

Empowering Excellence in Educators

*St. Johns County School District
Instructional Personnel Evaluation System Handbook*



Please note. This is the draft of a living document which is subject to change as needed.

St. Johns County School District

Mission

The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

Empowering Excellence in Educators

St. Johns County School District Instructional Evaluation System

Handbook Purpose

The purpose of this handbook is to outline SJCS D’s teacher evaluation process. This handbook is designed to provide a reference tool to help teachers, administrators, peer evaluators, and Instructional Literacy Coaches understand the district’s process for observing, documenting, and evaluating instruction in classrooms and other school settings. It should be used to better understand the components of the instructional personnel evaluation process and the Marzano Evaluation Model.

****This is a living document which is subject to change as needed.***

Table of Contents

TOPIC		PAGE(S)
<i>Introduction</i>		4
<i>Evaluation System</i>		5
Marzano Evaluation Model		5 - 9
Evaluation Components		10 - 13
Evaluation Process		14 - 15
Professional Development		15 - 16
Appendix A	Glossary	17 - 19
Appendix B	Marzano Learning Map	20 - 21
Appendix C	Observation Forms	22 – 36
Appendix D	Summative Evaluation Form	37
Appendix E	Florida Educator Accomplished Practices	38 - 40
Appendix F	Individual Professional Development Plan	41

Introduction



In August 2010 the U.S. Department of Education* announced Florida as one of ten state winners of the Race to the Top (RTTT) Phase 2 Competition. This competitive grant brought \$700 million to the state to implement a broad range of strategies designed to improve the lowest performing schools, reward teachers, and increase the academic achievement of our students. St. Johns County Schools was awarded \$1,172,279.93 to be used over a timespan of four years.

Included in Florida's RTTT Grant is:

- ✓ *Florida's new teacher evaluation system.*
- ✓ Florida's student growth measure – the value-added model.
- ✓ development of a State test item bank and assistance with district-developed assessments for content areas that do not currently have standardized tests.
- ✓ improvements to Florida's Principal Leadership Standards.
- ✓ development of STEM programs (Science, Technology, Energy, Mathematics).
- ✓ professional development opportunities.
- ✓ technological improvements.
- ✓ Improved access to data.

The Florida Department of Education (DOE) has developed a series of videos that provide important information concerning reform efforts currently underway in the state. These can be found at the following location: Updates from Implementation Committees, <http://www.fldoe.org/arra/racetothetop.asp>

****The Race to the Top grant (RTTT) was authorized under the American Recovery and Reinvestment Act of 2009 (ARRA).***

St. Johns County School District Instructional Evaluation System

*The focus of this instructional evaluation system is to improve the quality of instruction in order to advance student growth and academic achievement. This will be accomplished by establishing an evaluation system comprised of components which include gathering data, sharing information, and providing opportunities for professional growth. The success of this system will rely on collaborative conversations and professional development. The evaluation system chosen by St. Johns County School District is based on the research compiled by Dr. Robert Marzano in **The Art and Science of Teaching**.*

St. Johns County School District believes that by empowering teachers to excel as educators, we will ensure that our students excel socially, emotionally, and academically. Research demonstrates that teacher effectiveness is the most influential factor affecting student achievement. Our goal is to promote and support highly effective teaching in every classroom.

Florida Statute 1012.34 (1)(a) states, “For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative and supervisory personnel employed by the school district.”
Senate Bill 736 <http://www.flsenate.gov/Session/Bill/2011/736>
or <http://documents.brevardschools.org/Updates/Lists/Update2/Attachments/57/7%20%20EnrCSCS%20SB%20736%20FADSS%20Revised%2042711.pdf>

Empowering Excellence in Educators: Evaluation Model

The Marzano Evaluation Model was approved by the Florida Department of Education (DOE) as a model that districts can use or adapt as their evaluation model.



The evaluation model includes four domains:

Domain 1: Classroom Strategies and Behaviors

Domain 2: Preparing and Planning

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

The Research Base from Which the Model Was Developed

Each of the works from which the model was developed report substantial research on the elements they address. For example, The Art and Science of Teaching includes over 25 tables reporting the research on the various elements of Domain 1. These tables report the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, over 5,000 studies (i.e., effect sizes) are covered in the tables representing research over the last five decades. The same can be said for the other titles listed above. Thus, one can say that the model was initially based on thousands of studies that span multiple decades and these studies were chronicled and catalogued in books that have been widely disseminated in the United States. The four domains include 60 elements: 41 in Domain 1, 8 elements in Domain 2, 5 elements in Domain 3 and 6 elements in Domain 4.

Elements of the Marzano Evaluation Model

Domain 1: Classroom Strategies and Behaviors

Routine Segments

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

- 1. Providing clear learning goals and scales (rubrics)*
- 2. Tracking student progress*
- 3. Celebrating success*

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

- 4. Establishing classroom rules and procedures*
- 5. Organizing the physical layout of the classroom*

Content Segments

Design Question #2: What will I do to help students effectively interact with new knowledge?

- 6. Identifying critical information*
- 7. Organizing students to interact with new knowledge*
- 8. Previewing new content*
- 9. Chunking content into “digestible bites”*
- 10. Processing new information*
- 11. Elaborating on new information*
- 12. Recording and representing knowledge*
- 13. Reflecting on learning*

Design Question #3: What will I do to help student practice and deepen their understanding of new knowledge?

- 14. Reviewing content*
- 15. Organizing students to practice and deepen knowledge*
- 16. Using homework*
- 17. Examining similarities and differences*
- 18. Examining errors in reasoning*
- 19. Practicing skills, strategies, and processes*
- 20. Revising knowledge*

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

- 21. Organizing students for cognitively complex tasks*
- 22. Engaging students in cognitively complex tasks involving hypothesis generation and testing*
- 23. Providing resources and guidance*

Segments Enacted on the Spot

Design Question #5: What will I do to engage students?

- 24. Noticing when students are not engaged*
- 25. Using academic games*
- 26. Managing response rates*
- 27. Using physical movement*
- 28. Maintaining a lively pace*
- 29. Demonstrating intensity and enthusiasm*
- 30. Using friendly controversy*
- 31. Providing opportunities for students to talk about themselves*
- 32. Presenting unusual or intriguing information*

Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

- 33. Demonstrating “withitness”*
- 34. Applying consequences for lack of adherence to rules and procedures*
- 35. Acknowledging adherence to rules and procedures*

Design Question #8: What will I do to establish and maintain effective relationships with students?

- 36. Understanding students’ interests and background*
- 37. Using verbal and nonverbal behaviors that indicate affection for students*
- 38. Displaying objectivity and control*

Design Question #9: What will I do to communicate high expectations for all students?

- 39. Demonstrating value and respect for low expectancy students*
- 40. Asking questions of low expectancy students*
- 41. Probing incorrect answers with low expectancy students*

Domain 2: Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Planning and preparing for effective scaffolding of information within lessons*
- 43. Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content*
- 44. Planning and preparing for appropriate attention to established content standards*

Planning and Preparing for Use of Materials and Technology

- 45. Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)*
- 46. Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer*

Planning and Preparing for Special Needs of Students

- 47. Planning and preparing for the needs of English language learners*
- 48. Planning and preparing for the needs of special education students*
- 49. Planning and preparing for the needs of students who come from home environments that offer little support for schooling*

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying specific areas of pedagogical strength and weakness*
- 51. Evaluating the effectiveness of individual lessons and units*
- 52. Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)*

Developing and Implementing a Professional Growth Plan

- 53. Developing a written growth and development plan*
- 54. Monitoring progress relative to the professional growth plan*

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

- 55. *Promoting positive interactions about colleagues*
- 56. *Promoting positive interactions about students and parents*

Promoting Exchange of Ideas and Strategies

- 57. *Seeking mentorship for areas of need or interest*
- 58. *Mentoring other teachers and sharing ideas and strategies*

Promoting District and School Development

- 59. *Adhering to district and school rules and procedures*
- 60. *Participating in district and school initiatives*

*Domain 1 contains 41 elements (5 + 18 + 18); Domain 2 contains 8 elements (3 + 2 + 3); Domain 3 contains 5 elements (3 + 2) and Domain 4 contains 6 elements (2 + 2 + 2). Given that 41 of the 60 elements in the model are from Domain 1, **the clear emphasis in the Marzano model is what occurs in the classroom—the strategies and behaviors teachers use to enhance student achievement.***

Teacher status and growth can be assessed in each component of the model in a manner that is consistent with the Florida DOE guidelines and the requirements of Race to the Top Grant.

Summary

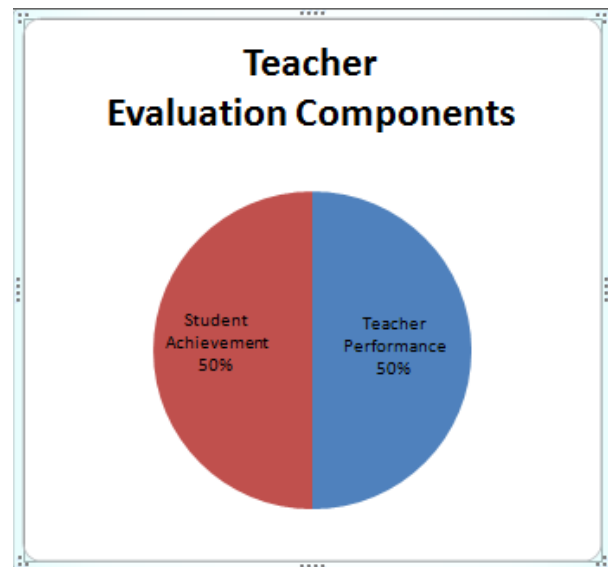
In summary, the Marzano Evaluation Model was designed using thousands of studies conducted over the past five or more decades and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted that establish more direct causal linkages with enhanced student achievement than can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the model has been studied as to its effects on the use of technology (i.e., interactive whiteboards) and found it to be highly correlated with the effectiveness of that technology.

Evaluation Components

The components of the instructional personnel evaluation system are:

1. *Teacher Performance (as determined by Marzano Evaluation Model) – 50%*
2. *Student Achievement (as determined by a Value-Added Measure) – * 50%*

**Teachers with FCAT student data for less than three years will receive a summative calculation of 40% student achievement and 60% teacher performance.*



Teacher Performance Evaluations (50%)

School Administrator Evaluation

School administrators evaluate Category 1 and Category 2 teachers on their classroom and professional practices based on information gathered from formal and informal classroom observations as well as supporting elements which could include artifacts such as lesson plans and evidence of professionalism and collegiality.

Peer Evaluator Evaluation

Peer evaluators are full-time release professionals who are classified as instructional position employees. The data collected by these evaluators will be used for formative and summative evaluations. The district hired 5 peer evaluators for the 2011 – 2012 school year.

Student Achievement (Value-Added Measure) (50%)

As established in the ***Student Success Act*** and ***Race to the Top***, teacher evaluations are designed to support effective instruction and student learning growth. To support these objectives, the law requires that teacher evaluations should be based on sound educational principles and contemporary research in effective practices in three major areas: 1) student performance, 2) instructional practice and 3) professional and job responsibilities.

A significant portion of the performance evaluation must be based on data and indicators of student learning growth assessed annually and measured by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by district assessments as provided in s. 1008.22, F.S.

http://leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.22.html

Based on Florida statutory requirements, the value added portion of the evaluation model may require annual modifications or revisions based on implementation of state and/or district EOCs or other factors identified by the legislature.

To meet this requirement, a fair and transparent measure of student growth was developed. This measure is based on a value-added model which measures the impact of a teacher on student learning and takes into account other factors that may impact the learning process. The value-added model attempts to level the playing field by accounting for differences in the proficiency and characteristic of students assigned to teachers. The model developed by the Florida Department of Education accounts for student characteristics, classroom characteristics, and school characteristics. Three factors which cannot, by law, be factored into the measure are gender, race or socio-economic status of students.

St. Johns County School District will implement this value-added model as outlined below.

Elementary:

- *4th and 5th grade teachers will receive their own value-added score from the state. ESE teachers who deliver reading and/or math instruction to students in 4th or 5th grade will also get their own Value Added score.*
- *Instructional personnel who will receive the school average value-added score include K-3 teachers, resource teachers, guidance counselors, media specialists and Speech Language Pathologists.*

Middle school:

- *Teachers of reading and mathematics whose students take FCAT (reading 6th, 7th, and 8th and mathematics 6th, 7th, and 8th - not End-of-Course Exams) will receive a value-added score from the state.*
- *ESE teachers who deliver reading and/or mathematics instruction to students who then take the FCAT (reading 6th, 7th, and 8th and mathematics 6th, 7th, and 8th - not End-of-Course Exams), will also receive a value-added score.*
- *Other instructional personnel will receive the school average value-added score. Groups such as resource teachers, guidance counselors, deans, media specialists, non-reading and math teachers, etc., will receive the school average value-added score.*

High School:

- *Teachers of reading and mathematics whose students take FCAT (reading 9th and 10th - not End-of-Course Exams) will receive a value-added score from the state.*
- *ESE teachers who deliver reading and/or mathematics instruction to students who then take the FCAT (reading 9th, 10th) (not EOC's), will also get their own value-added score.*
- *Other instructional personnel will receive the school average. Groups such as resource teachers, guidance counselors, deans, media specialists, non-reading and math teachers, etc., will receive the school average value-added score.*

Final Summative Calculation

The final summative calculation for instructional personnel will be determined as follows:

- 1. Instructional personnel with FCAT student results for three or more years*
 - a. 50% of the overall summative score will be based on three years of data (student achievement).*
 - b. 50% of the final overall summative score will be based on Marzano Observable Elements (teacher performance).*
- 2. Instructional personnel with FCAT student results for less than three years*
 - a. 40% of the overall summative score will be based on data (student achievement).*
 - b. 60% of the final overall summative score will be based on Marzano Observable Elements (teacher performance).*
- 3. 3rd grade teachers whose students take the FCAT and instructional personnel who are not assigned FCAT student results*
 - a. 50% of the overall summative score will be based on the school average (student achievement).*
 - b. 50% of the final overall summative score will be based on Marzano Observable Elements (teacher performance).*

Evaluation Process

Teacher Category Placement

Teachers are assigned to categories based on their experience. The two categories are:

- **Category I:** Any teacher who has 0-3 years of total experience will be included in this category as well as anyone new to our district this year regardless of experience. This includes teachers who broke service with SJCSJ and have returned this year.
- **Category II:** Any teacher who has at least 3 years of experience and is not new to the St. Johns County School District this year will be included in this category.

Classroom Observations

<i>Category</i>	<i>Formal Observations (Announced)</i>	<i>Informal Observations (Announced or Unannounced)</i>	<i>Walkthroughs</i>
<i>Category 1</i>	<i>2 (Each formal observation is followed by an evaluation for 1st year teachers)</i>	<i>3</i>	<i>4 per semester</i>
<i>Category 2</i>	<i>1</i>	<i>2</i>	<i>4 per semester</i>

Informal Observation Process

An informal observation can be announced or unannounced and should be a minimum of 15 minutes long. This observation will be conducted by a trained administrator or peer evaluator. An informal observation is useful for providing feedback to teachers, acknowledging professional growth and collecting evidence to further inform the annual evaluation process. The evidence collected will be used as a data source for the final summative evaluation.

Formal Observation Process

A formal observation is designed to collect evidence which will be used as a data source for the final summative evaluation. The recommended time for this observation is a full class period or full lesson. This observation will be conducted by trained administrators. The formal observation includes a pre-conference, a classroom observation and a post-conference. This enables teachers and administrators to engage in rich, collaborative dialog. It allows teachers to reflect on practice and also allows teachers and administrators to collaborate in decision-making and clarifying expectations.

Professional Development

Marzano Evaluation Model Training

Administrators, District Personnel

- *District Administrators were provided 4 days of training (June 2011) on the Marzano Evaluation Model and iObservation by representatives of Learning Sciences International (LSI)*.*
- *Training will be provided for school principals and district personnel each month during the 2011 – 2012 school year by Learning Sciences International.*
- *Training will be provided by district personnel and Learning Sciences International for assistant principals each month during the 2011 – 2012 school year beginning in October 2011.*

**LSI personnel are Florida DOE approved trainers for the Marzano Evaluation Model.*

Instructional Literacy Coaches

- *Instructional Literacy Coaches were provided 4 days of training (June 2011) on the Marzano model and iObservation by representatives of Learning Sciences International.*
- *Training will be provided for Instructional Literacy Coaches each month during the 2011 – 2012 school year by Learning Sciences International.*

Peer Evaluators

- *Peer Evaluators were provided 4 days of training (June 2011) on the Marzano model and iObservation by representatives of Learning Sciences International.*
- *Training will be provided for Peer Evaluators each month during the 2011 – 2012 school year by Learning Sciences International.*

Instructional Personnel

- *All instructional personnel were provided the opportunity for 2 days of paid Marzano Evaluation Model training during July and August of 2011.*
 - *Instructional Literacy Coaches provided Marzano “A Day” training focused on the Marzano Evaluation Model.*
 - *District Curriculum Specialists provided Elementary and Secondary “B Day” Training which focused on linking the best practices of the Marzano Model with standards-based (both Common Core State Standards, **CCSS** and Next Generation Sunshine State Standards, **NGSSS**) instruction and assessment.*
 - *Make up days were provided in the Fall of 2011 for new teachers and those who were unable to attend the summer “A or B” Day Training.*

*Ongoing professional development will be provided by SJCS D to support instructional personnel in implementation of best practices as identified in Marzano’s **The Art and Science of Teaching**.*

Appendix A: Glossary

Concept	Definition
Artifact	A piece of evidence (a product of the teacher and/or student work) that documents successful use of a strategy
Common Language of Instruction	Language that drives observation/feedback
Content	A progression of learning from a consumer of knowledge to a user of knowledge
Design Questions	Ten questions teachers ask themselves when planning a lesson or unit of instruction
Domain	A body of knowledge defined by research representing a particular aspect of teaching
Element	A key strategy within a domain
Essential Questions	<p>Broad, important questions that refer to core ideas and inquiries within a discipline. They help students inquire and make sense of important but complicated ideas, knowledge and know-how.</p> <p>They are related to content, seek to prompt genuine inquiry leading to eventual understandings – inferences drawn from facts that are provisional but not meant to be final. They hook and hold the attention of students and guide their thinking.</p>
Evidence	Observable behaviors (or artifacts) that can be documented
FEAPs	Florida Educator Accomplished Practices https://www.flrules.org/gateway/ruleno.asp?id=6A-5.065
Focused Feedback	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective, and actionable.

Focused Practice	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.
Formal Observation	The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth.
Guiding Questions	Questions that lead you to the Essential Question. They often point toward a specific answer or factual knowledge.
High Probability Strategies	High Probability Strategies are research-based strategies that have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context. Teachers must determine which strategies to use with the right students at the right time.
Informal Observation	The informal observation can be announced or unannounced and may or may not include an observation of the full class period. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process.
Instructional Framework	A model – structures and guidelines
Learning Goals	What students should know, understand or be able to do at the end of a lesson. A learning goal often begins with “Students will understand” or “Students will be able to”.
Lesson Segments	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: <ul style="list-style-type: none"> ·Involving Routine Events ·Addressing Content ·Enacted on the Spot

Protocol	The observation and evaluation instrument
Post Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to discuss the observation, clarify expectations and plan forward using the post conference form as a guide for contemplation and feedback.
Routine Events	Rules and procedures that should be observed everyday
Scale	Scales describe novice to expert performance (level of skills) for each of the strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies.
Status Score	Reflects a teacher's overall implementation of the research-strategies found in <i>The Art and Science of Teaching</i> .
Student Evidence	Specific observable behaviors in which the students engage in response to the teacher's use for particular instructional strategies.
Summative Evaluation	The annual evaluation that is given to a teacher.
Teacher Evidence	Specific observable behaviors that teachers engage in when using particular instructional strategies.
Walkthroughs	A brief classroom observation using "look fors" to focus on specific elements of effective teaching

Appendix B: Marzano Learning Map

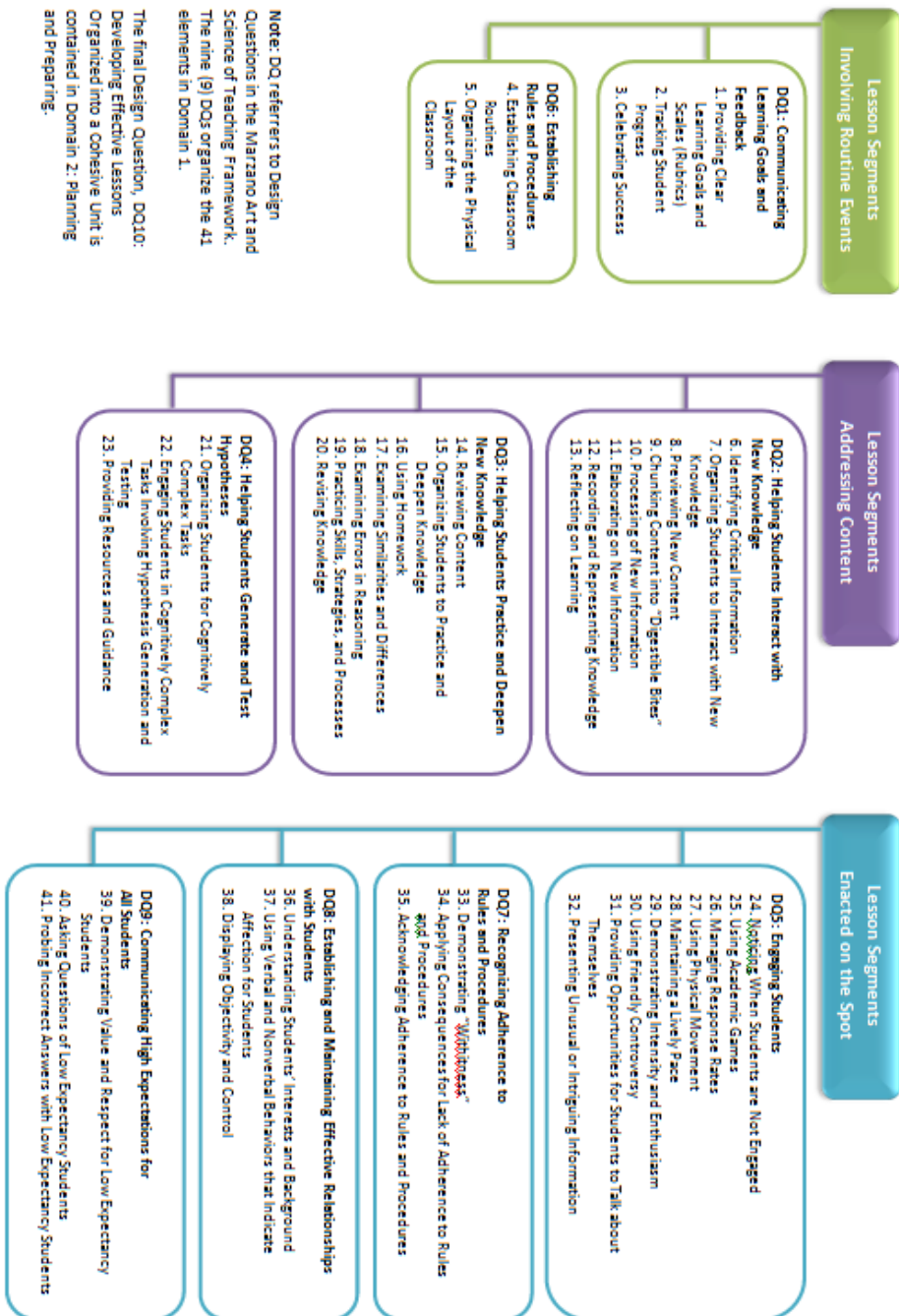
Evaluation Criteria—Learning Map for Classroom Teachers

http://www.marzanoevaluation.com/files/Day_1/LearningMap_4Domains.pdf

Marzano Art and Science of Teaching Teacher Evaluation Model
Learning Map

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Domain 1: Classroom Strategies and Behaviors



Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

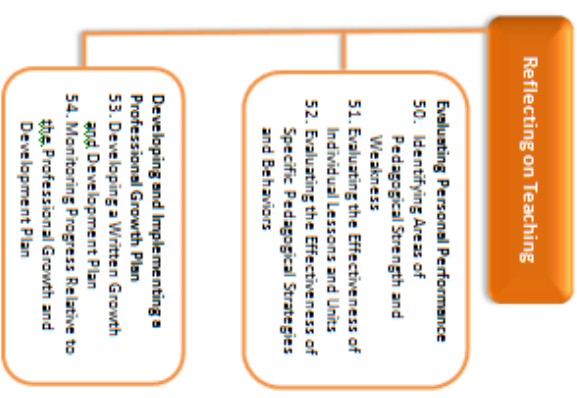
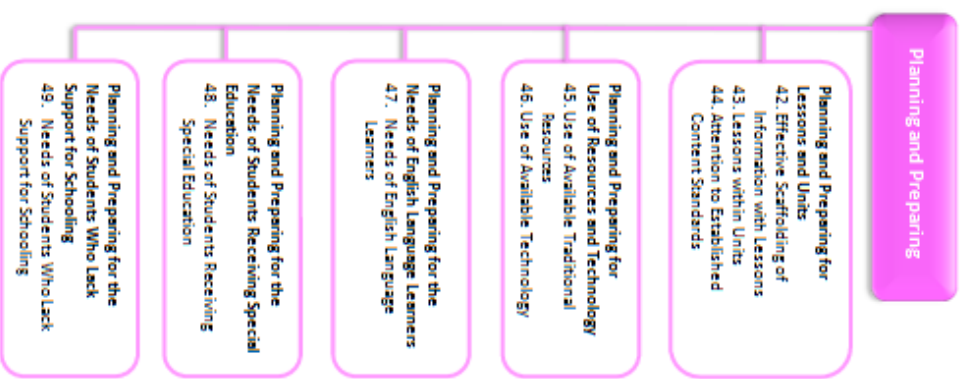
© 2015 Robert J. Marzano. LearningSciencesInternational is a registered trademark of Learning Sciences International®

Page 1
www.marzanoevaluation.com

Domain 2: Planning and Preparing

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism



Appendix C: Observation Forms

Instructional personnel training and evaluations for the 2011 – 2012 school will focus on Design Questions 1, 2, and 8 of the Marzano Evaluation Model.

1. Domain 1, Routine Events

http://www.marzanoevaluation.com/files/domain1/Marzano_AST_Domain1_Routines_LongForm.pdf

2. Domain 1, Lesson Segments Addressing Content

http://www.marzanoevaluation.com/files/domain1/Marzano_AST_Domain1_Content_LongForm.pdf

3. Domain 1, Lesson Segments Enacted on the Spot (*scroll to Design Question #8*)

http://www.marzanoevaluation.com/files/domain-docs/Marzano_AST_Domain1_OnTheSpot_LongForm_102711.pdf

4. Domain 2

[http://www.marzanoevaluation.com/files/Marzano_AST_Domain2_LongForm\(3\).pdf](http://www.marzanoevaluation.com/files/Marzano_AST_Domain2_LongForm(3).pdf)

5. Domain 3

http://www.marzanoevaluation.com/files/domain3/Marzano_AST_Domain3_LongForm.pdf

6. Domain 4

http://www.marzanoevaluation.com/files/domain4/Marzano_AST_Domain4_LongForm.pdf

Evaluation Protocols: Domain 1 - Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence

- Teacher helps student track their individual progress on the learning goal
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher charts the progress of the entire class on the learning goal

Student Evidence

- When asked, students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment, that address unique student needs and situations?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Teacher Evidence

- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
 - Show of hands
 - Certification of success
 - Parent notification
 - Round of applause

Student Evidence

- Student show signs of pride regarding their accomplishments in the class
- When asked, students say they want to continue to make progress

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	Adapts and creates new strategies for unique student needs and situations.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	How can you begin to incorporate some aspects of this strategy into your instruction?

Evaluation Protocol: Domain 2 - Segments Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

6. Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence

- Teacher begins the lesson by explaining why upcoming content is important
- Teacher tells students to get ready for some important information
- Teacher cues the importance of upcoming information in some indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement

Student Evidence

- When asked, students can describe the level of importance of the information addressed in class
- When asked, students can explain why the content is important to pay attention to
- Students visibly adjust their level of engagement

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	Adapts and creates new strategies for unique student needs and situations.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Signals to students which content is critical versus non-critical.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?	In addition to signaling to students which content is critical versus non-critical, how might you monitor the extent to which students attend to critical information?	How can you signal to students which content is critical versus non-critical?	How can you begin to incorporate some aspect of this strategy in your instruction?

7. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Teacher Evidence

- Teacher has established routines for student grouping and student interaction in groups
- Teacher organizes students into ad hoc groups for the lesson
 - Diads
 - Triads
 - Small groups up to about 5

Student Evidence

- Students move to groups in an orderly fashion
- Students appear to understand expectations about appropriate behavior in groups
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	Adapts and creates new strategies for unique student needs and situations.	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	Organizes students into small groups to facilitate the processing of new knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations?	In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize students into small groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

8. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Teacher Evidence

- Teacher uses preview question before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
 - Anecdotes
 - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content

Student Evidence

- When asked, students can explain linkages with prior knowledge
- When asked, students make predictions about upcoming content
- When asked, students can provide a purpose for what they are about to learn
- Students actively engage in previewing activities

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	Adapts and creates new strategies for unique student needs and situations.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	In addition to engaging students in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which students are making linkages?	How can you engage students in learning activities that require them to preview and link new knowledge to what has been addressed?	How can you begin to incorporate some aspect of this strategy in your instruction?

9. Chunking Content into “Digestible Bites”

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

Teacher Evidence

- Teacher stops at strategic points in a verbal presentation
- While playing a video tape, the teacher turns the tape off at key junctures
- While providing a demonstration, the teacher stops at strategic points
- While students are reading information or stories orally as a class, the teacher stops at strategic points

Student Evidence

- When asked, students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	Adapts and creates new strategies for unique student needs and situations.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Breaks input experiences into small chunks based on student needs.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?	In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?	How can you break input experiences into small chunks based on student needs?	How can you begin to incorporate some aspect of this strategy in your instruction?

10. Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Teacher Evidence

- Teacher has group members summarize new information
- Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal Teaching
 - Concept attainment

Student Evidence

- When asked, students can explain what they have just learned
- Students volunteer predictions
- Students voluntarily ask clarification questions
- Groups are actively discussing the content
 - Group members ask each other and answer questions about the information
 - Group members make predictions about what they expect next

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Engages students in summarizing, predicting, and questioning activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for processing new information that address unique student needs and situations?	In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	How can you engage students in summarizing, predicting, and questioning activities?	How can you begin to incorporate some aspect of this strategy in your instruction?

11. Elaborating on New Information

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Teacher Evidence

- Teacher asks explicit questions that require students to make elaborative inferences about the content
- Teacher asks students to explain and defend their inferences
- Teacher presents situations or problems that require inferences

Student Evidence

- Students volunteer answers to inferential questions
- Students provide explanations and “proofs” for inferences

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	Engages students in answering inferential questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on new information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for elaborating on new information that address unique student needs and situations?	In addition to engaging students in answering inferential questions, how can you monitor the extent to which students elaborate on what was explicitly taught?	How can you engage students in answering inferential questions?	How can you begin to incorporate some aspect of this strategy in your instruction?

12. Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Teacher Evidence

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Teacher asks students to create mnemonics that organize the content

Student Evidence

- Students' summaries and notes include critical content
- Students' nonlinguistic representations include critical content
- When asked, students can explain main points of the lesson

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	In addition to engaging students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, how can you monitor the extent to which this enhances students' understanding?	How can you engage students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways?	How can you begin to incorporate some aspect of this strategy in your instruction?

13. Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Teacher Evidence

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning

Student Evidence

- When asked, students can explain what they are clear about and what they are confused about
- When asked, students can describe how hard they tried
- When asked, students can explain what they could have done to enhance their learning

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on learning	Adapts and creates new strategies for unique student needs and situations.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.	Engages students in reflecting on their own learning and the learning process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on learning	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How can you engage students in reflecting on their own learning and the learning process?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

Student Questions:

- Why is the information that you are learning today important?
- How do you know what are the most important things to pay attention to?
- What are the main points of this lesson?

Evaluation Protocols: Domain 2 - Lessons Enacted on the Spot

Design Question #8: What will I do to establish and maintain effective relationships with students?

36. Understanding Students' Interests and Background

The teacher uses students' interests and background to produce a climate of acceptance and community.

Teacher Evidence

- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons

Student Evidence

- When asked, students describe the teacher as someone who knows them and/or is interested in them
- Students respond when teacher demonstrates understanding of their interests and background
- When asked students say they feel accepted

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	Adapts and creates new strategies for unique student needs and situations.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Uses students' interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	In addition to using students' interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed in the classroom?	How can you use students' interests and background during interactions with students?	How can you begin to incorporate this strategy into your instruction?

37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.

Teacher Evidence

- Teacher compliments students regarding academic and personal accomplishments
- Teacher engages in informal conversations with students that are not related to academics
- Teacher uses humor with students when appropriate
- Teacher smiles, nods, (etc) at students when appropriate
- Teacher puts hand on students' shoulders when appropriate

Student Evidence

- When asked, students describe teacher as someone who cares for them
- Students respond to teachers verbal interactions
- Students respond to teachers nonverbal interactions

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	Adapts and creates new strategies for unique student needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Uses verbal and nonverbal behaviors that indicate caring for students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students that address unique student needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for students how can you monitor the quality of relationships in the classroom?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate this strategy into your instruction?

38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Teacher Evidence

- Teacher does not exhibit extremes in positive or negative emotions
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate personal offense at student misbehavior

Student Evidence

- Students are settled by the teacher's calm demeanor
- When asked, the students describe the teacher as in control of himself/herself and in control of the class
- When asked, students say that the teacher does not hold grudges or take things personally

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique student needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique student needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the classroom climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your instruction?

Appendix D: Summative Evaluation Form

ST. JOHNS COUNTY SCHOOL DISTRICT INSTRUCTIONAL PERFORMANCE APPRAISAL SCHOOL YEAR _____ - _____

Last Name _____ First Name _____ MI ____ Employee # _____

Position _____ Location _____

Date _____

Observable Strategies (50%).....

Domain 1: Classroom Strategies and Behaviors

1. Communicating learning goals and feedback
2. Helping students interact with new knowledge
3. Helping students practice and deepen new knowledge
4. Helping students generate and test hypotheses
5. Engaging students
6. Establishing Rules and Procedures
7. Recognizing adherence to rules and procedures
8. Establishing and maintaining effective relationships with students
9. Communicating high expectations for all students

Domain 2: Planning and Preparing

- Lessons and units
- Use of resources and technology
- Needs of English language learners
- Needs of students receiving special education
- Needs of students who lack support for schooling

Domain 3: Reflecting on teaching

- Evaluating personal performance
- Developing and implementing a professional growth plan

Domain 4: Collegiality and Professionalism

- Promoting a positive environment
- Promoting exchange of ideas and strategies
- Promoting district and school development

Value Added Student Growth (50%).....

FINAL SUMMATIVE SCORE (Observable + Value Added)/2 .

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT OR DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

This evaluation is incomplete until the value added growth score is received and entered when it becomes available.

Employee's Signature _____ Date _____ Evaluator's Signature _____ Date _____

Appraisal form must be printed on white paper only and scanned in as black and white. Employee proper name should be the same as listed in SunGard.

55-HR-109

Appendix E: Florida Educator Accomplished Practices (FEAPs)

6A-5.065 The Educator Accomplished Practices.

<https://www.flrules.org/gateway/ruleno.asp?id=6A-5.065>

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) 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.

(2) The Educator Accomplished Practices.

Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Quality of Instruction

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 at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning,
- e. Uses a variety of data, independently, and in collaboration with colleagues to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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. Manages individual and class behaviors through a well-planned management system;
- b. Conveys high expectations to all students;
- c. Respects students' cultural, linguistic and family background;
- d. Models clear, acceptable oral and written communication skills;
- e. Maintains a climate of openness, inquiry, fairness and support;
- f. Integrates current information and communication technologies;
- g. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- h. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals

3. Instructional Delivery and Facilitation. *The effective educator consistently utilizes a deep and comprehensive knowledge of the subject:*

- a. Deliver engaging and challenging lessons;
- b. Identify gaps in students' subject matter knowledge;
- c. Employ higher-order questioning techniques;
- d. Differentiate instruction based on an assessment of student learning needs recognition of individual differences in students;
- e. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- f. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. *The effective educator consistently:*

- g. 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;
- h. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- i. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- j. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- k. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- l. Applies technology to organize and integrate assessment information.

Continuous Improvement, Responsibility & Ethics

1. Continuous Professional Improvement. *The effective educator consistently:*

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. *Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, Florida Administrative Code, F.A.C., and fulfills the expected obligations to students, the public and the education profession.*

Appendix F: Individual Professional Development Plan

Goal Setting

Form # 1
Rear Back 7/11

St. Johns
County School
District

Name: _____ School: _____

Employee Type: Instructional Administrative, school-based Administrative, district-based

Position: _____

PART A: My goal(s) this year: (Professional Development Goals should correlate to student achievement gains stated as listed below)

- Goal(s) focused on:**
- Sunshine State Standards Assessment & data analysis Character Counts! Subject content
 - Classroom management Family involvement Teaching methods School safety Technology
- My plan includes:**
- Workshops Self Study Study Group College/University/Vocational class District Inservice Days
 - Action Research Collegial Group Professional Travel Peer Coaching/Visitations Staff Meetings
 - Reflective Journal Other _____

Specific and measurable indicators of progress towards achieving goal(s), to include:

1. Current performance level of students (state, district, classroom data)

2. Specific gains desired:

- This is a Long Term Goal. I am in: Year 1 Year 2 Year 3 Year 4 Year 5

PART A: Beginning of School Year
We have met in a goal setting conference and will meet again for a summative review.

PART B: End of School Year
A conference was held at the end of the year to review goal(s), discuss the effect staff development activities had on goal(s), and review the specific and measurable indicators of progress towards achieving goal(s).

Employee Signature: _____ Date: _____

Employee Signature: _____ Date: _____

PART B: Year-End Goal Review

- How did I do working on my goal(s)?**
- I achieved it (them).
 - I made progress.
 - I worked hard & need more time.
 - I was unable to work on it (them).
 - I will continue next year.

Comment(s):

How did my staff development activities influence my goal(s)?

What evidence do I have to indicate progress towards goal(s)?