School District of Sumter 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.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective November 2023.

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.

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

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.

The purpose of the teacher evaluation system for the Sumter County School District is multifaceted. The first objective is to improve teacher quality, evaluation systems provide feedback to teachers on both their strengths and areas for development, helping them refine their skill and practice as educators. Additionally, the teacher evaluation system provides accountability. The system sets clear expectations for instructional employees. The system also helps guide and inform our professional learning systems by helping us identify deficits that need to be addressed through professional learning and training to help teachers improve their practice. Ultimately, the goal of teacher evaluation systems is to improve student achievement. By ensuring that teachers are effective in their roles and continuously improving their practice, evaluation systems contribute to enhancing student learning outcomes and success.
Overall, the purpose of the Sumter County School District's teacher evaluation system is to support teacher effectiveness, improve educational quality, and ultimately enhance student learning and achievement.

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 include indicators based on the FEAP, and may include specific job expectations related to student support.

Training

☒ The district provides training programs and has processes that ensure

➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data 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 that supports the improvement of professional skills.
  ➢ The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
  ➢ The evaluator must discuss the written evaluation report with the employee.
  ➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  ➢ The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  ➢ The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

  ➢ Planning of professional 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.

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Within the first 10 days of school	Mandatory training- Instructional Personnel Evaluation Agendas, Powerpoints and handouts Administrators and staff must sign in as documentation that they attended the meeting
Newly Hired Classroom Teachers	Within the first 10 days of school and the District-wide New Teacher Induction	Mandatory training- Instructional Personnel Evaluation & District-wide New Teacher Induction Agendas, Powerpoints and handouts Administrators and staff must sign in as documentation that they attended the meeting
Late Hires	Within the first 10 days of hire	Online training module.

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	Before the end of the school year.	Within 10 days of the observation.
Hired after the beginning of the school year	1	Before the end of the school year.	Within 10 days of the observation.
Newly Hired Classroom Teachers			

Hired before the beginning of the school year	2	First observation within the first 90 days. Second observation after 90 days.	Within 10 days of the observation.
Hired after the beginning of the school year	2 if hired before the first 90 days of school.	First observation within the first 90 days. Second observation after 90 days.	Within 10 days of the observation.

Numbers in the chart above are minimum requirements. Informal observations are ongoing and reported to the Superintendent on a weekly basis.

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	Before the end of the school year.	Within 10 days of the observation.
Hired after the beginning of the school year	1	Before the end of the school year.	Within 10 days of the observation.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	First observation within the first 90 days. Second observation after 90 days.	Within 10 days of the observation.
Hired after the beginning of the school year	2 if hired before the first 90 days of school.	First observation within the first 90 days. Second observation after 90 days.	Within 10 days of the observation.

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 section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Sumter County, instructional practice accounts for 66% 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.

Step 1: Administrator informs teacher about evaluation process
School and/or district administrators will meet with instructional staff no later than September 30 to orient and inform them regarding evaluation criteria and procedures, and to provide a common language for defining and reflecting on teacher effectiveness. Attendance at this meeting is mandatory. Administrators will have teachers sign an attendance roster for this meeting.
Directions for obtaining access to an electronic version of the Sumter County Schools Framework for Teaching evaluation handbook and the appropriate assessment forms from the district website will also be provided. As additional staff is employed, the criteria and procedures of the evaluation system will be reviewed through our onboarding process.

Step 2: Administrator schedules observation and <u>optional</u> pre-observation conference
Collaboratively, the administrator and teacher will set an observation date and time. The teacher must be given at least a two day notice prior to the announced classroom observation.
If a pre-observation conference is requested by either the teacher or the evaluator, the administrator will schedule the pre-observation conference preferably 1-5 school days before the observation.
The administrator will provide either an electronic or paper pre-observation conference form to the teacher in advance of the conference and will ask him or her to bring the completed form to the conference.

Step 3: Administrator holds pre-observation conference (if applicable)
The teacher will bring a copy of the completed pre-observation conference form to the conference. The administrator will use it to guide the conversation and to organize notes as he/she records evidence of the domains in the *Framework for Teaching* evaluation rubric.
The teacher will discuss the lesson to be observed. The teacher should do most of the talking, but the administrator should ask questions and offer suggestions for improvement to the lesson.

Step 4: Administrator observes teacher
The administrator gathers evidence of the teacher's and students' actions, statements, and questions using an electronic device or evidence collection tool. The length of the announced formal observation may vary form 20 minutes to one full class period.

Step 5: Administrator schedules post-observation conference
The administrator schedules the post-observation conference for **no later than ten (10) teacher working days after the observation takes place.**
The administrator gives the teacher the post-observation conference form to complete in advance of the post-observation conference.

Step 6: Administrator aligns evidence using the framework

After the observation, the administrator will identify the relevant component(s) for each piece of evidence.

The administrator will compare the evidence listed under each component to the level of performance descriptions, as indicated on the *Sumter Framework for Teaching* evaluation rubric, and will chose the level of performance for each component that most closely aligns to the evidence.

The administrator will complete the Annual Teacher Instructional Practice Form for the teacher's appropriate job classification, i.e. classroom teacher, guidance counselor, etc.

Step 7: Administrator holds post-observation conference

The teacher will reflect on the lesson using the post-observation conference form.

The administrator and teacher will discuss the evidence collected the levels of performance chosen on the Annual Teacher Instructional Practice Form.

The administrator and the teacher will sign or electronically acknowledge the Annual Teacher Instructional Practice Form. The teacher will have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to the evaluation instrument placed in the individual teacher's personnel file.

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 section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Sumter County, other indicators of performance account for 0% 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 Sumter County, performance of students accounts for 34% 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.

For all instructional personnel, including classroom teachers newly hired by the district and non-classroom teachers, the percentage of the evaluation based on the performance of students is 34%. This portion of the evaluation is based on either growth or proficiency level. The student performance portion of the evaluation is based on data and indicators of student learning growth assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district determined assessments as illustrated in the chart to follow.

The state-adopted value-added formula (VAM) and state scores will be utilized as the student performance score in all courses associated with statewide assessments. (If a teacher instructs both VAM and non-VAM courses, the student performance value will be determined by a weighted average based on the number of students included in the VAM and local student performance formulas.) For all other grades and subjects, the district will utilize proficiency levels for determining student performance. The student performance portion of the evaluation will include growth or proficiency data for students assigned to the teacher over the course of three years, including the current school year. If less than three years of data are available, the years for which data are available will be used, including the current school year.

Sumter County will accept the state determined VAM score of each teacher. This score will be a 1 – 4 score, indicated by U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/ Developing	2
1	Unsatisfactory	1

Sumter County will convert non-VAM scores as illustrated in the chart below:

Non-VAM Score Conversion	Categorical Score	= Points
growth, achievement, or proficiency percent on any non-VAM assessment is 5.00 percentage/percentile points or greater than the national+ , state or district* average	Highly Effective	4
growth, achievement, or proficiency percent on any non-VAM assessment is between 4.99 percentage points above and 4.99 percentage/percentile points below the national+ , state or district* average	Effective	3
growth, achievement, or proficiency percent on any non-VAM assessment is between 5.00	Needs Improvement/ Developing	2

percentage/percentile points below and 9.99 percentage points below the national+ , state or district* average		
growth, achievement, or proficiency percent on any non-VAM assessment is 10.00 percentage/percentile points below the national+ , state or district* average	Unsatisfactory	1

+ Largest available population average used on kindergarten to second grade ELA and Math assessments *District average used on all college ready assessments including ACT, SAT and PERT where no current state average can be located

RATING CALCULATIONS PROCEDURES

The academic performance score for each teacher will be determined by the weighted average based upon the number of students taking each exam.

For year-long courses, teachers will receive scores for students present in both FTEs, with the exception of teachers hired after Survey 2 who work one day over half of the contract year. These teachers will receive scores for students present during Survey 3. For block or single-semester courses, scores will be based on the percentage of time students are enrolled in the class (i.e., 90% of course length). In the event a teacher transfers between FTE periods, he/she will receive scores for students present in each FTE period based on the percentage of time the teacher was assigned each class.

PROFICIENCY SCALE

An average student score will be established per test utilizing national, state, or district averages. (College Ready comparisons will use a 2-yr. rolling average.)

	Proficiency compared to district, state, or national average			
Range	-10% and below	-9.99% - 5.00%	-4.99% - +4.99%	+5.00% and above
Score	1	2	3	4

GROWTH SCALE

	% of students who earned a learning gain			
Range	For the 24-25 school year, percentage of growth required for each rating will be determined by district and school administrators using available data. Once determined, these performance standards will be submitted to DOE for approval to update Sumter's evaluation system for subsequent years.			
Score	1	2	3	4

Sumter County will allow site-based principals to determine student performance measures for the newly hired for the first evaluation and use non-VAM calculations for scoring.

Sumter PREP Academy Growth Scale

	% of "rated" students who earned a learning gain in BOTH ELA and Math			
Range	For the 24-25 school year, percentage of growth required for each rating will be determined by district and school administrators using available data. Once determined, these performance standards will be submitted to DOE for approval to update Sumter's evaluation system for subsequent years.			
Score	1	2	3	4

BONUS POINTS

In an effort to include students' prior performance in the instructional effectiveness score of all teachers, non-VAM teachers who have high percentages of Level 1 students in their verified rosters will earn bonus points. The bonus points are added to the percent of student growth, achievement or proficiency score prior to comparing to the national, state or district average. The table below lists the bonus points earned based upon the percentage of Level one students in the verified roster. Prior year Math scores are used for math courses. Prior year ELA scores are used for all other courses.

Percent of Level 1 students included in the verified roster	Bonus points added to the percent of students growth, achievement, or proficiency
20% to 30%	15 points
31% to 40%	20 points
41% and greater	25 points

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.

Step 8: (continued from page 10) District finalizes Annual Teacher Evaluation Form
     The district will combine the teacher instructional practice rating with the student performance data, upon availability, at the end of the school year (June 30), or within 90 days thereafter (September 30).

Step 9: Administrator notifies teacher of final overall rating and holds additional post conference
For teachers receiving an overall rating of effective or highly effective:
     The administrator will notify the teacher of the overall final rating and may schedule an optional additional post conference after the receipt of the student performance data prior to September 30.

The administrator will hold the optional post conference with the teacher and present the student performance data and the finalized Annual Teacher Evaluation Form.

The administrator and teacher will sign or electronically acknowledge the Annual Teacher Evaluation Form. The teacher will have the right to review the student test data and initiate a written response to the assessment, and the response shall become a permanent attachment to the evaluation instrument placed in the individual teacher's personnel file.

For teachers receiving an overall rating of needs improvement or unsatisfactory:

The administrator will notify teachers in writing of the overall final rating.

The teacher will schedule the post conference with administrator as soon as practical, but no later than September 30.

The administrator will hold an additional post conference with the teacher and present student growth data and the finalized Annual Teacher Evaluation Form.

The administrator and teacher will sign or electronically acknowledge Part II of the Annual Teacher Evaluation Form. The teacher will have the right to review the student test data and initiate a written response to the evaluation, and the response shall become a permanent attachment to the evaluation instrument and placed in the individual teacher's personnel file.

As per the Sumter County Education Associate contract, teachers will have the right to appeal the evaluation rating based on procedural issues related to the student performance part of the evaluation. No appeal of the Instructional Practice section may be made.

The administrator and teacher will work collaboratively to create a Professional Improvement Plan (PIP).

As of time of submission, no true learning gain data for the new FAST assessments are available. Upon receipt of that data, true cut scores for determining levels of performance in the Growth Scale portions of the Student Performance Score determination will be set. At that time, this system will be resubmitted to DOE along with examples of 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. Until that time, please use examples below which include the same matrix but does not include student growth in the student performance score calculation. For the purposes below, the following percentage breakdowns determine Unsatisfactory, Needs Improvement/Developing, Effective, and Highly Effective.

HE Greater than 80% to 100% (3.2-4.0)
E Greater than 60% to 80% (2.4-3.199)
NI/D 50% to 60% (2.0-2.399)
U less than 49.9% (1.0-1.99)

2nd Grade Teacher (Highly Effective):

Instructional Practice	95.25%	95.25 / 100.00
Student Performance	100%	4.00 / 4.00
(F) Instructional Practice - Not Calculated	N/A	0.00 / 0.00
Not Calculated	100%	200.00 / 200.00
Total	**96.87%**	

9th Grade ELA Teacher (Unsatisfactory):

*please note that in this instance, this is a new teacher and their (F) Instructional Practice- Not Calculated grade is their fall formative evaluation. The other items in the "not calculated" category are the verifications where the employee electronically verifies their evaluation and student performance scores.

Instructional Practice	66.25%	66.25 / 100.00
Student Performance	31.55%	1.26 / 4.00
(F) Instructional Practice - Not Calculated	63%	63.00 / 100.00
Not Calculated	100%	300.00 / 300.00
Total	**54.45%**	

Appendix A – Evaluation Framework Standards

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

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;	1e
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1e
c. Designs instruction for students to achieve mastery;	1e
d. Selects appropriate formative assessments to monitor learning;	3d
e. Uses diagnostic student data to plan lessons;	3d
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	1e
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)(c)3., F.S.	1e, 4f
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;	2c
b. Manages individual and class behaviors through a well-planned management system;	2c, 2d
c. Conveys high expectations to all students;	2b
d. Respects students' cultural linguistic and family background;	2a
e. Models clear, acceptable oral and written communication skills;	2a, 3a
f. Maintains a climate of openness, inquiry, fairness and support;	2a, 2b
g. Integrates current information and communication technologies;	3c
h. 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.;	2c, 3c
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	3c
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	2a, 2b

3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	3a, 3c
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	2c, 3b, 3c
c. Identify gaps in students' subject matter knowledge;	3b, 3d
d. Modify instruction to respond to preconceptions or misconceptions;	3d
e. Relate and integrate the subject matter with other disciplines and life experiences;	1e, 3c
f. Employ questioning that promotes critical thinking;	3b
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	1e, 3c
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	3d
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	2a, 3a, 3d
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3d
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	3d
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	3d, 1e
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	3d
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3d
f. Applies technology to organize and integrate assessment information.	3d
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4e
b. Examines and uses data-informed research to improve instruction and student achievement;	1e, 4e
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	3d
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4f
e. Engages in targeted professional growth opportunities and reflective practices; and,	4e
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	1e, 4e

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:	
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.;	4f
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	4f
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	4f

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.

Sumter County Schools Framework for Teaching (Classroom Teacher)

Teacher _____ School
_____Grade Level(s) _____

Subject(s) _____Observer
_____Date _____

Evidence of Teaching

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement/Developing (Basic)	Effective (Proficient)	Highly Effective (Distinguished)
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure, is based on state-adopted standards, and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, resources, and uses state-adopted standards to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, resources, and uses state-adopted standards to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Needs Improvement/Developing (Basic)	Effective (Proficient)	Highly Effective (Distinguished)
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of a lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Critical Attributes	• *Teacher uses disrespectful talk towards students.* • *Student body language indicates feelings of hurt or insecurity.* • *Teacher does not address disrespectful interactions among students.* • *Teacher displays no familiarity with or caring about individual students' interests or personalities.* • *Students use disrespectful talk towards one another with no response from the teacher.*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* • *Teacher attempts to respond to disrespectful behavior, with uneven results.* • *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful.*	• *Talk between teacher and students and among students is uniformly respectful.* • *Teacher makes connections with individual students* • *Students exhibit respect for the teacher.* • *During the lesson, the teacher offers encouragement to students as they struggle with complex learning.*	In addition to the characteristics of "effective," • *Teacher demonstrates knowledge and caring about individual students' lives beyond school.* • *The teacher's response to a student's incorrect response respects the student's dignity.* • *When necessary, students correct one another in their conduct towards classmates.*

Component	Unsatisfactory	Needs Improvement/Developing (Basic)	Effective (Proficient)	Highly Effective (Distinguished)
2b Establishing a Culture for Learning *Critical Attributes*	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. • *The teacher conveys that the reasons for the work are external.* • *The teacher conveys to at least some students that the work is too challenging for them.* • *Teacher trivializes the learning goals and assignments.* • *Students exhibit little or no pride in their work.*	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions." • *Teacher's energy for the work is half-hearted or unsuccessful at enlisting student energy.* • *The teacher conveys only modest expectations for students.* • *Teacher trivializes some of the learning goals and assignments.* • *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* • *Most students indicate that they are looking for an "easy path."*	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. • *The teacher communicates the importance of the work, and expectations that all students can be successful in it.* • *Student work and conduct during a lesson indicate commitment to high quality.* • *The teacher demonstrates a high regard for student abilities.* • *The teacher emphasizes the role of hard work in student learning.* • *Teacher expects student effort and recognizes it.* • *Students put forth good effort to complete work of high quality.*	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work. In addition to the characteristics of "effective," • *The teacher communicates a genuine passion for the subject.* • *Students indicate that they are not satisfied unless they have complete understanding.* • *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.* • *Students recognize the efforts of their classmates.* • *Students take initiative in improving the quality of their work.*

Component	Unsatisfactory	Needs Improvement/Developing (Basic)	Effective (Proficient)	Highly Effective (Distinguished)
2c Managing Classroom Procedures *Critical Attributes*	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. • *Students not working with the teacher are disruptive to the class.* • *Non-instructional duties, such as taking attendance, consume much time.* • *There are no established procedures for distributing and collecting materials.* • *Procedures for other activities are confused or chaotic.* • *Volunteers and paraprofessionals appear confused as to what they are*	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective. • *Procedures for transitions, materials, and non-instructional duties seem to have been established, but their operation is rough.* • *Small groups are only partially engaged while not working directly with the teacher.* • *The teacher actively supervises volunteers and paraprofessionals.*	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. • *The students are productively engaged during small group work.* • *Teacher has established time-saving procedures for non-instructional activities.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Volunteers and paraprofessionals get on with their tasks with little or no guidance or intervention from the teacher.*	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. In addition to the characteristics of "effective," • *Students take the initiative with their classmates to ensure that their time is used productively.* • *Students themselves ensure that transitions are*

2d Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Critical Attributes	• *The classroom environment is chaotic, with no apparent standards of conduct.* • *The teacher does not monitor student behavior.* • *Some students violate classroom rules, without apparent teacher awareness.* • *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.*	• *Teacher attempts to maintain order in the classroom but with uneven success.* • *Classroom rules are posted, but neither teacher nor students refer to them.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	• *Students can describe the standards of conduct.* • *Upon a non-verbal signal from the teacher, students correct their behavior.* • *Teacher frequently monitors student behavior,*	In addition to the characteristics of "effective," • *Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities.* • *The teacher monitors student behavior without speaking – just moving about.* • *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*

Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement/Developing (Basic)	Effective (Proficient)	Highly Effective (Distinguished)
3a Communicating with Students *Critical Attributes*	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development. • *At no time during the lesson does the teacher convey to the students what they will be learning.* • *Students indicate through their questions that they are confused as to the learning task.* • *The teacher makes a serious content error that will affect students' understanding of the lesson.* • *Students indicate through body language or questions that they don't understand the content being presented.* • *Teacher's communications include errors of vocabulary or usage.* • *Vocabulary is inappropriate to the age or culture of the students.*	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development. • *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* • *Teacher clarifies the learning task so students are able to complete it.* • *The teacher makes no serious content errors, although may make a minor error.* • *The teacher's explanation of the content consists of a monologue, with minimal participation by students.* • *Vocabulary and usage are correct but unimaginative.* • *Vocabulary may be too advanced or juvenile for the students.*	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development. • *The teacher states clearly, at some point during the lesson, what the students are learning.* • *When asked by an observer, students can state what they are learning* • *Students engage with the learning task, indicating that they understand what they are to do.* • *If appropriate, the teacher models the process to be followed in the task.* • *Teacher checks for student understanding of the learning task.* • *The teacher makes no content errors.* • *Teacher's explanation of content is clear, and invites student participation and thinking.* • *Vocabulary and usage are correct and completely suited to the lesson.* • *Vocabulary is appropriate to the students' ages and levels of development.*	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions. In addition to the characteristics of "effective," • *The teacher points out possible areas for misunderstanding.* • *Teacher explains content clearly, using metaphors and analogies to bring content to life.* • *All students seem to understand the presentation.* • *The teacher invites students to explain the content to the class, or to classmates.* • *Teacher uses rich language, offering brief vocabulary lessons where appropriate.*

Component	Unsatisfactory	Needs Improvement/Developing (Basic)	Effective (Proficient)	Highly Effective (Distinguished)
3b **Using** **Questioning** **and** **Discussion** **Techniques**	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
Critical Attributes	• *Questions are rapid-fire, and convergent, with a single correct answer.* • *Questions do not invite student thinking.* • *Many questions are unrelated to the lesson outcomes.* • *All discussion is between teacher and students; students are not invited to speak directly to one another.* • *The teacher only calls on students who have their hands up.*	• *Questions are a mix of higher-order and questions with a single correct answer.* • *Some questions are unrelated to the learning outcomes.* • *The teacher invites students to respond directly to one another's ideas, but few students respond.* • *Teacher calls on many students, but only a small number actually participate in the discussion.*	• *Most questions are open-ended, inviting students to think.* • *Most questions have multiple possible answers.* • *Questions are related to the lesson objectives.* • *The teacher makes effective use of wait time.* • *Discussions enable students to talk to one another, without ongoing mediation by the teacher.* • *The teacher calls on all students, even those who don't initially volunteer.* • *All students actively engage in the discussion.*	In addition to the characteristics of "effective," • *Students initiate higher-order questions.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion.*

Instructional Evaluation System

Component	Unsatisfactory	Needs Improvement/Developing (Basic)	Effective (Proficient)	Highly Effective (Distinguished)
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allows for student reflection and closure.
Critical Attributes	• *Learning tasks require only recall or have a single correct response or method.* • *The materials used ask students only to perform rote tasks.* • *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* • *Instructional materials used are unsuitable to the lesson and/or the students.* • *The materials used clash with students' cultures.* • *Few students are engaged in the lesson.*	• *Learning tasks are a mix of those requiring thinking and recall.* • *Students have no choice in how they complete tasks.* • *The instructional groups partially serve the instructional purpose.* • *The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.* • *There is a discernable structure to the lesson, but it's not completely successful.* • *Some students are intellectually engaged in the lesson.*	• *Most learning tasks demand higher-order thinking* • *Students have limited choice in how they complete learning tasks.* • *Learning tasks have multiple correct responses or approaches.* • *There is a productive mix of different types of groupings, suitable to the lesson objectives.* • *Materials and resources support the learning goals and students' cultures.* • *The lesson has a clear structure.* • *Most students are intellectually engaged in the lesson.*	In addition to the characteristics of "effective," • *Students have extensive choice in how they complete tasks.* • *Students modify a learning task to make it more meaningful or relevant to their needs* • *Students suggest modifications to the grouping patterns used.* • *Students suggest modifications or additions to the materials being used.* • *Students have an opportunity for reflection and closure on the lesson.* • *All students are highly engaged in the lesson.*

Component	Unsatisfactory	Needs Improvement/Developing (Basic)	Effective (Proficient)	Highly Effective (Distinguished)
3d **Using Assessment in Instruction**	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.
Critical Attributes	• *The teacher gives no indication of what high quality work looks like.* • *Assessment is used only for grading.* • *The teacher makes no effort to determine whether students understand the lesson.* • *Feedback is only global.* • *The teacher does not ask students to evaluate their own or classmates' work.*	• *There is little evidence that the students understand how their work will be evaluated.* • *Teacher requests global indications of student understanding.* • *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* • *The teacher makes only minor attempts to engage students in self- or peer-assessment.*	• *Students clearly understand the characteristics of high-quality work.* • *Teacher monitors student learning through a variety of means, including using specifically-formulated questions to elicit evidence of student understanding, for at least groups of students.* • *Feedback includes specific and timely guidance on how students can improve their performance.* • *The teacher elicits evidence of individual student understanding during the lesson,* • *Students are invited to assess their own work and make improvements.*	In addition to the characteristics of "effective," • *There is evidence that students have helped establish the evaluation criteria.* • *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.* • *Teacher makes frequent use of strategies to elicit information about individual student understanding.* • *Feedback to students is obtained from many sources, including other students.* • *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.*

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement/Developing (Basic)	Effective (Proficient)	Highly Effective (Distinguished)
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
4f Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

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.

DOMAIN 1 for School Counselors: Planning & Preparation

DOMAIN 1: Planning & Preparation	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
1a- Demonstrating knowledge of counseling theory & techniques.	Counselor demonstrates little understanding of counseling theory & techniques.	Counselor demonstrates basic understanding of counseling theory & techniques	Counselor demonstrates understanding of counseling theory & techniques.	Counselor demonstrates deep & thorough understanding of counseling theory & techniques.
1b- Demonstrating knowledge of child & adolescent development.	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of typical developmental characteristics of the age group & exceptions to the general patterns, displays knowledge of extent to which individual students follow general patterns.
1c- Establishing goals for the counseling program appropriate to the setting & students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of students.	Counselor's goals for the counseling program are rudimentary & partially suitable to the situation & the age of the students.	Counselor's goals for the counseling program are clear & appropriate to the situation in the school & to age of the students.	Counselor's goals for the counseling program are highly appropriate to the school situation, age of students & developed following consultation with students, parents, and colleagues.
1d- Demonstrating knowledge of state & federal regulations & of resources both within & beyond the school & district.	Counselor demonstrates little/no knowledge of governmental regulations & resources for students available through the school or district.	Counselor displays awareness of governmental regulations & resources for students available through school/district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations & resources for students available through school or district, and some familiarity w/ resources external to the school.	Counselor's knowledge of governmental regulations & resources for students is extensive, including those available through school or district, and in the community.
1e- Planning the counseling program, integrated with the regular school program.	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle & includes a number of worthwhile activities, but some don't fit with broader school goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent & serves to support individual & groups of students, and the broader educational program.
1f- Developing a plan to evaluate the counseling program.	Counselor has no plan to evaluate the program or resists suggestions that evaluation is important.	Counselor has rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals & the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence & a clear path toward improving the program on an on-going basis.

DOMAIN 2 for School Counselors: The Environment

DOMAIN 2: The Environment	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
2a- Creating an environment of respect and rapport.	Counselor's interaction w/ students are negative or inappropriate. Counselor does not promote positive interaction among students.	Counselor's interactions are a mix of positive & negative. Counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive & respectful. Counselor actively promotes positive student/student interactions.	Students seek out the counselor, reflecting a high degree of comfort & trust. Counselor teachers students how to engage in positive interactions.
2b- Establishing a culture for productive communication.	Counselor makes no attempt to establish a culture for productive communication in the school, either among teachers or between students & teachers.	Counselor's attempts to promote a culture throughout the school for productive & respectful communication between students & teachers is partially successful.	Counselor promotes a culture throughout the school for productive & respectful communication between students & teachers.	The culture in the school for productive and respectful communication is guided by counselors, but maintained by teachers & students.

2c- Managing routines & procedures.	Counselor's routines for the counseling center or classroom work are non-existent or in disarray.	Counselor has rudimentary & partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
2d- Establishing standards of conduct and contributing to the culture for student behavior throughout the school.	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e- Organizing physical space.	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

DOMAIN 3 for School Counselors: Delivery of Service

DOMAIN 3: Delivery of Service	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
3a- Assessing student needs.	Counselor does not access student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b- Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.	Counselor's program is independent of identified student needs.	Counselor's attempts tom help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c- Using counseling techniques in individual and classroom programs.	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d- Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e- Demonstrating flexibility and responsiveness.	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 for School Counselors: Professional Responsibilities

DOMAIN 4: Professional Responsibilities	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
4a- Reflecting on practice.	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive & negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b- Maintaining records and submitting them in a timely fashion.	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c- Communicating with families.	Counselor provides no information to families, either about the counseling program as a whole, or about individual students.	Counselor provides limited thorough accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d- Participating in a professional learning community.	Counselors' relationships with colleagues are negative or self-serving. Counselor avoids being involved in school and district events/projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events/projects when requested.	Counselor participates actively in school/district events/projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school/district events/projects and assumes leadership with colleagues.
4e- Engaging in professional development.	Counselor does not participate in PD activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in PD activities is limited to those that are convenient or required.	Counselor seeks out opportunities for PD based on individual assessment of need.	Counselor actively pursues PD opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f- Showing professionalism.	Counselor displays dishonesty in interactions with colleagues, students and the public, and violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality. Advocates for students. Takes a leadership role with colleagues.

DOMAIN 1 for Instructional Specialists: Planning & Preparation

DOMAIN 1: Planning & Preparation	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
1a- Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development	Instructional specialist's knowledge of specialty area and trends in PD is wide and deep; specialist is regarded as an expert by colleagues.
1b- Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program.	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks info as to teacher skill in that program.

1c- Establishing goals for the instructional support program appropriate to the setting and the teachers served.	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with admin staff and colleagues.
1d- Demonstrating knowledge of resources, both within and beyond the school and district.	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e- Planning the instructional support program, integrated with the overall school program.	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an over-all structure.	Instructional specialist's plan has a guiding principle and includes a number of worth-while activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with admin and teachers.
1f- Developing a plan to evaluate the instructional support program.	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an on-going basis.

DOMAIN 2 for Instructional Specialists: The Environment

DOMAIN 2: The Environment	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
2a: Creating an environment of trust and respect.	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for on-going instructional improvement.	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: Establishing clear procedures for teachers to gain access to instructional support.	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
2d: Establishing and maintaining norms of behavior for professional interactions.	No norms of professional conduct have been established; teachers are infrequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.

2e-Organizing physical space for workshops or training	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

DOMAIN 3 for Instructional Specialists: Delivery of Service

DOMAIN 3: Delivery of Service	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
3a- Collaborating with teachers in the design of instructional units and lessons.	Instructional specialist declines to collaborate with the classroom teachers in the design or instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from outside the school.
3b- Engaging teachers in learning new instructional skills.	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c-Sharing expertise with staff members.	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
3d- Locating resources for teachers to support instructional improvement.	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e- Demonstrating flexibility and responsiveness.	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed, in response to student, parent, or teacher input.

DOMAIN 4 for Instructional Specialists: Professional Responsibilities

DOMAIN 4: Professional Responsibilities	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
4a- Reflecting on practice.	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	IS reflection provides an accurate and objective description of practice, citing specific examples. Instructional specialist makes some specific suggestions as to how the support program might be improved.	IS reflection is highly accurate and perceptive, citing specific examples. IS draws on extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequence of each.
4b- Preparing and submitting budgets and reports.	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures & suggesting improvements. Reports are submitted on time.
4c- Coordinating work with other instructional specialists.	Instructional specialist makes no effort to collaborate with other instructional specialists in the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	IS takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
4d- Participating in a professional learning community.	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district projects/events.	Instructional specialist's relationships with colleagues are cordial, and participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e- Engaging in professional development.	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues PD opportunities and makes a substantial contribution to the profession by participating in state or national conferences.
4f- Showing professionalism, integrity, and confidentiality.	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standard of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

DOMAIN 1 for Library/Media Specialists: Planning & Preparation

DOMAIN 1: Planning & Preparation	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
1a- Demonstrating knowledge of literature and current trends in library/media practice & information technology.	Library/media specialist demonstrates little or no knowledge of literature & current trends in practice & information technology	Library/media specialist demonstrates limited knowledge of literature & current trends in practice & information technology	Library/media specialist demonstrates thorough knowledge of literature & current trends in practice & information technology	Drawing on extensive professional resources, L/MS demonstrates rich understanding of literature & current trends in info technology.
1b- Demonstrating knowledge of the school's program and student needs within that program.	Library/media specialist demonstrates little or no knowledge of the school's content standards or student needs for info skills within standards.	Library/media specialist demonstrates basic knowledge of school's content standards & students needs for info skills within standards.	Library/media specialist demonstrates thorough knowledge of school's content standards & student needs for info skills within standards.	Library/media specialist takes leadership role in school & district to articulate student needs for info technology within school academic program

1c- Establishing goals for the library/media program appropriate to the setting and the students served.	Library/media specialist has no clear goals for media program, or they are inappropriate to either school situation or the age of the students.	Library/media specialist's goals for media program are rudimentary & partially suitable to school situation and the age of the students.	Library/media specialist's goals for media program are clear & appropriate to school situation and to the age of the students.	L/MS goals for media program are highly appropriate to school, age of students, & has been developed following consultations with students & colleagues.
1d- Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.	L/MS demonstrates little/no knowledge of resources available for students & teachers in school, other schools in district, & larger community to advance program goals.	L/MS demonstrates basic knowledge of resources available for students & teachers in school, other schools in district & larger community to advance program goals.	Library/media specialist is fully aware of resources available for students & teachers in school, other schools in district, & larger community to advance program goals.	Library/media specialist is fully aware of resources available for students & teachers & actively seeks new resources from a wide range of sources to enrich school's program.
1e- Planning the library/ media program integrated with the overall school program.	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle & includes a number of worthwhile activities, but some don't fit with broader goals.	Library/media specialist's plan is well designed to support both teachers & students in their needs.	L/MS's plan is highly coherent, taking into account the competing demands of scheduled library time, consultative work with teachers, & maintaining & extending the collection; the plan has been developed after consultation w/teachers.
1f- Developing a plan to evaluate the library/media program.	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	L/MS's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	L/MS's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an on-going basis.

DOMAIN 2 for Library/Media Specialists: The Environment

DOMAIN 2: The Environment	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
2a- Creating an environment of respect and rapport.	Interactions between L/MS & students are negative or inappropriate to student's cultural backgrounds & characterized by sarcasm, put downs or conflict.	Interactions between L/MS & students are appropriate and free from conflict. There are occasional displays of a lack of responsiveness to cultural/developmental differences among students.	Interactions between L/MS & students are polite and respectful, reflecting general warmth & caring. Appropriate to cultural & developmental differences among groups of students.	Interactions between L/MS, students, & teachers are highly respectful, reflecting genuine warmth & caring & sensitivity to student's cultures & levels of development. Students ensure high levels of civility among themselves
2b- Establishing a culture for investigation & love of literature.	L/MS conveys a sense that the work of seeking information & reading literature is not worth the time & energy required.	L/MS goes through the motions of performing the work of the position, but without any real commitment to it.	L/MS conveys the importance of seeking information & reading literature to students & colleagues.	L/MS coveys a sense of seeking info & reading lit with students & colleagues, who have internalized these values.
2c- Establishing & maintaining library procedures.	Media center routines & procedures are either non-existent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines & procedures have been established, but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines & procedures have been established & function smoothly. Library assistants are clear as to their role.	Media center routines & procedures are seamless in operation. Library assistants work independently & contribute to success of the Media Center.

2d- Managing student behavior.	There is no evidence that standards of conduct have been established & there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the L/MS has made an effort to establish standards of conduct for students and tries to monitor student behavior & respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and L/MS monitors student behavior against those standards. L/MS's response to student misbehavior is appropriate & respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. L/MS's monitoring of student behavior is subtle and preventative. Response to misbehavior is sensitive to individual student needs. Students take an active role in monitoring standards of behavior.
2e- Organizing physical space to enable smooth flow.	L/MS makes poor use of physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas & computer use, & general confusion.	L/MS's efforts to make use of physical environment are uneven, resulting in occasional confusion.	L/MS makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	L/MS makes highly effective use of physical environment, resulting in clear signage, excellent traffic flow, & adequate space devoted to work areas & computer use. Book displays are attractive & inviting.

DOMAIN 3 for Library/Media Specialists: Delivery of Service

DOMAIN 3: Delivery of Service	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
3a- Maintaining extending the library collection in accordance with the school's needs & within budget limitations.	L/MS fails to adhere to district or professional guidelines in selecting materials for collection & does not periodically purge outdated material. Collection is unbalanced in different areas.	L/MS is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection & establish balance.	L/MS adheres to district or professional guidelines in selecting materials for collection & periodically purges the collection of outdated material. Collection is balanced in different areas.	L/MS selects materials for collection through thoughtful consultation with colleagues. Periodically purges out-of date materials, and balances collection among different areas.
3b- Collaborating with teachers in the design of instructional units & lessons.	L/MS declines to collaborate with classroom teachers in design of instructional lessons & units.	L/MS collaborates with classroom teachers in design of instructional lessons & units when asked to do so.	L/MS initiates collaboration with classroom teachers in design of instructional lessons & units.	L/MS initiates collaboration with classroom teachers in design of instructional lessons & units, locating additional resources from outside the school.
3c- Engaging students in enjoying literature & learning info skills.	Students are not engaged in enjoying literature and learning info skills b/c of poor design of activities, poor grouping strategies, inappropriate materials.	Only some students are engaged in enjoying literature and learning info skills due to uneven activity design, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and learning info skills b/c of effective activity design, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and learning info skills & take initiative in ensuring the engagement of peers.
3d- Assisting students & teachers in the use of technology in L/MC.	L/MS declines to assist students & teachers in the use of technology in the Media Center.	L/MS assists students and teachers in the use of technology in L/MC when specifically asked to do so	L/MS initiates sessions to assist students & teachers in use of technology in the L/MC.	L/MS is proactive in initiating sessions to assist students & teachers in using technology in MC
3e- Demonstrating flexibility & responsiveness.	L/MS adheres to the plan, in spite of evidence of its inadequacy.	L/MS makes modest changes in the library/media program when confronted with evidence of the need for change.	L/MS makes revisions to the library/media program when they are needed.	L/MS is continually seeking ways to improve the library/media program & makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 for Library/Media Specialists: Professional Responsibilities

DOMAIN 4: Professional Responsibilities	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
4a- Reflecting on practice.	L/MS does not reflect on practice or the reflections are inaccurate or self-serving.	L/MS's reflection is moderately accurate & objective, without citing specific examples and with only global suggestions as to how it might be improved.	L/MS's reflection provides an accurate & objective description of practice. L/MS makes some specific suggestions as to improvements of the media program.	L/MS's reflection is highly accurate & perceptive, citing specific examples. L/MS draws on extensive repertoire to suggest alternative strategies & their likely success.
4b- Preparing and submitting reports & budgets.	L/MS ignores teacher requests when preparing requisitions & budgets or does not follow established procedures. Inventories & reports are routinely late.	L/MS's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories & reports are sometimes submitted on time.	L/MS honors teacher requests when preparing requisitions & budgets & follows established procedures. Inventories & reports are submitted on time.	L/MS anticipates teacher needs when preparing requisitions & budgets, follows established procedures & suggests improvements to them. Inventories & reports submitted on time.
4c- Communicating with the larger community.	L/MS makes no effort to engage in outreach efforts to parents or the larger community.	L/MS makes sporadic efforts to engage in outreach efforts to parents & community.	L/MS engages in outreach efforts to parents and the larger community.	L/MS is proactive in reaching out to parents & establishing contracts w/ outside libraries that are mutually beneficial.
4d- Participating in a Professional Learning Community.	L/MS's relationships with colleagues are negative or self-serving. Avoid being involved in school & district events/projects.	L/MS's relationships with colleagues are cordial. Participates in school & district events when specifically requested.	L/MS participates actively in school/district events and maintains positive & productive relationships with colleagues.	L/MS makes a substantial contribution to school & district events/projects and assumes leadership with colleagues.
4e- Engaging in Professional Development	L/MS does not participate in a PD activities, even when such activities are clearly needed for the enhancement of skills.	L/MS's participation in PD activities is limited to those that are convenient or are required.	L/MS seeks out opportunities for PD based on individual assessment of need.	L/MS actively pursues PD opportunities & makes a substantial professional contribution by offering workshops to colleagues.
4f- Showing professionalism.	L/MS displays dishonesty in interactions with colleagues, students, and the public. Violates copyright laws.	L/MS is honest in interactions with colleagues, students, and the public. Respects copyright laws.	L/MS displays high standards of honesty & integrity in interactions with colleagues, students & the public. Carefully adheres to copyright laws	L/MS can be counted on to hold the highest standards of honesty & integrity & takes leadership role with colleagues. Ensures there is no plagiarism or violation of copyright.

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**	**Performance Standards**
Pre-K ESE and Data-folio Eligible ESE Students	IEP Instructional Goals; BDI Exit Growth Data; Data-folio	Proficiency Scale or Learning Gains
Kindergarten	District approved assessment: ELA & Math	50% Proficiency Scale 50% Growth Scale (Level 1 based on mid-year District approved assessment: ELA & Math)
1st Grade	District approved assessment: ELA & Math	50% Proficiency Scale 50% Typical Growth (Level 1 based on previous year District approved assessment: ELA & Math)
2nd Grade	District approved assessment: ELA & Math	50% Proficiency Scale 50% Typical Growth (Level 1 based on previous year District approved assessment: ELA & Math)
3rd Grade	Florida Assessment of Student Thinking (FAST): ELA & Math	50% Proficiency Scale 50% Typical Growth (Level 1 based on previous year District approved assessment: ELA & Math)
4th Grade	Florida Assessment of Student Thinking (FAST): ELA & Math	VAM for Reading, ELA, and Math courses. 50% Proficiency Scale, 50% Student Growth for all other courses. (Level 1 based on previous year FAST assessment: ELA & Math)
5th Grade	FAST: ELA & Math Statewide Science Assessment	VAM for Reading, ELA, and Math courses. 50% Proficiency Scale, 50% Student Growth for all other courses. (Level 1 based on previous year FAST assessment: ELA & Math)

K-2nd all others (Ex: Music/PE) 3-5th all others (EX: Music/PE)	District-approved assessment: ELA- for the students taught by the teacher FAST: ELA- for the students taught by the teacher	50% Proficiency Scale 50% Growth Scale (Level 1 based on previous year District approved assessment: ELA & Math)
6th-8th grade Reading, ELA, and Math	FAST: ELA & Math, 8th grade Algebra EOC	VAM
6th-8th grade EOC	Civics, 7th grade Algebra & Geometry EOCs, and Statewide Science Assessment	50% Proficiency Scale 50% Growth Scale based on Math or ELA learning gains (Level 1 based on previous year FAST assessment: ELA or Math)
6th-8th grade elective/Other teachers	FAST: ELA for students taught by these teachers	50% Proficiency Scale 50% Growth Scale (Level 1 based on previous year FAST assessment: ELA)
9th-10th grade	FAST: ELA & Math, 9th grade Algebra I EOC,	VAM
9th-10th grade EOCs	Geometry, Algebra 1, Biology, US History EOCs	50% Proficiency Scale 50% Growth Scale based on Math or ELA learning gains (Level 1 based on previous year FAST assessment: ELA or Math)
9th-10th grade elective/other teachers	FAST: ELA for students taught by these teachers	50% Proficiency Scale 50% Growth Scale (Level 1 based on previous year FAST assessment: ELA)
High School EOC Courses	Geometry, Biology, US History EOCs	50% Proficiency Scale 50% Growth Scale based on Math or ELA learning gains (Level 1 based on previous year FAST assessment: ELA or Math)
High School Non-EOC Courses 11th-12th grade elective/other teachers	College Readiness Assessment (most recent score)	Proficiency Scale (Level 1, based on most recent FAST assessment: ELA or Math)
Advanced International Certificate of Education (AICE) and Advanced Placement (AP) courses	Course Exams	Proficiency Scale (Level 1, based on most recent FAST assessment: ELA or Math)
ESE Staffing Specialist Guidance Counselors Instructional Specialists	District or school score, as per assigned content area	VAM/ 50% Proficiency Scale 50% Growth Scale District

Media Specialists School Psychologists		approved assessment EOC's FAST FAA
ESE self-contained	Same as regular education teachers, by subject: Florida Standards Assessment (FSA): ELA & Math, Florida Alternative Assessment (FAA) & applicable state End of Course exams (EOC's).	VAM OR 50% Proficiency Scale/50% Student Growth (Level 1, based on previous year ELA & Math)
Sumter PREP Academy Teachers	FAST: ELA & Math	Sumter PREP Academy Growth Scale
Speech Language Pathologists	District approved assessment in ELA/ FAST in ELA of students served	VAM OR 50% Proficiency Scale/50% Student Growth (Level 1, based on previous year ELA & Math)
Industry Certification teachers	Appropriate Industry Certification Exam	Proficiency Scale (Level 1, based on most recent FAST ELA)

Appendix E – Summative Evaluation Forms

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

Annual Teacher Assessment Form

Name	Last:	First:			
			Position:		School Year:

| Employee I.D.# | | School: | | Evaluator | |

Key	Overall Rating
Highly Effective	3.2001 – 4.0000
Effective	2.4001 – 3.2000
Needs Improvement/Dev	2.0000 – 2.4000
Unsatisfactory	0.8000 – 1.9999

	Score	
Instructional Practice	66%	3.12
Instructional Effectiveness	34%	2.754
Annual Teacher Evaluation Score		2.9956
Final Rating		Effective

■ Instructional Practice
■ Instructional Effectiveness

Final Evaluation Rating	Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.
Evaluator's Signature Date	Teacher's Signature Date

Rule 6A-5.030, F.A.C. (Effective November 2023)   Form IEST-2023