

#### **6A-5.030 District Instructional Personnel and School Administrator Evaluation Systems.**

(1) The purpose of this rule is to set forth the requirements for the annual evaluation of instructional personnel and school administrators pursuant to Section 1012.34, F.S., by establishing criteria and implementing procedures for the school district systems; delineating the responsibilities of the school district and Department of Education (Department); setting forth submission, review and approval criteria; and prescribing reporting and monitoring requirements.

(2) Definitions. The following definitions, listed alphabetically, shall be used in this rule and incorporated documents:

(a) “Assessments” means the methods or tools used to evaluate, measure, and document student performance and growth.

(b) “Contemporary research” means professional research studies that provide evidence of the impact of instructional practice and instructional leadership. Research findings are considered “contemporary” when conducted within the last ten (10) years or where the continued validity of less recent findings is supported by research conducted within the last ten (10) years.

(c) “Descriptors” means the role-based requirements of school administrators to demonstrate mastery of each of the Florida Educational Leadership Standards or the requirements of instructional personnel to demonstrate mastery of each of the Florida Educator Accomplished Practices.

(d) “Florida Educator Accomplished Practices” or “FEAP” means the six (6) practices, including the descriptors within, described in subsection 6A-5.065(2), F.A.C., which is hereby incorporated by reference ([Add new approved FEAP link http://www.flrules.org/Gateway/reference.asp?No=Ref-16026](http://www.flrules.org/Gateway/reference.asp?No=Ref-16026)). A copy of Rule 6A-5.065, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(e) “Florida Educational Leadership Standards” or “FELS” means the eight (8) practices, including all descriptors, described in Rule 6A-5.080, F.A.C., which is hereby incorporated by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16027>). A copy of Rule 6A-5.080, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(f) An “indicator” is a description of a specific behavior or strategy.

(g) “Instructional personnel” means instructional personnel as defined in Sections 1012.01(2)(a)-(d), F.S., excluding substitute teachers.

(h) “Newly hired by the district” means the first calendar year in which classroom teachers are employed by the school district in a full-time instructional position. Such personnel are “newly hired” for their first year of employment in a district regardless of their prior work experience elsewhere or in the employing school district.

(i) “Observation” means the monitoring actions in evaluation systems that contribute evidence of performance or the impact of performance on others. Evidence collected through observation contributes to the summative evaluation rating and may be used for formative feedback. District evaluation systems may provide that observations are formal or informal; announced or unannounced; and whether they are conducted by supervisors, mentors, or peers who are trained in the evaluation system. The length of time of an observation event and the type of school activity observed may vary and is determined by the evidence of practice that is sought.

(j) “Performance standards” are the statements or cut points establishing how well individuals must perform within each criterion of the evaluation – performance of students, instructional practice or instructional leadership, and other indicators of performance – to achieve the four designated performance levels.

(k) “Research-based framework” means an approach used in an evaluation system to assess and provide feedback on either instructional practice or instructional leadership. A research-based framework is based on contemporary research and includes implementation procedures designed to support the successful use of the framework for evaluation and continuous improvement.

(l) “Rubric” means a tool or set of indicators of practice used to distinguish among proficiency levels or classify performance.

(m) “School administrator” means school administrator as defined in Section 1012.01(3)(c), F.S.

~~(n)~~ “School counselor” means school counselors as defined by Rule 6A-5.079, F.A.C.

~~(o)(+)~~ “Substantial revisions” means revisions other than editing for grammar, name changes, or year updates.

~~(p)(+)~~ “Summative evaluation rating” means the final, combined rating of performance for an annual evaluation that includes student performance, instructional practice or instructional leadership, and, if applicable, other indicators of performance. There are four (4) performance levels: highly effective; effective; needs improvement, or, for teachers in the first three (3) years of employment, developing; and unsatisfactory.

~~(q)(+)~~ “Value-added model” or “VAM” means a statistical model used for the purpose of determining an individual teacher’s or school administrator’s contribution to student learning, as established in Rule 6A-5.0411, F.A.C., which is hereby incorporated by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16028>). A copy of Rule 6A-5.0411, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(3) Evaluation Systems Requirements. To receive approval of its evaluation systems, the school district must provide the following:

(a) Evaluation System Overview. For instructional personnel and school administrators, the purpose and a summary of the evaluation system.

(b) Evaluation Procedures. For instructional personnel and school administrators, on an annual basis:

1. When and how personnel are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process;

2. When and how many observations take place; and,

3. When and how many summative evaluations are conducted.

(c) Evaluation Criteria.

1. Performance of Students. For instructional personnel and school administrators:

a. Percentage of the evaluation based on student performance; and,

b. Description of the step-by-step calculation for determining the student performance rating, including performance standards for differentiating performance.

2. Instructional Practice. For instructional personnel:

a. Percentage of the evaluation based on instructional practice; and,

b. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

3. Instructional Leadership. For school administrators:

a. Percentage of the evaluation based on instructional leadership; and,

b. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

4. Other Indicators of Performance. For instructional personnel and school administrators, if the school district chooses to include such additional indicators:

a. Percentage of the evaluation based on other indicators of performance;

b. Description of the additional performance indicators; and,

c. Description of the step-by-step calculation for determining the other indicators of performance rating, including performance standards for differentiating performance.

5. Summative Evaluation Rating.

a. For instructional personnel:

(I) Description of the step-by-step calculation for determining the summative rating; and,

(II) Sample summative rating calculations to illustrate how a second grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating.

b. For school administrators:

(I) Description of the step-by-step calculation for determining the summative rating; and,

(II) Sample summative rating calculations to illustrate how an elementary principal and a high school assistant principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

(d) Additional requirements.

1. For instructional personnel and school administrators:

a. Confirmation that the evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

b. Confirmation that the school district provides training programs and has processes that ensure:

c. Acknowledgment that the evaluation procedures established by the district school superintendent set the standards of service to be offered to the public within the meaning of Section 447.209, F.S., and are not subject to mandatory collective bargaining.

(I) Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and,

(II) Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures;

d. Confirmation that the school district evaluation procedures comply with the following:

(I) The evaluator is the individual responsible for supervising the employee, and the evaluator is authorized to consider input from

other personnel trained on the evaluation system;

(II) The evaluator provides timely feedback to the employee that supports the improvement of professional skills;

(III) The evaluator submits a written report to the employee no later than ten (10) days after the evaluation takes place;

(IV) The evaluator discusses the written evaluation report with the employee;

(V) The employee has the right to initiate a written response to the evaluation and the response becomes a permanent attachment to his or her personnel file;

(VI) The evaluator submits a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract; and,

(VII) The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within ninety (90) days after the close of the school year.

e. Confirmation that the school district has procedures for the use of evaluation results to inform the planning of professional development, and the learning of school and district improvement plans.

f. Confirmation that the school district ensures personnel who have been evaluated as less than effective are required to participate in specific professional learning programs.

g. Confirmation that the school district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.

h. Confirmation that the district school superintendent annually notifies the Department of Education of any personnel who receive two (2) consecutive unsatisfactory evaluation ratings, or are given written notice by the school district of intent to terminate or not renew their employment, as outlined in Section 1012.34(5), F.S. This reporting shall be completed in accordance with the FDOE Information Database Requirements: Volume II – Automated Staff Information System, as established in Rule 6A-1.0014, F.A.C., which is hereby incorporated by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16029>). A copy of Rule 6A-1.0014, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

i. Confirmation that the school district has a process for annually monitoring its evaluation system that enables it to determine the following:

(I) Compliance with the requirements of Section 1012.34, F.S., and this rule;

(II) Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;

(III) Evaluators provide necessary and timely feedback to employees being evaluated;

(IV) Evaluators follow district policies and procedures in the implementation of evaluation system(s);

(V) Use of evaluation data to identify individual professional learning; and,

(VI) Use of evaluation data to inform school and district improvement plans.

2. For instructional personnel:

a. Confirmation that the observation instrument(s) to be used for classroom teachers include indicators based on each of the FEAP.

b. Confirmation that the observation instrument(s) to be used for non-classroom instructional personnel who are not certified school counselors include indicators based on the FEAP, and may include specific job expectations related to student support.

c. Confirmation that the observation instruments(s) to be used for certified school counselors include indicators based on the Florida School Counseling Standards as defined by Rule 6A-5.079, F.A.C.

~~d.-e.~~ Confirmation that the school district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

~~e.-d.~~ Confirmation that the district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

~~f.-e.~~ Confirmation that the school district provides opportunities for parents to provide input into performance evaluations, when the school district determines such input is appropriate.

~~g.-f.~~ Confirmation that the school district ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year, and classroom teachers newly hired by the school district are observed and evaluated at least twice in the first year of teaching in the school district.

~~h.-g.~~ Acknowledgment that the instructional practice evaluation procedures and criteria under Section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.

~~i.h.~~ Confirmation that the district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

3. For school administrators:

a. Confirmation that the observation instrument(s) to be used for school administrators include indicators based on each set of descriptors of the FELS.

b. Confirmation that the school district ensures all school administrators are evaluated at least once a year.

c. Confirmation that the school district provides opportunities for parents and instructional personnel to provide input into performance evaluations, when the school district determines such input is appropriate.

(e) Additional Documentation.

1. For instructional personnel who are not certified school counselors:

a. Crosswalk from the school district's evaluation framework to each of the FEAP; and,

b. Observation rubric(s) to be used for classroom and non-classroom teachers who are not certified school counselors that include indicators based on each of the FEAP.

2. For certified school counselors:

a. Crosswalk from the school district's evaluation framework to each of the Florida School Counseling Standards; and

b. Observation rubric(s) to be used for school counselors that include indicators based on each of the Florida School Counseling Standards.

~~3.2.~~ For school administrators:

a. Crosswalk from the school district's evaluation framework to each of the FELS; and,

b. Observation rubric(s) to be used for school principals and assistant principals that include indicators based on each of the role-specific descriptors of the FELS and other leadership practices that result in student learning growth, as identified by the school district.

3. For instructional personnel and school administrators:

a. List of the assessments and performance standards that will apply to the assessment results to be used for calculating the performance of students; and,

b. Summative evaluation form(s).

(4) Submission Process.

(a) School districts shall submit an evaluation system to the Department for review and approval within fifteen (15) days of the system being revised and prior to school board approval. Beginning in the 2023-24 school year, school districts shall submit a revised system on the forms outlined in paragraph (4)(b) of this rule.

(b) Instructional personnel evaluation systems shall be submitted using the Instructional Evaluation System Template, Form IEST-2023~~6~~, and school administrator evaluation systems shall be submitted using the Administrative Evaluation System Template, Form AEST-2023.

(c) Evaluation systems and all required supporting documentation shall be submitted electronically to DistrictEvalSysEQ@fldoe.org.

(5) Review and Approval Process. The review and approval process is a part of the Department's process for monitoring evaluation systems pursuant to Sections 1012.34(1)(b) and (8), F.S. Following the submission of an evaluation system:

(a) The Department shall review the form and documentation to determine whether the school district has submitted a complete evaluation system with the content required by subsection (3) of this rule, and in the format required by subsection (4) of this rule.

(b) The Department shall, within thirty (30) days from the receipt of the evaluation system, provide written notification to the school district that identifies omitted elements, or, if there are no omitted elements, that the submission is complete.

(c) The school district shall, within thirty (30) days from the notification provided in paragraph (5)(b) of this rule, address the omitted elements and resubmit the evaluation system to the Department.

(d) The Department shall, within thirty (30) days from the resubmission of the evaluation system, provide written notification to the district school superintendent of the evaluation system approval status. The approval status designations and the effect of these designations are as follows:

1. Approved. An evaluation system shall be approved, if the system meets the requirements outlined in subsection (6) of this rule. A school district may implement the evaluation system after receiving notification of Department approval.

2. Denied. An evaluation system shall be denied if the system does not meet the requirements outlined in subsection (6) of this rule. The school district shall make revisions to the system, based in part on feedback from the Department, and resubmit the plan to the Department for review and approval; a district may not implement a denied evaluation system. Upon request by the school district,

the Department shall provide assistance in developing or improving an evaluation system.

(6) Approval Criteria.

(a) An evaluation system shall be approved when the system:

1. Is submitted to DistrictEvalSysEQ@fldoe.org;
2. Is submitted on the forms required by paragraph (4)(b) of this rule;
3. Fulfills the requirements of subsection (3) of this rule; and,
4. Is found by the Department to create the conditions necessary to increase student academic performance and learning growth by improving the quality of instructional, administrative, and supervisory services in the school district.

(b) An evaluation system shall maintain its approval designation if it continues to comply with the requirements listed in Section 1012.34, F.S., and this rule; the school district is implementing the evaluation system as approved by the Department; and any areas of noncompliance identified through the monitoring process outlined in subsection (7) of this rule, are addressed within the Department's prescribed timeline.

(7) Implementation Monitoring.

In addition to the procedures described in subsection (5) of this rule, the Department shall monitor the school district's implementation of its approved evaluation systems pursuant to Section 1012.34(1)(b), F.S.

(a) The Department shall annually select no less than ten (10) percent of school districts to monitor, prioritized based on the following factors: the district percentage of schools receiving a grade of "D" or "F" pursuant to Section 1008.34, F.S.; the distribution of personnel in each of the four (4) performance levels provided in Section 1012.34(2)(c), F.S.; findings of evidence of noncompliance with the requirements of Section 1012.34, F.S., or this rule during monitoring; requests for assistance; and the length of time since the last monitoring event.

(b) The Department shall provide the school district with no less than sixty (60) days' notice of a monitoring event.

(c) The school district shall, within thirty (30) days of the receipt of the notification of monitoring, submit a report to the Department of the results of its annual self-monitoring pursuant to sub-subparagraph (3)(d)1.h., during the preceding five (5) years. The report shall include any improvements the school district has made to its evaluation processes as a result of its own monitoring.

(d) The Department shall conduct monitoring of the school district, documenting evidence that the school district is in compliance with the evaluation system requirements listed in Section 1012.34, F.S., and this rule, and implementing its system as approved.

(e) The Department shall, upon completion of monitoring, provide the school district with a report of the results that identifies any strengths and areas of noncompliance.

(f) The school district shall, upon receipt of the monitoring report, receive no more than sixty (60) days to implement corrective actions to address areas of noncompliance and submit documentation of compliance to the Department.

(8) Forms. The following forms are hereby incorporated by reference:

Instructional Evaluation System Template, Form IEST-~~20262018~~ (November ~~20262023~~) and (~~Add new approved template~~ <http://www.flrules.org/Gateway/reference.asp?No=Ref-16030>) and Administrative Evaluation System Template, Form AEST-2023 (May 2023) (<http://www.flrules.org/Gateway/reference.asp?No=Ref-15295>). Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

*Rulemaking Authority 1012.34(8) 1012.98(9) FS. Law Implemented 1012.34, 1012.98 FS. History—New 6-19-01, Formerly 6B-4.010, Amended 9-9-15, 4-30-18, 5-23-23, 8-22-23, 11-21-23.*

# School District of [District] County

## Instructional Personnel Evaluation System



### Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.).

### Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

### Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to [DistrictEvalSysEQ@fldoe.org](mailto:DistrictEvalSysEQ@fldoe.org).

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

## Table of Contents

|                                                                                                                                  |              |
|----------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Part I: Evaluation System Overview .....</b>                                                                                  | <b>#</b>     |
| <b>Part II: Evaluation System Requirements .....</b>                                                                             | <b>#</b>     |
| <b>Part III: Evaluation Procedures .....</b>                                                                                     | <b>#</b>     |
| <b>Part IV: Evaluation Criteria .....</b>                                                                                        | <b>#</b>     |
| A. Instructional Practice .....                                                                                                  | #            |
| B. Other Indicators of Performance .....                                                                                         | #            |
| C. Performance of Students .....                                                                                                 | #            |
| D. Summative Rating Calculation .....                                                                                            | #            |
| <b>Appendices .....</b>                                                                                                          | <b>#</b>     |
| Appendix A – Evaluation Framework Standards <u>for Instructional Personnel Who Are Not<br/>Certified School Counselors</u> ..... | #            |
| Appendix B – Evaluation Framework Standards for Certified School Counselors .....                                                | #            |
| Appendix C – Observation Instruments for Classroom Teachers .....                                                                | #            |
| Appendix D – Observation Instruments for Non-Classroom Instructional Personnel .....                                             | #            |
| Appendix E – Observation Instruments for Certified School Counselors .....                                                       | #            |
| Appendix F – Student Performance Measures.....                                                                                   | #            |
| Appendix G – Summative Evaluation Forms .....                                                                                    | #            |
| Appendix H – Summative Evaluation Forms for Certified School Counselors .....                                                    | #            |
| <del>Appendix B – Observation Instruments for Classroom Teachers .....</del>                                                     | <del>#</del> |
| <del>Appendix C – Observation Instruments for Non-Classroom Instructional Personnel .....</del>                                  | <del>#</del> |
| <del>Appendix D – Student Performance Measures .....</del>                                                                       | <del>#</del> |
| <del>Appendix E – Summative Evaluation Forms .....</del>                                                                         | <del>#</del> |

## Part I: Evaluation System Overview

*In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.*

## Part II: Evaluation System Requirements

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

### System Framework

- ☐ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- ☐ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAP) adopted by the State Board of Education.
- ☐ The observation instrument(s) to be used for non-classroom instructional personnel who are not certified school counselors include indicators based on the FEAP and may include specific job expectations related to student support.
- ☐ The observation instrument(s) to be used for certified school counselors include indicators based on the Florida School Counseling Standards adopted by the State Board of Education.

### Training

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

### Data and Reporting

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

### District Procedures

- ☐ The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of Section 447.209, F.S., and are not subject to mandatory collective bargaining.
- ☐ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- ☐ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- ☐ The district acknowledges that the instructional practice evaluation procedures and criteria under Section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback or professional learning.
- ☐ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☐ The district's evaluation procedures comply with the following statutory requirements in accordance with Section 1012.34, F.S.
  - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
  - The evaluator must provide timely feedback to the employee who supports the improvement of professional skills.
  - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
  - The evaluator must discuss the written evaluation report with the employee.
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### Use of Results

- ☐ The district has procedures for how evaluation results will be used to inform the:
  - Planning of professional learning; and
  - Development of school and district improvement plans.
- ☐ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional learning programs, pursuant to Section 1012.98(11), F.S.

### Notifications

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

### District Self-Monitoring

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

## Part III: Evaluation Procedures

*In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.*

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

| Instructional Personnel Group        | When Personnel are Informed | Method(s) of Informing |
|--------------------------------------|-----------------------------|------------------------|
| Classroom and Non-Classroom Teachers |                             |                        |
| <u>Certified School Counselors</u>   |                             |                        |
| Newly Hired Classroom Teachers       |                             |                        |
| Late Hires                           |                             |                        |

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

| Instructional Personnel Group                 | Number of Observations | When Observations Occur | When Observation Results are Communicated to Personnel |
|-----------------------------------------------|------------------------|-------------------------|--------------------------------------------------------|
| <b>Classroom and Non-Classroom Teachers</b>   |                        |                         |                                                        |
| Hired before the beginning of the school year |                        |                         |                                                        |
| Hired after the beginning of the school year  |                        |                         |                                                        |
| <b>Newly Hired Classroom Teachers</b>         |                        |                         |                                                        |
| Hired before the beginning of the school year |                        |                         |                                                        |
| Hired after the beginning of the school year  |                        |                         |                                                        |

## Instructional Evaluation System

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

| Instructional Personnel Group                           | Number of Evaluations | When Evaluations Occur | When Evaluation Results are Communicated to Personnel |
|---------------------------------------------------------|-----------------------|------------------------|-------------------------------------------------------|
| <b>Classroom, Non-Classroom Instructional Personnel</b> |                       |                        |                                                       |
| Hired before the beginning of the school year           |                       |                        |                                                       |
| Hired after the beginning of the school year            |                       |                        |                                                       |
| <b>Newly Hired Classroom Instructional Personnel</b>    |                       |                        |                                                       |
| Hired before the beginning of the school year           |                       |                        |                                                       |
| Hired after the beginning of the school year            |                       |                        |                                                       |

## Part IV: Evaluation Criteria

### A. Instructional Practice

*In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.*

1. Pursuant to Ssection 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In \_\_\_\_\_ County, instructional practice accounts for \_\_\_\_% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

### B. Other Indicators of Performance

*In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.*

1. Pursuant to Ssection 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In \_\_\_\_\_ County, other indicators of performance account for \_\_\_\_% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.

3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

### C. Performance of Students

*In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.*

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

### D. Summative Rating Calculation

*In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.*

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.
2. Pursuant to Section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a second grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating, respectively.

## **Appendix A – Evaluation Framework Standards for Instructional Personnel Who Are Not Certified School Counselors**

*In Appendix A, the district shall include a matrix of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAP).*

| <b>Alignment to the Florida Educator Accomplished Practices</b>                                                                                                                                                                                                                                                                                                                                                                                           |                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>Practice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Evaluation Indicators</b> |
| <b><u>1. Professional Responsibilities and Ethics</u></b>                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
| <i>The educator adheres to:</i>                                                                                                                                                                                                                                                                                                                                                                                                                           |                              |
| a. <u>Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.;</u> |                              |
| b. <u>The rights of students and parents enumerated in Sections 1002.20, 1014.04, 1003.42(3)(a), F.S.;</u>                                                                                                                                                                                                                                                                                                                                                |                              |
| c. <u>The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.; and</u>                                                                                                                                                                                                                                                                                                                          |                              |
| d. <u>Laws, policies, and professional norms through the timely completion and application of certification and professional learning requirements.</u>                                                                                                                                                                                                                                                                                                   |                              |
| <b><u>2. Professional Learning, Content Knowledge, and Pedagogy</u></b>                                                                                                                                                                                                                                                                                                                                                                                   |                              |
| <i>The educator:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                              |
| a. <u>Engages in relevant professional learning to continuously improve content knowledge and instruction grounded in the cognitive science of learning;</u>                                                                                                                                                                                                                                                                                              |                              |
| b. <u>Embeds content knowledge and grade-level benchmarks into instructional practices; and</u>                                                                                                                                                                                                                                                                                                                                                           |                              |
| c. <u>Reflects on instructional effectiveness for professional growth.</u>                                                                                                                                                                                                                                                                                                                                                                                |                              |
| <b><u>3. Preparation and Planning</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
| <i>The educator:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                              |
| a. <u>Plans evidence-based instruction for students to retain knowledge, think critically, and apply learning;</u>                                                                                                                                                                                                                                                                                                                                        |                              |
| b. <u>Prepares instruction aligned to learning goals, assessments, student learning outcomes, and Florida's state academic standards; and</u>                                                                                                                                                                                                                                                                                                             |                              |
| c. <u>Analyzes student work to plan and adjust instruction.</u>                                                                                                                                                                                                                                                                                                                                                                                           |                              |
| <b><u>4. Learning Environment</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |
| <i>The educator:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                              |
| a. <u>Communicates high expectations for all students;</u>                                                                                                                                                                                                                                                                                                                                                                                                |                              |
| b. <u>Implements clear rules and routines;</u>                                                                                                                                                                                                                                                                                                                                                                                                            |                              |
| c. <u>Organizes and manages students, classroom resources, time, and space; and</u>                                                                                                                                                                                                                                                                                                                                                                       |                              |
| d. <u>Adapts the learning environment with appropriate support to meet the needs of all students while ensuring consistency with Section 1000.071, F.S.</u>                                                                                                                                                                                                                                                                                               |                              |

## Instructional Evaluation System

### 5. Instructional Delivery

*The educator:*

- |                                                                                                              |  |
|--------------------------------------------------------------------------------------------------------------|--|
| a. Maintains an appropriate instructional pace that maximizes student learning time;                         |  |
| b. Uses high-impact instructional practices grounded in the principles of the cognitive science of learning; |  |
| c. Checks for understanding to adapt instruction as needed; and                                              |  |
| d. Delivers timely, specific, and actionable feedback.                                                       |  |

### 6. Data and Assessment

*The educator:*

- |                                                                                                     |  |
|-----------------------------------------------------------------------------------------------------|--|
| a. Knows and understands how to assess student mastery of academic standards;                       |  |
| b. Analyzes data from multiple sources to inform instruction; and                                   |  |
| c. Monitors student progress, provides feedback, and communicates outcomes to parents and students. |  |

## Alignment to the Florida Educator Accomplished Practices

### Foundational Principles

*The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.*

1. ~~The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.~~
2. ~~The effective educator demonstrates deep and comprehensive knowledge of the subject taught.~~
3. ~~The effective educator exemplifies the standards of the profession.~~
4. ~~The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.~~

### Practice

### Evaluation Indicators

#### 1. Instructional Design and Lesson Planning

*Applying concepts from human development and learning theories, the effective educator consistently:*

- |                                                                                                                                                                                                                                                                    |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;                                                                                                                                              |  |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge;                                                                                                                                                                                |  |
| c. Designs instruction for students to achieve mastery;                                                                                                                                                                                                            |  |
| d. Selects appropriate formative assessments to monitor learning;                                                                                                                                                                                                  |  |
| e. Uses diagnostic student data to plan lessons;                                                                                                                                                                                                                   |  |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and                                                                                                                                         |  |
| g. Provides classroom instruction to students in prekindergarten through grade 12 that is age- and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(e)3., F.S. |  |

#### 2. The Learning Environment

*To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:*

- |                                                                                     |  |
|-------------------------------------------------------------------------------------|--|
| a. Organizes, allocates, and manages the resources of time, space, and attention;   |  |
| b. Manages individual and class behaviors through a well-planned management system; |  |
| c. Conveys high expectations to all students;                                       |  |

## Instructional Evaluation System

|                                                                                                                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| d. <del>Respects students' cultural linguistic and family background;</del>                                                                                                                   |  |
| e. <del>Models clear, acceptable oral and written communication skills;</del>                                                                                                                 |  |
| f. <del>Maintains a climate of openness, inquiry, fairness and support;</del>                                                                                                                 |  |
| g. <del>Integrates current information and communication technologies;</del>                                                                                                                  |  |
| h. <del>Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;</del> |  |
| i. <del>Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and</del>    |  |
| j. <del>Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.</del>                                                       |  |

### 3. Instructional Delivery and Facilitation

*The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:*

- |                                                                                                                                                                                     |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| a. <del>Deliver engaging and challenging lessons;</del>                                                                                                                             |  |
| b. <del>Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</del>                  |  |
| c. <del>Identify gaps in students' subject matter knowledge;</del>                                                                                                                  |  |
| d. <del>Modify instruction to respond to preconceptions or misconceptions;</del>                                                                                                    |  |
| e. <del>Relate and integrate the subject matter with other disciplines and life experiences;</del>                                                                                  |  |
| f. <del>Employ questioning that promotes critical thinking;</del>                                                                                                                   |  |
| g. <del>Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</del> |  |
| h. <del>Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</del>                                     |  |
| i. <del>Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,</del>                                                      |  |
| j. <del>Utilize student feedback to monitor instructional needs and to adjust instruction.</del>                                                                                    |  |

### 4. Assessment

*The effective educator consistently:*

- |                                                                                                                                                                                                 |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| a. <del>Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;</del> |  |
| b. <del>Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;</del>                                                                        |  |
| c. <del>Uses a variety of assessment tools to monitor student progress, achievement and learning gains;</del>                                                                                   |  |
| d. <del>Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;</del>                                                                       |  |
| e. <del>Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,</del>                                                        |  |
| f. <del>Applies technology to organize and integrate assessment information.</del>                                                                                                              |  |

### 5. Continuous Professional Improvement

*The effective educator consistently:*

- |                                                                                                                                                                                                      |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| a. <del>Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;</del>                                                                         |  |
| b. <del>Examines and uses data-informed research to improve instruction and student achievement;</del>                                                                                               |  |
| c. <del>Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;</del> |  |

## Instructional Evaluation System

|                                                                                                                                                             |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <del>d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;</del> |  |
| <del>e. Engages in targeted professional growth opportunities and reflective practices; and,</del>                                                          |  |
| <del>f. Implements knowledge and skills learned in professional development in the teaching and learning process.</del>                                     |  |

### **6. Professional Responsibility and Ethical Conduct**

*Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:*

- |                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <del>a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;</del> |  |
| <del>b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and</del>                                                                                                                                                                                                                                                                                                                                     |  |
| <del>c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.</del>                                                                                                                                                                                                                                                                                                       |  |

## **Appendix B – Evaluation Framework Standards for Certified School Counselors**

*In Appendix B, the district shall include a matrix of the district's evaluation framework to each of the Florida School Counseling Standards.*

| <b><u>Alignment to the Florida School Counseling Standards</u></b>                                                                                                                                                                                                                                                                                                               |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b><u>Practice</u></b>                                                                                                                                                                                                                                                                                                                                                           | <b><u>Evaluation Indicators</u></b> |
| <b><u>1. Professional, Legal and Ethical Expectations</u></b>                                                                                                                                                                                                                                                                                                                    |                                     |
| <i>School counselors act ethically and according to professional standards to promote the academic success and well-being of all students. School counselors:</i>                                                                                                                                                                                                                |                                     |
| a. <u>Hold self accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., local school board, and governing board policies;</u> |                                     |
| b. <u>Adhere to the state and federal legal rights of students and parents or guardians with regard to student records per Rule 6A-1.0955, F.A.C.; and</u>                                                                                                                                                                                                                       |                                     |
| c. <u>Seek opportunities for professional learning applicable to the role of a school counselor.</u>                                                                                                                                                                                                                                                                             |                                     |
| <b><u>2. Data-Driven Planning</u></b>                                                                                                                                                                                                                                                                                                                                            |                                     |
| <i>Effective school counselors utilize resources including available school data to guide decision making and counseling services. School counselors:</i>                                                                                                                                                                                                                        |                                     |
| a. <u>Gather and synthesize data from a variety of sources to inform the School Counseling Program;</u>                                                                                                                                                                                                                                                                          |                                     |
| b. <u>Communicate data from a variety of sources to students and parents or guardians; and</u>                                                                                                                                                                                                                                                                                   |                                     |
| c. <u>Apply appropriate use of data and technology in supporting student learning and development.</u>                                                                                                                                                                                                                                                                           |                                     |
| <b><u>3. School Counseling Program</u></b>                                                                                                                                                                                                                                                                                                                                       |                                     |
| <i>Effective school counselors develop, implement and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students. School counselors:</i>                                                                                                                                                                            |                                     |
| a. <u>Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.;</u>                                                                                                                                                             |                                     |
| b. <u>Apply principles and practices of crisis planning, response and preventative programs;</u>                                                                                                                                                                                                                                                                                 |                                     |
| c. <u>Apply practices for identifying and closing gaps in student achievement; and</u>                                                                                                                                                                                                                                                                                           |                                     |
| d. <u>Apply strategies for progress monitoring and sharing School Counseling Program outcomes.</u>                                                                                                                                                                                                                                                                               |                                     |
| <b><u>4. Consultation, Collaboration and Coordination</u></b>                                                                                                                                                                                                                                                                                                                    |                                     |
| <i>Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students. School counselors:</i>                                                                                                                                                                                                                    |                                     |

## Instructional Evaluation System

| <u><b>Alignment to the Florida School Counseling Standards</b></u>                                                                                                                                                                                                                                                                      |                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <u><b>Practice</b></u>                                                                                                                                                                                                                                                                                                                  | <u><b>Evaluation Indicators</b></u> |
| a. <u>Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel, and community partners;</u>                                                                                                                                                                     |                                     |
| b. <u>Maintain high visibility and accessibility, and actively listen to and respond to parents or guardians, students, district and school personnel, and community partners;</u>                                                                                                                                                      |                                     |
| c. <u>Recognize parents or guardians, students, district and school personnel, and community partners for contributions and engagement that enhance the school community;</u>                                                                                                                                                           |                                     |
| d. <u>Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel, and families on student expectations and academic performance;</u>                                                                                                                          |                                     |
| e. <u>Utilize state, local school board and governing board policies and procedures to make appropriate community-based referrals; and</u>                                                                                                                                                                                              |                                     |
| f. <u>Apply effective methods and skills for coordinating with community partners in the implementation of a school counseling program.</u>                                                                                                                                                                                             |                                     |
| <u><b>5. Counseling Services</b></u>                                                                                                                                                                                                                                                                                                    |                                     |
| <u>Effective school counselors provide direct and indirect services that support the safety, mental health and well-being of all students. School counselors:</u>                                                                                                                                                                       |                                     |
| a. <u>Apply counseling skills when delivering evidence-based, direct services to individual students and groups;</u>                                                                                                                                                                                                                    |                                     |
| b. <u>Assist with the provision of resiliency education, civic and character education, and life skill education in the classroom setting; and</u>                                                                                                                                                                                      |                                     |
| c. <u>Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation.</u>                                                                                                                                                                                                                |                                     |
| <u><b>6. Academic Advising and Planning</b></u>                                                                                                                                                                                                                                                                                         |                                     |
| <u>Effective school counselors cultivate a caring, rigorous and supportive school community that promotes the academic success and well-being of all students. School counselors:</u>                                                                                                                                                   |                                     |
| a. <u>Promote awareness of student progression, assessment requirements, appropriate educational placement and high school graduation requirements;</u>                                                                                                                                                                                 |                                     |
| b. <u>Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities;</u>                                                                                                                                                                                   |                                     |
| c. <u>Provide all students with opportunities for academic enrichment; and</u>                                                                                                                                                                                                                                                          |                                     |
| d. <u>Support students who are identified as academically at-risk.</u>                                                                                                                                                                                                                                                                  |                                     |
| <u><b>7. Career Development and Postsecondary Planning</b></u>                                                                                                                                                                                                                                                                          |                                     |
| <u>Effective school counselors provide opportunities for all students to develop the behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic. School counselors:</u> |                                     |
| a. <u>Promote awareness of application and admission processes for various postsecondary options, including financial resources such as the Free Application for Federal Student Aid and Florida Financial Aid Application for all students and families;</u>                                                                           |                                     |

| <u>Alignment to the Florida School Counseling Standards</u>                                                                                                                                                                             |                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <u>Practice</u>                                                                                                                                                                                                                         | <u>Evaluation Indicators</u> |
| b. <u>Apply school counseling strategies and activities that address students' college and career readiness across developmental levels, including decision-making approaches for students in various stages of career development;</u> |                              |
| c. <u>Apply procedures of formal and informal career inventories and data-driven methods for evaluating students' college and career readiness;</u>                                                                                     |                              |
| d. <u>Apply college and career readiness counseling services and schoolwide approaches across all levels that promote lifelong learning and career success;</u>                                                                         |                              |
| e. <u>Utilize resources that provide students with personalized information about postsecondary and career and technical educational opportunities and sources of financial assistance; and</u>                                         |                              |
| f. <u>Apply counseling services to address the challenges experienced by students.</u>                                                                                                                                                  |                              |

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

*In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.*

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

*In Appendix D, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.*

### **Appendix E – Observation Instruments for School Counselors**

*In Appendix E, the district shall include the observation rubric(s) to be used for collecting data for school counselors.*

## Appendix F – Student Performance Measures

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

| <u>Student Performance Measures</u>                                                      |                      |                                |
|------------------------------------------------------------------------------------------|----------------------|--------------------------------|
| <u>Teaching Assignment</u>                                                               | <u>Assessment(s)</u> | <u>Performance Standard(s)</u> |
| <u>Pre-Kindergarten (PK)</u>                                                             |                      |                                |
| <u>Kindergarten (K)</u>                                                                  |                      |                                |
| <u>First Grade (1)</u>                                                                   |                      |                                |
| <u>Second Grade (2)</u>                                                                  |                      |                                |
| <u>Third Grade (3)</u>                                                                   |                      |                                |
| <u>Fourth Grade (4)</u>                                                                  |                      |                                |
| <u>Fifth Grade (5)</u>                                                                   |                      |                                |
| <u>Other (K-5)</u><br><u>(including non-classroom</u><br><u>instructional personnel)</u> |                      |                                |
| <u>English/Language</u><br><u>Arts, Reading Courses</u><br><u>(6-8)</u>                  |                      |                                |
| <u>Math Courses (6-8)</u>                                                                |                      |                                |
| <u>Science Courses (8)</u>                                                               |                      |                                |
| <u>Other (6-8)</u><br><u>(including non-classroom</u><br><u>instructional personnel)</u> |                      |                                |
| <u>English 1</u>                                                                         |                      |                                |
| <u>English 2</u>                                                                         |                      |                                |
| <u>English 3</u>                                                                         |                      |                                |
| <u>English 4</u>                                                                         |                      |                                |
| <u>AP English Comp</u>                                                                   |                      |                                |
| <u>Algebra 1 (Honors);</u><br><u>Algebra 1B</u>                                          |                      |                                |
| <u>Pre-AICE</u><br><u>Mathematics 1</u>                                                  |                      |                                |
| <u>IB Middle Years</u><br><u>Algebra 1 Honors</u>                                        |                      |                                |
| <u>Geometry (Honors)</u>                                                                 |                      |                                |
| <u>IB Middle Years</u><br><u>Geometry Honors</u>                                         |                      |                                |
| <u>Pre-AICE</u><br><u>Mathematics 2</u>                                                  |                      |                                |
| <u>Biology 1 (Honors)</u>                                                                |                      |                                |

| <u><b>Student Performance Measures</b></u>                                                             |                             |                                       |
|--------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------|
| <u><b>Teaching Assignment</b></u>                                                                      | <u><b>Assessment(s)</b></u> | <u><b>Performance Standard(s)</b></u> |
| <u>Biology Technology</u><br><u>Biology 1 Pre-IB</u><br><u>Integrated Science 3</u><br><u>(Honors)</u> |                             |                                       |
| <u>Pre-AICE Biology</u>                                                                                |                             |                                       |
| <u>IB Middle Years</u><br><u>Biology Honors</u>                                                        |                             |                                       |
| <u>Civics</u>                                                                                          |                             |                                       |
| <u>U.S. History</u>                                                                                    |                             |                                       |
| <u>ROTC</u>                                                                                            |                             |                                       |
| <u>Other (9-12)</u><br><u>(including non-classroom</u><br><u>instructional personnel)</u>              |                             |                                       |
| <u>District Non-</u><br><u>Classroom</u><br><u>Instructional</u><br><u>Personnel</u>                   |                             |                                       |

### **Appendix G – Summative Evaluation Forms**

*In Appendix G, the district shall include the summative evaluation form(s) to be used for instructional personnel who are not certified school counselors.*

### **Appendix H – Summative Evaluation Forms for Certified School Counselors**

*In Appendix H, the district shall include the summative evaluation form(s) to be used for certified school counselors.*

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

*In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.*

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

*In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.*

## Appendix D—Student Performance Measures

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

| Student Performance Measures                                     |               |                         |
|------------------------------------------------------------------|---------------|-------------------------|
| Teaching Assignment                                              | Assessment(s) | Performance Standard(s) |
| Pre-Kindergarten (PK)                                            |               |                         |
| Kindergarten (K)                                                 |               |                         |
| First Grade (1)                                                  |               |                         |
| Second Grade (2)                                                 |               |                         |
| Third Grade (3)                                                  |               |                         |
| Fourth Grade (4)                                                 |               |                         |
| Fifth Grade (5)                                                  |               |                         |
| Other (K-5)<br>(including non-classroom instructional personnel) |               |                         |
| English/Language Arts, Reading Courses (6-8)                     |               |                         |
| Math Courses (6-8)                                               |               |                         |
| Science Courses (8)                                              |               |                         |
| Other (6-8)<br>(including non-classroom instructional personnel) |               |                         |
| English 1                                                        |               |                         |
| English 2                                                        |               |                         |
| English 3                                                        |               |                         |
| English 4                                                        |               |                         |
| AP English Comp                                                  |               |                         |
| Algebra 1 (Honors); Algebra 1B                                   |               |                         |
| Pre-AICE Mathematics 1                                           |               |                         |
| IB-Middle Years Algebra 1 Honors                                 |               |                         |
| Geometry (Honors)                                                |               |                         |
| IB-Middle Years Geometry Honors                                  |               |                         |
| Pre-AICE Mathematics 2                                           |               |                         |
| Biology 1 (Honors); Biology Technology;                          |               |                         |

## Instructional Evaluation System

| Student Performance Measures                                         |               |                         |
|----------------------------------------------------------------------|---------------|-------------------------|
| Teaching Assignment                                                  | Assessment(s) | Performance Standard(s) |
| Biology 1 Pre-IB;<br>Integrated Science 3<br>(Honors)                |               |                         |
| Pre-AICE Biology                                                     |               |                         |
| IB Middle Years<br>Biology Honors                                    |               |                         |
| Civics                                                               |               |                         |
| U.S. History                                                         |               |                         |
| ROTC                                                                 |               |                         |
| Other (9-12)<br>(including non-classroom<br>instructional personnel) |               |                         |
| District Non-<br>Classroom<br>Instructional<br>Personnel             |               |                         |

### Appendix E—Summative Evaluation Forms

*In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.*