating the classroom environment such that classroom management is enhanced
    - Other school-wide initiatives such as promoting a positive, collaborative working relationship with parents, such that instruction and student learning is directly impacted.
    - Promoting student attendance such that the school-wide averages improve
    - Providing parenting classes to interested parents as well as human interaction training to teachers such that a positive learning environment prevails.
    - Maintaining accurate and timely records with respect to exceptional student education
    - Supporting and mentoring beginning teachers as well as teachers who are teaching out of field

  o **Media**
    - Maintaining an age appropriate, contemporary collection as influenced by the allocation of appropriate resources
    - Maintaining contact with individual teacher as well as departments so that media and printed materials as well as additional resource listings are made available to classroom teachers at the beginning of each new unit

- At the elementary level, schedule recreational reading activities in the media center, such activities to be conducted by the Media Specialist and/or community volunteers. Such activities will be designed to have a laser focus on experiencing the joy of reading and the discovery therein.
- Monitoring the collection circulation so that use of the media center will grow and that the material on loan will be age appropriate and connected to the classroom curriculum continuum.
- Serving as an ex-officio member on school-wide committees which deal with the teaching and learning process
- Supporting and mentoring beginning teachers as well as teachers who are teaching out of field.

These scores in percentages from school-wide results and when combined with a specific program area will be implemented and phased in pursuant to the new legislation titled the Student Success Act.

For student services personnel, the district has adopted and will implement FSSPEM included as Addendum 1 to this state approved plan.

Multi Metric Characteristics and Milestone Events

Multi-metrics that can inform evaluations are to be developed during the 2011-2012 school year and will be submitted to the Department of Education for approval.

Performance Pay Structure

Grandfathered Instructional Personnel

Performance Pay - A district school board must base a portion of each employee's compensation upon performance demonstrated under s. 1012.34, F.S.

Advanced Degrees - A district school board may not use advanced degrees in setting a salary schedule for instructional personnel hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.

Differentiated Pay - Shall be provided to instructional personnel in the amount specified in the in the collectively bargained, ratified and board approved salary schedule for the individual employee based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties. It may be possible for an employee to receive more than one type of differentiated pay.

Performance Pay Instructional Personnel

The **base salary** for instructional personnel who opt into the performance salary schedule shall be the salary paid in the prior year, including adjustments only.

Beginning July 1, 2014, instructional personnel new to the district, returning to the district after a break in service without an authorized leave of absence, or appointed for the first time to a position in the district in the capacity of instructional personnel shall be placed on the performance salary schedule.

The annual salary adjustment under the performance salary schedule for an employee rated as **highly effective** must be greater than the highest annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the district.

The annual salary adjustment under the performance salary schedule for an employee rated as **effective** must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.

The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating **other than highly effective or effective** for the year.

Advanced Degrees - A district school board may not use advanced degrees in setting a salary schedule for instructional personnel hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.

Differentiated Pay - Shall be provided to instructional personnel in the amount specified in the collectively bargained, ratified and Board adopted salary schedule for the individual employee based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties. It may be possible for an employee to receive more than one type of differentiated pay.

Salary Supplements - Each district school board shall provide for salary supplements for activities that must include, but are not limited to assignment to a Title I eligible school, assignment to a school in the bottom two categories of the school improvement system

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subject to s. 1008.33, F.S., certification and teaching in a critical shortage area, or based upon the assignment of additional academic responsibilities.

Performance Assessment Procedures

This section is intended to provide a brief description of the appraisal system and supporting procedures that involve a series of major steps.

1. Orientation/Training

All appropriate personnel, including the School Board, shall be fully informed of the Performance Assessment System procedures. The orientation will be provided upon appointment of staff or whenever a change or modification is made to the system.

Inservice training will be provided in the following areas of personnel performance appraisal:

- Knowledge and understanding of the district evaluation system.

- The relationship between performance appraisal and the priorities of the school and district.

- Legal requirements such as due process rights, policies, rules, laws, negotiated agreements, and case law.

- Techniques to orient personnel about appraisal criteria and procedures, the district's educational plan, and related objectives.

- Observation skills necessary for identifying specific behaviors.

- Use appropriate data collection tools.

- Data analysis skills.

- Written documentation.

- Conferencing, coaching and feedback skills.

- Performance growth and development process, appraisal of progress, and follow-up.

- Adult and career stages of development.

2. Planning Session

This system has been designed as a developmental and growth process. A critical ingredient is that the system remains nonthreatening and employee participatory. Each employee will participate with his/her supervisor in a performance assessment planning session to plan the annual sequence of activities for performance appraisal for that position. **Consistent with Florida Statues the immediate supervisor at the district level or the school principal will conduct the teacher evaluations.** During the session, the objectives and essential functions focus for both personal and organizational development will be established or reviewed. Documents that will influence the discussion may include

- The District mission
- The School Improvement Plan
- Quality Enhancement Services Plan
- Work site situational context
- School district and school site goals

- Employees' career goals and long term development plan
- Job descriptions which reflect the duties required of the position
- Competencies as appropriate
- Procedures for effective evaluation
- Assessment forms

Two evaluations are required each year for instructional personnel in years one, two and three.

The supervisor will schedule interim performance evaluation(s), two per year for the first three (3) years. The number of additional evaluation(s) may depend on several factors including

- The nature of job context focus areas;
- Previous performance experiences of the employees;
- The employee's need and desire for constructive feedback through the mentoring and coaching components.

3. Interim Reviews

The supervisor will conduct interim performance review(s). The schedule of progress in relation to performance expectations will be discussed. Positive achievements and goals accomplished will be recognized and documented. Specific deficiencies, if any, will be noted and a professional development assistance program established as necessary.

4. Rating Scale Definitions

The district expects its employees to provide competent and professional work that should improve over time. The employee and supervisor should discuss the level of performance that is expected for each dimension in the planning session. In determining the expected performance levels, the requirements of the position and the employee experience are to be considered.

Highly Effective*
Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. Specific comments and examples of high quality work must be included in the assessment

Effective*
Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee.

Needs Improvement/Developing*
Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

Unsatisfactory*
Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.

*See additional rubrics by domain category indicators as follows:

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1. Create or select long-range plans based on a review of district and state content standards, student profiles, instructional priorities and appropriate lesson design questions.
2. Define learning goals with rubrics and objectives for unit and daily plans.
3. The teacher's lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organizes strategies and activities in an appropriate sequence.
4. Identify specific intended learning outcomes that are aligned with the district and state content standards so that students are prepared for high stakes testing.
5. Revise plans based on student needs.
6. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs and socio-economic background.
7. Develop or select instructional activities which foster active involvement of students in the learning process.
8. Plan and prepare lessons and instructional strategies that require students to engage with rigorous and demanding content that aligns with district and state content standards.
9. Select, develop, modify and/or adapt materials and resources, especially technological resources, which support learning objectives and the varying needs of students.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Pedagogy *(Correlates with Domain Indicators 2, 3, 4)*	-Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level. -Selects goals and objectives based on content standards and needs of students. -Sequences strategies and activities to create lessons that are rigorous and relevant. -Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.	-Highly Qualified in assigned content area. -Goals and objectives are aligned with the district and state curriculum standards. -Seeks ways to utilize strategies and activities that will engage students with the content. -Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.	-Is taking course work to become certified in content area. -Works with other members of the team to plan lessons that align with district and state content standards. -Learning outcomes are sometimes displayed so students can make the connection.	-Has little knowledge of subject area. -Relies on textbook organization to plan and prepare for the lesson.

Category			
Organization *(Correlates with Domain Indicator 1)*	-Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year. -Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.	-Utilizes district and state content standards to develop long range plans. -Revisits long range plans as the year progresses.	-Has some understanding of the district and state content standards and sometimes addresses them in lesson plans.	-Has looked at the district and state content standards but they are not a part of the long range or daily planning process.
Engagement *(Correlates with Domain Indicators 6, 7, 9)*	-Has a deep understanding of how students learn and plans instructional activities so all students are actively involved in the learning process. -Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.	-Understands how students learn and plans for the use of a variety of instructional strategies. -Does some research regarding increased student involvement and writes plans incorporating new ideas.	-Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.	-Does not understand how students learn and pays little attention to active involvement by all students during the learning process.
Assessments *(Correlates with Domain Indicator 5)*	-Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning. -Utilizes data from on-going assessments to revisit and revise plans to better serve student needs. -Allows students to assess themselves and to provide input into the planning process.	-Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning. -A review of assessment data usually informs the planning process.	-Has some knowledge of ongoing assessments to inform teaching and learning, but relies on end of the unit or chapter tests most of the time.	-Learning outcomes are seldom assessed except for standardized tests. -Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.

Quality *(Correlates with Domain Indicator 8)*			
-Plans lessons that address all state and district curriculum standards and assists other colleagues with planning and design. -Develops plans that are rigorous and demanding in content and involvement. -Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.	-Plans lessons that address each state standard. -Finds ways for students to see coherence in what they are studying. -Plans lessons that require the use of higher level thinking skills. -Helps students make connections to prior learning.	-Has read the state standards but relies on other sources, like textbooks or previous plans for developing lesson plans. -Sometimes plans include the use of higher level thinking skills.	-Lesson plans are incongruent with the state standards. -Plans deal with interaction of Webb's lower levels of knowledge.

CLASSROOM MANAGEMENT

10. Establish and maintain a positive, organized, and safe learning environment.
11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
12. Maintain a clean attractive learning environment.
13. Maintain academic focus by using a variety of motivational techniques.
14. Establish and use behavior management techniques which are appropriate and effective.
15. Establish routines and procedures and work with students on consistently following them.
16. Create a learning climate that is challenging yet non-threatening.
17. Maintain instructional momentum with smooth and efficient transitions from one activity to another.
18. Establish and maintain effective and efficient record keeping procedures.
19. Manage time effectively.
20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
21. Manage materials and equipment effectively.
22. Organize materials for efficient distribution and collection.
23. Instruct and supervise the work of volunteers and aides when assigned.
24. Assist in enforcement of school rules, administrative regulations, and Board policy.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Learning Environment *(Correlates with Domain Indicators 10, 12, 16)*	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
Techniques *(Correlates with Domain Indicators 11, 13)*	– Maintains academic focus through a variety of motivational techniques. – Students are actively engaged in the learning process and take responsibility for their learning.	– Maintains academic focus through motivational techniques. – Students are actively engaged in the learning process.	– Does not consistently maintain academic focus. – Not all students are engaged in the learning process.	– Lacks academic focus. – Students are frequently off-task and not engaged in the learning process.

Category				
Efficiency/Time Management *(Correlates with Domain Indicators 15, 17, 18, 19, 20, 21, 22)*	– Maximizes instructional time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students. – Transitions are smooth with students assuming responsibility; no instructional time is lost.	– Establishes and posts routines but students require prompting to follow them. – Transitions are smooth; little instructional time is lost.	– Establishes routines but they are not followed by all students or maintained by the teacher, occasionally resulting in the loss of instructional time. – Smooth transitions do not always occur, resulting in a loss of instructional time.	– Has not established routines and instructional time is frequently lost for routine tasks and interruptions. – Transitions result in lost instructional time and behavior problems.
Behavior Management *(Correlates with Domain Indicators 14,24)*	– Anticipates student behavior and prevents problems. – A wide variety of appropriate and effective behavior management techniques have been established and utilized. – School rules, administrative regulations and Board policies are followed and enforced on a daily basis.	– Consistently monitors student behavior. – Appropriate and effective behavior management techniques have been established and utilized. – Administrative regulations and Board policies are followed and enforced.	– Sporadically monitors student behavior. – Behavior management techniques are not consistently applied, resulting in behavior problems. – Administrative regulations and Board policies are not consistently followed or enforced.	– Rarely monitors student behavior. – Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students. – School and district rules and policies are not followed.
Expectations *(Correlates with Domain Indicator 16)*	– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.	– Clearly communicates high expectations for student behavior to all students.	– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.	– Has not established or communicated standards of conduct for students.
Supervision *(Correlates with Domain Indicator 23)*	– Volunteers and/or assistants are productively and independently engaged throughout the entire class, making a significant contribution to the learning environment.	– Volunteers and/or assistants are productively engaged throughout the entire class, but require instructions and supervision from the teacher.	– Volunteers and/or assistants are engaged during portions of the class, but require frequent instructions and redirection from the teacher.	– Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the learning process.

ASSESSMENT/EVALUATION

25. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security.
26. Develop and use diagnostic assessments prior to instruction.
27. Use on-going assessments to monitor learning and adjust instruction.
28. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment.
29. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals with a focus on improving student performance.
30. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents, and professional colleagues who need access to the information.
31. Encourage goal setting by students and assist them in developing and then monitoring their plans for improving their academic performance.
32. Communicate, post, explain lesson expectations so students understand what is expected.
33. Evaluate the effectiveness of instructional units and teaching strategies.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Protocol *(Correlates with Domain Indicator 25)*	-Understands the value of standardized testing, strict directions and test security. -Students realize the importance of testing.	-Follows all directions for standardized testing and test security. -Talks with students about testing and the significance to the learning process.	-Requires close supervision and follow up to ensure that standardized testing is carried out accurately.	-Does not value standardized testing and is compliant at best.

Diagnosis *(Correlates with Domain Indicator 26)*	-Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly. -Uses data from diagnostic measures to plan for ways to meet individual needs. -Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.	-Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs. -Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students.	-Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction. -Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study.	-Begins instruction with the assumption that students should know the prior content. -Does not check for understanding or for diagnostic information during the course of a unit of study.
Analysis *(Correlates with Domain Indicators 27, 33)*	-Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation.	-Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.	-Has collaborated with others regarding their instructional planning and teaching strategies, but has done little to initiate own instructional or program evaluation.	-Does not analyze own instructional planning, teaching strategies or program evaluation.
Understanding *(Correlates with Domain Indicators 28, 29)*	-Uses a variety of methods to check for understanding throughout the lesson, and corrects, provides praise or reteaches as appropriate.	-Frequently checks for understanding and reteaches as appropriate.	-Asks students if they understand during the lesson, but often does not follow up with individual feedback.	-Seldom checks for individual student understanding.

Communication *(Correlates with Domain Indicator 30)*	-Executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues. -Communicates with stakeholders on a regular and timely basis and in a variety of formats.	-Articulates academic progress to individual students, their parents, and appropriate colleagues.	-Provides academic data to students and asks them to take it home to their parents. -Meets with colleagues as required by administration.	-Grades and test scores are posted and it is the students' responsibility to review them and tell their parents about their academic progress.
Responsibility *(Correlates with Domain Indicator 31)*	-Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students. -Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.	-Models the goal setting process by sharing professional goals, strategies and monitoring system with students. -Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.	-Encourages students to do their best and check their work prior to grading.	-Permits students to move along in the instructional process regardless.
Expectations *(Correlates with Domain Indicator 32)*	-Communicates, posts, explains lesson expectations clearly so students know what is expected. -Checks for understanding of expectations regularly.	-Posts lesson expectations so students will know what is expected.	-Tells students what is expected and occasionally posts an example from a previous class.	-Expects students to read the text and follow the directions without expectations clarified or posted.

STUDENT INSTRUCTIONAL ENGAGEMENT

34. Demonstrate knowledge and understanding of curriculum content.
35. Communicate high expectations for learning for all students.
36. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.
37. Monitor learning activities, providing feedback and reinforcement to students.
38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
39. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
40. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages.
41. Assist students in accessing, interpreting, and evaluating information from multiple sources.
42. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.
43. Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.
44. The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.
45. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.
46. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Goal Focus	– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	– Relates the main learning objectives of each lesson to students. Outcomes are not always correlated with state and district standards.	– Begins lesson without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the lesson.

Knowledge of Content (*Correlates with Domain Indicators 34, 36, 38, 39, 41, 42, 43*)	– Displays extensive content knowledge with evidence of the most current information in the content area. – Fully explains concepts and connects content to other areas, student experiences and interests or to current events. – Sparks student excitement and interest in the content.	– Demonstrates content knowledge and delivers content that is factually correct. – Content is clear and well-organized and key points or main ideas are emphasized. – Connects the content to other parts of the discipline or other disciplines.	– Has gaps in content knowledge. – Content is factually correct but explanations lack clarity and content is not well organized. – Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.	– Makes content errors; explanations are unclear and fails to build student understanding of key concepts. – Does not make connections to other areas or disciplines. – Students are confused but instruction continues as planned.
Expectations (*Correlates with Domain Indicators 35, 37, 38, 42, 44, 45*)	– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs. – Students participate in forming their own academic goals and analyzing their progress.	– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom needs. – Students value academic success as evidenced by the quality of their work.	– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts instruction to meet individual student needs. – Students may occasionally spend time off-task or give up when work is challenging.	– Does not establish or communicate high expectations for learning and achievement. – There is no evidence of adjusting and adapting instruction to meet individual needs. – Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.

Instructional Strategies *(Correlates with Domain Indicators 36, 38, 39, 40, 41, 42)*	– Selects highly effective strategies, materials and groupings to involve and motivate all students. – Consistently utilizes current research and new and innovative instructional materials. – Seeks out and integrates technology to maximize student learning. – Incorporates a variety of activities designed to foster higher level thinking and problem solving. – All students are involved in relevant work in which they are active learners and problem solvers.	– Selects effective strategies, materials and classroom groupings to foster student learning. – Utilizes available technology and has students think about, discuss and use the ideas and skills being taught. – Incorporates activities designed to foster higher level thinking and problem solving. – Students are involved in relevant work in which they are active learners and problem solvers.	– Uses a limited inventory of classroom strategies, materials and groupings with mixed success. – Understands the importance of technology but does not incorporate it into lessons effectively. – Lessons do not actively involve all students in learning activities or incorporate higher level thinking.	– Uses only one or two teaching strategies or types of materials and fails to reach most students. – Rarely incorporates technology into lessons. – Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.
Monitoring and Feedback *(Correlates with Domain Indicators 37, 42)*	– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content. – Feedback is consistently provided in a timely manner and is of high quality. – Creates opportunities for learners to monitor and analyze their own progress. – Makes ongoing adjustments in teaching strategies based upon individual student learning.	– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content. – Provides learners timely and consistent feedback. – Monitors classroom performance and adjusts teaching strategies.	– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content. – Understands the importance of feedback but fails to consistently provide high quality content in a timely manner. – Does not always adjust instruction based upon results.	– Sporadically monitors student learning. Provides poor quality or late feedback. – There is no evidence that instructional strategies are adjusted or modified based upon feedback.

Individual Student Needs *(Correlates with Domain Indicators 38, 40, 43)*	– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding. – Displays knowledge of the learning needs and accommodations for all students, including those with special needs.	– Differentiates and scaffolds instruction to accommodate most students' learning needs. – Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.	– Attempts to accommodate students with special needs, but meets with mixed success. – May miss opportunities to differentiate instruction.	– Fails to provide differentiated instruction for students with special needs. – Displays little knowledge of student needs.
Intervention *(Correlates with Domain Indicators 46)*	– Is well educated on the signs of student distress and abuse and district policies for referral and reporting. – Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.	– Is educated on the signs of student distress and abuse and district policies for referral and reporting. – Acts promptly when signs are observed or conditions reported to the teacher.	– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting. – Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.	– Is unaware of the signs of student distress and abuse and district policies for referral and reporting. – Fails to pick up on signs of distress or abuse and does not report these as required.

TECHNOLOGY

47. Use appropriate technology in instructional delivery.
48. Use technology to establish an atmosphere of active learning.
49. Provide students with opportunities to use technology to gather and share information with others.
50. Facilitate student access to the use of electronic resources.
51. Explore and evaluate new technologies and their educational impact.
52. Use technology to review student assessment data.
53. Use technology for administrative tasks.

Performance Requirement	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Delivery *(Correlates with Domain Indicators 47)*	-Seeks out and envisions novel ways for using technology to deliver content. -Uses technology to earn students interest and desire to continue with the learning task. -Uses technology to design lessons that are rigorous and relevant. -Uses technology to maximize learning. -Technology use is seamless in lesson design, delivery and student use.	-Uses technology to deliver content in a variety of ways. -Realizes that technology use will increase student interest. -Uses technology to increase the use of higher level thinking skills.	-Is beginning to explore the occasional use of technology to engage students in the learning process.	-Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.
Engagement *(Correlates with Domain Indicators 48, 49, 50)*	-Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process. -Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology.	-Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.	-Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process.	-Is beginning to explore available technology. -Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.

Professional Growth *(Correlates with Domain Indicator 51)*	-Is on the cutting edge of technology exploration and implementation. -Regularly seeks out new technologies and shares information with administrators and colleagues. -Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.	-Reads articles and attends trainings where new technologies and new uses for technology are explored. -Often tries new ideas in the classroom.	-Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.	-Is overwhelmed at the fast pace with which technology is changing. -Finds it difficult to relate to today's technology savvy students.
Data Analysis *(Correlates with Domain Indicator 52)*	-Uses technology to gather, analyze and make sense of data. -Meets with colleagues to address concerns, look for trends and to celebrate successes. -Utilizes data when making instructional decisions that address individual student needs. -Utilizes data to make instructional decisions and inform parents regarding student progress.	-Uses technology to record, analyze and review student assessment data. -Shares data analysis with students, their parents and colleagues.	-Records and reviews data, and uses data for planning purposes. -Looks at whole class data and seldom applies data to the individual student.	-Records data as required.

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Record Keeping and Communication (Correlates with Domain Indicator 53)	-Efficiently and effectively uses technology for communication within the school, between schools and beyond. -Uses technology to create avenues for parental involvement in the learning process. -Maintains accurate and timely records, assisting others with proven record keeping strategies.	-Communicates in a timely and effective manner with colleagues. -Collaborates with others to solve problems. - Fulfills all administrative record keeping requirements in a timely and accurate manner.	-Is beginning to use technology as a tool for some administrative tasks. -Sometimes uses the computer for communication. -Occasionally fails to complete reports on time or accurately.	-Finds the use of technology a burden. –Is troubled by the significant amount of time involved to learn a new computer program or system. -Frequently fails to complete reports on time or accurately.

54. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.
55. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.
56. Provide accurate and timely information to parents and students about academic and behavioral performance of students.
57. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
58. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Students and Families *(Correlates with Domain Indicators 54, 55, 56, 58)*	– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents. – Provides leadership in working collaboratively with parents to improve student performance and/or behavior. – Provides frequent information to parents about the instructional program and their student's progress. Students participate in preparing materials for their families. – Deals immediately and successfully with parent concerns and makes parents feel welcome. – Written and oral communications are exemplary.	– Communicates in a timely and consistent manner with parents for the benefit of students. – Works collaboratively with parents to improve student performance and/or behavior. – Provides frequent information to parents about the instructional program and their student's progress. – Returns parent phone calls and emails promptly and makes parents feel welcome in the school. – Written and oral communication is always informative and expressed in standard English.	– Communications to parents are sporadic and inconsistent. – Works collaboratively with parents only when directed to do so. – Provides parents the minimum information concerning the instructional program and their student's progress. – Is slow to respond to parent concerns and does not try to make them feel welcome at school. – Written and oral communications contain occasional errors.	– Frequently fails to communicate with parents concerning the instructional program or their students' progress. – Fails to return parent phone calls or work collaboratively with parents. – Makes parents feel unwelcome at school. – Written and oral communications frequently contain errors.
Other Professionals *(Correlates with Domain Indicators 54, 55)*	– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.	– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.	– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.	– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.

Teamwork (Correlates with Domain Indicator 57)	– Continually provides leadership in the development of and/or implementation of standards. – Initiates the sharing of ideas and resources with team members.	– Participates in team planning to implement state/district standards. – Participates in the sharing of ideas and resources with team members.	– Is occasionally absent from team meetings and planning sessions. – Rarely shares ideas or resources with team members.	– Rarely participates in team meetings or planning sessions. – Provides almost no ideas or resources for team members.

PROFESSIONAL LEARNING

59. Engage in continuing improvement of professional knowledge and skills.
60. Assist others in acquiring new knowledge and understanding.
61. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
62. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
63. Participate in school data collection of teacher input on principal's performance assessment program.

Performance Responsibilities	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Collaboration *(Correlates to Domain Indicators 59)*	-Meets with colleagues at least weekly to review student work, design lessons or share curriculum information. - Regularly meets, and often leads colleagues in the review of data for planning purposes. -Often leads and shares pertinent information at Professional Learning Community meetings. -Opens classroom doors and models effective techniques and strategies for colleagues.	-Meets with colleagues weekly to review data and plan. -Regularly meets with colleagues to discuss lesson design and student work. -Actively participates at Professional Learning Community meetings.	-Attends collaborative meetings as required. -Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.	-Attends collaborative meetings but rarely contributes. -Sees little value in collaboration.

Leadership Contributions *(Correlates to Domain Indicators 60, 61, 63)*	-Continually seeks out ways to become a more effective teacher. -Creates opportunities to provide professional development for colleagues. -Represents the faculty at meetings and training sessions. -Assumes responsibility for disseminating information to the faculty.	-Works with colleagues to plan and present workshops. -Serves on committees and shares information with others.	-Attends professional development activities but does not serve in a leadership role.	-Attends meetings, professional development as required but seldom relates new information to professional growth.
Self Assessment *(Correlates to Domain Indicator 62)*	-Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes. -Routinely monitors strategies to assure that progress is being made toward goal attainment. -Gathers data and talks with colleagues about findings.	-Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan. -Aligns learning opportunities to focus on selected goals.	-Recognizes the need to continuously improve and conducts a self assessment. -Writes personal goals that focus on improving teaching. -Looks for evidence of goal attainment at the end of the semester/year.	-Fails to conduct a self assessment or to write goals as required.

PROFESSIONAL RESPONSIBILITIES

64. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
65. Perform assigned duties including the accurate and timely filing of all reports.
66. Demonstrate attention to punctuality, attendance, records, and reports.
67. Maintain confidentiality of student and other professional information.
68. Comply with policies, procedures, and programs.
69. Exercise appropriate professional judgment.
70. Support school improvement initiatives by active participation in school activities, services, and programs.
71. Perform other incidental tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Reliability (*Correlates with Domain Indicators 65,66, 68*)	– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.	– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.	– Occasionally is late or fails to complete assigned tasks. Makes errors in records.	– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.
Judgment/ Professionalism (*Correlates with Domain Indicators 64, 67, 69*)	– Is always ethical and honest and uses impeccable judgment. – Always observes appropriate boundaries and respects confidentially. – Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.	– Is ethical and honest and uses good judgment. – Maintains appropriate boundaries and student confidentially. – Actively participates in team or departmental decision-making and observes professional standards.	– Sometimes uses questionable judgment and is less than completely honest and direct. – Sometimes violates boundaries and occasionally discloses student information. – Participates in team or departmental decision-making but decisions are not always based on professional standards.	– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest. – Violates appropriate boundaries and discloses student information. – Makes decisions based solely on self interests.

Contributions *(Correlates with Domain Indicator 70)*	– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees. – Is a leader for one or more school activities. – Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.	– Is a positive team member and volunteers to serve on committees and attend school activities. – Contributes ideas and expertise to accomplish the overall mission of the school.	– Rarely serves on committees or attends school activities. – Rarely contributes ideas to improve the school or support its mission.	– Declines invitations to serve on committees or attend school activities. – Never contributes ideas to improve the school or support its mission. – Actions are inconsistent with the school's school improvement plan or the school's mission.

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The supervisor and employee will collect data regarding each job service context category. This data collection will reflect current status and the progress made by the employee toward goal and/or context category accomplishment. The data will be collected by paying particular attention to the source codes identified on the assessment instrument.

A. **Behavioral Event Interview** - A validated process of data collection using the Targeted Selection Interview Process.

B. **Direct Documentation** - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information which should flow from a comprehensive 360° feedback type system which may include

1. Self Evaluation

2. School Improvement Plan - From the annual analysis of the teacher evaluation instrument, including the distribution of rankings, this data will be used to influence individual school and the district school improvement planning process.

3. Student Assessment Data

   - Classroom based assessment
   - Performance tests such as Florida Writes, Florida Comprehensive Assessment Test, standardized achievement tests
   - High School Competency Test
   - Formal and informal program reviews

4. Southern Association Accreditation Reports

5. School Climate Survey Instruments from **parents and students.**

6. Collect parent input by including the following statement on the Annual School Climate Survey as well as school newsletters intended for distribution to parents: **"If an educator at this school has had a significant impact on your child's education during this school year, please explain in the space provided or contact the appropriate school district administrator."** Supervisors may consider this input in the teacher evaluation process.

7. All duties required of the position (job descriptions)

8. School Performance Grade

These items are not all-inclusive, the emphasis is on multiple data sources.

C. **Indirect Documentation** - Other written materials to which the supervisor has access which typically follow a communication line between the employee and the school-district level function.

D. **Training Programs Competency Acquisition** - Verified acquisition of specific competencies obtained through designated training programs within _____ County through the master inservice plan.

E. **Evaluatee Provided** - Data provided by the employee receiving the appraisal that supports the concept that this appraisal procedure is participatory. Examples may include communications between the employee and supervisor that document parent interaction, evidence of student growth, and/or discussions of system-wide problems that inhibit school effectiveness.

F. **Confirmed Observation** - Direct observation by the supervisor of an instructional employee-exhibiting behavior relating to a job context service category or performance expectations that may be confirmed.

Confidentiality of all data collected in the performance appraisal process will be maintained to the extent allowed under Florida law. All people responsible for data collection, storage and retrieval will be trained in the legal requirements of personnel record keeping.

6. Professional Development Assistance Plan

At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction, will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning cycle to provide for this correction.

7. Beginning Teacher and Out-of Field Support

Each beginning teacher will be assigned a mentor or peer assistant advocate. These assignments will meet the requirements of Florida Statutes and State Board of Education rules. Teachers that are assigned to teach out-of –field will likewise be assigned a subject area mentor and perhaps, as necessary, a performance coach. The likewise, as necessary, will be giving opportunities to confer and observe subject area specialist teaching in their assigned field. Particular emphasis for professional learning activities, during the school year, will be provided. These initiatives will continue until the professional is reassigned to their certified area or until they achieve appropriate certification status.

8. Career Development

Career development is considered a critical component of this appraisal system. It is an on-going component that does not include any prescribed forms, but rather may be characterized as a continuing discussion between the supervisor and the instructional employee. This discussion is to consider the long-term goals and developmental needs. . For additional reference, see Item 11, Professional Learning.

9. Coaching and Assistance

The supervisor is to provide the employee with coaching and assistance throughout each yearly cycle in meeting any performance expectations where difficulty is encountered. The supervisor also may suggest other forms of assistance such as advice from a colleague, inservice training, observing a master teacher.

For employees whose performance is rated Highly Effective or Effective, the supervisor is encouraged to assist them in building on their strengths and further developing their skills. These effective employees should be encouraged to share their experiences or mentor beginners.

When performance is rated as Needs Improvement or Unsatisfactory during the interim performance review or the final annual review, the coaching and assistance plan is documented on the Professional Development Assistance Form.

10. Performance Assessment Tasks and Timelines
(Please refer to pages 45 and 46)

The performance appraisal system is cyclical in nature, a process not an event. Based on a timeline that requires summative evaluation instruments to be submitted to the Human Resources Office on or about June 1st of each consecutive fiscal year, the following events should occur:

1. Each instructional employee will participate with his/her supervisor, in an initial performance assessment session to discuss and define performance expectations for the specific position. It is anticipated that this planning session will occur following the discussion of the previous year's evaluation cycle and prior to the forthcoming year.

2. The supervisor and employee will schedule interim performance evaluations(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. These interim reviews will be based on formal and informal observations. A minimum of two formal evaluations are required for

employees in years 1-3. A minimum of one is required for veteran employees. It is also expected that numerous informal interactions and observations will occur throughout the school year. A formal observation is defined as observing a classroom teacher for one full period. Informal observations are defined as those interactions which occur during walkthroughs, committee meetings, staff meetings, three-way parent conferences and others.

3. During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. A deliberate focal point of this discussion will include student growth and achievement. Data from a variety of sources, including parents, should be used.

4. The formal interim review should be conducted midpoint of the yearly cycle consistent with the employee work year.

5. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning to provide for this correction.

6. The supervisor will provide coaching and assistance, as needed, throughout the yearly cycle. The supervisor will demonstrate support for the appraisee in feedback conferences by asking for suggestions on how to improve his/her own performance; probing for alternative solutions and/or opportunities; demonstrating empathy for the appraisee's feelings; and maintaining the appraisee's self esteem.

7. The normal due date for summative evaluations is June 1st of each fiscal year. This date may be continued with approval of the Human Resources Department for individuals who started late in the school year or in situations where the completion of a professional development assistance plan would impact the ratings. Summative assessments may be amended based on data from state test scores.

8. The supervisor will conduct the annual summative performance review conference in which the employee receives the final ratings on each job context service category. The written summative performance appraisal report must be submitted to the superintendent or designee by the supervisor.

9. The initial planning meeting is scheduled to repeat the cycle.

11. Professional Learning

This component is to be used by school principals working with the appropriate staff members. This requirement passed by the 1999 Legislature requires school principals to establish and maintain an individual professional development plans for each instructional employee. The instructional professional development plans must be linked to student performance and have clearly defined training activities that result in better student performance. Please refer to the Professional Development Program form.

- Each school district shall design a system, approved by the Department of Education, for the professional growth of instructional personnel that links and aligns inservice activities with needs of student and instructional personnel as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators.

- Inservice activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.

- The principal and the instructional employee being knowledgeable of district and school improvement plans and the students' performance data, should conduct a comprehensive inventory of personal skills, talents, strengths and interests with reference to the district/school's ever changing job responsibilities and organizational demands from the environment, technology, current research, sound educational principals and best practices.

- From this inventory, the principal and the instructional employee will develop an individual professional development plan that is linked to student performance and contains clearly defined training activities that result in better performance for the students assigned to the teacher.

- Plans must include clearly defined training objectives and specific and measurable improvement in student performance that is expected to result from the training activity.

- Principals must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity.

- Conversations between the supervisor and the employee regarding this plan should be continuous. Likewise, the plan should be flexible, fluid and adjustable based on the changing needs of the school and the employee.

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12. Performance Appraisal Summary

A one page summary form was designed to record the ratings included on the comprehensive assessment instrument. This allows the filing of one page with the Human Resources Office as opposed to filing multiple pages on each assessment.

13. Other Summary Considerations

This appraisal system has been developed giving consideration to the philosophical concept that the system is nonthreatening and developmental. This implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of **no surprises.** The summative evaluation in this context, therefore, becomes a document that summarizes a yearlong sequence of planned activity. The focus of this planned activity is developing more effective instructional personnel and increasing student growth and achievement.

This assessment system, being data driven, is specifically designed to identify consistent high level performance. This quality performance will be continually rewarded and held in high esteem.

14. Annual Review of Evaluation System

The consultant will work with each individual district to conduct an annual review of the assessment system by direct examination of each summative evaluation by domain indictor. Any issues that are systems issues, training issues or implementation issues will be revised and forwarded to the Department of Education for approval. This process will continue through the 2013-14 school year and all amended evaluation systems will comply with Florida Statutes.

Administrative Performance Appraisal

Tasks and Timelines

Planning Session
June - July

Ongoing Performance
Development Activities
July 1 - June 30

Comprehensive or Annual
Summative Review
May - June

Critical Incident Interaction
July 1 - June 30

Interim and Formative
Evaluation
Dec - Jan

44
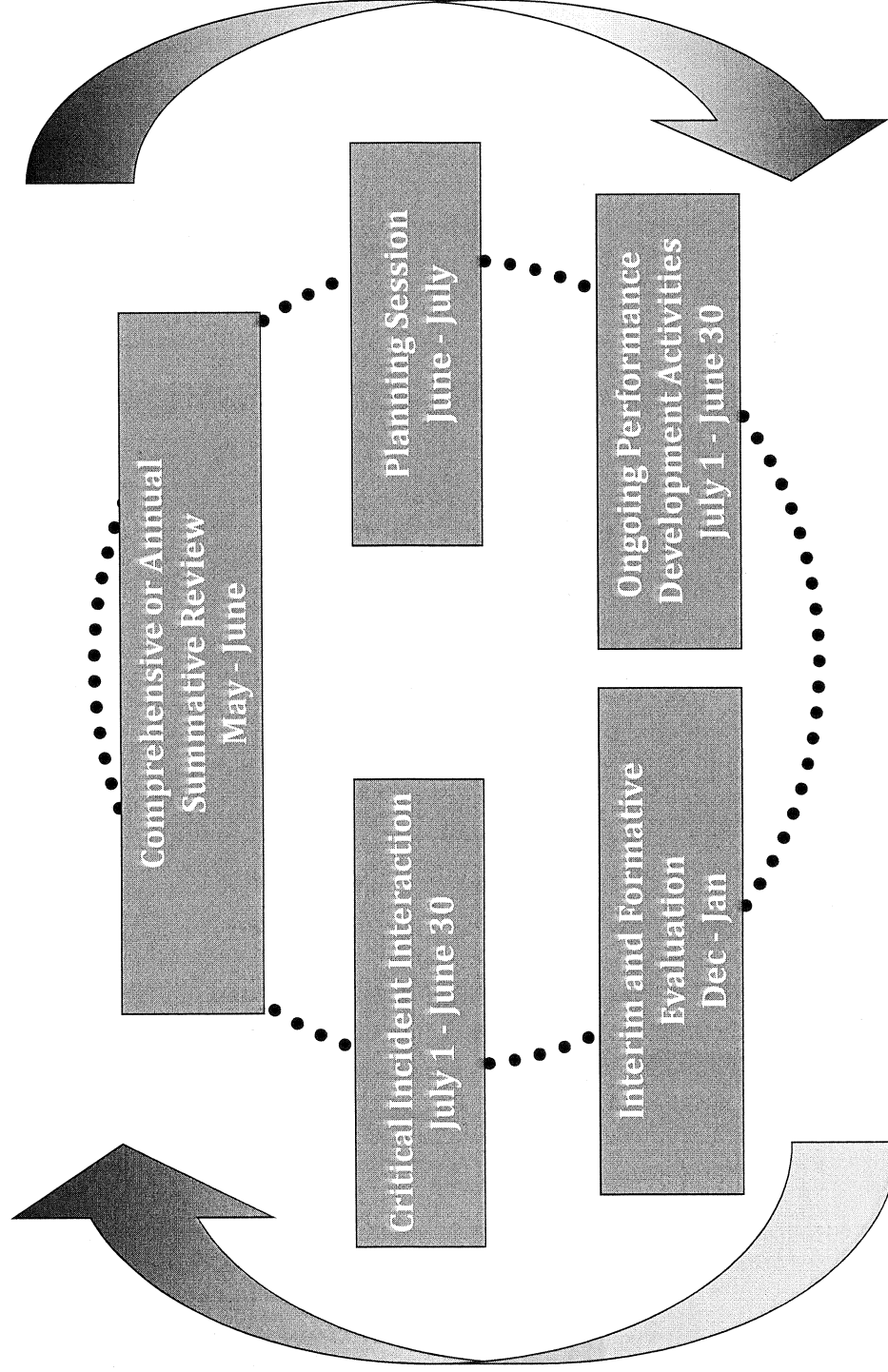
Performance Appraisal Tasks

Comprehensive or Annual Summative Review
- Completing the assessment - a review of the data
- Performance Development - the year in review
- Notable strengths and significant contributions - celebrating success
- Leadership growth - direct organizational impact discussion
- Work site and job context focus areas - no surprises!

Planning Session
- Planning growth opportunities
- Negotiation of goals
- Scheduling reviews
- Identifying focus areas
- Direct coaching
- Planning employee participation and contribution to appraisal system
- Identifying connectivity to School Improvement Plan
- Establishing comprehensive feedback circle
- Clarify standards of measurement

On-going Performance Development Activities
- Collecting data
- Building capacity by participating in growth opportunities with a direct focus on work site and specific essential job functions
- Coaching and career development from planned interaction
- Learning from experience through reflection and planned interaction with leadership team
- Professional learning with correlation from "PD360" or other similar systems

Interim - Formative Reviews
- Review progress on goals; renegotiate developmental strategies and outcomes as necessary
- Review data collection - informal portfolio, share and receive preliminary feedback
- Clarify standards of measurements
- Discuss noteworthy achievements
- Provide coaching and encouragement in focus areas

Critical Incident Interactions
- Ongoing interactions to capture learning from experience.
- The discussions should be guided by an analysis of the event, identifying specifically what occurred as well as the anticipated outcomes. Review actions and reactions. Specifically focus on the new learnings through reflection.

Anderson, L.W, et. al. (2001) A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives, New York: Longman.

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Danielson, C. (2009) Talk About Teaching: Leading Professional Conversations, Corwin Press

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DuFour, R., & Marzano, R. J. (2011). Leaders of learning: how district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree

Haystead, M. W. & Marzano, R.J. (2010). Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on instructional Strategies. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)

Marzano Research Laboratory (2009). Meta-analysis database. Retrieved August 24, 2009 from   http://www.marzanoresearch.com/research/meta_analysis_database.aspx. Marzano Research Laboratory (marzanoresearch.com)

Marzano, R. J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. & Brown, J.L ,(2009). Handbook for art and science of teaching: Alexandria, VA: Association for Supervision and Curriculum Development

Marzano, R. J., & Pickering, D. J., with Heflebower, T. (2010). The highly engaged classroom. Bloomington, IN: Marzano Research Laboratory

Marzano, R.J (2009) Designing and Teaching Learning Goals, Alexandria, VA: Association for Supervision and Curriculum Development

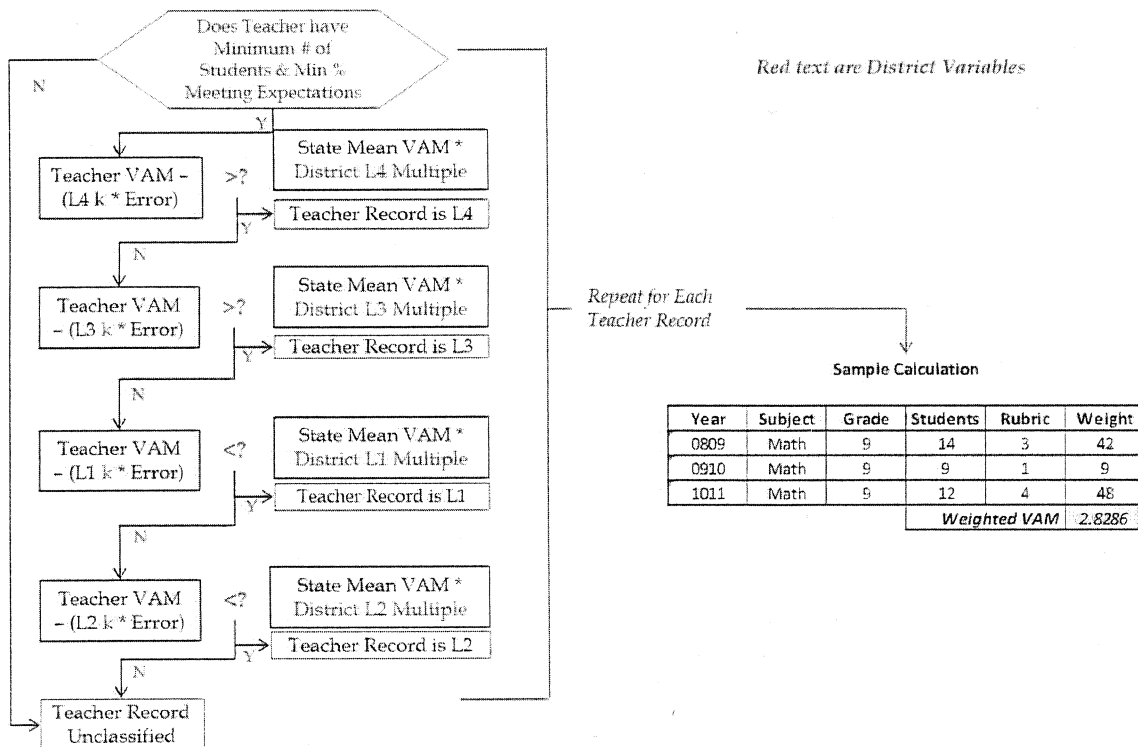*Hardee District Schools Teacher Performance Appraisal System*

Student Growth and Achievement VAM

- **DOE Request:** How you are using the state's value added calculation and the student growth rating criteria for all teachers (methods of "classification" and "aggregation" and the performance scale or cut points) for various groups of teachers

The Hardee County School District has tentatively elected to use Approach 2 as our method for classification of teachers. We believe that this Approach is most accurate because it includes record level teacher detail AND an associated State VAM for each record. As of September 19[th]2011 , Approach 2 provided the most detailed set of data and the due date for this response required that we make an immediate decision in order to have the time to establish a plan with all District stakeholders.

We loaded the Approach 2 detailed data into a spreadsheet tool that enables us to evaluate the impact that differing confidence intervals, cut scores, minimum student counts and rubric ranges have on teacher classifications. This tool has simplified the communication with our stakeholders and enabled us to establish classifications through ad-hoc analysis that apply these differing variables to our District's Approach 2 VAM data. The chart below illustrates the tool's workflow calculation that is applied to each teacher record.

Approach 2 - Teacher Rubric Calculation

Red text are District Variables

Repeat for Each Teacher Record

Sample Calculation

Year	Subject	Grade	Students	Rubric	Weight
0809	Math	9	14	3	42
0910	Math	9	9	1	9
1011	Math	9	12	4	48
				Weighted VAM	2.8286

The calculations are aggregated into classifications into the table below. The red variables in the table to the left are those that the District may use to establish varying teacher classification distributions

illustrated in the table to the right. PLEASE NOTE – the data in this table do not represent this Districts classifications based on these variables. It is for illustration only.

District #	District Name
025	Hardee

Approach 2 District Settings						Teacher Classification Distribution	
Rubrics	Cuts	k	Rubric High	Rubric Low		Number	Percentage
Level 4	1.2	1.5	4.00000000	3.50000000		81	10.3%
Level 3	1	0.5	3.49999999	2.50000000		438	55.5%
Level 2	1	0.5	2.49999990	1.50000000		145	18.4%
Level 1	1.5	1.5	1.49999990	0.00000001		72	9.1%
Unclassified						53	6.7%

Min # Students
10

The combination of the minimum # of students and the combination of District variables (confidence interval, cut scores and rubric ranges) result in a group of "unclassified" teachers. ~~The District's current approach for teachers in this category will be to assign a School VAM calculation using the same or similar calculation approach.~~ *(See below for calrification 10/24/2011)*

- **DOE Request:** How the student growth component combines with the instructional practice portion and any other metrics to determine the summative rating.

The District will be using the Performance Matters FASTe application to produce our summative ratings for teachers. This application will enable us load multiple measures and configure those measures based upon our District's weighting system for each measure and/or group of measures. Based on those measures and the associated weights, Performance Matters will produce summative ratings within a detailed "individualized" report that illustrates the measures included and their individual contribution(s) to the summative rating.

This illustration does not reflect the Districts multiple measures selected or weights. It is meant to illustrate how we will use measures and weights to produce summative ratings.

FL VAM Rating

Classroom Observation Rating

Professional Growth Plan Rating
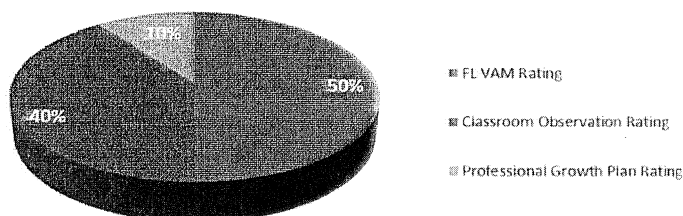
Hardee Response to DOE request for clarification.

For teachers that are "unclassified by the Performance Matters VAM Tool, the Hardee County School District intends to classify them into one of the four statutory categories by the following method:

The combination of the minimum # of students and the combination of District variables (confidence interval, cut scores and rubric ranges) result in a group of "unclassified" teachers. The District will evaluate each teacher who does not fall into a classification using the PM tool by first reviewing the number of students scheduled with the teacher. Some teachers, i.e., Exceptional Education, may have fewer students than the minimum number (10) used in the PM tool calculation; however, the district can manually calculate the category using the same calculation as PM does for Approach 2. Other teachers may have been categorized as "unclassified" due to the confidence interval. In this case, the District can also manually calculate the category using the same calculation process as PM does for Approach 2. If any teachers were in the group of "unclassified" due to less than 3 years of FCAT data, then the District will manually calculate their category using the same calculation process as PM does for Approach 2 which will result in 40% of the student learning growth portion. In cases when the teacher cannot be categorized using Approach 2, the teacher will be assigned to a category using the School VAM calculation using the same calculation procedure as in Approach 2.

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*Just Read,
Florida!*

January 4, 2012

Mr. David Durastanti
Superintendent
Hardee County School District
Post Office Box 1678
Wauchula, Florida 33873-1678

Dear Superintendent Durastanti:

Thank you for submitting your Teacher Evaluation System information for the September 30 deliverable. Your evaluation system has been approved for the 2011-12 school year. Your documentation clearly reflects your commitment to continuous improvement in teaching and learning in your district, and you, your staff and your teachers are to be congratulated for completing this major accomplishment.

Please continue to contact me or my staff with any questions that arise and continue to take full advantage of the technical assistance offered by the Department under Race to the Top. We will be providing information very soon regarding the development of State Board of Education Rules that will continue implementation of personnel evaluation systems under the Student Success Act (2011). As an instructional leader in this state, your district's continued efforts, input and participation in these initiatives are vital to the success of our students and our state.

If you have any questions, please do not hesitate to contact Kathy Hebda (Kathy.Hebda@fldoe.org) or (850-245-0891), Juan Copa (Juan.Copa@fldoe.org) or (850-245-0744), or John Moore (John.Moore@fldoe) or (850-245-0546).

Sincerely,

Pam Stewart

PS/khl

Addendum 1

Hardee County District Schools
adoption of

Florida's Student Services Personnel Evaluation Model and Guide

Purpose

The purpose of Florida's Student Services Personnel Evaluation Model (SSPEM) is to assist districts by developing a state pre-approved performance evaluation system for student services personnel (i.e., school counselors, school social workers, school psychologists, and school nurses) that:

- Aligns with current research-based best practices and professional standards
- Meets the requirements of the Student Success Act
- Reflects the functions, practices, and responsibilities that positively impact student achievement, behavior, and health.

The SSPEM is an integrated evaluation system that establishes common practice standards across the student services professions by focusing on evidence-based and research-based practices that are linked to student achievement and behavior. The model provides districts with a state-approved evaluation framework to adopt or adapt to address the district's instructional framework and needs, or use as a guide in developing its own performance evaluation system for student services personnel. The SSPEM may also serve as a guide for other "non-classroom" instructional or teaching fields for which special evaluation procedures and criteria are necessary.

Hardee County District Schools has decided to adopt the State Model with modifications to the scoring rubric as allowed in the model.

Framework For Student Services Personnel Evaluation Model (SSPEM)

Florida's New Evaluation System

Florida's evaluation system has been adopted for the purpose of increasing student learning growth by improving the quality of instructional and supportive services. The evaluation system must be designed to:

- Support effective instruction and student learning growth
- Inform the development of district and school improvement plans
- Provide appropriate instruments, procedures, and criteria for continuous quality improvement of professional skills (i.e., professional development)

The Student Success Act requires districts to incorporate student learning growth and instructional practices in performance evaluation systems for instructional personnel (section 1012.34, Florida Statutes [F.S.]). The evaluation system must include the following components:

- Student learning growth
- Instructional practices
- Professional and job responsibilities

The evaluation system (i.e., combined components) must differentiate among four levels of performance. Fifty percent of the evaluation must be based on data and indicators of student learning growth as assessed annually by statewide (Florida Comprehensive Assessment Test® 2.0 [FCAT 2.0] or End of Course [EOC] exams) or district assessments. The other 50 percent of the

evaluation must include instructional practices based on the Florida Educator Accomplished Practices (FEAPs) and the district's instructional practice framework (e.g., Marzano, Danielson). Student services personnel are classified as "instructional personnel" in Florida statutes (s. 1012.01(2)(b), F.S.) and subject to the new evaluation system requirements. However, the statute differentiates between "classroom" and "non-classroom" instructional personnel. The student services disciplines or professions – school social work, school counseling, school psychology, and school nursing – fall in the non-classroom instructional personnel category (school nurses, though not classified as instructional personnel in statute, are included in the model because they are non-classroom personnel who provide services to students and schools, and many districts classify them as instructional personnel).

Because the Student Success Act allows for special evaluation procedures and criteria for selected teaching fields, the instructional practices component of the Student Services Personnel Evaluation Model was modified to reflect the professional practices and job responsibilities of student services personnel and to align with the teacher instructional practices identified in FEAPs. The statute also allows modifications to the student learning growth component for non-classroom instructional personnel.

For student services professionals, the student performance portion of the evaluation may be based on a combination of student learning growth data (at least 30 percent) and other measurable student outcomes (e.g., graduation rates, behavioral measures, truancy rates) specific to the position or assignment (up to 20 percent).

Comprehensive System of Learning Supports and Student Services

A comprehensive system of student learning supports is fundamental to promoting student success, addressing the barriers to learning, and re-engaging disconnected students. Florida's multi-tiered system of supports (MTSS) focuses on increasing academic and behavioral outcomes for all students consistent with the State Board of Education mission by:

- Enhancing the capacity of all Florida school districts to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school
- Accelerating and maximizing student academic and social-emotional outcomes through the application of data-based problem solving used by effective leadership at all levels of the educational system
- Informing the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society

Student services personnel perform critical tasks in schools that support FDOE's mission to "increase the proficiency of all students within one seamless, efficient system" and contribute to positive student outcomes through a multi-tiered system of support that promotes student achievement by ameliorating barriers to learning and providing interventions and other supports matched to student need.

Student services personnel provide professional services that promote effective classroom learning and positive and safe school environments, and ensure all students receive high-quality instruction that is responsive to their diverse and developmental needs. Student services personnel coordinate

and collaborate with teachers, administrators, families, and community-based professionals to provide the academic, social, behavioral, health, and mental health learning supports necessary for a positive school climate and student success.

Student services personnel are integral to implementing school-wide initiatives, such as response to intervention (RtI), positive behavior interventions and supports, social emotional learning programs, college and career planning, and bullying prevention. Some of the critical functions student services personnel perform include the following:

- Supporting effective teaching and improved student learning and facilitating collaboration among school staff, families, and the community
- Providing a variety of prevention and intervention services in schools that promote effective classroom learning and teaching
- Working together with teachers and administrators to develop a positive school climate, improving classroom management skills, providing behavioral interventions to reduce discipline infractions, improving school safety, and removing barriers to learning
- Providing educational programs and activities that support student learning and teaching, including consultation with teachers and families, assessments linked to instruction, individual and group counseling, problem-solving instruction, and remedial interventions
- Collaborating with teachers and school staff to ensure students receive high-quality instruction that is responsive to the diverse and developmental needs of all students, create a continuum of support services for all students, and provide various instructional strategies to facilitate learning in all classrooms
- Participating, as members of the school team, in professional development to ensure high-quality learning
- Fostering collaboration between general and special education, and between community and schools, and schools and parents

Research demonstrates that students who receive social-emotional support and prevention services achieve better academically in school (Durlak, Weissberg, Dymnicki, Taylor, & Shellinger, 2011; Greenberg et al., 2003; Welsh, Parker, Widaman, & O'Neill, 2001; Zins, Bloodworth, Weissberg, & Walberg, 2004). Comprehensive student support services in schools have been found to improve school climate and produce declines in disciplinary referrals, suspension, grade retention, and special education referrals and placement among at-risk students (Bruns, Walrath, Glass-Siegel, & Weist, 2004).

Consultation yields positive results, such as remediating academic and behavior problems for children in school settings; changing teacher's and parent's behavior, knowledge, attitudes, and perceptions; and reducing referrals for special education.

Comprehensive Evaluation System Model for Student Services Personnel

Florida's comprehensive performance evaluation system for student services personnel serves multiple functions and is designed to accomplish the following:

- Establish the practices and expectations of the position or profession that are based on research and linked to student outcomes

- Develop evaluation procedures that align with professional standards and accomplished educator practices (FEAPs)
- Evaluate individual performance relative to expectations by assessing the quality and effectiveness of the services
- Provide feedback to the professional that recognizes effective performance, identifies areas for improvement, and directs professional growth activities
- Provide support to supervisees and practitioners not meeting performance expectations

A comprehensive, evidence-based evaluation system uses a Multi-Source, Multi-Method, Multi-Trait model. This model ensures no single source of data, single data type, or single trait or attribute will be used to evaluate complex patterns of human behavior. When a single element model is used, the probability of making errors in the interpretation of the data is high. In the evaluation of student services personnel, the Multi-Source refers to collecting data from multiple settings and/or individuals who are familiar with the work of the professional being evaluated. Examples of Multi-Source include the following:
- Reviewing permanent products (e.g., intervention plans)
- Interviewing stakeholders (e.g., teachers, administrators)
- Observing directly the professional at work (e.g., leadership meetings, problem-solving sessions)

The Multi-Method refers to using Review, Interview, and Observation methods to collect the data. Finally, the Multi-Trait refers to assessing multiple areas of expertise and role function (e.g., consultation, assessment, professional behaviors, leadership). Consistent levels of performance across the sources, methods, and traits are clear indicators of the performance level. Inconsistent levels of performance across the sources, methods, and traits may indicate areas of strengths and weaknesses in skill sets (e.g., traits) and/or settings in which those skills are applied.

Professional Practice Component—SSPEM

Description of the Evaluation Rubric for Professional Practices

The primary responsibility of student services personnel is to remove barriers to learning by providing a multi-tiered system of support that promotes positive academic, behavioral, and healthy outcomes for students and for teachers, school administration, and families.

Providing a multi-tiered system of supports depends on a multi-dimensional process. At the core of this process are four foundational skill sets:

• Problem Solving and Data-Based Decision Making—Expectations for student achievement are expressed in the collection and analysis of student, school, and district data to identify the barriers to learning.

• Instruction/Intervention Planning, Design, and Implementation—Ability to implement a multi-tiered system of supports by identifying research-based interventions and strategies that have a high probability of increasing student learning and engagement.

• Facilitation of Collaboration Through a Resource-Oriented Team Process—Use of skills to develop linkages with other district and community programs and facilitate relevant staff development.

• Professional Practice—Knowledge of unique professional skills, responsibility, and ethical practice in assessment and program development, and proficiency, self-reflection, professional growth planning, team learning, and collegial engagement.

The Evaluation Rubric for Professional Practices integrates these foundational skills within a multi-tiered system of support. The Evaluation Rubric is structured around five domains, sets of practice standards within each domain, and indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Emerging, and Ineffective). The Evaluation Rubric includes the following key components:

• **Domains**—Broad categories used to organize professional practices and structure evaluation criteria.

• **Practices**—Descriptive standards of a domain related to a specific area of professional skill.

• **Indicators**—A continuum of descriptive statements that assist in differentiating between levels of performance for each practice.

Mastery of professional skills is a career-long and continuous process achieved through professional practices that focus on the five broad domains addressed in the Florida SSPEM:

• Data-Based Decision Making and Evaluation of Practices

• Instruction/Intervention Planning and Design

Instruction/Intervention Delivery and Facilitation

• Learning Environment

• Professional Learning, Responsibility, and Ethical Practice

The five domains include 25 practice standards with indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Emerging, and Ineffective). The indicators for each practice standard include suggested artifacts or evidence that student services personnel may use to help demonstrate their level of performance for that indicator.

The indicator descriptors provide criteria that distinguish among the performance levels on each practice standard. It is important to clearly understand the indicator statements under each practice standard in order to find the level of proficiency that best describes the student services professional's performance related to the indicator. The indicators provide for a formative as well as a summative assessment of the student services personnel's strengths and weaknesses and contribute to the development of a plan for improving performance.

The "Effective" level describes performance that has school-wide impact and clearly makes a significant contribution to the school. In addition, the effective student services professional demonstrates a willingness to learn and apply new skills.

The "Highly Effective" level describes performance that is well above the Effective and results from consistent engagement with "professional practice." The highly effective student services professional frequently serves as a role model to others. Some professionals will be rated highly effective on some indicators, but few will be rated consistently highly effective on the summative evaluation.

The "Emerging" level describes student services professionals who show an understanding of what is required for success, but require support and direction to become effective. Emerging personnel will require raising their expectations and their standards of practice made more specific. The addition of focused professional learning will assist emerging personnel toward more effective performance.

The "Ineffective" level describes student service professionals who are not demonstrating proficiency through their actions or inactions on the skill sets needed for improved student learning. Personnel at this level may require prescribed goal setting and professional development and in time may not be recommended for continued employment.

Evaluation Rubric for Professional Practices — SSPEM

The SSPEM is a dynamic approach that assesses the performance of student services personnel, improves the quality of service delivery, and directs continuous improvement of professional skills. The Evaluation Rubric for Professional Practices offers an equitable model that recognizes the complexity of the duties and responsibilities of student services personnel within a multi-tiered system of supports.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Highly Effective	Effective	Emerging	Ineffective
Domain A: Data-Based Decision Making and Evaluation of Practices			
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention OR ineffectively demonstrates the practice/skill required.
4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.			
Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain 3: Instruction/Intervention Planning and Design

Highly Effective	Effective	Emerging	Ineffective
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.			
Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
4. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.			
Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain 3: Instruction/Intervention Planning and Design

5. Engages parents and community partners in the planning and design of instruction/interventions.

Highly Effective	Effective	Emerging	Ineffective
Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain C: Intervention/Intervention Delivery and Facilitation

Highly Effective	Effective	Emerging	Ineffective
1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.			
Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.			
Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
3. Implements evidence-based practices within a multi-tiered framework.			
Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.			
Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain C: Instruction/Intervention Delivery and Facilitation

Highly Effective	Effective	Emerging	Ineffective
5. Promotes student outcomes related to career and college readiness.			
Develops/plans district-level or school-level policies/interventions/supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.			
Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain III: Learning Environment

Highly Effective	Effective	Emerging	Ineffective
1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.			
Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.
3. Promotes safe school environments.			
Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family–school partnerships.	Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain D: Learning Environment

Highly Effective	Effective	Emerging	Ineffective
5. Provides a continuum of crisis intervention services.			
Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/ evaluating programs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain II: Professional Learning, Responsibility, and Ethical Practice

Highly Effective	Effective	Emerging	Ineffective
1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.			
Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).			
Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
3. Implements knowledge and skills learned in professional development activities.			
Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
4. Demonstrates effective recordkeeping and communication skills.			
Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain E: Professional Learning, Responsibility, and Ethical Practice			
Highly Effective	Effective	Emerging	Ineffective
5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.			
Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.

Evaluating Professional Practice—Methods and Sources of Evidence

When evaluating professional practices it is necessary to use multiple methods of collecting evidence (e.g., Review, Interview and Observation) to document the professional's performance in each practice. This may include reviewing permanent products (e.g., intervention plans), interviewing stakeholders (e.g., teachers, administrators), and observing the professional at work (e.g., leadership meetings, problem-solving sessions). Table 1 below provides examples of multiple methods and sources of evidence data to evaluate the demonstration of the practice standards in each of the five domains. Districts may modify and add to these evidences to reflect the sources used locally to determine the student services professional's performance level. These sources and methods should be shared at the beginning of each evaluation cycle to allow the evaluatee the opportunity to document practices.

Table 1

Methods and Sources of Evidence

Data-Based Decision Making and Evaluation of Practices	

Sources of Evidence:
 	
☐ Artifacts
☐ Observation
☐ Stakeholder Feedback
☐ Conference/Interview
☐ Self-Assessment
☐ Professional Growth Plan
☐ Other:
	Types of Evidence:
	
	Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)
	   • Problem-Solving/Intervention Plan
	   • Academic Intervention Record
	   • Behavior Intervention Plan
	   • Progress-Monitoring Plan
	   • Section 504 Plan
	
	Reports with data analysis and interpretation (e.g., psychoeducational; psychological; psychosocial; counselors, school health report)
	Data platforms/electronic documentation systems (e.g., Data Warehouse, Pinnacle, Global Scholar, Performance Matters, AIMSWEB, mCLASS, EASY CBM)
	Critical Components Checklist
	Counseling Plan and logs
	Needs Assessments

Instruction/Intervention Planning and Design	

Sources of Evidence:
 	
☐ Artifacts
☐ Observation
☐ Stakeholder Feedback
☐ Conference/Interview
☐ Self-Assessment
☐ Professional Growth Plan
☐ Other:
	Types of Evidence:
	
	Problem solving/intervention meeting/plan – documentation of intervention design and development (with targets, goals, delivery methods, etc.)
	   • Critical Components Checklist
	   • Functional Behavioral Assessment (FBA)
	   • Individual Educational Plan (IEP)
	   • Section 504 Plan
	   • Emergency Action Plan
	   • Individualized Health Care Plan
	   • School Health Plan
	
	Electronic documentation systems (school-entry health exam, immunization certification, health records, emergency information, electronic data panels that verify collaboration and consultation)
	
	Inservice trainings/presentations (handouts, agenda, PowerPoint)
	
	Learning community discussions/presentations (agenda)
	
	School/District Improvement Plans – documentation of participation

Table 1

Methods and Sources of Evidence

Instruction/Intervention Delivery and Facilitation	
Sources of Evidence: ☐ Artifacts ☐ Observation ☐ Stakeholder Feedback ☐ Conference/Interview ☐ Self-Assessment ☐ Professional Growth Plan ☐ Other:	**Types of Evidence:** Problem-Solving/Intervention Plan - documentation of intervention and monitoring of student response (e.g., RtI data, progress-monitoring data) Monitoring intervention implementation (dosage and fidelity) Electronic documentation systems (electronic data panels that track and verify services) Case consultation summary Parent conference notes/logs Newsletters, emails, webpage, and other communication methods Critical Components Checklist Benchmark of Quality (BoQ); Benchmarks for Advanced Tiers (BAT) Inservice trainings/presentations related to intervention delivery and facilitation (handouts, agenda, PowerPoint) Pre-post surveys School/District Improvement – documentation of participation Customer satisfaction surveys Family participation and engagement
Learning Environment	
Sources of Evidence: ☐ Artifacts ☐ Observation ☐ Stakeholder Feedback ☐ Conference/Interview ☐ Self-Assessment ☐ Professional Growth Plan ☐ Other:	**Types of Evidence:** Threat assessment Crisis intervention participation/facilitation School climate surveys Inservice trainings/presentations related to school climate, violence preventions, crisis intervention, and mental health issues School-based programs – development and implementation Health education, medication administration, first aid, bloodborne pathogens, cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) trainings Disproportionality – risk index and ratios

Table 1

Methods and Sources of Evidence

Professional Learning, Responsibility and Ethical Practice	
Sources of Evidence: ☐ Artifacts ☐ Observation ☐ Stakeholder Feedback ☐ Conference/Interview ☐ Self-Assessment ☐ Professional Growth Plan ☐ Other:	**Types of Evidence:** Professional Growth Plan Documentation of inservice, professional conferences, and workshops Conference/workshop follow-up activities/implementation Professional learning community participation/facilitation Membership in professional organization Documentation of supervision/mentoring activities Demonstration of time management (e.g., logs, calendars)

Evaluation Rubric—Crosswalk with Professional Practice Standards

This crosswalk (Table 2) aligns the practice standards under each domain in the SSPEM Evaluation Rubric with the evidence-based professional practice standards for school counseling, school social work, school psychology, and school nursing. The crosswalk also demonstrates the similarities and consistencies among the practice standards for each of the student services professions.

Table 2

Professional Practice	School Counseling	School Social Work	School Psychology	School Nursing
Data-Based Decision Making and Evaluation of Practices				
Collects and uses data to develop and implement interventions within a problem-solving framework.	ESSC A.2.b IV-B-3a.	COE 2.03 Standard V	Domains 1 & 2 Standard II.3.9	COE 1C, 1D Standards 1, 2, & 4
Analyzes multiple sources of qualitative and quantitative data to inform decision making.	ESSC D.1.g IV-A-5	COE 2.03 Standard V	Domains 1 & 9 Standard II.3.2	COE 2C Standard 2
Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.	ESSC C.2.b IV-B-3	COE 2.03 Standard V	Domain 1 & 9 Standard II.2.2	COE 1B, 1E Standards 3, 4, 6, & 10
Shares student performance data in a relevant and understandable way with students, parents, and administrators.	ESSC C.2.b IV-B-3c	COE 1.03 Standard V	Domains 1, 2, & 9 Standard II.3.8	COE 1A Standards 5A, 5B, 5C, 11, & 13
Instruction/Intervention Planning and Design				
Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.	ESSC F.4 I-B-4	COE 2.03 Standard X	Domains 2, 3, 4, & 5 Standard II.3.9	COE 1C, 2C Standards 1, 2, 3, 4, 5, & 6
Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	ESSC C.3.a II-B-1	COE 2.03 Standard III	Domains 1 & 5 Standard II.3.10	COE 2B, 3B Standards 4, 5, & 5B
Applies evidence-based research and best practices to improve instruction/interventions.	ESSC F.2.a IV-B-6a	COE 2.03 Standard III	Domain 9 Standard II.3.9	COE 3A, 3B Standards 9 & 10
Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	ESSC Preamble III-B-4	COE 2.03 Standard III	Domain 7 Standard III.3.1	COE 1A Standards 5, 5A, 5B, & 5C
Engages parents and community partners in the planning and design of instruction/interventions.	ESSC B.1.a I-A-6	COE 1.03 Standard III	Domain 7 Standard II.3.10	COE 1A, 1B, 1E Standards 5, 5A, 5C, 11, & 13

Table 2

Professional Practice	School Counseling	School Social Work	School Psychology	School Nursing
Instruction/Intervention Delivery and Facilitation				
Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	ESSC F.4 III-B-4b	COE 2.03 Standard X	Domains 3, 4 Standard IV.1.1	COE 1C, 2C Standards 11, 12, 13, & 15
Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	ESSC F.4 III-C-2	COE 2.03 Standard IV	Domains 2, 3, & 4 Standard II.3.10	COE 1B, 1C Standards 11, 13, & 15
Implements evidence-based practices within a multi-tiered framework.	ESSC E.2.g I-A-5	COE 2.03 Standard IV	Domain 9	COE 3B, 3D Standards 9 & 10
Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	ESSC A.5.a III-B-3i	COE 2.03 Standard XI	Domain 6 Standard III.3.1	COE 1B, 2C Standards 11 & 15
Promotes student outcomes related to career and college readiness.	ESSC A.3 III-B-2d	COE Standard IX	Domain 8	COE 1B, 1E, 3A Standards 3, 4, & 6
Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	ESSC C.2.b II-A-5	COE 1.01 Standard IX	Domain 8	COE 3B Standards 5B, 5C, & 8
Learning Environment				
Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	ESSC F.4 IV-B-3	COE 2.03 Standard IV	Domain 5 Standard IV.1.1	COE 1C, 3D Standards 13, 15, & 17
Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	ESSC Preamble I-A-6	COE 2.03 Standard IV	Domain 5 Standard IV.1.1	COE 1B, 1C Standards 11, 13, 15, & 17
Promotes safe school environments.	ESSC Preamble I-B-5	COE 1.01 Standard IV	Domain 5, 6 Principle IV.1	COE 1D, 3D Standards 5B, 15, 16, & 17

Table 2

Professional Practice	School Counseling	School Social Work	School Psychology	School Nursing
Integrates relevant cultural issues and contexts that impact family–school partnerships.	ESSC E.2.a III-A-6	COE 1.05 Standard IX	Domain 7 Standard I.3.1 Standard II.1.2	COE 1A, 1C Standards 9, 10, 13, & 17
Provides a continuum of crisis intervention services.	ESSC Preamble III-B-3f	COE 6.03 Standard IV	Domain 6	COE 2C, 2D Standards 13, 15, & 17
Professional Learning, Responsibility, and Ethical Practice				
Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	ESSC E.1.c IV-B-1e	COE 4.01, 5.02 Standard XIII	Domain 10 Standard II.1.1; II.1.2	COE 2B Standards 12 & 14
Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	ESSC E.1.d II-B-4h	COE 3.09 Standard XIII	Domain 10 Standard II.1.4 Standard II.4.2; IV.4.3	COE 2A Standards 8, 10, & 14
Implements knowledge and skills learned in professional development activities.	ESSC F.2.a II-B-4h	COE 3.08 Standard XIII	Domain 10 Standard II.1.1; II.2.2	COE 2C, 3A Standards 7 & 8
Demonstrates effective recordkeeping and communication skills.	ESSC A.8 XVI-16.5 (Program Audit)	COE 3.04, 3.08 Standard XIII	Domain 10 Principle II.4	COE 2A, 3A Standards 10, 11, & 17
Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	ESSC A.2.h II-C-4	COE 3.08 Standard XIII	Domain 10 Standard IV.2.2	COE 2D, 1D, 3C Standards 7, 8, & 14

SOURCES:

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American School Counselor Association. (2007). School counselor competencies. In *Career/Roles*. Retrieved from http://www.schoolcounselor.org/files/SCCompetencies.pdf

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Evaluation Rubric—Crosswalk with Florida Educator Accomplished Practices and Teacher Evaluation Models

This crosswalk (Table 3) aligns the SSPEM Evaluation Rubric with the Florida Educator Accomplished Practices and the teacher evaluation models Charlotte Danielson and Dr. Robert J. Marzano developed. The crosswalk demonstrates commonalities among the evaluation models.

Table 3

Professional Practices	FEAPs	Marzano	Danielson
Data-Based Decision Making and Evaluation of Practices			
Collects and uses data to develop and implement interventions within a problem-solving framework.	(a) 1e, 1d, & 4a	Domain 2.3	Domain 4
Analyzes multiple sources of qualitative and quantitative data to inform decision making.	(a) 3c & 4a	Domain 2.2	Domain 3
Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.	(a) 1e & 4c	Domain 2.3	Domain 1f
Shares student performance data in a relevant and understandable way with students, parents, and administrators.	(a) 2e & 4e	Domain 2.1	Domain 3d
Instruction/Intervention Planning and Design			
Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.	(a) 1c & 1f	Domain 2.2	Domain 1c & 1e
Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	(a) 1a & 3h	Domain 4.3	Domain 1a & 1e
Applies evidence-based research and best practices to improve instruction/interventions.	(b) 1b		Domain 4
Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	(b) 1c		Domain 4
Engages parents and community partners in the planning and design of instruction/interventions.	(b) 1c		Domain 4
Instruction/Intervention Delivery & Facilitation			
Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	(a) 2b		Domain 2d
Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	(b) 1c		Domain 4

Table 3

Professional Practices	FEAPs	Marzano	Danielson
Implements evidence-based practices within a multi-tiered framework.	(a) 2h (b) 1b	Domain 2.1	Domain 1c
Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.			
Promotes student outcomes related to career and college readiness.			
Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.			
Learning Environment			
Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	(a) 2b (a) 2e	Domain 1	Domain 2d
Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	(a) 2d (a) 2f (a) 3a	Domain 2.1	Domain 3c
Promotes safe school environments.	(a) 2b	Domain 2	Domain 2d
Integrates relevant cultural issues and contexts that impact family–school partnerships.	(a) 2d	Domain 2	Domain 2a & 2b
Provides a continuum of crisis intervention services.			
Professional Learning, Responsibility, and Ethical Practice			
Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	(b) 1a	Domain 3.2	Domain 4
Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	(b) 1d	Domain 3.2	Domain 4
Implements knowledge and skills learned in professional development activities.	(b) 1e	Domain 4.2	Domain 4
Demonstrates effective recordkeeping and communication skills.	(a) 2a	Domain 4.1	Domain 1b & 2e
Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	2	Domain 4.3	Domain 4f

Table 3

Danielson, Charlotte (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2011). *Marzano art and science of teaching: Teacher evaluation model*. York, PA: Learning Sciences International.

The Educator Accomplished Practices, Rule 6A-5.065, Florida Administrative Code (F.A.C.),(2011).

Scoring the Evaluation Rubric for Professional Practices

GENERAL INSTRUCTIONS

The Evaluation Rubric for Professional Practices should be completed using evidence from multiple methods and sources. An Evaluation Rubric Scoring Protocol is provided (Form 1, p. 37). Prior to completing the Evaluation Rubric Scoring Protocol, the evaluator should be familiar with the five domains, the four levels of performance in each of the practices, and the methods and sources of evidence that will be used to determine the professional's level of performance (see Table 1, p. 21, for examples). The performance expectations, performance criteria, and the evidence/documentation should be communicated to the professional being evaluated at the beginning of the evaluation cycle (e.g., pre-evaluation planning phase).

COMPLETING THE EVALUATION RUBRIC SCORING PROTOCOL

For each practice on the Evaluation Rubric for Professional Practices, the evaluator must determine the professional's performance level using the indicator statements as a guide. The evaluator will need to refer to the indicator statements on the Evaluation Rubric for Professional Practices when completing the scoring protocol. It is recommended that the evaluator start with the indicator statement for Effective, as this is the performance level most likely to capture the majority of student services employees, and then move up or down the performance level/effectiveness scale as needed.

The indicator statements correspond to four levels of performance: Highly Effective, Effective, Emerging, and Ineffective. Each practice is scored 4, 3, 2, or 1—Highly Effective = 4, Effective = 3, Emerging = 2, and Ineffective = 1. Determine the indicator statement that best describes the level of performance for the professional being evaluated.

For each practice, identify the evidence used as documentation of performance under the practice statement. It is best to establish documentation evidence in the pre-evaluation phase. There is a comments section at the end of each domain. General comments about the domain may be captured here. Ratings of Emerging or Ineffective require a statement of the specific supports and activities (e.g., training, supervision, professional development) that will be implemented to move the professional to becoming Effective in that practice.

SCORING INSTRUCTIONS

- **For each practice statement:** Check the box that corresponds to the level of performance for the professional (4, 3, 2, 1). This is the practice rating score.
- **For each domain:** Sum the ratings (4, 3, 2, 1) for each of the practices; Divide by the number of practices; Multiply by 10 to obtain the total score. This is the domain score.
- **TOTAL:** Sum the scores from each of the five domains. This is the TOTAL score (25–100).

SUMMATIVE PERFORMANCE LEVEL

The professional's summative performance level (Highly Effective, Effective, Emerging, Ineffective) is based on the combined Professional Practices and Student Growth ratings.

Districts may also assign an overall performance rating to the Evaluation Rubric for Professional Practices with the levels of performance used to evaluate the professional practices; however, the overall evaluation of the professional into one of the four performance levels must be professional practices (50 percent) and student growth (50 percent).

If districts choose to assign a summative rating on the Evaluation Rubric Scoring Protocol that corresponds to the four levels, there are a couple options:

1. Assign TOTAL Score ranges to each of the four levels (e.g., TOTAL scores of 80–100 = Highly Effective).

2. Set standards based on the minimum/maximum number of practices in each domain rated as Highly Effective, Effective, Emerging, and Ineffective to obtain the overall performance rating (e.g., to be rated as Highly Effective, 50 percent of the practice scores in each domain must be 4s AND no scores below 2).

Domain A:
Data-Based Decision Making and Evaluation of Practices

Performance Responsibilities	Performance Values (Check One)			
	InE	Em	E	HE
A-1: Collects and uses data to develop and implement interventions within a problem-solving framework.	☐	☐	☐	☐
Evidence:				
A-2: Analyzes multiple sources of qualitative and quantitaive data to inform decision making	☐	☐	☐	☐
Evidence:				
A-3: Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement.	☐	☐	☐	☐
Evidence:				
A-4: Shares student performance data in a relevant and understandable way with students, parents, and administrators.	☐	☐	☐	☐
Evidence:				

Ineffective:	X	=	0
Emerging:	X	=	2.5
Effective:	X	=	5
Highly Effective:	X	=	6
			Category Raw Score

	Category Raw Score	Summative Scale Value
Ineffective:	0	0
Emerging:	10-16	10
Effective:	17-20	20
Highly Effective:	21-24	24

Domain B:
Instruction/Intervention Planning and Design

Performance Responsibilities	Performance Values (Check One)			
	InE	Em	E	HE
B-1: Uses a collaborative problem solving framework as the basis for identification and planning for academic and behavorial interventions and supports.	☐	☐	☐	☐
Evidence:				
B-2: Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	☐	☐	☐	☐
Evidence:				
B-3: Applies evidence-based research and best practices to improve instruction/interventions.	☐	☐	☐	☐
Evidence:				
B-4: Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	☐	☐	☐	☐
Evidence:				
B-5: Engages parents and community partners in the planning and design of instruction/interventions.	☐	☐	☐	☐
Evidence:				

Ineffective:		X	0	=
Emerging:		X	2.4	=
Effective:		X	4.8	=
Highly Effective:		X	6	=

Category Raw Score

	Category Raw Score	Summative Scale Value
Ineffective:	0	0
Emerging:	12-18	12
Effective:	19-24	24
Highly Effective:	25-30	30

Domain C:
Instruction/Intervention Delivery and Facilitation

Performance Responsibilities	Performance Values (Check One)			
	InE	Em	E	HE
C-1: Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	☐	☐	☐	☐
Evidence:				
C-2: Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	☐	☐	☐	☐
Evidence:				
C-3: Implements evidence-based practices within a multi-tiered framework.	☐	☐	☐	☐
Evidence:				
C-4: Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	☐	☐	☐	☐
Evidence:				
C-5: Promotes student outcomes related to career and college readiness.	☐	☐	☐	☐
Evidence:				
C-6: Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	☐	☐	☐	☐
Evidence:				

Ineffective:	X	0	=
Emerging:	X	2.5	=
Effective:	X	5	=
Highly Effective:	X	6	=
		Category Raw Score	

	Category Raw Score	Summative Scale Value
Ineffective:	0	0
Emerging:	22-15	15
Effective:	23-30	30
Highly Effective:	31-36	36

Domain D:
Learning Environment

Performance Responsibilities	Performance Values (Check One)			
	InE	Em	E	HE
D-1: Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	☐	☐	☐	☐
Evidence:				
D-2: Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	☐	☐	☐	☐
Evidence:				
D-3: Promotes safe school environments.	☐	☐	☐	☐
Evidence:				
D-4: Integrates relevant cultural issues and contexts that impact family-school partnerships.	☐	☐	☐	☐
Evidence:				
D-5: Provides a continuum of crisis intervention services.	☐	☐	☐	☐
Evidence:				

Ineffective:	X	0	=
Emerging:	X	2.4	=
Effective:	X	4.8	=
Highly Effective:	X	6	=
		Category Raw Score	

Category Raw Score	Summative Scale Value
Ineffective:	0	0
Emerging:	12-18	12
Effective:	19-24	24
Highly Effective:	25-30	30

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Domain E:
Professional Learning, Responsibility, and Ethical Practice

Performance Responsibilities	Performance Values (Check One)			
	InE	Em	E	HE
E-1: Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	☐	☐	☐	☐
Evidence:				
E-2: Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	☐	☐	☐	☐
Evidence:				
E-3: Implements knowledge and skills learned in professional development activities.	☐	☐	☐	☐
Evidence:				
E-4: Demonstrates effective recordkeeping and communication skills.	☐	☐	☐	☐
Evidence:				
E-5: Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	☐	☐	☐	☐
Evidence:				

Ineffective:	X	0	=
Emerging:	X	2.4	=
Effective:	X	4.8	=
Highly Effective:	X	6	=
		Category Raw Score	

	Category Raw Score	Summative Scale Value
Ineffective:	0	0
Emerging:	12-18	12
Effective:	19-24	24
Highly Effective:	25-30	30

Student Growth Component—SSPEM

Student Learning Growth Component

The Student Success Act requires that 50 percent of the personnel performance evaluation be based on student learning growth on statewide or district assessments. However, the statute allows modifications to the student learning growth component for non-classroom instructional personnel.

For instructional personnel who are not classroom teachers, the student learning growth portion of the evaluation must include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least 3 years, or may include a combination of student learning growth data and other measurable student outcomes that are specific to the assigned position, provided that the student learning growth data accounts for not less than 30 percent of the evaluation. If less than 3 years of student growth data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 20 percent (section 1012.34, F.S.).

For student services professionals, the student performance portion of the evaluation may be based on a combination of student learning growth data (at least 30 percent) and other measurable student outcomes (e.g., graduation rates, behavioral measures, truancy rates) specific to the position/assignment (up to 20 percent). Student learning growth and other measurable student outcomes specific to student services professionals:

• Must account for 50 percent of the evaluation (this percentage may be modified if less than three years of data are available) o Up to 20 percent of the student learning growth component may be based on measurable student outcomes specific to the position/role

• Must be based on students assigned to the student services professional

Student Learning Growth: Value-Added Measure (VAM)

The following are guidelines for determining the VAM portion of the student growth component based on statewide assessments and EOC exams.

- Use school VAM data (same as principal) – DO NOT use district-wide data if the professional is assigned to schools. Using district-wide data is inconsistent with the statutory requirement that student learning growth be based on students assigned to the professional and with the requirement that the evaluation system differentiate between levels of performance.
- Use VAM data on students assigned to the professional (include direct and indirect services).
- For personnel assigned to multiple schools, calculate the VAM based on the percentage of time assigned to each school, or the VAM data on students assigned to the professional across school assignments.
- For personnel with district-wide or special assignments (e.g., bilingual assessment team), use district-wide data for the population served (all ELLs) but not all students.

Regardless of which method is used, the district must apply the criteria for determining the value-added component consistently across student services personnel.

The VAM score must place the professional in one of four performance levels as defined in statute (i.e., Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory) and then be converted to a 120-point scale* (or a 200-point scale if VAM is the only score used to calculate the student learning growth component). Classify the VAM score on a 120-point scale by assigning point values for each performance level. For example, Highly Effective = 120, Effective = 90, Needs Improvement/Developing = 60, and Unsatisfactory = 30. The professional receives a VAM score for each school assignment. If multiple schools are served, the Total VAM score is calculated based on the cumulative value divided by the number of schools. For example, if the VAM is Highly Effective in School #1 and Effective in School #2, using the scoring rubric in the previous

paragraph the Total VAM = 105 (120 + 90 = 210 ÷ 2 = 105). This score is entered on the Summative Evaluation Form \

Student Learning Growth: Measurable Student Outcomes

Districts also have the option of including measurable student outcomes in the student growth component. If a district chooses this option, the measurable student outcomes can account for up to 20 percent of the total evaluation. The following are recommendations for districts to consider when including measurable outcomes in the student growth component of the evaluation.

- Identify the measurable outcomes related to student services (see Table 4). o The measurable outcomes should reflect priorities in District Improvement Plans, School Improvement Plans, or professional growth goals.
- District and school plans should include priorities and goals that relate to the role of student services in supporting student achievement and post-school outcomes.

*These point scales incorporate the percentage of the Summative Evaluation required/allowable for that component (i.e., on a 400-point scale, 120 points = 30 percent and 80 = 20 percent). The district **has modified** the rubric for assigning scores to each performance level*

- Identify the metrics/tools for measuring the outcomes.
- Determine the percentage of the total evaluation that the measurable outcome(s) will account for (can count up to 20 percent).
- Select the population or group being measured. This could be the entire school or a disaggregated subgroup (e.g., intervention group, grade level, specific population of students being targeted).
- Calculate the impact of the measurable outcome using criteria based on standards or goals. Base the measurable outcome on a targeted goal (e.g., increase graduation rate by 5 percent). The district (or the evaluator and professional being evaluated) should establish criteria for the amount of growth needed to meet Effective and Highly Effective ratings.

Decide whether all personnel will be evaluated on the same measurable outcome and metric (e.g., district priority related to student services), or whether the measurable outcome will vary based on individual assignment and/or responsibilities. If the 2nd option is chosen, the outcome and metric should be discussed and mutually determined at the beginning of the evaluation cycle.

A sample for planning and documenting measurable student outcomes is provided in Form 2.

The Measurable Outcomes score must place the professional in one of four performance levels (i.e., Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory) and converted to an 80-point scale (if measurable outcomes account for 20 percent of the student learning growth component). Classify the Measurable Outcomes score on an 80-point scale by assigning point values for each performance level. For example, Highly Effective = 80, Effective = 60, Needs Improvement/Developing = 40, and Unsatisfactory = 20. This score is entered on the Summative Evaluation Form (see Sample Form 3 p. 48).

Table 4 (p. 44) illustrates possible student outcomes and metrics that might be used for measuring student growth in each outcome.

Table 4: Measurable Student Outcomes

Measurable Outcome	Metric for Measuring	Measurement Tool
Student achievement	Standard Score FCAT Developmental Scale Score Growth Scale Value (GSV) Number/percent achieving proficiency Grades	FCAT Florida Assessments for Instruction in Reading (FAIR) Diagnostic assessments SAT, ACT, AP Test
Reductions in behavior problems	Referral rates Number of behavior incidences Standard score	Office Discipline Referrals (ODR) Behavior rating scales
Attendance	Attendance rates	Attendance data (e.g., days present, absent, and tardy)
Reductions in suspensions	Number of suspension days	Discipline data
Student engagement	Time on task Percent work completed	Student engagement instruments http://ies.ed.gov/ncee/edlabs Structured observation
Academic efficiency	Fluency (WPM, digits correct)	Curriculum-based measurement (CBM) fluency measures
Academic skill development	Raw score Standard score	CBM progress monitoring
Social skill development	Scale scores	Social skills instruments
Retention	Retention rate	Retention data
Graduation	Graduation rate	Graduation data
Intervention-based student gains	RtI rate or progress Pre-post intervention comparison	Intervention effectiveness

Districts are NOT required to use the measurable student outcomes or metrics in Table 4.

Summative Evaluation Form

The evaluation system for instructional personnel must differentiate among four levels of performance, which are identified in statute (s. 1012.34, F.S.) as: 1) Highly Effective, 2) Effective, 3) Needs Improvement or Developing (for instructional personnel in the first three years of employment), and 4) Unsatisfactory. The SSPEM Summative Evaluation (Form 3) that follows provides a **sample** form for documenting the summative performance level of the student services personnel being evaluated. The Summative Evaluation form includes the critical components of the SSPEM and point values for each component: Evaluation Rubric for Professional Practices, Value-Added Measure, and Measurable Student Outcomes related to job responsibilities.

The SSPEM Summative Evaluation integrates evaluative data from Forms 1 and 2, and the Value-Added Measure score into a rating system with a 400-point scale. The SSPEM Summative Evaluation form also provides a suggested rubric for assigning the performance level based on the 400-point scale. The point value for each component reflects the percentage of the summative evaluation required and/or permitted in statute. The score on the Evaluation Rubric for Professional Practices can be directly entered into the form. The VAM score must be converted to a 120-point scale and the Measurable Outcome scores to an 80-point scale before being entered into the form (see the Student Growth Component section for scoring instructions, p. 36). Once this conversion is made, the scores for each component can be easily totaled to obtain the SSPEM Summative Evaluation score. If the district chooses not to use measurable outcomes when calculating the student growth score, the VAM score would be modified to reflect a 200-point scale.

The district should monitor the SSPEM to ensure the model effectively differentiates among levels of performance. If the summative evaluation results in too many professionals obtaining Highly Effective, Needs Improvement, or Unsatisfactory, the score criteria may need adjustment.

Form 3 is a sample — districts may adopt or modify the form provided, or submit a district-developed summative evaluation form that includes the components in the sample.

Overall Rating

	Summative Scale Value			
	Ineffective	Emerging	Effective	Highly Effective
Domain A: Data-Based Decision Making and Evaluation of Practices	0	10	20	24
Domain B: Instruction/Intervention Planning and Design	0	12	24	30
Domain C: Instruction/Intervention Delivery and Facilitation	0	15	30	36
Domain D: Learning Environment	0	12	24	30
Domain E: Professional Learning, Responsibility, and Ethical Practice	0	12	24	30
Student Growth and Achievement	0	60	120	150
Total:				

Overall Score: _____

Ineffective	Emerging	Effective	Highly Effective
0-110	111-225	226-280	281-300

Recommendations for District Use

The Evaluation Cycle Process

Consistent with the National Alliance of Pupil Services Organizations (NAPSO) recommendation related to instructional support personnel, policy makers should support substantive evaluations. That is, evaluations should provide professionals with relevant, supportive, and instructive feedback. The evaluation cycle is designed to inform those who are evaluated and those who conduct evaluations. This process supports self-reflection, feedback, and summative evaluation. Specifically:

• Self-reflection allows the practitioner to focus on proficiencies and growth needs. (Questions to ask: What am I good at? In what area(s) can I do better?)

• The evaluator(s) offers feedback on needed improvement. It may be recurring, to guide continuous growth in proficiency, as well as summative.

• Summative evaluation provides an assessment of proficiency and determines performance levels (i.e., Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory).
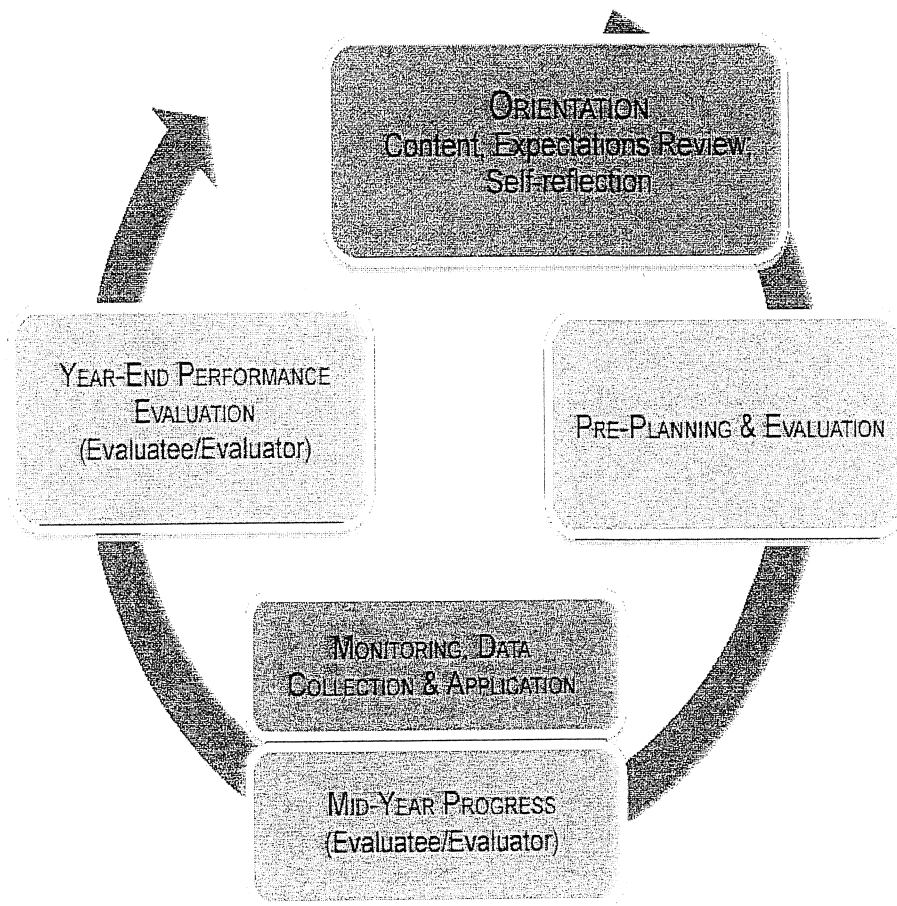

Figure 1: SSPEM Evaluation Process

The SSPEM process illustrated in Figure 1 (p. 49) describes the following stages:

ORIENTATION

Orientation can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a student services staff member. The depth and detail of orientation may vary based on prior training and whether change in the evaluation model has occurred. In any case, some form of orientation is recommended and should include the following:

- Access to the same content and expectations related to the evaluation system, including relevant information, such as: o The Student Success Act
- Applicable State Board of Education rules
- Race to the Top (RTTT) requirements
- Professional standards and practices of school social work, school psychology, school counseling, and school nursing
- School/District Improvement Plans, subject to the evaluation system
- Orientation may be provided via review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- Personal reflection by evaluatee on the connection between his/her practice and the evaluation indicators. This is a "what do I know and what do I need to know" self-check aligned with evaluation standards.

PRE-PLANNING AND EVALUATION

Pre-evaluation planning should follow orientation. The evaluatee and evaluator prepare for a formal conference to address evaluation processes and expectations. At minimum, two things occur.

- The evaluatee's self-assessment (from orientation) moves to a specific identification of improvement priorities that are supported by data or evidence. This may include School Improvement Plan (SIP), District Improvement Plan (DIP), student achieve-ment data, prior evaluations, and evidence of systemic processes that need improvement.
- A face-to-face or teleconference meeting on "expectations" between evaluatee and supervisor to address the evaluation process; perceptions from pre-evaluation planning; specific domains, practices, and/or indicators that will be focused on during the evaluation; student growth measures; and relationship of evaluation indicators to the SIP or DIP.
-

MONITORING (DATA COLLECTION, APPLICATION TO PRACTICE)

Evaluators gather evidence that provides insights into the practitioner's level of proficiency on the practices reflected in the evaluation rubric. • The student services professional shares evidence on practice(s). Evidence/data may come from site visits, formal or informal observations, evidences, or input from others. The evaluator reviews accumulated information in the context of the evaluation system indicators. Input from multiple sources is critical when the student services professional serves multiple schools. • Specific and actionable feedback is provided to the evaluatee in a timely manner. • Collegial groups, mentors, communities of practice (CoPs), professional learning communities, and lesson study groups in which the student services professional participates may provide specific and actionable feedback for desired improvement.

MID-YEAR PROGRESS REVIEW

At a mid-year point, a progress review is conducted. • Actions and impacts of actions taken on priorities identified in Step 3, Initial Meeting, are reviewed. • Any indicators the evaluator identified for specific status update are reviewed. (The student services professional is given notice of these indicators prior to the progress

check, as the feedback expected is more specific than that for the general indicator overview.) • The student services professional is prepared to provide a general overview of actions/processes that apply to all of the domains and practice areas and may include any of the indicators in the district system. Indicators that the evaluator or the student services professional wish to address should be included. • Feedback (state or district equivalent) is used to provide information on all indicators for which there is sufficient evidence to rate proficiency. Actions or inactions resulting in an unsatisfactory rating are communicated. Indicators for which there is insufficient evidence to rate proficiency are noted. Notes or memorandums may be attached to forms to reflect discussion.

PERFORMANCE EVALUATION/YEAR-END MEETING

The evaluation form is prepared and a performance rating is assigned.

• Include relevant and appropriate evidence by appropriate parties entitled to provide input into the evaluation; review evidence of proficiency; and consolidate domain ratings to calculate a proficiency level.

• Establish year-end meeting to discuss SSPEM and student growth measures.

• If the Student Growth Measurement (SGM) score is known, inform the professional how the SSPEM practice score and SGM score combine to a summative performance level of Highly Effective, Effective, Emerging, or Ineffective.

• Review priority growth issues that should be considered during the next evaluation cycle.

SSPEM and the District Framework

The SSPEM is intended to serve as Florida's model that Hardee County District Schools has adopted as a guide as its district performance evaluation system for student services personnel. School districts may have local requirements, initiatives, mandates, or other needs that necessitate aligning the SSPEM with a district-specific evaluation system. **The district has not altered the existing SSPEM domains or practices.**

When implementing the SSPEM, the school district considered the following:

• The research on which the Student Services Personnel Evaluation Model is based: The research associated with each domain provides a deeper understanding of how to implement the model. Evaluators can provide better feedback to evaluatees when they understand the underlying research.

• Inter-rater reliability: With a thorough understanding of the skills expected, and the levels of performance, evaluators should be able to provide similar feedback and ratings so that there is consistent use of the SSPEM across the district.

• Timely feedback: To promote improvement, evaluator feedback must be specific, actionable, and timely.

• Conference procedures: Know meetings and conference protocols and the proper use of forms and records.

• Process and procedures for implementing the SSPEM: Know the timelines, recordkeeping, scoring rules, methods for gathering evidence, and sources to be used.

• Student growth measures: Determine the requirements regarding the measurement of student growth.

• Sources of information about the SSPEM: Where can personnel access guides and documents regarding the SSPEM?

• Additional metrics: Provide training on any additional metrics used to supplement the SSPE rubric.

When adapting to the SSPEM a school district may want to consider the following:

• The SSPEM was designed using five domains and 25 professional practice standards. A school district may choose to supplement the Evaluation Rubric with additional practices that align with local requirements.

• The district may also wish to provide additional evidences of practice that support the student services professional practices that are particular to the district framework and local job responsibilities.

• A school district may choose to label the four levels of performance differently, but they should ensure clear and sufficient differentiation between the levels of performance and provide consistency in meaning across the evaluation system.

As part of the student growth component, districts may have the flexibility to base up to 20 percent of the student growth component using measurable outcomes related to student services professionals

Glossary of Terms

ACTIVE LISTENING: Verification or feedback process, referred to as the single most important listening skill. Operationalized by a genuine interest in understanding what the other person is thinking and feeling before responding.

ASSESSMENT DATA: Student performance on screening, diagnostic, progress monitoring, and formative and summative assessments used as a measure of student achievement or growth.

BARRIERS TO LEARNING: External and/or internal factors that interfere with a student's ability to benefit from instruction.

BEHAVIORAL INSTRUCTION/INTERVENTION: Strategies, procedures, protocols, and supports implemented to modify and/or maintain a student's behavior

CONTINUOUS IMPROVEMENT: Ongoing strategy to identify and monitor skill and professional growth.

CRISIS INTERVENTION SERVICES: Immediate, brief and time-specific clinical response used to stabilize an emergency situation.

DISTRICT IMPROVEMENT PLANS (DIP): Florida's system of school improvement and accountability consistent with and implemented through the districts' continuing system of planning and budgeting.

EFFECTIVENESS: Degree to which instruction/intervention results in the desired outcome

EMERGING: Professional skills are developing, but require supervision, support and/or training to be effective independently.

ENGAGEMENT: Describes various aspects of attachment, belonging and enjoyment and includes perspectives related to behavioral, emotional (affective) and cognitive (investment in learning) areas. Engagement has been shown to correlate positively with achievement and success in school.

EVIDENCE-BASED: Practices/interventions for which there is consistent scientific evidence showing positive student outcomes when implemented with fidelity.

INTERVENTION DESIGN: Process of planning and developing to guide intervention implementation. (The What? Who? How? When? And Where?)

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS): Systemic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

MULTICULTURAL UNDERSTANDING: Refers to sensitivity and appreciation of the language, history, values, experiences, and lifestyles of different groups.

PROBLEM-SOLVING FRAMEWORK: Four-step problem solving process used to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students. The problem-solving process is applicable to all three tiers of instruction/intervention and can be applied at the community, district, school, classroom and/or individual student levels.

PROFESSIONAL LEARNING COMMUNITY (PLC): Self-created community of professionals working in a collaborative, supportive, and interactive learning environment to expand knowledge, improve skills and increase effectiveness

PROGRESS-MONITORING: Scientifically based practice used to assess students' academic performance through brief, frequent assessments of student performance that is used to track student response to instruction and intervention and evaluate the effectiveness of instruction or intervention.

QUALITATIVE DATA: Data collected through focus groups, interviews, opened ended questionnaire items, and other less structured situations. Qualitative data does not draw statistical inferences and often uses explicit sampling strategies and systematic data analysis

REFLECTIVE PRACTICES: The variety of practices, materials and technologies which foster critical, creative and reflective thinking aligned with standards of the profession.

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS: Decision making framework that guides selection, integration, and implementation of the best evidence-based behavioral practices for improving important academic and behavior outcomes for all students.

STUDENT PERFORMANCE DATA: Data measuring student achievement progress used to monitor students' academic progress, evaluate instructional practices, and make decisions in classrooms, schools, and districts.

STUDENT RISK FACTORS: Internal or external influences that potentially impede student achievement.

SUPPORT PLANS: Plan of action, which describes the system of support required to reach a desired goal

SYSTEMS LEVEL: School-wide or district-wide practices/interventions/supports

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Appendix A: Resources

ELECTRONIC RESOURCES

Florida's Multi-Tiered System of Supports (MTSS), http://www.florida-rti.org/floridaMTSS/index.htm

Florida Positive Behavior Support (PBS), http://flpbs.fmhi.usf.edu

Positive Behavioral Intervention & Supports, http://www.pbis.org

Florida Department of Education—District Performance Evaluation Systems, http://www.fldoe.org/profdev/pa.asp

Florida Problem Solving & Response to Intervention Project, http://www.floridarti.usf.edu/

Student Support Services Project, http://sss.usf.edu/

UCLA School Mental Health Project, http://smhp.psych.ucla.edu/

National Association of School Psychologists (NASP), http://www.nasponline.org/index.aspx

National Alliance of Pupil Services Organizations (NAPSO), http://napso.org/

National Association of School Nurses (NASN), http://www.nasn.org

American School Counselor Association (ASCA), http://www.schoolcounselor.org/

School Social Work Association of America (SSWAA), http://www.sswaa.org/

Appendix B: Research Support for Practices in the SSPEM Model

The following identifies research that supports practices within each of the domains of the SSPEM.

DATA-BASED DECISION MAKING AND EVALUATION OF PRACTICES

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INSTRUCTION/INTERVENTION PLANNING AND DESIGN

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FLORIDA DEPARTMENT OF EDUCATION

Pam Stewart
Commissioner of Education

COUNTDOWN
TO COMMON CORE

August 6, 2013

Mr. David Durastanti
Superintendent
Hardee County Public Schools
1009 North 6th Avenue
Wauchula, Florida 33873-1678

Dear Superintendent Durastanti:

Thank you for submitting your district's Non-classroom Instructional Personnel Evaluation System to the Florida Department of Education. Hardee County School District's evaluation system has been approved for the 2012-13 school year. The documentation your staff provided clearly reflects your district's commitment in the redevelopment of evaluation systems that focus on improving proficiency on instructional practices that impact student learning. Please be advised, due to legislative revisions affecting Section 1012.34, Florida Statutes, contained in Senate Bill 1664, districts may need to revise their teacher evaluation systems for 2013-14 regarding the use of school-wide student performance data. Information and technical assistance regarding these changes will be shared with all districts as soon as possible.

Please contact me or my staff if you should have any questions or concerns. Should you revise your Non-classroom Instructional Personnel Evaluation System in the future, please submit any changes to the Department for review and approval. We continue to strongly encourage all districts to take full advantage of the technical assistance offered by the Department under Race to the Top. Your leadership in your district and throughout the state is vital to the success of all of our students.

For questions or concerns, please contact Eileen McDaniel (Eileen.McDaniel@fldoe.org/850-245-0562) or Dr. John Moore (John.Moore@fldoe.org/850-245-0546).

Sincerely,

Eileen L. McDaniel

cc: Woody Caligan, Deputy Superintendent