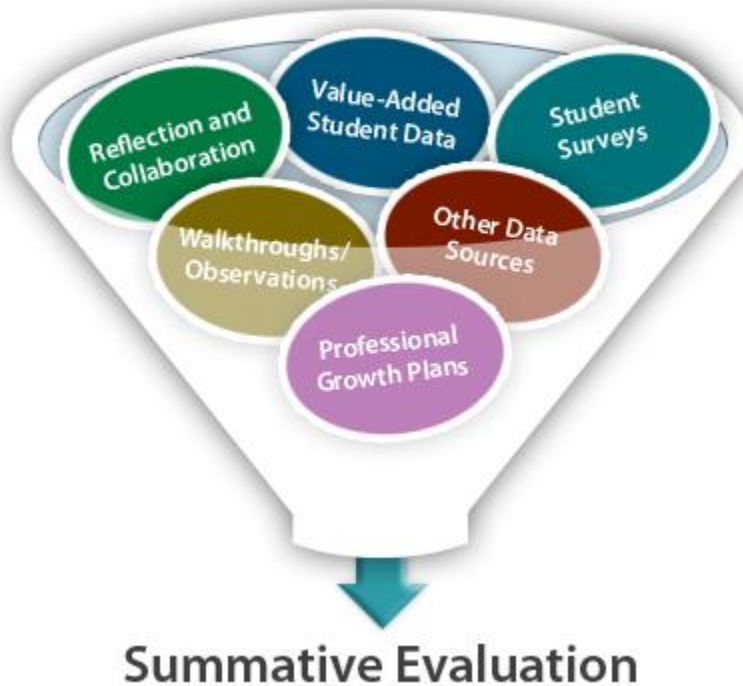


Teacher Evaluation **Procedures Manual**

2015-2018



School District of Indian River County

Revised for 2017-2018

Introduction

This document is the Teacher Evaluation Program (TEP) Procedures Manual as implemented by the School District of Indian River County. The District has adopted the research of Dr. Robert Marzano. This framework of instruction and evaluation identifies the cause and effect relationship between teaching practices and student achievement with the ultimate aim of helping teachers and leaders make the most informed decisions that yield the greatest benefits for students.

Purposes and Principles

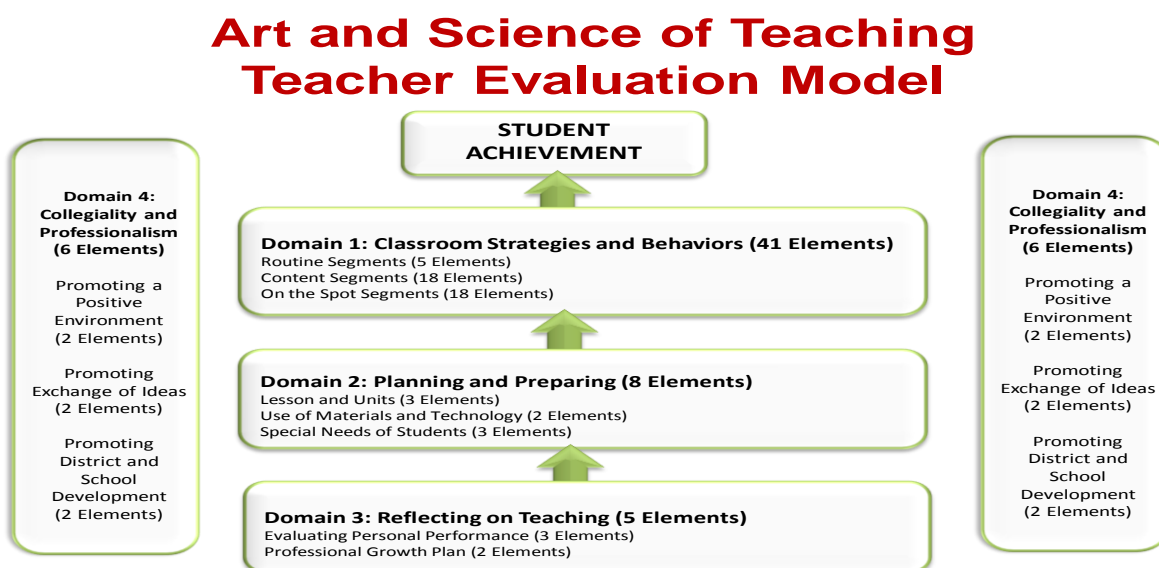
The purpose of the teacher evaluation system is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service. The system is founded on a core of effective practices that have been strongly linked to increased student achievement and includes the Florida Educator Accomplished Practices, the contemporary research of Dr. Robert Marzano, and the requirements of Florida Statute 1012.34. The District has opted to utilize the Florida State model including all of the observation instruments that are linked directly to effective teaching practices and the Florida Educator Accomplished Practices (FEAPs).

Guiding Principles of TEP:

What: Identifying the causal relationship between teaching practices and student achievement to help teachers and leaders make the most informed decisions that yield the greatest benefits for their students.

Why: Student achievement is in the forefront as a paramount goal for instruction. Effective teachers will continue to grow in their craft while helping students to experience learning growth.

How: Improve classroom instruction by using a model of teacher evaluation based on professional growth.



Implementation Process

During the 2017-18 contract year, the parties shall work together to assist teachers and administrators with the transition to the Marzano 2017 protocol. Such process shall include training regarding the contents of the new model and implementation. Full implementation shall occur within the 2018-19 contract year.

Annual Evaluation

A teacher's final summative evaluation will be the combination of the teacher's Student Performance Score (SPS) and the Instructional Practice Score (IPS).

Per Article IV.2 (F) of the Collective Bargaining Agreement the Instructional Practice Score and the Student Performance Score will count as follows:

The percentages used for the summative rating will be as follows:

- a. 50% derived from the Instructional Practice Score and 50% derived from the Student Performance Score or other student measure listed in the TEP Manual for teachers with three years of data. Student measures shall only be based on students assigned to the MBU, or shall not count towards the three years of data.
- b. 50% derived from the Instructional Practice Score and 50% derived from the Student Performance Score or other student measure listed in the TEP Manual for teachers with less than three years of data. Student measures shall only be based on students assigned to the MBU, or shall not count towards the three years of data.
- c. 50% derived from the Instructional Practice Score and 50% derived from the Student Performance Score or other student measure listed in the TEP Manual for instructional personnel who are not classroom teachers with the three years of data.
- d. 50% derived from the Instructional Practice Score and 50% derived from the Student Performance Score or other student measure listed in the TEP Manual and for whom three years of data are not available, for instructional personnel who are not classroom teachers with less than three years of data.

Selection of up to three Deliberate Practice elements will consist of teacher selection, with mutual agreement.

Instructional Practice (IPS) Evaluation Score

The Instructional Practice Score (IPS) is derived from evidence collected through observations, walk-throughs and conferences. The District will be using the Marzano Framework's Formative rating scale for the 4 Domain's and the corresponding elements as shown below:

Level of Performance Scale

Not Using 0	Beginning 1	Developing 2	Applying 3	Innovating 4
Strategy is called for but not exhibited	Strategy is used incorrectly, or with parts missing	Strategy is used correctly, but the majority of students are not monitored for the desired effect of the strategy	Strategy is used correctly and monitored for evidence of the extent to which the majority of students display the desired effect	Strategy is adapted and created for unique student needs and situations in order for the desired effect to be evident in all students

Student Performance Score (SPS)

Student assessment results will be incorporated into teacher evaluations in accordance with F.S. 1012.34 (3)(a) 4(b) and (d). In accordance with F.S. 1012.34(3)(a)(1)-Statewide Standardized Assessments (SSA) will be used to measure student growth for classroom teachers whose students take the SSA. The Value Added Measure (VAM) for the teacher will be applied using the procedure outlined below.

Appendix A (located in the back) outlines what Student Performance Assessment Measure will be assigned to each position.

As district and/or state approved assessments become available for non-SSA subject areas, the district will use these assessments to calculate the teacher's student growth score. Additional district/state approved assessments will be added to the Appendix A as they are adopted by the district.

Procedure for Applying the Value Added Growth Model:

A Value Added Growth Model produces a score for a teacher which reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using specific variables accounted for in the model. A score of "0" indicates that students performed no better or worse than expected, based on the factors in the model. A positive score indicates that the students, on an aggregate level, performed better than expected, a negative score indicates that the students scored worse than expected. The School District of Indian River County will use the following steps to classify teachers under a Value Added Model.

Each teacher's VAM will be compared against a set of cut scores. The cut score of 0 will be used in the initial classification process.

If a teacher's VAM (raw score not considering the standard error or confidence intervals) is 0 or above then the teacher would be classified as at least Effective. To determine if the teacher is Highly Effective, the standard error will be multiplied by a confidence interval and subtracted from the teacher's VAM to provide a high level of certainty that the teacher's VAM is above 0.

Method for classifying HIGHLY EFFECTIVE:

- If Teacher VAM is positive and the $VAM - (Standard\ Error * Confidence\ Interval) > 0$, then the teacher is classified as Highly Effective
- A confidence interval of 1.5 standard errors will be used in the determination of Highly Effective.

Method for Classifying EFFECTIVE:

- If Teacher VAM is positive and the $VAM - (Standard\ Error * Confidence\ Interval) < 0$, then the teacher is classified as EFFECTIVE.
- A confidence interval of 1.5 standard errors will be used in this determination of EFFECTIVE.
- If Teacher VAM is negative and the $VAM + (Standard\ Error * Confidence\ Interval) > 0$, then the teacher is classified as EFFECTIVE.
- A confidence interval of 1 standard error will be used in this determination of EFFECTIVE.

To determine if the teacher is Unsatisfactory, or Needs Improvement, the standard error will be multiplied by a confidence interval and added to the teacher's VAM to provide an extremely high level of certainty that the teacher's VAM is below 0.

Method for classifying UNSATISFACTORY:

- If Teacher VAM is negative and $VAM + (Standard\ Error * Confidence\ Interval) < 0$, then the teacher is classified as Unsatisfactory
- A confidence interval of 2 standard errors will be used in the determination of Unsatisfactory.

Method For Classifying NEEDS IMPROVEMENT:

- If Teacher VAM is negative and $VAM + (Standard\ Error * Confidence\ Interval)$ does not meet the definition of Effective or Unsatisfactory, then the teacher is classified as Needs Improvement.

Evaluation Criteria

Consistent with FS 1012.34 (3)(a)(1), a calculation of learning growth will include up to 3 years of student performance data if available. Student SSA data provided by the FLDOE will be used.

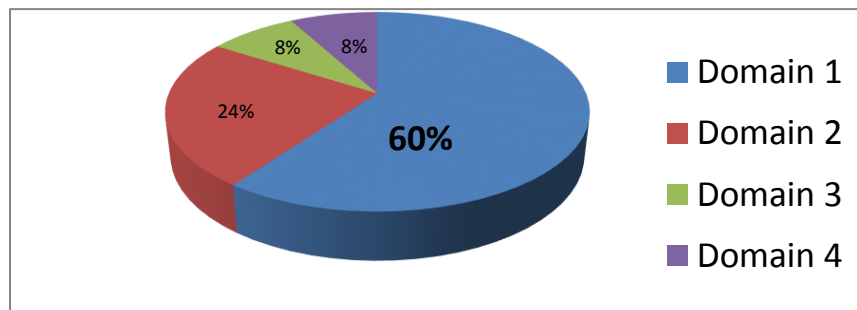
The student performance data will be translated into a rating scale using the four levels of performance: Highly Effective, Effective, Needs Improvement/Developing and Unsatisfactory. ([See Scoring Rubric in Appendix A](#)) Individual teacher scores will be categorized in one of the four levels of performance, with an assigned score for the Student Performance Score. This rating will be averaged and weighted appropriately to the Instructional Practice Score for the teacher's final summative rating for the school year.

Category I Teacher					
	Domains	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
	D1:	At least 50% at Level 3 or higher and at least 15% at Level 4 and no more than 5% at Level 1 or 0	At least 50% at Level 3 or higher	Less than 50% at Level 3 or higher and less than 25% at Level 1 or 0	Less than 50% at Level 3 or higher and greater than or equal to 25% at Level 1 or 0
	D2:				
	D3:				
	D4:				

Category II Teacher					
	Domains	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
	D1:	At least 55% at Level 3 or higher and at least 15% at Level 4 and no more than 5% at Level 1 or 0	At least 50% at Level 3 or higher	Less than 50% at Level 3 or higher and less than 25% at Level 1 or 0	Less than 50% at Level 3 or higher and greater than or equal to 25% at Level 1 or 0
	D2:				
	D3:				
	D4:				

Rubrics and Weighting

Each domain has been assigned a weight as indicated below. The score you receive for Domain 1 will count for 60% of your Instructional Practice Score (IPS), Domain 2 will count for 24% of the IPS, and Domains 3 and 4 will count for 8% each to give the teacher a total IPS score. The figure below shows the percentages for each domain.



The calculated total IPS Score using the weights as shown above is added to the teacher's Student Performance Score to provide each teacher their Final Summative Rating using the rubric below. The Teacher Evaluation system provides four levels of overall performance that defines the summative rating: Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory. An example is provided for teachers following the "Final Summative Rubric" below.

For domains 2, 3, and 4, there shall be a minimum of four (4) scores entered for each domain through the year.

MARZANO'S INSTRUCTIONAL PRACTICE (IPS) SCORING RUBRIC

Teacher Categories

- **Category I teacher:** first three (3) years of hire within the District
- **Category II teacher:** any MBU not a Category I teacher

FINAL EVALUATION SCORE

(IPS + Student Performance Summative Scores = Final Evaluation Summative Score)

EXAMPLE:

Below is an example of how the Student Performance Score will be combined with the Instructional Practice Score to arrive at a Final Evaluation Score.

	Rubric Score	Weighting	Summative Score
Student Performance Score (SPS)	2	50%	2 X 50% = 1
Instructional Practice Score (IPS)	3	50%	3 X 50% = 1.5
Final Evaluation Score			2.5

SDIRC's FINAL EVALUATION RATING RUBRIC (Marzano's Rubric)

SDIRC's Rubric for Summative Rating	Low	High	Final Evaluation Rating
	3.5	4.0	Highly Effective
	2.5	3.4	Effective
	1.5	2.4	Developing/Needs Improvement Category I/Category II
	1.0	1.4	Unsatisfactory

Observation/Evaluation Timeline

Status	Component	Quantity	Timeline
Category I and II Teachers	Formative Conference	1	October 15
Category I Teacher	Formal Observation – including pre-observation conference, observation and post-observation conference – must be scheduled	2	Complete 1 formal observation by Dec. 9 Complete 1 formal observation by May 15
Category I Teacher	Informal Observation – at least 10 minutes in length – can be announced or unannounced	4	At least 2 per semester
Category II Teacher	Formal Observation – including pre-observation conference, observation and post-observation conference – must be scheduled	1-2	Complete 1 formal observation by Dec. 9
Category II Teacher	Informal Observation – at least 10 minutes in length – can be announced or unannounced	2-4	At least 1 per semester
Category I and II Teacher	Final IPS Score	1	By May 25

- Additional observations beyond the quantities specified above may be initiated by the MBU or the evaluator. Such observations shall occur within a mutually agreed upon timeframe.
- When an MBU receives a score of “Developing,” “Beginning,” or “Not Using” on a Marzano element, a period of five (5) days following receipt of written feedback on the observation shall elapse before a subsequent observation is conducted. This provision may be waived with written consent of the MBU. The MBU is encouraged to consult with and notify the Association in this event.
- During the post conference following the first semester Formal Observation, the MBU and evaluator will mutually agree whether the MBU will have a second Formal Observation or two additional Informal Observations. In the case where the parties are unable to reach mutual agreement, a second Formal Observation shall occur.

Common Language and Definitions

GLOSSARY

TERM	DESCRIPTION
Artifact	Written, electronic, photographic, or other forms of evidence for the purpose of demonstrating levels of proficiency within the Marzano Framework.
Causal Model of Teacher Evaluation	This term describes the link between classroom practices and behaviors that have a direct impact on student learning. In the Marzano Evaluation Framework, Domain 1 Classroom Strategies and Behaviors have the most direct link to student learning.
Common Language	<p>A transparent way to talk about instruction that is shared by everyone. It is a well-articulated knowledge base that describes the complexity of teaching and describes key strategies revealed by the research to have a high probability of impacting student learning. It should also describe the instructional context for appropriate use of instructional strategies to have the highest probability for raising student learning. The common language represents what a school or district defines as effective instruction.</p> <p>A common language enables teachers to engage in decision making, professional conversations and deliberate practice aimed at improving student achievement.</p> <p>For administrators, a common language provides the means to offer focused formative and summative feedback. It supports administrators in making decisions regarding hiring and selection of teachers, the induction of new teachers, professional development, coaching and support for struggling teachers as well as opportunities to develop career ladders for teachers. A common language is a key improvement strategy that provides the context for aligning all instructional programs.</p>
Contemporary Research	Recent research conducted within the last five to seven years.
Dominant Elements	Dominant elements are those elements that the observer has enough evidence to confidently score or something done intentionally by the teacher with enough evidence to be coded (scored). Dominant Elements are those that influence the flow of instruction in the classroom.
Deliberate Practice	A mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify up to three thin slices of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focus area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement.
Desired Effect	The intended result of the teacher's strategy.

Domain	A body of knowledge defined by research representing a particular aspect of teaching.
FEAPs	Florida Educator Accomplished Practices embody 3 essential principles: <ol style="list-style-type: none"> 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. There are 6 accomplished practices: 1. Quality Instruction 2. The Learning Environment 3. Instructional Delivery and Facilitation 4. Assessment 5. Continuous Improvement, Responsibility and Ethics 6. Professional Responsibility and ethical conduct
Focused Feedback	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective and actionable. Feedback is generally provided by administrators, coaches, and peers.
Focused Practice	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.
Individual Professional Development Plan (IPDP)	The IPDP is a plan related to specific performance data for students to whom the teacher is assigned. It defines the inservice objectives and specific measurable improvements expected in student performance as a result of inservice activity received by teacher. It includes an evaluation component to ascertain the effectiveness of provided in-service as well as the overall professional development plan as established by the school principal.
Instructional Practices Score (IPS)	The observation portion of a MBU's annual evaluation which is based on multiple observations undertaken by the MBU's supervisor.
Lesson Segment	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: Lesson Segments Addressing Routine Events, Lesson Segments Addressing Content, and Lesson Segments Enacted on the Spot.
Not Using	Instructional strategy was called for in the lesson, but not observed.

TERM	DESCRIPTION
Planning (Pre)Conference	The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.
Reflection (Post)Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post)conference form as a guide for reflection and feedback.
Statewide Standardized Assessments (SSA)	Any standardized state approved assessment for a given subject.
Struggling Teacher	A teacher who demonstrates a trend of ineffective or unsatisfactory behaviors which results in a less than effective summative, i.e., moving from Category II to Category I.
Student Evidence	Specific observable behaviors that students engage in response to the teacher's use of particular instructional strategies.
Student Growth Score	This score defines student growth as indicated by the Value Added Model (VAM) score. This does not correlate in any manner with the student FCAT levels.
Summative Rating Score	A combination of a teacher's instructional practice score and their Student Growth score.
Teacher Evidence	Specific observable behaviors that teachers engage in when using a particular instructional strategies.
Thin Slices of Behavior	Notable teaching moves that can be observed in a classroom.
Three years of data	Current year plus two immediately preceding years.
Value Added Model (VAM)	Formula developed by the state to measure student-learning growth.

DEFINITIONS OF COMPONENTS	
90-Day Performance Probation	<ul style="list-style-type: none"> The statutory 90-Day process for which unsuccessful completion could lead to termination of a professional services contract or continuing contract for unsatisfactory performance. During this 90-day period the district will offer assistance to the MBU as prescribed by statute.
Category I Teacher	<ul style="list-style-type: none"> A teacher in the first three (3) years of hire within the District. One year equals one day more than half a year.
Category II Teacher	<ul style="list-style-type: none"> Any MBU not a Category I teacher
Final IPS Conference (scheduled in advance with the MBU)	<ul style="list-style-type: none"> Presentation of teacher artifacts and evidences of value added measures at or before the Evaluation Conference Individual overview of performance Finalizing the IPS Signing the forms
Formal Observation (mutually scheduled)	<ul style="list-style-type: none"> 30 minutes or one class period, whichever is greater Scheduled pre-observation conference Scheduled post-observation conference Used for annual evaluation Written feedback Observer gathers evidence regarding classroom instructional practices and behaviors
Formative Conference (scheduled in advance with the MBU)	<ul style="list-style-type: none"> Individual overview of evaluation procedure Goal setting Review of forms Review of electronic data components of evaluation system Identifying category of MBU (Category I or II teacher) Selection of Deliberate Practice element(s) will consist of teacher selection, with mutual agreement.
Informal Observation – (announced or unannounced)	<ul style="list-style-type: none"> At least 10 minutes in length Used for annual evaluation Written feedback <p>Observer gathers evidence regarding classroom instructional practices and behavior</p>
Performance Deficiency	<ul style="list-style-type: none"> Performance indicated by receipt of two consecutive scores on any Marzano element of any combination of “Developing,” “Beginning,” or “Not Using,” or receipt of scores of “Developing,” “Beginning,” or “Not Using” on at least 50% of the Marzano elements scored in any single observation in which at least four Marzano elements are scored.
Unsatisfactory Performance	<ul style="list-style-type: none"> Two consecutive unsatisfactory annual evaluations, two unsatisfactory annual evaluations within a three year period, or three consecutive annual evaluations of Needs Improvement or a combination of Needs Improvement and Unsatisfactory.

Examples of Domain Sources of Evidence

Domain 1: Classroom Strategies & Behaviors

- Formal observation(s)
- Informal, announced observation
- Informal, unannounced observation
- Student surveys
- Videos of classroom practice
- Artifacts

Domain 2: Planning and Preparing

- Planning & conference or preconference
- Lesson plan documentation
- Differentiated documents
- Technology
- Rubrics

Domain 3: Reflecting on Teaching

- Self-assessment
- Reflection conference
- Professional Growth Plan
- Conferences
- Discussions
- Artifacts

Domain 4: Collegiality & Professionalism

- Conferences
- Discussions
- Professional Learning Communities
- Communication logs
- Mentoring
- Artifacts

Annual Review by the District

An annual review of the teacher evaluation system will be completed by the evaluation committee to determine compliance with Florida Statute. Any recommended revisions will be reviewed and approved by the SDIRC and IRCEA negotiating teams before incorporation into the evaluation system.

An ongoing evaluation of the teacher evaluation system to include analysis of data such as overall district trends, fidelity of implementation, and feedback from users will be conducted by the evaluation committee. Reports will be made to the Superintendent and the IRCEA. Periodic updates will be presented to the School Board as appropriate. The following methods will be used to collect data:

- Surveys to assess teacher/evaluator perceptions of adequacy of training, understanding of the system, fairness of the process, and impact of the new process on teaching and student learning
- Surveys of selected teachers and evaluators to gather feedback on system implementation and identify necessary adjustments
- Correlation of teacher performance ranking and student performance data
- Trend data on professional development offerings
- Patterns of performance on various components of the framework
- Review and feedback on the forms, rubric language, processes and support materials for recommended revisions

This analysis will be conducted with the assistance of the Curriculum and Instruction Department. Recommended revisions must be negotiated between the parties.

Amending Evaluations

In accordance with Section 1012.34(3)(a)4(d), Florida Statutes, the evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 calendar days after the close of the school year. An evaluation may also be amended: (1) following the evaluation conference meeting by mutual agreement between the teacher and evaluator; (2) as a result of an appeal of an evaluation according to the procedures set forth in Article IV, Teacher Evaluation; or (3) as a result of an award by an arbitrator.

Observation/Evaluation Forms

All Teacher Observation/Evaluation Forms will be placed within the TEP manual.

Procedures for Struggling Teachers (Non Probationary)

Non Probationary teachers only, if the evaluator observes Performance Deficiencies or an area where additional training is needed, intervention shall occur in one of two (2) ways: a conference on the deficiency and/or a Performance Improvement Plan (PIP).

A conference on the deficiency is a conversation between the teacher and evaluator that is documented. After the teacher understands the evaluator's expectations, the teacher has time to work on the deficiency before there is a follow-up conversation. The administrator is required to give the teacher a reasonable period of time to make improvement. An additional formal or informal observation beyond those stipulated in Article IV.4 of the Contract may be utilized to gauge whether the teacher has made improvement. If the expectations have been met, the administrator will communicate this in writing to the MBU.. In many cases, no further assistance is necessary. If the concern has not been addressed satisfactorily, the administrator may assign the teacher to complete a Performance Improvement Plan (PIP).

A PIP is a more formalized process that takes longer to complete. The administrator will hold a conference with the teacher, identify the deficiencies and make specific, comprehensive suggestions/strategies in writing, as to how the performance of the teacher can be improved. The teacher has up to sixty (60) calendar days in which to satisfactorily complete a PIP. A PIP must be completed prior to a teacher receiving Notification of Unsatisfactory Performance.

Notification of Unsatisfactory Performance

The following process shall be instituted following teacher notification of unsatisfactory performance. The teacher shall be:

1. Notified in writing of the unsatisfactory performance. This notification must specifically describe the unsatisfactory performance and include the following:
 - a. A meeting with the teacher
 - b. Specific, written recommendations as to how to improve the performance in areas that are unsatisfactory
 - c. Provide administrative assistance to help correct the deficiencies, e.g. professional development opportunities, mentoring/coaching, etc.
 - d. Provide a specific period of time in which the deficiencies are to be corrected. During this time period the teacher must be evaluated periodically and apprised of the progress. These evaluations will be conducted by someone other than the teacher's original evaluator.
2. The teacher will be placed on performance probation for a 90 day period (90 calendar days). Within this 90 day window the teacher must demonstrate corrective action.
3. After the close of the 90 calendar days, the evaluator must evaluate the teacher within 14 days, to see if the performance deficiencies have been corrected.
4. The evaluator must also (at the same time) forward a recommendation to the Superintendent.
5. The Superintendent has 14 days upon receipt of the recommendation to notify the teacher, in writing, whether performance deficiencies have been satisfactorily corrected, and whether the Superintendent will recommend renewal or termination of the employment contract.
6. If the teacher chooses to contest the Superintendent's recommendation, the teacher has 15 days to submit a written request for a hearing in accordance with Florida Statutes.

APPENDICES

APPENDIX A

- **Student Performance Assessment Measures**

APPENDIX A

MBUs must report, within twenty-one (21) days of receipt of final summative rating, any perceived error concerning the Student Performance Score. Such report will be filed with the Assistant Superintendent of Human Resources for review and consideration of possible remedies. Notwithstanding the above, MBUs shall retain all rights to seek redress through the grievance procedure as found under Article XVII – Grievance Procedure.

In the event that legislation is passed that affects evaluations and subsequently comes law with the effect of changing the minimum percentage of any MBU's overall evaluation that must be derived from Student Performance Scores, the values in the "Percent of Eval" column in the table below shall be modified accordingly.

Student Performance Assessment Measures

Percent of Eval	Number	TITLE DESCRIPTION - TEACHER	Measure	Assessment	Rubric
50/50%	K-2-SC	TEACHER KINDERGARTEN-2 ND GRADE SCIENCE	Percent of students proficient in Math (50%) Percent making expected growth between first and third administration of iReady Math (50%)	iReady Math	PERCENTILE
50/50%	K-2-SS	TEACHER KINDERGARTEN-2 ND GRADE SOCIAL STUDIES	Percent of students proficient in reading (50%) Percent making expected growth between first and third administration of iReady Reading (50%)	iReady Reading	PERCENTILE
50/50%	K-5 ART	TEACHER ART ELEMENTARY	Percentage of 4 th & 5 th grade students passing the locally created assessment with a 59.5% or above	Locally Created EOC	PERCENTILE
50/50%	K-5 FL	TEACHER FOREIGN LANGUAGE ELEMENTARY	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created EOC	PERCENTILE

50/50%	K-5 MA	MATH COACH ELEMENTARY	Weighted average of the Math VAM for the school(s) assigned and the percentage of K-3 students proficient on iReadyMath.	Math statewide, standardized assessments and iReady Math	VAM and Percentile
50/50%	K-5 MUS	TEACHER MUSIC ELEMENTARY	Percentage of 4 th & 5 th grade students passing the locally created EOC with a 59.5% or above	Locally Created EOC	PERCENTILE
50/50%	K-5 PE	TEACHER PHYSICAL EDUCATION ELEMENTARY	Percentage of 4 th & 5 th grade students passing the locally created EOC with a 59.5% or above	Locally Created EOC	PERCENTILE
50/50%	K-5 RDG	READING COACH ELEMENTARY	Weighted average of the Reading VAM for the school(s) assigned and the percentage of K-3 students proficient on iReady Reading.	ELA statewide, standardized assessments and iReady Reading	VAM and Percentile
50/50%	K-5 TTL1	TEACHER TITLE 1 RESOURCE	Weighted average of the Reading and/or Math (based on job function) VAM for the school(s) assigned and the percentage of K-3 students proficient on iReady Reading and/or Math (based on job function).	ELA and Math statewide, standardized assessments and iReady Reading and/or Math	VAM and Percentile
50/50%	K-5 WRT	TEACHER WRITING	Percent of students at or above state average for points in the Writing Reporting Category of the ELA statewide standardized assessment.	ELA statewide, standardized assessments	PERCENTILE
50/50%	K-5-LMS	LIBRARIAN/MEDIA SPEC ELEMENTARY	Weighted average of the Reading VAM for the school(s) assigned and the percentage of K-3 students proficient on iReady Reading.	ELA statewide, standardized assessments and iReady Reading	VAM and Percentile
50/50%	K-M	TEACHER KINDERGARTEN (MATH ONLY)	Percent of students proficient in Math (50%) Percent making expected growth between first and third administration of iReady Math (50%)	iReady Final Administration	PERCENTILE
50/50%	K-R	TEACHER KINDERGARTEN (READING ONLY)	Percent of students proficient in reading (50%) Percent making expected growth between first and third administration of iReady Reading (50%)	iReady Final Administration	PERCENTILE

50/50%	K-RM	TEACHER KINDERGARTEN (READING/MATH)	Percent of students proficient in reading (25%) Percent of students proficient in math (25%) Percent making expected growth between first and third administration of iReady Reading (25%)	iReady Final Administration	PERCENTILE
50/50%	1-M	TEACHER GRADE 1 (MATH ONLY)	Percent of students proficient in Math (50%) Percent making expected growth between first and third administration of iReady Math (50%)	iReady Final Administration	PERCENTILE
50/50%	1-R	TEACHER GRADE 1 (READING ONLY)	Percent of students proficient in reading (50%) Percent making expected growth between first and third administration of iReady Reading (50%)	iReady Final Administration	PERCENTILE
50/50%	1-RM	TEACHER GRADE 1 (READING/MATH)	Percent of students proficient in reading (25%) Percent of students proficient in math (25%) Percent making expected growth between first and third administration of iReady Reading (25%)	iReady Final Administration	PERCENTILE
50/50%	2-M	TEACHER GRADE 2 (MATH ONLY)	Percent of students proficient in Math (50%) Percent making expected growth between first and third administration of iReady Math (50%)	iReady Final Administration	PERCENTILE
50/50%	2-R	TEACHER GRADE 2 (READING ONLY)	Percent of students proficient in reading (50%) Percent making expected growth between first and third administration of iReady Reading (50%)	iReady Final Administration	PERCENTILE
50/50%	2-RM	TEACHER GRADE 2 (READING/MATH)	Percent of students proficient in reading (25%) Percent of students proficient in math (25%) Percent making expected growth between first and third administration of iReady Reading (25%)	iReady Final Administration	PERCENTILE

50/50%	3-M	TEACHER GRADE 3 (MATH ONLY)	Percent of students scoring at Level 3 and above on math statewide, standardized assessments (50%) Percent making expected growth between first and third administration of iReady Math (50%)	Math statewide, standardized assessments iReady Final Administration	PERCENTILE
50/50%	3-R	TEACHER GRADE 3 (READING ONLY)	Percent of students scoring at Level 3 and above on ELA statewide, standardized assessments (50%) Percent making expected growth between first and third administration of iReady Reading (50%)	ELA statewide, standardized assessments iReady Final Administration	PERCENTILE
50/50%	3-RM	TEACHER GRADE 3 (READING/MATH)	Percent of students scoring at Level 3 and above on ELA and Math statewide, standardized assessments (50%) Percent making expected growth between first and third administration of iReady Reading and Math (50%)	ELA statewide, standardized assessments, and Math statewide, standardized assessments iReady Final Administration	PERCENTILE
50/50%	3-SC	TEACHER GRADE 3 SCIENCE	Level 3 or above Statewide Standardized Assessment Math	Math statewide, standardized assessments	PERCENTILE
50/50%	3-SS	TEACHER GRADE 3 SOCIAL STUDIES	LEVEL 3 or above Statewide Standardized Assessment ELA	ELA statewide, standardized assessment	PERCENTILE
50/50%	4-5-SS	TEACHER GRADES 4-5 SOCIAL STUDIES	ELA Learning Expectations statewide, standardized assessment	ELA statewide, standardized assessment	PERCENTILE
50/50%	4-5-WLDLGN	TEACHER WORLD LANGUAGES-ELEMENTARY GRADES 4-5	LCA	LCA	PERCENTILE
50/50%	4-M	TEACHER GRADE 4 (MATH ONLY)	VAM Math	Math statewide, standardized assessments	VAM
50/50%	4-R	TEACHER GRADE 4 (READING ONLY)	VAM Reading	ELA statewide, standardized assessments	VAM
50/50%	4-RM	TEACHER GRADE 4 (READING/MATH)	VAM Combined	ELA and Math statewide, standardized assessments	VAM

50/50%	4-SC	TEACHER GRADE 4 SCIENCE	Math Learning Expectations Statewide, standardized assessment	Math statewide, standardized assessment	PERCENTILE
50/50%	5-M	TEACHER GRADE 5 (MATH ONLY)	VAM Math	Math statewide, standardized assessments	VAM
50/50%	5-R	TEACHER GRADE 5 (READING ONLY)	VAM Reading	ELA statewide, standardized assessments	VAM
50/50%	5-RM	TEACHER GRADE 5 (READING/MATH)	VAM Combined	ELA and Math statewide, standardized assessments	VAM
50/50%	5-SC	TEACHER GRADE 5 SCIENCE	Level 3 or above on Science statewide, standardized assessment	Science statewide, standardized assessment	PERCENTILE
50/50%	AD-ED- CARSPT	CAREER SPECIALIST-ADULT ED	Percentage of students school-wide attending classes who pass GED Subject Tests (50%) Percentage of students school-wide increasing a Functioning Level Code (50%)	GED, TABE	PERCENTILE
50/50%	AD-ED-OUT	ADULT ED OCCUP OUTREACH COORD	Percentage of school students passing an Industry Certification Exam	Industry Certification Exam	PERCENTILE
50/50%	AD-ED-TEAC	TEACHER ADULT EDUCATION	Percentage of students assigned attending classes who pass GED Subject Tests (50%) Percentage of students assigned increasing a Functioning Level Code (50%)	GED, TABE	PERCENTILE
50/50%	AP/IB-COOR	AP/IB COORDINATOR	Percentage of students earning IB Diploma (IB Coordinator only) (33%) Percentage of students earning AP Scholar Designation (AP Coordinator only) (33%) Percentage of students scoring at a level 4 or above (IB) or 3 or above (AP) (33%) Percentage of AP/IB students schoolwide earning College Ready status defined through school grade system (33%)	IB/AP Exams, SAT, ACT, PERT, CPT	PERCENTILE

50/50%	AP-9-12	TEACHER AP PROGRAM	Mean student AP Score	AP Exam	SCORE RUBRIC
50/50%	ART-6-8	TEACHER ART MIDDLE	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created assessment	PERCENTILE
50/50%	ART-9-12	TEACHER ART HIGH	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE
50/50%	BAND-6-8	BAND DIRECTOR MIDDLE	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created assessment	PERCENTILE
50/50%	BND-ASST	ASSISTANT BAND DIRECTOR HIGH	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE
50/50%	BAND-9-12	BAND DIRECTOR HIGH	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE
50/50%	BILIN	BILINGUAL SPECIALIST	ELL Combined VAM (if available) OR Percentage of ELL students increasing ELL statewide, standardized assessment Reading scores	ELA and Math statewide, standardized assessments, and ELL statewide, standardized assessment	VAM OR PERCENTILE
50/50%	CAPE AGR	TEACHER AGRICULTURE	Percentage of students passing an Industry Certification Exam	Industry Certification Exam	PERCENTILE
50/50%	CAPE BE	TEACHER BUSINESS EDUCATION	Percentage of students passing an Industry Certification Exam	Industry Certification Exam	PERCENTILE
50/50%	CAPE BE 6-8	TEACHER BUSINESS EDUCATION MIDDLE	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created EOC	PERCENTILE
50/50%	CAPE CA	TEACHER CULINARY ARTS	Percentage of students passing an Industry Certification Exam	Industry Certification Exam	PERCENTILE
50/50%	CAPE HO	TEACHER HEALTH OCCUPATIONS	Percentage of students passing an Industry Certification Exam	Industry Certification Exam	PERCENTILE
50/50%	CAPE MKT	TEACHER MARKETING EDUCATION	Percentage of students passing an Industry Certification Exam	Industry Certification Exam	PERCENTILE
50/50%	CAPE NON ICE	TEACHER VOCATIONAL NON-ICE	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created EOC	PERCENTILE
50/50%	CAPE SPT	CAREER SPECIALIST	Percentage of school students passing an Industry Certification Exam	Industry Certification Exam	PERCENTILE

50/50%	CAPE TCH	TEACHER TECHNOLOGY EDUCATION	Percentage of students passing an Industry Certification Exam	Industry Certification Exam	PERCENTILE
50/50%	CAPE TCH 6-8	TEACHER TECHNOLOGY EDUCATION MIDDLE	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created EOC	PERCENTILE
50/50%	CAPE TV	TEACHER TV PRODUCTION	Percentage of students passing an Industry Certification Exam	Industry Certification Exam	PERCENTILE
50/50%	COMP-6-8	TEACHER COMPUTER EDU MIDDLE	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created assessment	PERCENTILE
50/50%	CRTI-6-8	TEACHER CRITICAL THINKING MIDDLE SCHOOL	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created assessment	PERCENTILE
50/50%	DOP-6-12	TEACHER DROPOUT PREVENTION	Combined VAM (50%) Percentage of students passing ALS final exams with a 59.5% or better for the courses taken (50%)	ELA and Math statewide, standardized assessments and ALS Final Exams	VAM and PERCENTILE
50/50%	DRM-9-12	TEACHER DRAMA	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE
50/50%	ESE-PUSH	"PUSH-IN" ESE TEACHERS (Teachers that are scheduled in Unique Skills rather than actual subjects)	Have teacher submit LCA score to principal	LCA	PERCENTILE
50/50%	ESOL	ESOL RESOURCE TEACHER	ELL Combined VAM (if available) OR Percentage of ELL students increasing ELL statewide, standardized assessment Reading scores	ELA and Math statewide, standardized assessments, and ELL statewide, standardized assessment	VAM OR PERCENTILE
50/50%	ESOL	TEACHER ESOL	ELL Combined VAM (if available) OR Percentage of ELL students meeting expectations	ELA and Math statewide, standardized assessments	VAM OR PERCENTILE
50/50%	FL-6-8	TEACHER FOREIGN LANGUAGE MIDDLE	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created assessment	PERCENTILE
50/50%	FL-9-12	TEACHER FOREIGN LANGUAGE HIGH	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE

50/50%	GUID-6-8	GUIDANCE MIDDLE SCHOOL	Combined VAM for students assigned (if available) OR Percentage of students assigned meeting learning expectations	ELA and Math statewide, standardized assessments	VAM OR PERCENTILE
50/50%	GUID-9-12	GUIDANCE HIGH	Combined VAM for students assigned (if available) OR Percentage of students assigned earning College Ready status defined through school grade system (50%) Percentage of students meeting learning expectations (50%)	ELA and Math statewide, standardized assessments, Algebra and Geometry EOC, SAT, ACT, PERT, CPT	VAM OR PERCENTILE
50/50%	IBDP	TEACHER IB DP COURSE	Percentage of students scoring at a level 4 or above (passing) (70%) Percentage of students earning College Ready status defined through school grade system (30%)	IB Exam, SAT, ACT, PERT, CPT	PERCENTILE
50/50%	ISS-6-12	TEACHER IN-SCHOOL SUSPENSION	School Combined VAM	ELA and Math statewide, standardized assessments	VAM
50/50%	LA -6-8	TEACHER LANGUAGE ARTS MIDDLE	VAM Reading	ELA statewide, standardized assessments	VAM
50/50%	LA-11-12	TEACHER LANGUAGE ARTS HIGH GR 11 12	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE
50/50%	LA-9-10	TEACHER LANGUAGE ARTS HIGH GR 9 10	VAM Reading	ELA statewide, standardized assessments	VAM
50/50%	LMS-6-8	LIBRARIAN/MEDIA SPEC MIDDLE	School Reading VAM	ELA statewide, standardized assessments	VAM
50/50%	LMS-9-12	LIBRARIAN/MEDIA SPEC HIGH	School Reading VAM	ELA statewide, standardized assessments	VAM

50/50%	MA- 6-8	TEACHER MATH MIDDLE	VAM Math	Math statewide, standardized assessments	VAM
50/50%	MA-9-12	TEACHER MATH HIGH	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE
50/50%	MA-ALG 1	TEACHER MATH ALGEBRA 1	VAM Math	Algebra EOC	VAM
50/50%	MA-ALG2	TEACHER ALGEBRA 2	Percentage of students scoring level 3 or above on Algebra 2 EOC	Algebra 2 EOC	PERCENTILE
50/50%	MA-GEO	TEACHER MATH GEOMETRY	VAM Math (If available) Percentage of students scoring at Level 3 and above	Geometry EOC	VAM or Percentile
50/50%	MSADV	MIGRANT SECONDARY ADVOCATE	9th/10th Grade: Percent of students assigned who met math and reading learning expectations 11th/12th Grade: Percentage of students increasing ELL statewide, standardized assessment reading scores.	ELA and Math statewide, standardized assessments, ELL statewide, standardized assessment	PERCENTILE
50/50%	MUS-6-8	TEACHER MUSIC MIDDLE	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created assessment	PERCENTILE
50/50%	MUS-9-12	TEACHER MUSIC HIGH	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE
50/50%	ORC-AD	ORCHESTRA ASSOCIATE DIRECTOR	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE
50/50%	OS	OCCUPATIONAL SPECIALIST	Percentage of school students passing an Industry Certification Exam	ELA and Math statewide, standardized assessments	PERCENTILE
50/50%	PE-6-8	TEACHER PHYSICAL EDUCATION MIDDLE	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created assessment	PERCENTILE
50/50%	PE-9-12	TEACHER PHYSICAL EDUCATION HIGH	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE

50/50%	PRE-K	TEACHER PRE-K	Percent of students assigned making gains VPK Assessment from the pre-test to the post-test (measured by either maintaining Meet or Exceed Expectations OR increasing from Below to either Meet or Exceed Expectations) If students assigned do not have VPK Assessment pre- and post-test results, then making gains on Batelle test will be used	VPK Assessment	PERCENTILE
50/50%	RDG 6-8	TEACHER READING MIDDLE	VAM Reading	ELA statewide, standardized assessments	VAM
50/50%	RDG-9-12	TEACHER READING HIGH	VAM Reading	ELA statewide, standardized assessments	VAM
50/50%	RES-T/P	TEACHER RESOURCE TEEN/PARENT	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE
50/50%	ROTC-9-12	ROTC INSTRUCTOR	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE
50/50%	RS	RESOURCE SPECIALIST	Percentage of ESE students meeting expectations	ELA and Math statewide, standardized assessments	PERCENTILE
50/50%	SC-6-7	TEACHER SCIENCE MIDDLE	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created assessment	PERCENTILE
50/50%	SC-8	TEACHER SCIENCE MIDDLE 8TH GRADE	Percentage of students scoring at Level 3 and above	Science statewide, standardized assessments	PERCENTILE
50/50%	SC-9-12	TEACHER SCIENCE HIGH	Percentage of students passing the locally created ASSESSMENT with a 59.5% or above	Locally Created ASSESSMENT	PERCENTILE

50/50%	SC-BIO	TEACHER SCIENCE HIGH BIOLOGY	Percentage of students scoring at Level 3 and above VAM (If available)	Biology EOC	PERCENTILE
50/50%	SLP	SLP - SCHOOL BASED	Reading VAM (if available) OR The reading/ELA measures for the students assigned	Dependent on teachers assigned	VAM OR PERCENTILE
50/50%	SLP-PK-DIAG	SLP - PRESCHOOL DIAGNOSTICIAN	Weighted Average of Student Performance Measure of all district SLP - VPK/ESE School Based and SLP - PreK Itinerant instructional personnel.	Dependent on teachers assigned	VAM or Percentile
50/50%	SLP-VPK/ESE	SLP - VPK/ESE SCHOOL BASED	Percent of students assigned making gains VPK Assessment from the pre-test to the post-test (measured by either maintaining Meet or Exceed Expectations OR increasing from Below to either Meet or Exceed Expectations) If students assigned do not have VPK Assessment pre- and post-test results, then making gains on Batelle test will be used	VPK Assessment	PERCENTILE
50/50%	SLP-VPK/IT	SLP - PREK ITINERANT	Percentage of students assigned that increase their severity rating (or, if initially rated Mild, maintain Mild rating) as measured by HCAPP from the first administration in school year to final administration in school year.	HCAPP	PERCENTILE
50/50%	SP&D-6-8	TEACHER SPEECH AND DEBATE-MIDDLE	LCA	LCA	PERCENTILE
50/50%	SS-6-8	TEACHER SOCIAL STUDIES MIDDLE	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created assessment	PERCENTILE

50/50%	SS-7	TEACHER SOCIAL STUDIES MIDDLE CIVICS	Percentage of students scoring at Level 3 and above VAM (If available)	Civics EOC	PERCENTILE
50/50%	SS-9-12	TEACHER SOCIAL STUDIES HIGH	Percentage of students passing the locally created assessment with a 59.5% or above	Locally Created assessment	PERCENTILE
50/50%	SS-USHIST	TEACHER SOCIAL STUDIES HIGH US HISTORY	Percentage of students scoring at Level 3 and above VAM (If available)	US History EOC	PERCENTILE
50/50%	TEA-COA	TEACHER COACH	Weighted average of the student growth measures of teachers assigned	Dependent on teachers assigned	PERCENTILE
50/50%	TOA-C/I	TEACHER ON ASSIGNMENT C/I	District VAM in the subject most in line with position	ELA and/or Math statewide standardized assessments	VAM
50/50%	TOA-SD	TEACHER ON ASSIGN STAFF DEV	Weighted average of the Combined VAM scores for teachers within the Professional Development Certification Program (PDCP)	ELA and/or Math statewide standardized assessments	VAM
100%	HTT	HOMELESS TRANSITION TEACHER	Double the IPS	LCA	
50/50%	ESE-SLD	TEACHER EXCEPTIONAL ED - SLD	The following will be used in order (if 1 is not available, then 2. If 2 is not available, then 3.)	ELA and Math statewide, standardized assessments, FSAA, iReady, Course Grades	VAM or PERCENTILE
50/50%	ESE-VE	TEACHER EXCEPTIONAL ED - VE	1. VAM		
50/50%	ESE-AUT	TEACHER EXCEPTIONAL ED AUTISM	2. Weighted average of the regular education measure.		
50/50%	ESE-GFT	TEACHER EXCEPTIONAL ED GIFTED	3. Percent of students who increased scale score on FSAA (*If documented health issues led to decline on FAA, then they will be removed from the cohort assigned to the teacher for evaluation purposes)		
50/50%	ESE-HH	TEACHER EXCEPTIONAL ED H/H			

50/50%	ESE-OI	TEACHER EXCEPTIONAL ED OI			
50/50%	ESE-PK	TEACHER EXCEPTIONAL ED PK HDC			
50/50%	ESE-VI	TEACHER EXCEPTIONAL ED VI			
50/50%	ESE	TEACHER EXCEPTIONAL EDUCATION			

*Teachers who did not give LCA but were notified they must are given an Unsatisfactory SPS

Percentile Rubric

Highly Effective =	70-100%
Effective =	40-69.9%
Needs improvement =	20-39.9%
Unsatisfactory =	0-19.9%

i-Ready Diagnostic Scale Score Increases to Achieve Specified Years of Growth in Reading

	0.75 Year Ranges	0.75 Year Expected Growth
Grade K	34-45	34
Grade 1	34-45	34
Grade 2	29-39	29
Grade 3	22-32	22

i-Ready Diagnostic Scale Score Increases to Achieve Specified Years of Growth in Math

	0.75 Year Ranges	0.75 Year Expected Growth
Grade K	24-30	24
Grade 1	22-28	22
Grade 2	20-27	20
Grade 3	20-27	20

Score Rubric

Teachers of AP classes shall use a modified version of the Percentile Rubric. For each AP exam, P shall represent the average pass rate statewide, n shall represent the number of students enrolled district-wide in the AP course. Let $N = (n/10)\%$. The rubric for the AP exam shall be as follows:

Highly Effective =	$P - N + 10\% < \text{pass rate} < 100\%$
Effective =	$P - N < \text{pass rate} < P - N + 10\%$
Needs improvement =	$\frac{1}{2} (P - N) \leq \text{pass rate} < P - N$
Unsatisfactory =	$0\% \leq \text{pass rate} < \frac{1}{2} (P - N)$

EXAMPLE:

Highly Effective =	65-100%
Effective =	55-64.9%
Needs improvement =	27.5% - 54.9%
Unsatisfactory =	0-27.4%

Suppose the statewide average pass rate for a particular exam is 60%. Suppose there are 50 students district wide enrolled in the associate course. Then $N=5\%$, and the rubric for this particular exam would be as follows:

ESE Compensatory Adjustment

MBU's evaluated on the PERCENTILE rubric will receive a compensatory adjustment to the weighting of ESE students who meet the standard using a multiplier in their proficiency count according to the proportion of students in the MBU's class who fall into one or more of the following categories:

- Emotional/Behavioral Disability
- Specific Learning Disabled
- Language Impaired
- Orthopedically Impaired
- Other Health Impaired
- Autism Spectrum Disorder
- Traumatic Brain Injured
- Developmentally Delayed

For MBU's with fewer than 25% of students in the above categories, the multiplier shall be 1.2. For MBU's with at least 25% and fewer than 50% of students in the above categories, the multiplier shall be 1.4. For MBU's with at least 50% of students in the above categories, the multiplier shall be 1.6.

APPENDIX B

- Pre Conference Form A
- Reflection Conference Form

Planning Conference Structured Interview Form A and B

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document, if you have anything to share. Please be prepared to discuss the following questions in preparation for the planning conference

Classroom Demographics		
Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.) Add ELL, ESE, SP/L too if you have		
Answer:		
Routine Events		
1. What will you do to establish learning goals, track student progress and celebrate success for this lesson? DQ1 elements 1,2,3		
Answer:		
2. What will you do to establish or maintain classroom rules and procedures for this lesson? DQ6 elements 4,5		
Answer:		
Content Choose ONE: either 3-4-5		
Please consider the following questions as appropriate for the lesson being observed		
3. What will you do to help students effectively interact with new knowledge? DQ2 elements 6-13	4. What will you do to help students practice new knowledge? DQ3 elements 14-20	5. What will I do to help students generate and test hypothesis about new knowledge? DQ4 el.21-23
Answer:		
Enacted on the Spot		

6. What will you do to engage students in the lesson? DQ5 elements 24-32
Answer:
7. What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures? DQ7 elements 33-35
Answer:
8. What will I do to establish and maintain <u>effective relationships</u> with students during this lesson? DQ8 elements 36-38
Answer:
9. What will I do to communicate <u>high expectations</u> to students <u>within the lesson</u> ? DQ9 elements 39-41
Answer:

Planning and Preparing for Lessons and Units
10. How will you scaffold the content within the lesson? element 42 Please describe: <ul style="list-style-type: none"> • the rationale for how the content of the lesson is organized • the rationale for the sequence of instruction • how the content is related to previous lessons, units or other content • possible confusions that may impact the lesson
Answer:
11. How does this lesson progress within the unit over time? element 43 Please describe:

- how lessons within the unit progress toward deep understanding and transfer of content
- describe how students will make choices and take initiative
- how learning will be extended

Answer:

12. How will you align this lesson with established content standards identified by the district and the manner in which that content should be sequenced (important content (scope/sequence) identified by the district)? element 44
Please describe the LAFS, MAFS, Science Standard(s) you are teaching and how they align to your lesson

Answer:

Planning and Preparing for Use of Resources and Technology

13. How will the resources and materials that you select be used to enhance students' understanding of the content?
Please describe the resources that will be used:

- traditional resources element 45
- technology element 46

Answer:

Planning and Preparing for the Special Needs of Students

14. How do you plan to address the special needs of your students to include special education students (element 48), ELL students (element 47) and students who come from home environments that offer little support for schooling (element 49)?

Answer:

Name of Teacher: _____ Name of Observer: _____

Reflection Conference Date: _____

Instructions: Please bring student work, assessments, scoring guides, and/or rubrics to the reflection conference and be prepared by filling out the following 5 questions:

General Reflection Domain 3 # 50
1. Overall, how do you think the lesson went and why?
Answer:
Identifying and Evaluating Areas of Pedagogical Strength and Weakness D3 #51
2. What were your biggest strengths in this lesson? Why do you say this?
Answer:
3. What area do you think you can still work on and why?
Answer:
Student Achievement Domain 3 #52
4. How did you enhance student achievement and what was the cause of the success (or any difficulty you ran into)? What specific strategies did you use to get there?
Answer:
IPDP Domain 3 #53-54
5. What were the two elements you chose for your Deliberate Practice on your IPDP and how are you working to master these two elements (activities, PD, etc)?
Answer:

Evaluation Forms

***Forms for Classroom and Instructional Support teachers can be found on the District webpage,
www.indianriverschools.org,
click on Departments – Human Resources**

APPENDIX C

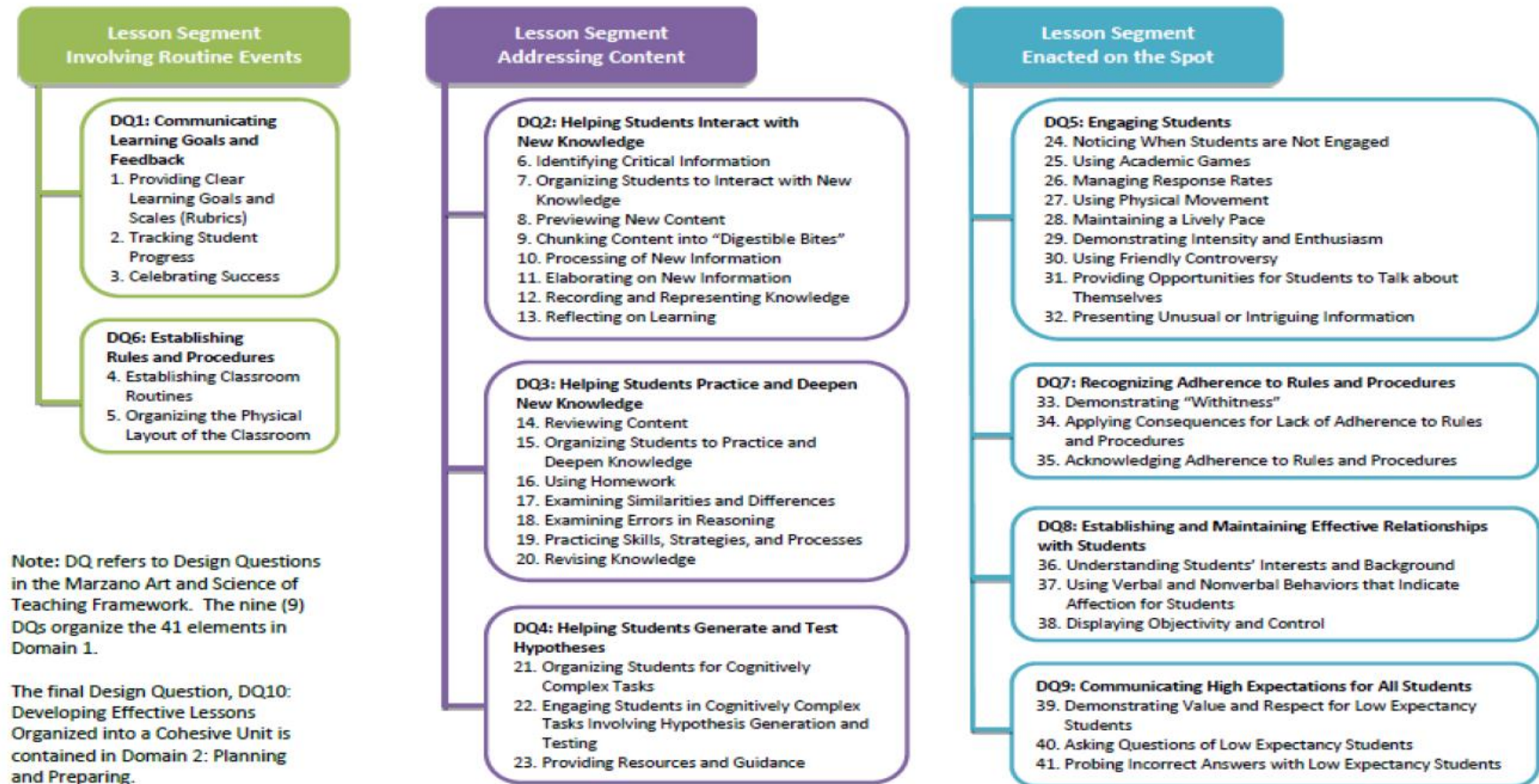
Maps:

- **Classroom Teachers**
- **Instructional Support Teachers**

Marzano Art and Science of Teaching Framework
Domain 1: Classroom Strategies and Behaviors

Domain 1: Classroom Strategies and Behaviors

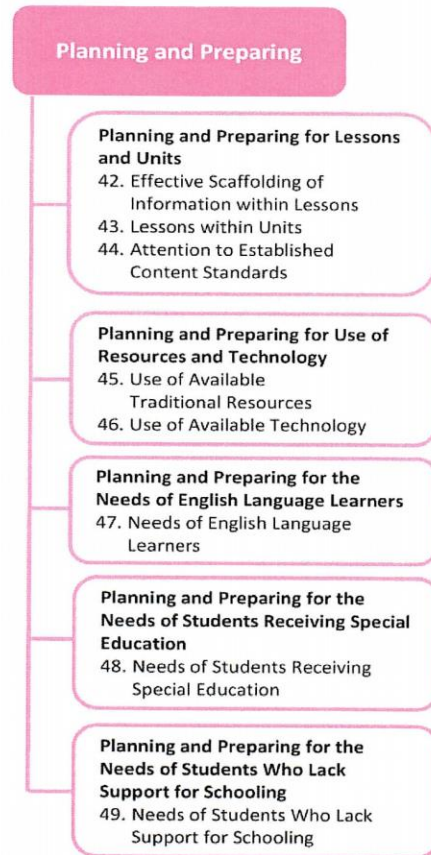
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



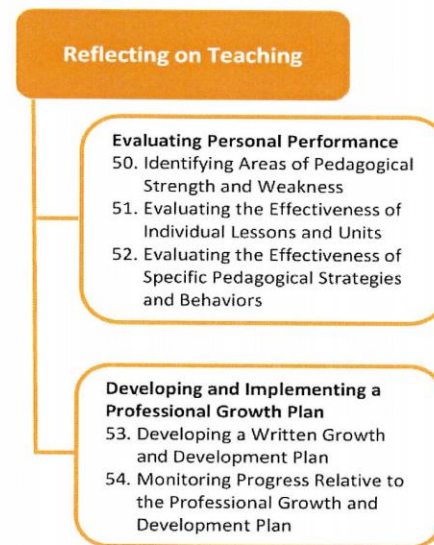
Marzano Teacher Evaluation Model Learning Map



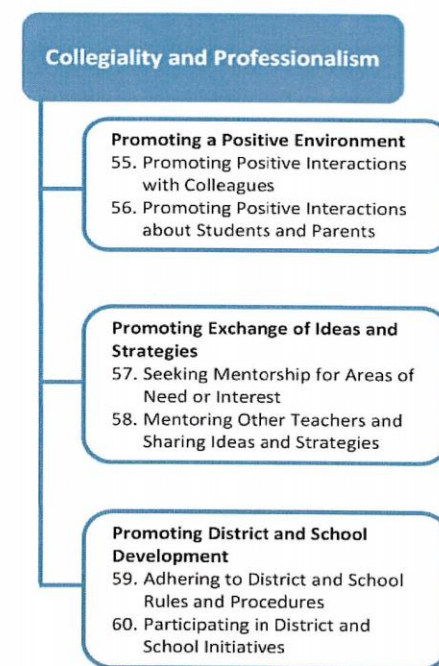
Domain 2: Planning and Preparing



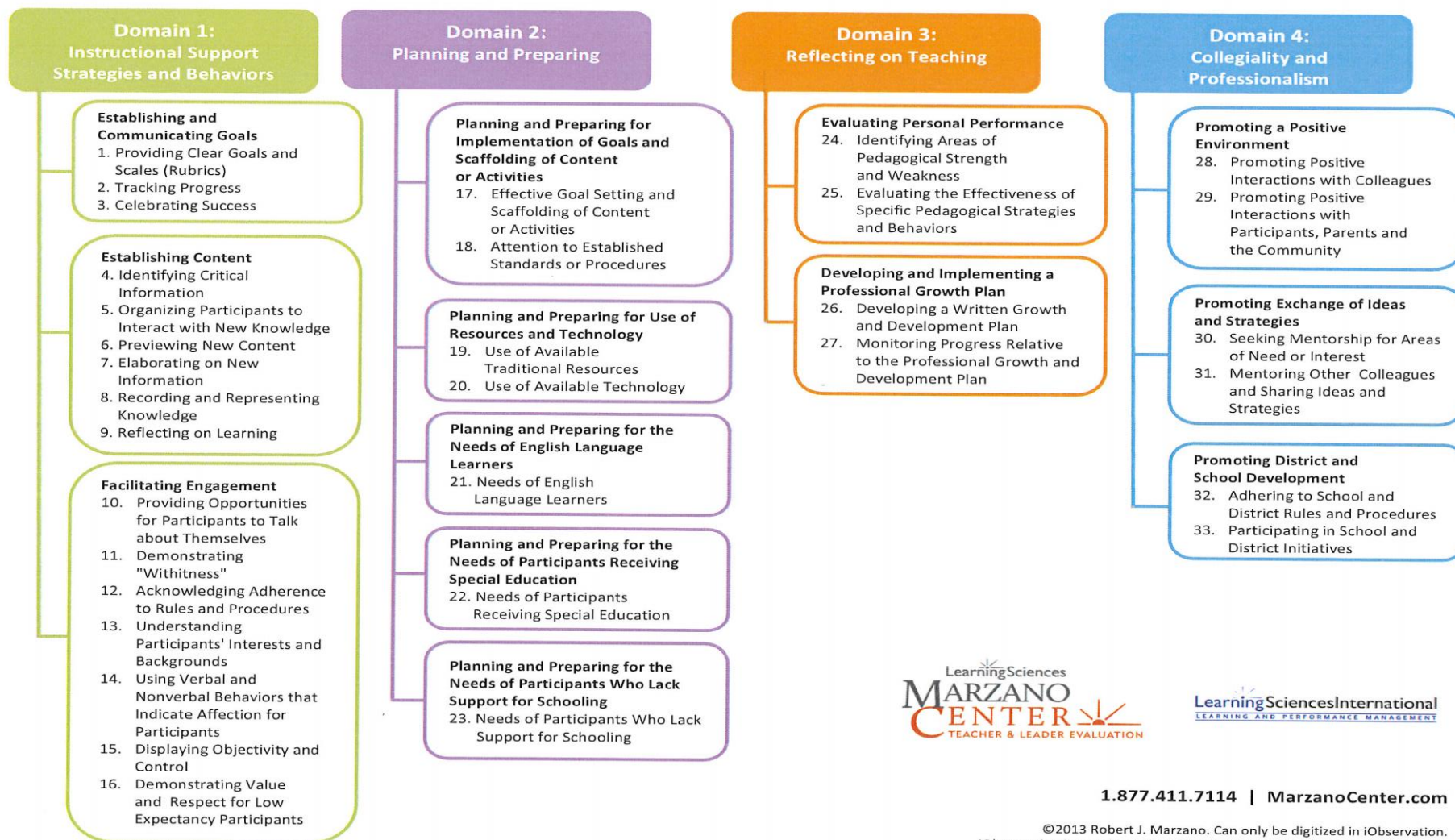
Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



Marzano Center Non-Classroom Instructional Support Personnel Evaluation Model Learning Map



APPENDIX D

PLAN FOR IMPROVEMENT (Template)

Performance Improvement Plan

Name of Employee: _____ Administrator: _____ Date: _____

Evaluation Criterion	What was Observed	What Observer Expects to See	Resources (May be listed on an attached page)	Timeline

This Plan of Improvement identifies several major areas that require to improve performance deficiencies. Progress and performance related to each of these identified areas will be monitored and evaluated. Continued deficient performance is unacceptable and cannot continue.

This summary memorandum, its expectations including the Plan of Improvement and timelines were presented to _____, on _____, 20____, by _____.

The Performance Improvement Plan is no longer in effect and the deficiencies have been resolved:

APPENDIX E

Desired Effects

MARZANO TEACHER EVALUATION MODEL

DESIRED EFFECTS

Domain 1: Classroom Strategies and Behaviors

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. Students understand the learning goal and what the scale means.
2. Students understand their current status on the scale and can articulate their progress toward the learning goal.
3. Students feel pride in their knowledge gain and accomplishments, and they are motivated to continue progress toward the goal.

DQ6: Establishing Rules and Procedures

4. Students know and follow the rules and procedures.
5. Students have easy access to classroom materials in an environment that focuses on communicating what is being taught and learned.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. Students know what content is important and what is not important.
7. Students interact in small groups to process and understand new knowledge.
8. Students make a link from what they know to what is about to be learned: activating prior knowledge.
9. Students process and learn information in appropriate chunks.
10. Students are cognitively engaged with new content during interactions with other students.
11. Students draw conclusions that were not explicitly taught within the chunk.
12. Students accurately record and represent their understanding of critical content in linguistic and/or nonlinguistic ways.
13. Students examine their level of understanding and identify areas where they are clear and confused.

DQ3: Helping Students Practice and Deepen New Knowledge

14. Students produce an accurate representation of previously taught critical content.
15. Students practice and deepen knowledge by interacting in small groups.
16. Students' understanding of content and/or practice of skills, strategies, or processes is deepened with appropriate homework.
17. Students describe how elements are similar and different and what new information they have learned as a result of their comparisons.
18. Students can identify and articulate errors in logic or reasoning, or the structure of an argument, and explain new insights resulting from this analysis.
19. Students develop automaticity with skills, strategies, or processes by engaging in appropriate practice activities.
20. Students make additions and deletions to previous knowledge that deepen their understanding.

DQ4: Helping Students Generate and Test Hypotheses

21. Students interact in small groups for the purpose of generating and testing hypotheses to enhance understanding of content.
22. Students generate and test hypotheses to enhance their understanding of content and the inquiry process.
23. Students have adequate resources and guidance to complete the hypothesis generation and testing task.

Lesson Segment Addressing Content

DQ5: Engaging Students

24. Students modify their level of engagement as a result of teacher action.
25. Students cognitively engage or re-engage as a result of using academic games and inconsequential competition.
26. Students cognitively engage or re-engage as a result of using questioning strategies or probes.
27. Students cognitively engage or re-engage as a result of using physical movement activities.
28. Students cognitively engage or re-engage as a result of the teacher maintaining a lively pace.
29. Students cognitively engage or re-engage as a result of the teacher using intensity and enthusiasm.
30. Students cognitively engage or re-engage as a result of using friendly controversy.
31. Students cognitively engage or re-engage as a result of having opportunities to talk about themselves.
32. Students cognitively engage or re-engage as a result of presentation of unusual or intriguing information.

DQ7: Recognizing Adherence to Rules and Procedures

33. Students adhere to rules and procedures as a result of the teacher's "withitness."
34. Students adhere to rules and procedures as a result of the teacher applying consequences consistently and fairly.
35. Students adhere to rules and procedures as a result of the teacher acknowledging adherence to rules and procedures.

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher exhibiting understanding of students' interests and backgrounds.
37. Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher using verbal and nonverbal behaviors that indicate affection for students.
38. Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher displaying objectivity and control.

DQ9: Communicating High Expectations for All Students

39. All students feel equally valued by the teacher.
40. All students are asked questions with the same frequency and depth.
41. All students who respond with incorrect answers are probed in the same manner.

MARZANO TEACHER EVALUATION MODEL

DESIRED EFFECTS

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. The teacher articulates how the content is organized in such a way that each new piece of information builds on the previous piece.
- 43. The teacher articulates how lessons are sequenced to move students from knowing to applying.
- 44. The teacher articulates how their lessons align to established content standards.

Planning and Preparing for Use of Resources and Technology

- 45. The teacher articulates how their use of traditional resources (e.g., textbooks, print material, manipulatives, community resources) enhance student learning.
- 46. The teacher articulates how their use of technology (e.g., interactive whiteboards, social networking sites, discussion boards) enhances student learning.

Planning and Preparing for the Needs of English Language Learners

- 47. The teacher articulates how their use of accommodations and adaptations enhance learning for English Language Learners.

Planning and Preparing for the Needs of Students Receiving Special Education

- 48. The teacher articulates how their use of accommodations and adaptations enhance learning for students receiving special education.

Planning and Preparing for the Needs of Students Who Lack Support for Schooling

- 49. The teacher articulates how they accommodate and address the needs of students who lack support for schooling.

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. The teacher articulates their strengths and weaknesses in classroom strategies and behaviors.
- 51. The teacher articulates how they use student achievement from a lesson or unit to determine its effectiveness.
- 52. The teacher articulates the impact of specific strategies on the achievement of subgroups of students.

Developing and Implementing a Professional Growth Plan

- 53. The teacher articulates and provides evidence of their growth and development plan.
- 54. The teacher articulates and provides evidence of how they monitor their progress and make adaptations on the growth plan.

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- 55. The teacher demonstrates and/or provides evidence of how they promote positive interactions about colleagues.
- 56. The teacher demonstrates and/or provides evidence of how they promote positive interactions about students and parents.

Promoting Exchange of Ideas and Strategies

- 57. The teacher articulates and/or provides evidence of how they sought help or input from colleagues regarding specific strategies.
- 58. The teacher articulates and/or provides evidence of how they gave help or input to colleagues regarding specific strategies.

Promoting District and School Development

- 59. The teacher demonstrates and/or articulates how they adhere to district rules and procedures.
- 60. The teacher demonstrates and/or articulates how they participate in district and school initiatives.

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Instructional Support Strategies and behaviors

1. Participants understand the learning goal and the levels of performance in relation to the scale.
2. Participants know where their level of performance is in relation to the scale and can describe their progress.
3. Participants are proud of gaining knowledge and motivated to do so.
4. Participants can describe and explain the level of importance of the content.
5. Participants are able to move to groups efficiently and group norms have been established and followed, which allow students to interact with new knowledge and deepen their understanding.
6. Participants can link prior knowledge to new content.
7. Participants can elaborate on and/or make inferences based upon what was taught.
8. Participants demonstrate knowledge of critical content using linguistic or non-linguistic methods.
10. Participants' engagement is enhanced by making connections between the content addressed in class, and their personal interests.
11. Participants maintain adherence to rules and procedures because they recognize teacher's "withitness" (awareness of "what's going on" and "eyes in the back of his/her head").
12. Participants adhere to rules and procedures because they are appreciative of the teacher's recognition of positive behavior.
13. Participants have a sense of acceptance and community in the classroom when the teacher demonstrates understanding of their interests and background.
14. Participants respond to teacher's verbal and nonverbal interactions and can describe the teacher as someone who cares for them.
15. Participants are settled by the teacher's objective behavior and controlled manner.
16. Participants feel important and respected by each other and the teacher.

Planning and Preparing for Implementation of Goals and Scaffolding of Content or Activities

17. The teacher articulates how the content is organized in such a way that each new piece of information builds on the previous piece.
18. The teacher articulates how lessons are sequenced to move student from knowing to applying.
19. The teacher articulates how their use of traditional resources (e.g. textbooks, print material, manipulatives, community resources) enhance student learning.
21. The teacher articulates how their use of accommodations and adaptations enhance learning for English Language Learners.
21. The teacher articulates how their use of accommodations and adaptations enhance learning for students receiving special education.
22. The teacher articulates how their use of accommodations and adaptations enhance learning for students who lack support for schooling.

Desired Effects for Non-Classroom Instructional

Reflecting on Teaching

- 24. The teacher articulates their strengths and weaknesses in classroom strategies and behaviors.
- 25. The teacher articulates the impact of specific strategies on the achievement of subgroups of students.

- 26. The teacher articulates and provides evidence of their growth and development plan.
- 27. The teacher articulates and provides evidence of how they monitor their progress and make adaptations on the growth plan.

Collegiality and Professionalism

- 28. The teacher demonstrates and/or provides evidence of how they promote positive interactions about colleagues.
- 29. The demonstrates and/or provides evidence of how they promote positive interactions about students and parents.

- 30. The teacher articulates and/or provides evidence of how they sought help or input from colleagues regarding specific strategies.
- 31. The teacher articulates and/or provides evidence of how they gave help of input to colleagues regarding specific strategies.

- 32. The teacher demonstrates and/or articulates how they adhere to district rules and procedures.
- 33. The teacher demonstrates and/or articulates how they participate in district and school initiatives.