St. Johns County
School District

2021-2022

Instructional Personnel Evaluation System

St. Johns County School District
Tim Forson, Superintendent
Melinda Bogart, Director of Professional Development and Evaluations

Updated August 2021

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-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

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 focus of Teacher Evaluations in St. Johns County School District is instructional growth and the impact on student learning. We have selected to use the Marzano Focused Teacher Evaluation Framework as it is designed to incorporate focused conversations regarding current instructional practice and research-based best practices / high yield strategies while tracking student academic growth data in order to identify areas of teacher strength and areas in which to focus.

The Marzano Focused Teacher Evaluation Model includes a framework for Classroom Teachers and a framework for Non-Classroom Instructional Support Personnel. The framework for Classroom Teachers comprises 23 Elements that are housed within four Domains including: Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, and Professional Responsibilities. The framework for Non-Classroom Instructional Support Personnel comprises 11 core Elements and six optional Elements housed within four Domains including: Domain 1: Planning and Preparing to Provide Support, Domain 2: Supporting Student Achievement, Domain 3: Continuous Improvement of Professional Practice, and Domain 4: Professional Responsibilities. (See Appendices B and C for a complete overview of each framework).

All Instructional Personnel are observed multiple times throughout the school year by their evaluating administrator(s) (i.e., Principal, Assistant Principal, District Supervisor). The minimum number of observations required for each teacher is based upon their previous experience and previous performance. Instructional personnel are identified as either Category 1 or Category 2. Category 1 Teachers are those teachers who have completed fewer than two years of teaching experience, or any teacher who is new to SJCSD, or any teacher who is returning to SJCSD after a break in service, or any teacher whose instructional performance level is below the Effective level for the previous school year. Category 1 Teachers will be observed a minimum of four times during the school year. Category 2 Teachers are those teachers who have completed at least two years of teaching experience and whose instructional performance level is at the Effective or Highly Effective level for the previous school year. Category 2 Teachers will be observed a minimum of three times during the school year.

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 (FEAPs) adopted by the State Board of Education.

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, 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 Inclusion and Reporting

☒ The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

☒ The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

☒ 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'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 development; 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 development programs, pursuant to section 1012.98(10), 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 development; 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	During Pre-Planning	School Administrators conduct overview trainings to refresh / update teachers on the observation and evaluation process. Both the Evaluation Department and the Planning & Accountability Department maintain webpages with information to be accessed at any time.
Newly Hired Classroom Teachers	New Employee Orientation	Face-to-Face Training and Online Training Opportunities.
Late Hires	New Employee Orientation / Within first week of employment	Face-to-Face Training and Online Training Opportunities.
Please see the Timeline and Guidelines Below:		

St. Johns County School District
Empowering Excellence in Educators (EEE)
Suggested Guidelines 2021-2022 School Year

Teacher Category Placement	
Teachers are assigned to categories based upon their experience and performance. The two categories are:	**Minimum Observation Requirements**
Category 1: Any teacher who has 0-2 years of total teaching experience, anyone new to SJCSD this year regardless of experience, including teachers who broke service with SJCSD and returned this year, or any teacher with a final observable score from the previous year ≤ 2.4 .	4 Observations
Category 2: Any teacher who has at least 2 years of experience and is not new to SJCSD this year and who has a final observable score from the previous year ≥ 2.5.	3 Observations
Observations	
Observations should only be conducted by the supervising administrators of the instructional staff member. **All evaluating administrators must be trained with the model and observation tool before conducting observations.** • **At the school level, the evaluating administrators are the Principal and Assistant Principal(s). Career Coordinators may only observe and evaluate the teachers within their academies.** • **At the District level, the evaluating administrator should be the Director or Program Specialist if that person is a direct supervisor of the instructional staff member.**	

• **Schools may reach out to Melinda Bogart or Cathy Hutchins for additional assistance if desired.**

Classroom Teacher Observation: *Any classroom or meeting visit lasting at least 15 minutes including evidences from Standards-Based Planning, Standards-Based Instruction, and Conditions for Learning.*

  i. Lesson Plans requested either before, during, or after observation
  ii. Teachers provided 2-week window in advance of when observations will take place
  iii. Observation lasts a **minimum** of 15 minutes
  iv. Element 1: Planning Standards-Based Lessons/Units *and* Element 4: Identifying Critical Content from the Standards are scored for **each** observation
  v. Dialogue (either face-to-face or through iObservation Collaboration) regarding the observation before finalizing
  vi. Observations should be **finalized** in iObservation within five (5) working days unless a score below Applying is earned.
  vii. As per Article XX of the negotiated agreement, any observation with a score of Developing or lower will be collaborated in iObservation within 10 working days and the teacher then has 10 working days to respond.

REMINDERS –
❖ The *goal* is to score all elements (23 Elements Classroom Teachers)
❖ Standards-Based Planning MUST be scored in conjunction with the implementation of the plan during an observation
❖ Feedback for Professional Responsibilities should be documented throughout the school year
❖ Administrators will be visible in classrooms throughout the school year in both evaluative and non-evaluative visits

Instructional Support Personnel Observation: *Any activity or meeting visit lasting at least 15 minutes or dialogue regarding an activity or meeting including evidences from Domain 1: Planning and Preparing to Provide Support, Domain 2: Supporting Student Achievement, and Domain 4: Professional Responsibilities.*

  i. Plans/Goals requested either before, during, or after observation
  ii. Teachers provided 2-week window in advance of when observations will take place
  iii. Observation lasts a **minimum** of 15 minutes *or* dialogue covers evidences from at least Domains 1, 2, and 4
  iv. Element 1: Establishing and Communicating Clear Goals for Supporting Services is scored for **each** observation
  v. Dialogue (either face-to-face or through iObservation Collaboration) regarding the observation before finalizing
  vi. Observations should be **finalized** in iObservation within five (5) working days unless a score below Applying is earned.
  vii. As per Article XX of the negotiated agreement, any observation with a score of Developing or lower will be collaborated in iObservation within 10 working days and the teacher then has 10 working days to respond.

REMINDERS –
❖ The *goal* is to score all core elements (11 Elements Instructional Support; 6 Optional Elements may be scored when appropriate)
❖ Planning and Preparing to Provide Support MUST be scored in conjunction with the corresponding activity or meeting
❖ Feedback for Domain 3: Continuous Improvement of Professional Practice and Domain 4: Professional Responsibilities should be documented throughout the school year
❖ Administrators will be visible in the areas of the Instructional Support Personnel throughout the school year in both evaluative and non-evaluative visits

EEE Timeline			
	ALL Teachers – Categories 1 & 2	**Category 1 Teachers**	**Category 2 Teachers**
August during Pre-Planning	○ Set expectations for Deliberate Practice Growth Plans (1 Goal; 3 Action Steps; 3 Reflections) ○ Ensure all teachers can log into iObservation ○ Set up iObservation parameters ○ Go over EEE PD / Expectations for Teachers	○ Form School-based Category 1 EEE Cohort and establish meeting schedule for the year. *~See Cohort Guidelines*	
September October	○ *Deliberate Practice Growth Plans due* in iObservation **Friday, September 10ʰ** ○ School Administrators *approve Deliberate Practice plans* by **Friday, September 24ᵗʰ** and enter feedback accordingly ○ Conduct *Observation #1*	**Teachers may begin creating DPGPs in iObservation during Pre-Planning.** **Feedback is entered in iObservation:** **Classroom Teachers: Element 22** **Instructional Support Teachers: Domain 3 (2 elements)**	

	o *By Monday, October 18th* Teachers reflect upon DPGP in iObservation	◦ *Observation #1*	◦ *Observation #1*
November **December**	o *Conduct Observation #2* o Ensure first semester feedback has been entered in iObservation for Professional Responsibilities including specific language related to current performance	◦ *Observation #2* ◦ New teacher mid-year evaluation scores **final** in iObservation by **Friday, Dec. 17th**	◦ *Observation #2*
January	o *By Wednesday, January 5th* Teachers reflect upon DPGP in iObservation o Review DPGP reflections from 1st and 2nd Quarter and provide feedback in iObservation o *Review scored elements in iObservation and plan accordingly*	◦ Mid-Year Evaluation meeti... ◦ *Observation #3*	**DPGPs are scored in:** **Classroom Teachers: Element 22** **Instructional Support Teachers: Domain 3 (2**
February **March**	o Begin final *Observations* o Review Performance Feedback in iObservation o Ensure language is clear for potential non-reappointments o **Complete** any **observations** o *Teachers reflect and Complete Deliberate Practice Plans in iObservation by March 11, 2022*	◦ *Observation #4*	**Any possible non-reappointment for performance conversations should take place. All appropriate documentation should be clear in iObservation.** ◦ *Observation #3*
April	o Review DPGP reflections from 3rd Quarter and score accordingly Enter final feedback and scores for Professional Responsibilities o Finalize evaluations in iObservation o Print Summative Forms from BusinessPlus App o Administrator and Teacher sign **top half of Form**	**DPGPs are scored in:** **Classroom Teachers: Domain 4: Element 22** **Instructional Support Teachers: Domain 3 (2** ◦ *April 7- ALL SCORES MUST BE FINALIZED IN iOBS* ◦ *April 21- ALL SUMMATIVE FORMS MUST BE SIGNED* *and the scores / feedback discussed*	

- **April 7, 2022 – DEADLINE for Evaluations finalized in iObservation**
  - ° **YOU MUST notify Melinda to have these scores uploaded**
  - °**ALL scores for your school MUST BE READY in iOBSERVATION before requesting the upload**
  - °**ALL SCORES from ALL SCHOOLS will be uploaded to BusinessPlus no later than on APRIL 13, 2022 and will be available to print within one-two business days.**

- **April 21, 2022- DEADLINE for teachers have signed off on TOP of Summative Evaluation Form.**

ARTICLE XX
Professional Employee Assessment

A.

2. The teachers will receive the Teacher Performance score (observable) of his evaluation at least six (6) weeks prior to the last day of school for teachers.

Late Hire Guidelines	
Hired December 1, 2021 – February 4, 2022 (hire date) (Week of Survey 3 is February 7-11)	
OBSERVATIONS	o 2 Observations
Deliberate Practice Growth Plan	o 1 Goal o 1 Action Step o 1 reflection in iObservation by March 11, 2022
PEC Requirements	o Initial competencies that have been demonstrated.

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

	o If more time is needed, note this in the "Did Not Meet" box *(see sample form)* o Be sure that the form is retained for the next school year o In the event that the teacher transfers to a different worksite, please send the form to the new administrator to complete (along with any evidences / documentation)

Hired on or after February 7, 2022 (After Survey 3)

OBSERVATIONS **Deliberate Practice Growth Plan**	o None Required *Teacher is not eligible for 2021-2022 SY Performance Pay* * Will receive Mid-Year Evaluation 2022-2023 SY* *Complete finalized Evaluation in iOBS and print noting no score due to hire date* *Print Summative form and sign with reason for no score*
PEC Requirements	o Note in the "Did Not Meet" box that more time is needed and that the plan will be continued the next school year o State the hire date for the employee as the reason for needing to continue the process into the 2022-2023 SY *(see sample form)* o Be sure that the form is retained for the next school year o In the event that the teacher transfers to a different worksite, please send the form to the new administrator to complete (along with any evidences / documentation)

Extenuating Circumstances / Anomalies

FMLA / LEAVE	o Create an Observation in iObservation noting the start date of the teacher's leave and the reason *(**Please include if the leave will create an issue with meeting the minimum number of observations.)* o Before Year End, finalize the Evaluation in iObservation- even if there have not been any scored observations o Note the start date and end date of the Leave as a reason for the number of documented observations o Note if the teacher never actually reported to campus and is still on Leave o This information will also need to be noted on the Summative Evaluation form
Early Termination / Resignation	o Finalize the Evaluation in iObservation- even if there have not been any observations *(**You should do this at the time of the termination/resignation.)* o Note the Termination / Resignation Date as the reason for the number of documented observations o You must still print a Summative form noting the termination date
Change in Position	o Notify Melinda of changes in Position (e.g., from classroom teacher to ILC; from Dean to Registrar; from testing coordinator to AP; etc.) o This changes how the individual is evaluated
Shared Positions and Percentage Teachers	o Each individual in a shared position situation will receive **at least two observations** within the school year- at least one each semester o Each individual is responsible for the Deliberate Practice Growth Plan guidelines
Part Time As Needed	o EEE does not apply- the individual is not eligible for performance pay- *use alternate form to provide feedback*
Hired as Temporary Position	o EEE does not apply- the individual is not eligible for performance pay- *use alternate form to provide feedback*

Definition of Innovating

Classroom Teachers

Standards-Based Instruction **Conditions for Learning**	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.
Standards-Based Planning **Professional Responsibilities**	Helps others by sharing evidence of . . . The innovating score represents a shift in one's focus from self-improvement to helping others improve. A classroom teacher scoring at the innovating level has willingly and effectively offered solution-based ideas and best practices to increase the instructional capacity and professionalism of their peers within a specific element and clear evidence of the impact of this mentorship is present.
Scoring and Feedback	Every rating in iObservation MUST be accompanied by explicit feedback aligned to the scoring rubric that explains and supports the rating
Instructional Support Personnel	
Domains 1, 2, 3, & 4	Provides evidence of helping others by sharing how they . . . The innovating score represents a shift in one's focus from self-improvement to helping others improve. An instructional support member scoring at the innovating level has willingly and effectively offered solution-based ideas and best practices to increase the instructional capacity and professionalism of their peers (other instructional support personnel) within a specific element and clear evidence of the impact of this mentorship is present.
Optional Instructional Elements	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.
Scoring and Feedback	Every rating in iObservation MUST be accompanied by explicit feedback aligned to the scoring rubric that explains and supports the rating
iObservation Scoring Guidelines	
Classroom Teachers (23 Elements)	
Competency-Based	Highest score ONLY averages to calculate the Teacher Performance Score
Weighted Categories	Standards-Based Planning 13% Standards-Based Instruction 44% Conditions for Learning 30% Professional Responsibilities 13%
Expectations	o In this competency-based model, the goal is to hone all 23 elements. Elements that are not able to be scored within a school year should become the focus of coaching conversations and professional development opportunities. o Elements that are not scored do not factor into the final evaluation score. o Each Domain must have specific, ongoing, actionable feedback throughout the year. o Each Domain must have scores by the end of the year.
Instructional Support Personnel (11 + 6 Optional Elements)	
Competency-Based	Highest score ONLY averages to calculate the Teacher Performance Score
Weighted Categories	Domain 1: Planning and Preparing to Provide Support 20% Domain 2: Supporting Student Achievement 30% Domain 3: Continuous Improvement of Professional Practice 20% Domain 4: Professional Responsibilities 30%
Expectations	o In this competency-based model, the goal is to hone all 11 core elements. Elements that are not able to be scored within a school year should become the focus of coaching conversations and professional development opportunities. o The six Optional Elements within Domain 2 may be scored as appropriate. o Elements that are not scored do not factor into the final evaluation score.

	o Each Domain must have specific, ongoing, actionable feedback throughout the year. o Each Domain must have scores by the end of the year.
Progressive Discipline is also to be reflected in iObservation	

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	3 *See timeline above	August - October November - December January - February	Results are to be communicated within 10 business days of the observation, with the recommendation to be communicated ASAP.
Hired after the beginning of the school year	Before Dec. 1 = 3 Between Dec. 1 – Feb 3 = 2	November - December January - February	Results are to be communicated within 10 business days of the observation, with the recommendation to be communicated ASAP.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	4 *See timeline above	August - October November - December January February	Results are to be communicated within 10 business days of the observation, with the recommendation to be communicated ASAP.
Hired after the beginning of the school year	Before Dec. 1 = 4 Between Dec. 1 – Feb 3 = 2	November - December January – February	Results are to be communicated within 10 business days of the observation, with the recommendation to be communicated ASAP.

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	April – Final Teacher Observable Score September / October of the following year – Final Summative including Student Performance Data	1. The teachers will receive the Teacher Performance score (observable) of his evaluation at least six (6) weeks prior to the last day of school for teachers.
Hired after the beginning of the school year	1	April – Final Teacher Observable Score September / October of the following year – Final Summative including Student Performance Data	1. The teachers will receive the Teacher Performance score (observable) of his evaluation at least six (6) weeks prior to the last day of school for teachers.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	**December** – mid-year Teacher Observable and Student Data converted from Semester 1 Report Card Grade **April** – Final Teacher Observable Score **September / October** of the following year – Final Summative including Student Performance Data	1. **Mid-Year Evaluations are communicated in January.** 2. **The teachers will receive the Teacher Performance score (observable) of his evaluation at least six (6) weeks prior to the last day of school for teachers.**
Hired after the beginning of the school year	2*	April – Teacher Observable Score September / October of the following year – Final Summative including Student Performance Data *Teachers hired after December will receive their mid-year Evaluation the following December.	1. **The teachers will receive the Teacher Performance score (observable) of his evaluation at least six (6) weeks prior to the last day of school for teachers.**

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.
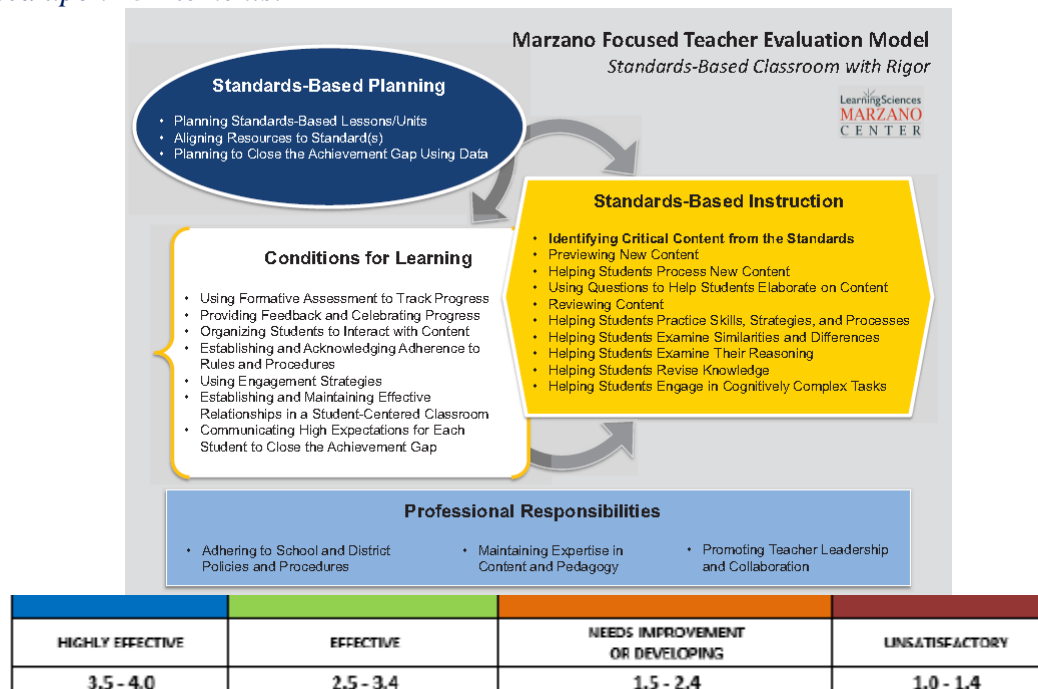
1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In St. Johns County, instructional practice accounts for 66.6667% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

As noted in the Guidelines and Timeline above, the instructional practice rating for teachers is based upon the average of scores gathered from observations throughout the school year. All observations are documented and scored within the iObservation system provided by Learning Sciences International. Evaluators provide scores for the observed Elements from the Marzano Focused Teacher Evaluation framework during the observation. The highest score received for each Element is carried over into the average for that Domain. Each Domain has an assigned weight based upon the research-based impact on student achievement. The scores and weights are automatically calculated as scores are updated so that both the teacher and the evaluator know the running score at all times. There is no penalty for having Elements with no scores. The Domain averages adjust based upon the number of elements within that do have scores.

Classroom Teachers:

Standards-Based Planning	13%
Standards-Based Instruction	44%
Conditions for Learning	30%
Professional Responsibilities	13%

Based upon 23 Elements:

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

Instructional Support Teachers:

Domain 1:	Planning and Preparing to Provide Support	20%
Domain 2:	Supporting Student Achievement	30%
Domain 3:	Continuous Improvement of Professional Practice	20%
Domain 4:	Professional Responsibilities	30%

Based upon 11 Core Elements and six Optional Elements:
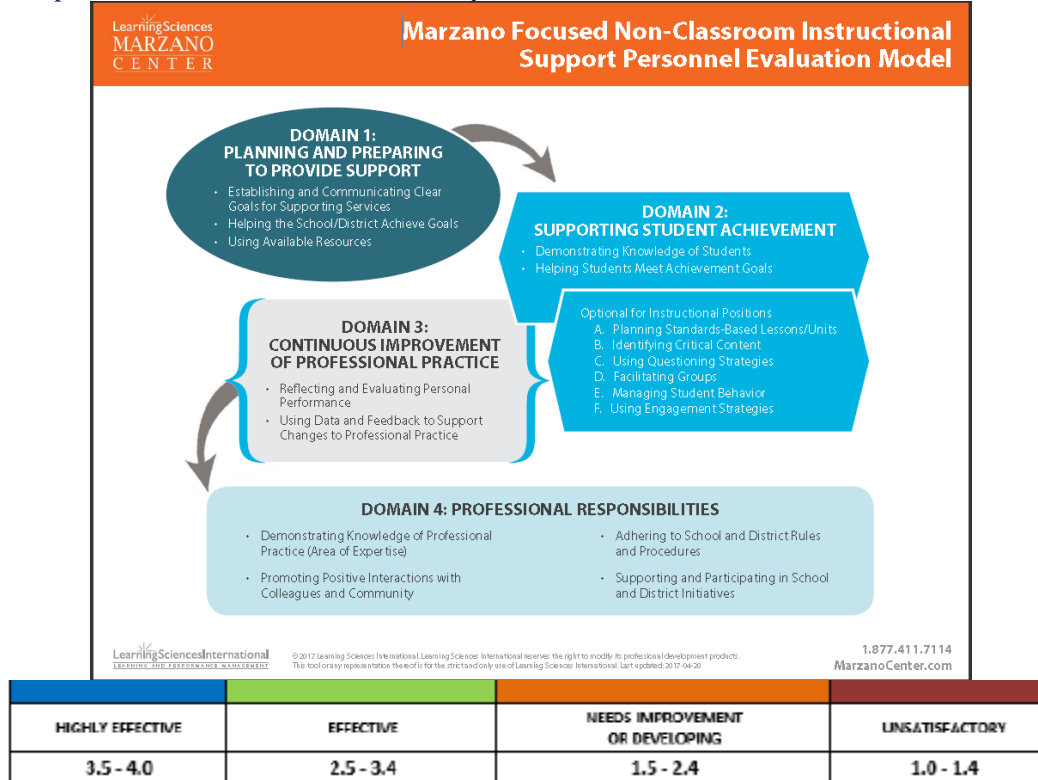
B. Other Indicators of Performance

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 <u>St. Johns County</u>, other indicators of performance account for <u>0%</u> 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.

   The Instructional Evaluations in St. Johns County are based solely upon Teacher Performance and Student 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 St. Johns County, performance of students accounts for <u>33.3333</u>% 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.

Business Rules

If you teach strictly FSA courses (reading 4-10, math 4-8), you will receive a state generated VAM score.
If you teach a combination of FSA VAM courses (reading 4-10, math 4-8), as well as other courses covered by other exams (state EOC, AP, district created exam, etc.) you will receive a data score based on the FSA VAM, combined proportionally, with the other assessments.
If you teach a course with a district selected/created final exam, you will receive a data score based on the final exam.
FCTC teachers not covered by a district created final exam will receive a data score based on the following performance indicators (Technical Skill Attainment, Completion, Retention/Transfer, and Non-Traditional Participation/Completion).

If *no* students in your school are assigned to you, you will receive the school average data score (School Counselors, etc.).

If you have assigned students but no test of any sort (FSA, AP, IB, District Created Exam, etc.) you will receive a data score based on the teach them, get them model which utilizes the expected growth component from state VAM and i-Ready (K-3).

The district review team for evaluations will continue to be the place where teachers can put forth their concerns regarding the data portion of the evaluation. The team will review the issues and has the ability to address errors or inconsistencies, should they arise. Teachers will bring their concerns to their administration. Based on specified criteria, the principal may put forth the concerns to the district review team.

Important notes:

   • The student must test during the established test window.

   • For district created final exams, the assessment must be taken at the end of the course, as indicated in the Florida Course Code Directory.
   • For core courses with a district created final exam, a score will not be included if the student does not meet the student success score *and* does not meet the applicable prerequisites.

Code	Course Name	FSA Prerequisite
1200340	Algebra 2 Honors	X
0717312	American Sign Language 3 Honors	X
2000360	Anatomy and Physiology Honors	X
2003350	Chemistry 1 Honors	X
0711320	Chines 3 Honors	X
2001320	Earth/Space Science Honors	X
2102345	Economics with Financial Literacy Honors	X
1001380	English 3 Honors	X
1001410	English 4 Honors	X
0701340	French 3 Honors	X
2106445	International Relations 2 Honors	X
0706320	Latin 3 Honors	X
2002050	M/J Comprehensive Science 1, Advanced	X
2002080	M/J Comprehensive Science 2, Advanced	X
2100025	M/J US History Advanced & Career Planning	X
2109020	M/J World History, Advanced	X
2002510	Marine Science 1 Honors	X
2003320	Physical Science Honors	X
2003390	Physics 1 Honors	X
1202340	Pre-Calculus Honors	X
1210300	Probability & Statistics w/Applications Honors	X
0708360	Spanish 3 Honors	X
0708370	Spanish 4 Honors	X
0708380	Spanish 5 Honors	X
2106460	The American Political System: Process & Power Honors	X
2106320	United States Government Honors	X
2109320	World History Honors	X

Please see the table below for clarification

Example	Met Student Success Score	Met applicable prerequisites	Included in the calculation
Student 1	Y	Y	Y
Student 2	Y	N	Y
Student 3	N	Y	Y
Student 4	N	N	N

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.

The summative rating for all instructional personnel in St. Johns County is based upon the average of the final Instructional Practice Score (weighted at 66.6667%) and the final Student Performance Score (weighted at 33.3333%).

Example of how a *second grade teacher* can earn a *highly effective* summative performance rating:
The teacher can achieve a Student Success Rate percentage of 75% or higher via the i-Ready formula (used for K-3rd grade teachers for student achievement score) (Part IV: Section B) which would result in a student achievement score of 4. In addition, they can achieve a score of 3.5 or higher on the observable portion of the evaluation (Marzano). When the two numbers are combined (66.6667% observable and 33.3333% data), the summative score would be above a 3.5, which is the threshold for being highly effective.

Example of how a *second grade teacher* can earn an *unsatisfactory* summative performance rating:
The teacher can achieve a Student Success Rate percentage of 25% or lower via the i-Ready formula (student achievement portion) (Part IV: Section B) which would result in a student achievement score of 1. In addition, they can achieve a score of less than 1.5 on the observable portion of the evaluation (Marzano). When the two numbers are combined (66.6667% observable and 33.3333% data), the summative score would be below a 1.5, which is the threshold for being unsatisfactory.

Example of how a *ninth grade ELA teacher* can earn a *highly effective* summative performance rating:
The teacher can receive a score of four on the state provided VAM score, which would result in a student achievement score of 4.
In addition, the teacher can achieve a score of 3.5 or higher on the observable portion of the evaluation (Marzano). When the two numbers are combined (66.6667% observable and 33.333% data), the summative score would be above a 3.5, which is the threshold for being highly effective.

Example of how a *ninth grade ELA teacher* can earn an *unsatisfactory* summative performance rating:
The teacher can receive a score of one on the state provided VAM score, which would result in a student achievement score of 1. In addition, they can achieve a score of less than 1.5 on the observable portion of the evaluation (Marzano). When the two numbers are combined (66.6667% observable and 33.3333% data), the summative score would be below a 1.5, which is the threshold for being unsatisfactory.

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

Appendix A – Evaluation Framework Crosswalk

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

Alignment to the Florida Educator Accomplished Practices	
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 at the appropriate level of rigor;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Identifying Critical Content from the Standards
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Planning Standards Based Lessons/Units, Identifying Critical Content from the Standards, Previewing New Content, Helping Students Process New Content, Reviewing Content
c. Designs instruction for students to achieve mastery;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Identifying Critical Content from the Standards,
d. Selects appropriate formative assessments to monitor learning;	Planning to Close the Achievement Gap Using Data, Using Formative Assessment to Track Progress, Providing Feedback and Celebrating Success
e. Uses diagnostic student data to plan lessons; and,	Planning to Close the Achievement Gap Using Data, Using Formative Assessment to Track Progress, Providing Feedback and Celebrating Success
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	All Elements from Domains 1, 2, & 3
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;	Establishing and Acknowledging Adherence to Rules and Procedures, Using Engagement Strategies, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
b. Manages individual and class behaviors through a well-planned management system;	Establishing and Acknowledging Adherence to Rules and Procedures, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
c. Conveys high expectations to all students;	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom,

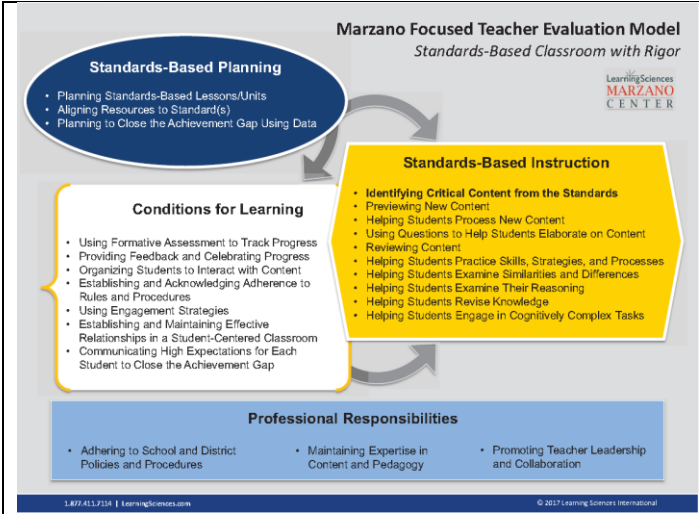|	
	Communicating High Expectations for Each Student to Close the Achievement Gap
d. Respects students' cultural linguistic and family background;	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap
e. Models clear, acceptable oral and written communication skills;	Planning Standards Based Lessons/Units; Identifying Critical Content from the Standards; Using Questions to Help Students Elaborate on Content; Helping Students Practice Skills, Strategies, and Processes; Helping Students Examine Their Reasoning; Helping Students Engage in Cognitively Complex Tasks; Providing Feedback and Celebrating Success; Establishing and Acknowledging Adherence to Rules and Procedures; Promoting Teacher Leadership and Collaboration
f. Maintains a climate of openness, inquiry, fairness and support;	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
g. Integrates current information and communication technologies;	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Helping Students Examine Similarities and Differences,
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap
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;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Identifying Critical Content from the Standards,

	Organizing Students to Interact with Content, Using Engagement Strategies
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Planning Standards Based Lessons/Units, Aligning Resources to Standards; Identifying Critical Content from the Standards; Previewing New Content, Helping Students Process New Content; Using Questions to Help Students Elaborate on Content; Reviewing Content; Helping Students Practice Skills, Strategies, and Processes; Helping Students Examine Similarities and Differences; Helping Students Examine Their Reasoning; Helping Students Revise Their Knowledge; Helping Students Engage in Cognitively Complex Tasks; Organizing Students to Interact with Content; Using Engagement Strategies
c. Identify gaps in students' subject matter knowledge;	Planning Standards Based Lessons/Units; Identifying Critical Content from the Standards; Planning to Close the Achievement Gap Using Data; Using Questions to Help Students Elaborate on Content; Helping Students Practice Skills, Strategies, and Processes; Helping Students Examine Their Reasoning; Using Formative Assessments to Track Progress; Providing Feedback and Celebrating Success
d. Modify instruction to respond to preconceptions or misconceptions;	Monitoring for all Elements in Domain 2.
e. Relate and integrate the subject matter with other disciplines and life experiences;	Planning Standards Based Lessons/Units
f. Employ higher-order questioning techniques;	Using Questions to Help Students Elaborate on Content, Helping Students Examine Their Reasoning, Helping Students Revise Their Knowledge, Helping Students Engage in Cognitively Complex Tasks
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Planning Standards Based Lessons/Units, Aligning Resources to Standards
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the

	Achievement Gap Using Data, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using Formative Assessment to Track Progress, Providing Feedback and Celebrating Success, Using Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap, Monitoring for all Elements in Domain 2
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, Using Formative Assessment to Track Progress, Providing Feedback and Celebrating Success, Using Engagement Strategies, Communicating High Expectations for Each Student to Close the Achievement Gap
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;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student to Close the Achievement Gap
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student to Close the Achievement Gap
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student to Close the Achievement Gap
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the

	Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student to Close the Achievement Gap
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student to Close the Achievement Gap, Promoting Teacher Leadership and Collaboration
f. Applies technology to organize and integrate assessment information.	Planning Standards Based Lessons/Units, Aligning Resources to Standards, Planning to Close the Achievement Gap Using Data, Using Formative Assessments to Track Progress, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student to Close the Achievement Gap

5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Maintaining Expertise in Content and Pedagogy
b. Examines and uses data-informed research to improve instruction and student achievement;	Maintaining Expertise in Content and Pedagogy
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;	Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Promoting Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	Maintaining Expertise in Content and Pedagogy
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Planning Standards Based Lessons/Units, Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration

6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Adhering to School/District Policies and Procedures, Promoting Teacher Leadership and Collaboration

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.

Marzano Focused Teacher Evaluation Model
Standards-Based Classroom with Rigor

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Standards-Based Planning
- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

Standards-Based Instruction
- **Identifying Critical Content from the Standards**
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Conditions for Learning
- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Professional Responsibilities
- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

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Marzano Focused Teacher Evaluation Model

STANDARDS-BASED PLANNING	0	1	2	3	4
1. Planning Standards-Based Lessons/Units					
2. Aligning Resources to Standard(s)					
3. Planning to Close the Achievement Gap Using Data					

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
4. Identifying Critical Content from the Standards *(Required evidence in every lesson)*					
5. Previewing New Content					
6. Helping Students Process New Content					
7. Using Questions to Help Students Elaborate on Content					
8. Reviewing Content					
9. Helping Students Practice Skills, Strategies, and Processes					
10. Helping Students Examine Similarities and Differences					
11. Helping Students Examine Their Reasoning					
12. Helping Students Revise Knowledge					
13. Helping Students Engage in Cognitively Complex Tasks					

CONDITIONS FOR LEARNING	0	1	2	3	4
14. Using Formative Assessment to Track Progress					
15. Providing Feedback and Celebrating Progress					
16. Organizing Students to Interact with Content					
17. Establishing and Acknowledging Adherence to Rules and Procedures					
18. Using Engagement Strategies					
19. Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
20. Communicating High Expectations for Each Student to Close the Achievement Gap					

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
21. Adhering to School and District Policies and Procedures					
22. Maintaining Expertise in Content and Pedagogy					
23. Promoting Teacher Leadership and Collaboration					

1.

Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Planning Evidence (Check all that apply)

- Plans exhibit a focus on the essential standards
- Plans include a scale that builds a progression of knowledge from simple to complex
- Plans identify learning targets aligned to the rigor of required standards
- Plans identify specific instructional strategies appropriate for the learning target
- Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- Lessons are planned with teachable chunks of content
- When appropriate, lessons/units are integrated with other content areas
- When appropriate, learning targets and unit plans include district scope and sequence
- Plans illustrate how equity is addressed in the classroom
- When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- When appropriate, plans illustrate how EL strategies are addressed in the classroom
- When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence (Check all that apply)

- Lesson plans align to grade level standard(s) with targets and use a performance scale
- Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- Planned and completed student assignments/work require practice with complex text and its academic language
- Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- Planned and completed student assignments/work demonstrate grounding in real-world application
- Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale and the impacts on student learning.

2.

Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Planning Evidence (Check all that apply)

- Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan
- Plans integrate a variety of text types (structures)
- Plans incorporate nonfiction text
- Plans identify Standards for Mathematical Practice to be applied
- Plans identify how available technology will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)
- When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan

Example Implementation Evidence (Check all that apply)

- Traditional resources are appropriately aligned to grade level standards
  - Text books
  - Manipulatives
  - Primary source materials
- Digital resources are appropriately aligned to grade level standards
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
- Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- Planned resources include those specific to students' culture
- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

3.
Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence (Check all that apply)

☐ Plans include a process for helping students track their individual progress on learning targets
☐ Plans specify accommodations and/or adaptations for individual EL or groups of students
☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)
☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling
☐ Plans cite the data and rationale used to identify and incorporate accommodations
☐ Plans include potential instructional adjustments that could be made based on student evidence/data
☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
☐ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)
☐ Productive changes are made to lesson plans in response to formative assessment (monitoring)
☐ A coherent record-keeping system is developed and maintained on student learning

Example Implementation Evidence (Check all that apply)

☐ Planned student assignments reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets
☐ Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
☐ Planned student assignments/work show students track their individual progress on learning targets
☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
☐ Information about student progress is regularly sent home
☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap and provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

4.
Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Instructional Techniques (Check all that apply)

☐ Identify a learning target aligned to the grade level standard(s)
☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
☐ Provide a learning target embedded in a scale specifying critical content for the standard(s)
☐ Relate classroom activities to the target and/or scale throughout the lesson
☐ Identify differences between the critical content from the standard(s) and non-critical content
☐ Identify and accurately teach critical content
☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
☐ Use verbal/visual cueing
☐ Use storytelling and/or dramatic instruction
☐ Model how to identify meaning and purpose in a text
☐ Ensure text complexity aligns to the critical content
☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

☐ Use a Group Activity to monitor that students know what content is important
☐ Use Student Work (Recording and Representing) to monitor that students know what content is important
☐ Use Response Methods to monitor that students know what content is important
☐ Use Questioning Sequences to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

☐ Student conversation in groups focus on critical content
☐ Generate short written response (i.e. summary, entrance/exit ticket)
☐ Create nonlinguistic representations (i.e. diagram, model, scale)
☐ Student-generated notes focus on critical content
☐ Responses to questions focus on critical content
☐ Explain purpose and unique characteristics of key concepts/critical content
☐ Explain applicable mathematical practices in critical content
☐ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

☐ Reteach or use a new teacher technique   ☐ Modify the task
☐ Reorganize groups   ☐ Provide additional resources
☐ Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

5.
Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques (Check all that apply)

☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
☐ Use preview questions before instruction or a teacher-directed activity
☐ Use K-W-L strategy or variation
☐ Provide advanced organizer (e.g. outline, graphic organizer)
☐ Facilitate a student brainstorm
☐ Use anticipation guide or other pre-assessment activity
☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
☐ Use digital resources and/or other media to help students make linkages to new content
☐ Use cultural resources to facilitate students making a link from what they know to the new content
☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

☐ Use a Group Activity to monitor that students can make a link from prior learning to the new content
☐ Use Student Work (Recording and Representing) to monitor that students can make a link from prior learning to the new content
☐ Use Response Methods to monitor that students can make a link from prior learning to the new content
☐ Use Questioning Sequences to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

☐ Identify basic relationship between prior content and new content
☐ Explain linkages with prior knowledge in individual or group work
☐ Make predictions about new content
☐ Summarize the purpose for new content
☐ Explain how prior standards or learning targets link to the new content
☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

☐ Reteach or use a new teacher technique   ☐ Modify the task
☐ Reorganize groups   ☐ Provide additional resources
☐ Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

6.
Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Example Teacher Instructional Techniques (Check all that apply)

☐ Break content into appropriate chunks
☐ Employ formal group processing strategies
   • Jigsaw
   • Reciprocal teaching
   • Concept attainment
☐ Use informal strategies to engage group members in active processing
   • Predictions
   • Associations
   • Paraphrasing
   • Verbal summarizing
   • Questioning
☐ Facilitate group members in summarizing and/or generating conclusions
☐ Facilitate recording and representing new knowledge
☐ Facilitate the conceptual understanding of critical concepts
☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

☐ Use a Group Activity to monitor that students can summarize and generate conclusions about the content
☐ Use Student Work (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
☐ Use Response Methods to monitor that students can summarize and generate conclusions about the content
☐ Use Questioning Sequences to monitor that students can summarize and generate conclusions about the content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

☐ Discuss and answer questions about the new content in groups
☐ Generate conclusions about the new content in group or written work
☐ Actively discuss the new content in groups
☐ Summarize or paraphrase the just learned content
☐ Record and represent new knowledge
☐ Make predictions about what they expect to learn next
☐ Summarize or draw conclusions from complex text and its academic language
☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

☐ Reteach or use a new teacher technique   ☐ Modify task to appropriate chunk of content
☐ Reorganize groups   ☐ Provide additional resources
☐ Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

7.

Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Use a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- ☐ Ask detail questions
- ☐ Ask category questions
- ☐ Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.)
- ☐ Ask students to provide evidence (i.e. prior knowledge, textual evidence, etc.) for their elaborations
- ☐ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ☐ Model the process of using evidence to support elaboration
- ☐ Model processes and proficiencies to support mathematical elaboration
- ☐ Model implementation of appropriate wait time when questioning

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ Use a Group Activity to monitor that students accurately elaborate on content
- ☐ Use Student Work (Recording and Representing) to monitor that students accurately elaborate on content
- ☐ Use Response Methods to monitor that students accurately elaborate on content
- ☐ Use Questioning Sequences to monitor that students accurately elaborate on content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Answer detail questions about the content
- ☐ Identify characteristics of content-related categories
- ☐ Make general elaborations about the content
- ☐ Provide evidence and support for elaborations
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences
- ☐ Discussions demonstrate students can make well-supported elaborative inferences
- ☐ Discussions are grounded in evidence from text, both literary and informational
- ☐ Discussions and student work provide evidence of mathematical elaboration

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Rephrase questions/scaffold questions
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

8.

Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Begin lesson with a brief review of previously taught content
- ☐ Use a scaffolding process to systematically show the cumulative nature of the content
- ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - ▪ Brief summary
  - ▪ Problem that must be solved using previous information
  - ▪ Questions that require a review of content
  - ▪ Demonstration
  - ▪ Brief practice test or exercise
  - ▪ Warm-up activity
- ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ Use a Group Activity to monitor that students know the previously taught critical content
- ☐ Use Student Work (Recording and Representing) to monitor that students know the previously taught critical content
- ☐ Use Response Methods to monitor that students know the previously taught critical content
- ☐ Use Questioning Sequences to monitor that students know the previously taught critical content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)
- ☐ Explain previously taught concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught processes

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

9.

Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Model how to execute the skill, strategy, or process
- ☐ Model mathematical practices
- ☐ Model how to reason, problem solve, use tools, and generalize
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - ▪ Guided practice if students cannot perform the skill, strategy, or process independently
  - ▪ Independent practice if students can perform the skill, strategy, or process independently
- ☐ Guide students to generate and manipulate mental models for skills, strategies, and processes
- ☐ Employ "worked examples" or exemplars
- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for students to increase fluency and accuracy
- ☐ Provide opportunity for purposeful homework

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ Use a Group Activity to monitor that students develop automaticity with skills, strategies, or processes
- ☐ Use Student Work (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ☐ Use Response Methods to monitor that students develop automaticity with skills, strategies, or processes
- ☐ Use Questioning Sequences to monitor that students develop automaticity with skills, strategies, or processes

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Execute or perform the skill, strategy, or process with increased confidence
- ☐ Execute or perform the skill, strategy, or process with increased competence
- ☐ Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
- ☐ Explanation of mental models reveals understanding of the strategy or process
- ☐ Use problem-solving strategies based on their purpose and unique characteristics
- ☐ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions
- ☐ Explain how the use of a problem-solving strategy increased fluency and/or accuracy

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

10.

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Use comparison activities to examine similarities and differences
- ☐ Use classifying activities to examine similarities and differences
- ☐ Use analogy activities to examine similarities and differences
- ☐ Use metaphor activities to examine similarities and differences
- ☐ Use culturally relevant activities to help students examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to explain how the activity has added to their understanding
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ Use a Group Activity to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ Use Student Work (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ Use Response Methods to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ Use Questioning Sequences to monitor that student knowledge of content is deepened by examining similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Comparison and classification artifacts indicate deeper understanding of content
- ☐ Analogy and/or metaphor artifacts indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate
- ☐ Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

11. Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Example Teacher Instructional Techniques (Check all that apply)
- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to examine logic of their errors in procedural knowledge when problem solving
- ☐ Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Guide students to understand how their culture impacts their thinking
- ☐ Ask students to summarize new insights resulting from analysis of multiple texts/resources
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
    - Statement of a clear claim
    - Evidence for the claim presented
    - Qualifiers presented showing exceptions to the claim
- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning (Check all that apply)
- ☐ Use a Group Activity to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ Use Student Work (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ Use Questioning Sequences to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)
- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Explain the overall structure of an argument presented to support a claim
- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Explanations involve cultural content
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

12. Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Example Teacher Instructional Techniques (Check all that apply)
- ☐ Ask students to state or record how hard they tried
- ☐ Ask students to state or record what they might have done to enhance their learning
- ☐ Utilize reflection activities to cultivate a growth mindset
- ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- ☐ Prompt students to summarize and defend how their understanding has changed
- ☐ Guide students to identify alternative ways to execute procedures
- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
- ☐ Guide students in a reflection process

Example Teacher Techniques for Monitoring for Learning (Check all that apply)
- ☐ Use a Group Activity to monitor that students deepen understanding by revising their knowledge
- ☐ Use Student Work (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- ☐ Use Response Methods to monitor that students deepen understanding by revising their knowledge
- ☐ Use Questioning Sequences to monitor that students deepen understanding by revising their knowledge

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)
- ☐ Explain what they are clear about and what they are confused about
- ☐ Explain what they could have done to enhance their learning
- ☐ Actions and reflections display a growth mindset
- ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- ☐ Groups make corrections and/or additions to information previously recorded about content
- ☐ Explain previous errors or misconceptions about content
- ☐ Revisions demonstrate alternative ways to execute procedures
- ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- ☐ Reflections show clarification in thinking or processing

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)
- ☐ Reteach or use a new teacher technique
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

13. Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

Example Teacher Instructional Techniques (Check all that apply)
- ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing
    - A proposition
    - A proposed theory
    - A hypothesis
- ☐ Provide prompts for students to experiment with their own thinking
- ☐ Observe, coach, and support productive student struggle
- ☐ Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis
- ☐ Coach students to persevere with the complex task
- ☐ Engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to
    - Generate conclusions
    - Identify common logical errors
    - Present and support propositions, theories, or hypotheses
    - Navigate digital and traditional resources

Example Teacher Techniques for Monitoring for Learning (Check all that apply)
- ☐ Use a Group Activity to monitor that students prove or disprove the proposition, theory or hypothesis
- ☐ Use Student Work (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- ☐ Use Questioning Sequences to monitor that students prove or disprove the proposition, theory, or hypothesis

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)
- ☐ Explain the proposition, theory, or hypothesis they are testing
- ☐ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- ☐ Justify the process used to support the proposition, theory, or hypothesis
- ☐ Precisely explain perseverance with the task with reasoning and conclusions
- ☐ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
    - Generate conclusions
    - Identify common logical errors
    - Present and support the proposition, theory, or hypothesis
    - Navigate digital and traditional resources
    - Identify how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)
- ☐ Utilize different coaching/facilitation techniques
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

14. Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

Example Teacher Instructional Techniques (Check all that apply)
- ☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.)
- ☐ Ask students to explain their progress toward the learning target
- ☐ Ask students to provide evidence of their progress toward the learning target
- ☐ Facilitate individual conferences regarding use of data to track progress
- ☐ Use formative measures to chart individual and/or class progress towards learning targets using a performance scale
- ☐ Use formative assessment that reflects awareness of cultural differences represented in the classroom

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work. Check all that apply.)
- ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook
- ☐ Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)
- ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
- ☐ Demonstrate autonomy in providing evidence of progress on learning targets
- ☐ Responses to formative assessment may involve cultural content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

15.

Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- ☐ Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- ☐ Celebrate as groups make progress toward learning targets
- ☐ Implement a systematic, ongoing process to provide feedback
- ☐ Use a variety of ways to celebrate progress toward learning targets (not general praise)
  - • Show of hands
  - • Certificate of success
  - • Parent notification
  - • Round of applause
  - • Academic praise
  - • Digital media
- ☐ Ensure celebrations involve culturally relevant components
- ☐ Ask students to explain how they use feedback
- ☐ Ask students how celebrations encourage them to continue learning

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.)
- ☐ Show signs of pride regarding development of mathematical practices
- ☐ Initiate celebration of individual success, group success, and that of the whole class
- ☐ Use feedback to revise or update work to help meet their learning target
- ☐ Surveys indicate students want to continue making progress
- ☐ Actions and responses indicate the teacher is equitable in providing feedback and/or celebrating progress

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Utilize new methods to celebrate success
- ☐ Provide additional opportunities to give feedback

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

16.

Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Establish routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provide guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provide guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilize assignments or tasks at the appropriate taxonomy level of content
- ☐ Provide guidance on one or more conative skills
  - • Becoming aware of the power of interpretations
  - • Avoiding negative thinking
  - • Taking various perspectives
  - • Interacting responsibly
  - • Handling controversy and conflict resolution
- ☐ Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- ☐ Use various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Work within groups with an organized purpose
- ☐ Exhibit awareness of the power of interpretations
- ☐ Avoid negative thinking
- ☐ Take various perspectives
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Appear to know how to handle controversy and conflict resolution
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Add their perspectives to discussions
- ☐ Generate clarifying questions about the content
- ☐ Explain individual student and/or group thinking about the content
- ☐ Take responsibility for the learning of peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

17.

Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Involve students in designing classroom routines and procedures to develop a culturally responsive classroom
- ☐ Actively teach student self-regulation strategies
- ☐ Use classroom meetings to review and process rules and procedures to ensure equity
- ☐ Remind students of rules and procedures
- ☐ Ask students to restate or explain rules and procedures
- ☐ Provide cues or signals when a rule or procedure should be used
- ☐ Physically occupy all quadrants of the room
- ☐ Scan the entire room, making eye contact with each student
- ☐ Recognize potential sources of disruption and deal with them immediately
- ☐ Proactively address inflammatory situations
- ☐ Consistently exhibit "withitness" behaviors
- ☐ Recognize and/or acknowledge students or groups who follow rules and procedures
- ☐ Organize physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Follow clear routines during class
- ☐ Explain classroom rules and procedures
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Recognize that the teacher is aware of their behavior
- ☐ Interact responsibly with teacher and other students
- ☐ Explain how the individuality of each student is honored in the classroom
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Modify rules and procedures
- ☐ Seek additional student input
- ☐ Reorganize physical layout of the classroom

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

18.

Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Take action or use specific strategies to re-engage students
- ☐ Use academic games
- ☐ Manage response rates
- ☐ Use physical movement
- ☐ Maintain a lively pace
- ☐ Use crisp transitions from one activity to another
- ☐ Demonstrate intensity and enthusiasm for the content
- ☐ Use friendly controversy
- ☐ Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- ☐ Present unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Behaviors show awareness that the teacher is noticing students' level of engagement
- ☐ Behaviors show the engagement strategy increases engagement
- ☐ Student-centered tasks and processes produce high levels of engagement
- ☐ Talk with groups or in response to questions is focused on critical content
- ☐ Engage in the critical content with enthusiasm
- ☐ Self-regulate engagement and engagement of peers
- ☐ Actions show students are motivated by the teacher
- ☐ Behaviors show students are inspired by the teacher
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are engaged in the critical content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Vary engagement technique
- ☐ Reorganize groups
- ☐ Modify task
- ☐ Utilize peer resources
- ☐ Vary resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

19.

Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Example Teacher Instructional Techniques (Check all that apply)
- Encourage students to share their thinking and perspectives
- Seek student input regarding classroom activities and culture
- Relate content-specific knowledge to personal aspects of students' lives
- Discuss with students about topics in which they are interested
- Discuss equity and individual needs of students
- Use student input and feedback to maintain an academic focus on rigor
- Build student interests into lessons (i.e. incorporate cultural connections)
- Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset)
- Compliment students regarding academic and personal accomplishments
- Engage in conversations with students about events in their lives outside of school
- When appropriate, use humor and/or playful dialogue with students
- Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact, etc.)
- Remain calm in response to inflammatory situations
- Interact with each student in the same calm and controlled fashion
- Remain objective and in control by not demonstrating personal offense at student misconduct
- Celebrate students' individual diversity, uniqueness, and cultural traditions

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds
- Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- Respond positively to verbal interactions with the teacher
- Respond positively to nonverbal interactions with the teacher
- Readily share their perspectives and thinking with the teacher
- Describe their teacher as respectful and supportive to the diverse needs of each student
- Actions show students trust the teacher to advocate for them
- Contribute to a positive classroom community through interactions with peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- Seek additional input from students
- Seek additional resources for self and students
- Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

20.

Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Example Teacher Instructional Techniques (Check all that apply)

- Use methods to ensure each student is held responsible for participation in classroom activities
- Chart questioning patterns to ensure each student is asked questions with the same frequency
- Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- Does not allow negative or sarcastic comments about any student
- Identify students for whom expectations are different and the various ways in which these students have been treated differently
- Provide students with strategies to avoid negative thinking about one's thoughts and actions
- Ask questions of each student at the same rate and frequency
- Ask complex questions of each student that require conclusions at the same rate and frequency
- Rephrase questions for each student when they provide an incorrect answer
- Probe each student to provide evidence of their conclusions
- Ask each student to examine the sources of their evidence
- Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- Probe each student to further explain their answers when they are incorrect
- Require perseverance and productive struggle in solving problems and overcoming obstacles

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- Treat each other with respect
- Actions show students avoid negative thinking about personal thoughts and actions
- Respond to difficult questions
- Take risks by offering incorrect or alternative answers
- Participate in classroom activities and discussions
- Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"
- Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- Model teacher behaviors that show care and respect for each classmate
- Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- Modify questioning techniques and patterns
- Reorganize seating patterns and groups
- Reflect on student interactions and change teacher behaviors

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

21.

Adhering to School/District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

Example Teacher Evidence (Check all that apply)

- Performs assigned duties
- Fulfills responsibilities in a timely manner
- Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.)
- Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.)
- Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.)
- Maintains confidentiality of colleagues, students, and families
- Advocates for equality for each student
- Demonstrates personal integrity and ethics
- Uses social media appropriately

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures *and* articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

22.

Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

Example Teacher Evidence (Check all that apply)

- Participates in professional development opportunities
- Demonstrates content expertise and knowledge in the classroom
- Seeks mentorship from subject area experts
- Seeks mentorship from highly effective teachers
- Actively seeks help and input from appropriate school personnel to address issues that impact instruction
- Demonstrates a growth mindset and/or seeks feedback
- Implements a deliberate practice or professional growth plan
- Seeks innovative ways to improve student achievement
- Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- Uses a reflection process for analysis of specific instructional strengths and weaknesses
- Explains the differential effects of specific classroom strategies on closing the achievement gap
- Seeks opportunities to develop deeper understanding of cultural responsiveness
- Uses formative and summative data to make instructional planning decisions
- Teacher observational data is correlated to student achievement data
- Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

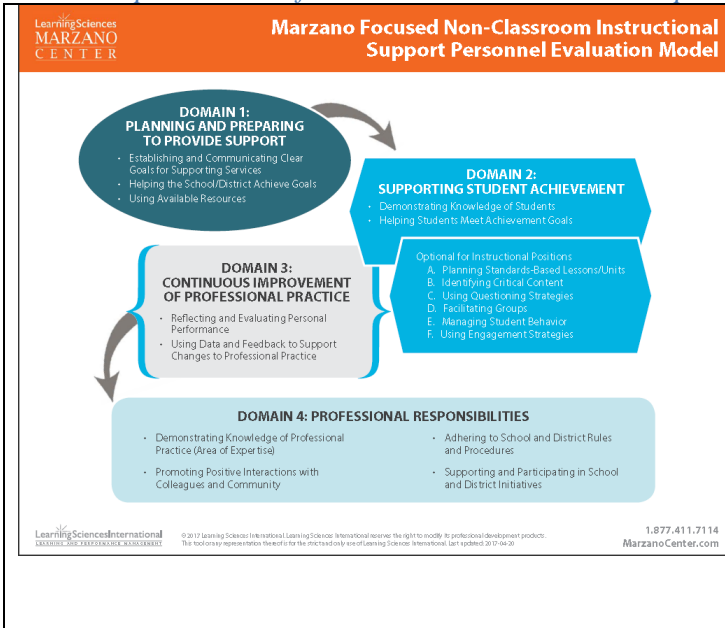| Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies *and* provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

23.

Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Example Teacher Evidence (Check all that apply)

- Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- Documents specific situations of mentoring other teachers
- Works cooperatively with appropriate school personnel to address issues that impact student learning
- Accesses available expertise and resources to support students' learning needs
- Promotes positive conversations and interactions with teachers and colleagues
- Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- Encourages parent involvement in classroom and school activities
- Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families
- Uses multiple means and modalities to communicate with families
- Seeks a role and participates in Professional Learning Community meetings
- Serves as a student advocate in the classroom, school, and community
- Participates in school and community activities as appropriate to support students and families
- Serves on school and district-level committees
- Works to achieve school and district improvement goals

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration *and* provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

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.

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

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LEARNING AND PERFORMANCE MANAGEMENT

Using Available Resources

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

Example Instructional Support Member Evidence (Check all that apply)

☐ Resources are identified and reflected in planning documents
☐ Resources are used to enhance the implementation of goals for supporting services
☐ Technology resources are identified within plans, as appropriate, to support implementation of supporting services
☐ Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals
☐ Data are used as a resource when planning support
☐ Resources are used appropriately to support the school/district
☐ Elicits input to determine if additional resources would enhance supporting services (e.g. surveys, checklist, notes, etc.)

Example Implementation Evidence (Check all that apply)

☐ Identifies resources implemented within the school community that enhance supporting services
☐ Artifacts show the use of available resources provided support for the school
☐ Data substantiates the use of resources in implementing goals for support services and/or instructional activities
☐ Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities
☐ Artifacts demonstrate the use of technology enhanced supporting services

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district *and* monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Domain 2: Supporting Student Achievement

Demonstrating Knowledge of Students

Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.

Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.

Example Instructional Support Member Evidence (Check all that apply)

☐ Identifies students with unique needs
☐ Communicates expectation for each student to be successful
☐ Advocates for students who need accommodations and/or modifications to the curriculum
☐ Seeks appropriate services to help students with unique needs
☐ Identifies families to assist with learning how to plan and advocate for their student
☐ Collaborates with other school personnel to help students with unique needs to meet achievement goals
☐ Behaviors indicate value and respect for students with unique needs, interests, and/or backgrounds
☐ Extinguishes negative comments about students with unique needs, interests, and/or backgrounds
☐ Demonstrates knowledge of human growth and development
☐ Recognizes and addresses student needs and interests during interactions
☐ Identifies equity issues for students (when appropriate)
☐ Helps students learn how to become self-advocates

Example Implementation Evidence (Check all that apply)

☐ Provides appropriate services to help students with unique needs
☐ Assists families in learning to plan and advocate for their student
☐ Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs
☐ Artifacts support identification of students who need special assistance
☐ Explains how accommodations and/or modifications help address the unique needs of students
☐ Artifacts demonstrate support of individual students to meet achievement goals
☐ Artifacts reveal that students receive appropriate modifications or accommodations
☐ Actively addresses equity issues for students (when appropriate)
☐ Students identify the instructional support member as one who advocates for them
☐ Artifacts demonstrate students act as self-advocates
☐ Explains how knowledge of the unique needs of students helps support students in achievement of their goals

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of the unique needs of students in the school/district.	Demonstrates knowledge of the unique needs of students in the school/district *and* monitors if services appropriately support the unique needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.

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Helping Students Meet Achievement Goals

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

Example Instructional Support Member Evidence (Check all that apply)

☐ Identifies students who need help meeting achievement goals
☐ Advocates for students who need assistance gaining access to critical curriculum
☐ Provides plans and/or artifacts of helping remove barriers for the benefit of students
☐ Assists families in learning how to plan and advocate for their student
☐ Assists families in learning to identify the barriers
☐ Collaborates with other school personnel to help students meet achievement goals
☐ Behaviors indicate value and respect for students who may have barriers to achieving goals
☐ Extinguishes negative comments about students who have barriers to achieving goals
☐ Sets high expectations for each student
☐ Communicates with families about how to help their students remove barriers

Example Implementation Evidence (Check all that apply)

☐ Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers
☐ Artifacts support identification of students who received help meeting their achievement goals
☐ Explains how removing barriers helped students meet achievement goals
☐ Explains how removing barriers helped individual students gain equal access to critical curriculum
☐ Artifacts reveal students have equal access to critical curriculum
☐ Students identify the instructional support member as one who advocates for them by helping remove barriers
☐ Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement *and* monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

If Applicable

A. Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Planning Evidence (Check all that apply)

☐ Plans exhibit a focus on the essential standards
☐ Plans include a scale that builds a progression of knowledge from simple to complex
☐ Plans identify learning targets aligned to the rigor of required standards
☐ Plans identify specific instructional strategies appropriate for the learning target
☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
☐ Lessons are planned with teachable chunks of content
☐ When appropriate, lessons/units are integrated with other content areas
☐ When appropriate, learning targets and unit plans include district scope and sequence
☐ Plans illustrate how equity is addressed in the classroom
☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom
☐ When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence (Check all that apply)

☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
☐ Planned and completed student assignments/work require practice with complex text and its academic language
☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
☐ Planned and completed student assignments/work demonstrate grounding in real-world application
☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale and the impacts on student learning.

Page 31

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

B. Identifying Critical Content

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)
- ☐ Begins the lesson or activity by explaining why upcoming content is important
- ☐ Accurately identifies critical content
- ☐ Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)
- ☐ Cues the importance of upcoming content in some direct and/or indirect fashion
  - Tone of voice
  - Body position
  - Level of excitement
  - Marker technique

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique. Check all that apply.)

- ☐ Describe the level of importance of the content addressed in the lesson or activity
- ☐ Explain why it is important to pay attention to the content
- ☐ Body language and other visible behaviors indicate students pay attention to the critical content

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies critical content in a lesson or activity to which participants should pay particular attention, but less than the majority of students are displaying the desired effect in student evidence.	Identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

C. Using Questioning Strategies

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- ☐ Uses a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- ☐ Asks detail questions
- ☐ Asks category questions
- ☐ Asks elaboration questions (e.g. inferences, predictions, projections, definitions, generalizations, etc.)
- ☐ Asks students to provide evidence (e.g. prior knowledge, textual evidence, etc.) for their elaborations
- ☐ Presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ☐ Models the process of using evidence to support elaboration
- ☐ Models processes and proficiencies to support mathematical elaboration
- ☐ Models implementation of appropriate wait time when questioning

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique. Check all that apply.)

- ☐ Answer detail questions about the content
- ☐ Identify characteristics of content-related categories
- ☐ Make general elaborations about the content
- ☐ Provide evidence and support for elaborations
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences
- ☐ Discussions demonstrate students can make well-supported elaborative inferences
- ☐ Discussions are grounded in evidence from text, both literary and informational
- ☐ Discussions and student work provide evidence of mathematical elaboration

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of students.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

D. Facilitating Groups

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- ☐ Establishes routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provides guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provides guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilizes assignments or tasks at the appropriate taxonomy level of content
- ☐ Provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Organizes students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- ☐ Uses various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Work within groups with an organized purpose
- ☐ Exhibit awareness of the power of interpretations
- ☐ Avoid negative thinking
- ☐ Take various perspectives
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Appear to know how to handle controversy and conflict resolution
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Add their perspectives to discussions
- ☐ Generate clarifying questions about the content
- ☐ Explain individual student and/or group thinking about the content
- ☐ Take responsibility for the learning of peers

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of students.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

E. Managing Student Behavior

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- ☐ Involves students in designing classroom routines and procedures to develop a culturally responsive classroom
- ☐ Actively teaches student self-regulation strategies
- ☐ Uses classroom meetings to review and process rules and procedures to ensure equity
- ☐ Reminds students of rules and procedures
- ☐ Asks students to restate or explain rules and procedures
- ☐ Provides cues or signals when a rule or procedure should be used
- ☐ Physically occupies all quadrants of the room
- ☐ Scans the entire room, making eye contact with each student
- ☐ Recognizes potential sources of disruption and deal with them immediately
- ☐ Proactively addresses inflammatory situations
- ☐ Consistently exhibits "withitness" behaviors
- ☐ Recognizes and/or acknowledge students or groups who follow rules and procedures
- ☐ Organizes physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Follow clear routines during class
- ☐ Explain classroom rules and procedures
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Recognize that the teacher is aware of their behavior
- ☐ Interact responsibly with teacher and other students
- ☐ Explain how the individuality of each student is honored in the classroom
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

F. Using Engagement Strategies

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

Example Instructional Support Member/Teacher Instructional Techniques (Check all that apply)

- ☐ Takes action or uses specific strategies to re-engage students
- ☐ Uses academic games
- ☐ Manages response rates
- ☐ Uses physical movement
- ☐ Maintains a lively pace
- ☐ Uses crisp transitions from one activity to another
- ☐ Demonstrates intensity and enthusiasm for the content
- ☐ Uses friendly controversy
- ☐ Provides opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- ☐ Presents unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Behaviors show awareness that the teacher is noticing students' level of engagement
- ☐ Behaviors show the engagement strategy increases engagement
- ☐ Student-centered tasks and processes produce high levels of engagement
- ☐ Talk with groups or in response to questions is focused on critical content
- ☐ Engage in the critical content with enthusiasm
- ☐ Self-regulate engagement and engagement of peers
- ☐ Actions show students are motivated by the teacher
- ☐ Behaviors show students are inspired by the teacher
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are engaged in the critical content

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	As a result of monitoring all students, the teacher intentionally plans and integrates multiple strategies or behaviors associated with this element; or the teacher adapts strategies to meet the specific needs of students to ensure the desired effect is evident in all students.

Domain 3: Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance

Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.

Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Uses a reflection process for analysis of specific strengths and weaknesses
- ☐ Keeps track of specifically identified focus areas for improvement
- ☐ Identifies and keeps track of specific areas identified based on individual interest
- ☐ Describes how specific areas for improvement are identified
- ☐ Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility
- ☐ Provides a written analysis of specific causes of success or difficulty
- ☐ Explains the differential effects of specific strategies and behaviors that yield results
- ☐ Exhibits characteristics of a growth mindset

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors and identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Using Data and Feedback to Support Changes to Professional Practice

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
- ☐ Identifies the data and feedback used to develop a professional growth plan
- ☐ Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources
- ☐ Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)
- ☐ Describes progress toward meeting the goals outlined in the plan as supported by evidence
- ☐ Charts progress toward professional growth plan goals and supports by evidence
- ☐ Seeks mentorship from experts in area of professional responsibility
- ☐ Seeks innovative ways to improve professional practice

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress and demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Domain 4: Professional Responsibilities

Demonstrating Knowledge of Professional Practice (Area of Expertise)

Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.

Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Participates in professional development opportunities
- ☐ Demonstrates knowledge of processes and protocols associated with professional area of expertise
- ☐ Demonstrates knowledge of state and federal laws associated with professional area of expertise
- ☐ Keeps record of specific situations during which he/she mentored other instructional support members
- ☐ Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways
- ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors
- ☐ Leads or facilitates professional development activities
- ☐ Disseminates information in an accurate manner
- ☐ Provides accessibility for professional services to students and school
- ☐ Describes specific situations in which he/she has mentored colleagues to share expertise
- ☐ Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications, etc.)

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to his/her area of expertise.	Demonstrates knowledge of professional practice related to his/her area of expertise and is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Promoting Positive Interactions with Colleagues and the Community

Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

Desired Effect: Positive relationships result in support for learning.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Works cooperatively with appropriate colleagues to address issues that impact the school
- ☐ Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Accesses available expertise and resources to support the school
- ☐ Describes situations in which he/she interacts positively with colleagues to promote and support learning
- ☐ Describes situations in which he/she helped extinguish negative conversations about other colleagues
- ☐ Fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Communicates with parents in a consistent and timely manner regarding student expectations, progress, and/or concerns
- ☐ Encourages parent involvement in classroom and school activities
- ☐ Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families
- ☐ Uses multiple means and modalities to communicate with families
- ☐ Responds to requests for support, and/or assistance promptly
- ☐ Respects and maintains confidentiality of student/family information
- ☐ Describes instances when he/she interacted positively with students, parents, and/or the community
- ☐ Describes instances in which he/she helped extinguish negative conversations about students, parents, and/or the community
- ☐ Participates as an active member of a Professional Learning Community
- ☐ Collaborates with the school community

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning *and* result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Adhering to School and District Policies and Procedures

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Performs assigned duties
- ☐ Follows policies, regulations, and procedures
- ☐ Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records)
- ☐ Fulfills responsibilities in a timely manner
- ☐ Demonstrates understanding of legal issues related to students and families
- ☐ Demonstrates personal integrity
- ☐ Ensures privacy and confidentiality
- ☐ Documents specific situations in which he/she adheres to rules and procedures
- ☐ Knows and adheres to state code of ethics, professional standards and code of conduct applicable to the position

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Is knowledgeable about and adheres to school policies and procedures.	Is knowledgeable about and adheres to school and district rules *and* self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Supporting and Participating in School and District Initiatives

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

Example Instructional Support Member Evidence (Check all that apply)

- ☐ Participates in school activities and events as appropriate to support students and the school community
- ☐ Serves on school and district committees
- ☐ Participates in professional development opportunities
- ☐ Works to achieve school and district improvement goals
- ☐ Provides record of specific situations in which he/she has participated in school and/or district initiatives
- ☐ Describes or shows evidence of participation in school and/or district initiatives
- ☐ Exhibits characteristics of a growth mindset

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility *and* actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

Appendix D – Student Performance Measures

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

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
Pre-Kindergarten (PK)	Teaching Strategies Gold	Please see specific formula in Table D-1 below
Kindergarten (K)	i-Ready	Please see specific formula in Table D-2 below
First Grade (1)	i-Ready	
Second Grade (2)	i-Ready	
Third Grade (3)	i-Ready	
Fourth Grade (4)	State Provided VAM	Please see specific formula in Table D-3 below
Fifth Grade (5)	State Provided VAM	Please see specific formula in Table D-3 below Specific Science formula in Table D-4 below
Other (K-5) (including non-classroom instructional personnel)	Resource teachers- District Common Exam Non-classroom personnel- Those not assigned students will receive the school average data score.	Please see specific formula in Table D-5 below School Average formula in Table D-6 below
English/Language Arts, Reading Courses (6-8)	State Provided VAM	Please see specific formula in Table D-3 below
Math Courses (6-8)	State Provided VAM	Please see specific formula in Table D-3 below
Science Courses (8)	Data score based on district created model	Please see specific formula in Table D-7 below
Other (6-8) (including non-classroom instructional personnel)	Other Core teachers and teachers of electives- District Common Exam Non-classroom personnel- Those not assigned students will receive the school average data score.	Please see specific formula in Table D-10 below School Average formula in Table D-6 below
English 1	State Provided VAM	Please see specific formula in Table D-3 below
English 2	State Provided VAM	Please see specific formula in Table D-3 below
English 3	District Common Exam	Please see specific formula in Table D-5 below
English 4	District Common Exam	Please see specific formula in Table D-5 below

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
AP English Comp	Data score based on district created model	Please see specific formula in Table D-8 below
Algebra 1 (Honors); Algebra 1B	Data score based on district created model	Please see specific formula in Table D-9 below
Pre-AICE Mathematics 1	N/A	Not Offered
IB Middle Years Algebra 1 Honors	Data score based on district created model	Please see specific formula in Table D-9 below
Geometry (Honors)	Data score based on district created model	Please see specific formula in Table D-9 below
IB Middle Years Geometry Honors	Data score based on district created model	Please see specific formula in Table D-9 below
Pre-AICE Mathematics 2	N/A	Not Offered
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	Data score based on district created model	Please see specific formula in Table D-9 below
Pre-AICE Biology	Data score based on district created model	Please see specific formula in Table D-9 below
IB Middle Years Biology Honors	Data score based on district created model	Please see specific formula in Table D-9 below
Civics	Data score based on district created model	Please see specific formula in Table D-9 below
U.S. History	Data score based on district created model	Please see specific formula in Table D-9 below
ROTC	Data score based on district created model	Please see specific formula in Table D-10 below
Other (9-12) (including non-classroom instructional personnel)	Other Core teachers and teachers of electives- District Common Exam Non-classroom personnel- Those not assigned students will receive the school average data score.	Please see specific formula in Table D-10 below School Average formula in Table D-6 below

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
District Non-Classroom Instructional Personnel	District personnel with no assigned students receive the district average data score	Please see specific formula in Table D-11 below
ESE (Students who take the Florida Alternative Assessment)	Data score based on district created model	Please see specific formula in Table D-12 below
ESE (Self-Contained students who take the Brigance)	Data score based on district created model	Please see specific formula in Table D-13 below
First Coast Technical College	Data score based on district created model	Please see specific formula in Table D-14 below

Table D-1

TS-Gold Formula and Scale Explanation

Step 1. The Teaching Strategies Gold Curriculum provides developmental standards for students based on age appropriate skills, knowledge, and behavior. These widely held expectations are research based and specific for each domain and age.

Step 2. Determine whether or not each student fell within the widely held expectation range for each domain in TS-Gold (1=yes; 0=no)

Step 3. Determine the total number of student scores in all domains (denominator).

Student	Domain	Met Expectation Level
John	Physical	1
John	Mathematics	0
John	Cognitive	1
John	Social-Emotional	1
John	Literacy	0
John	Language	1
Sam	Physical	0
Sam	Mathematics	1
Sam	Cognitive	1
Sam	Social-Emotional	1
Sam	Literacy	1
Sam	Language	1
Laura	Physical	0
Laura	Mathematics	1
Laura	Cognitive	0
Laura	Social-Emotional	1
Laura	Literacy	1
Laura	Language	1
18 student scores (denominator)		

Step 4. Calculate the sum of all students who met the expectation level (numerator).

Student	Domain	Met Expectation Level
John	Physical	1
John	Mathematics	0
John	Cognitive	1
John	Social-Emotional	1
John	Literacy	0
John	Language	1
Sam	Physical	0
Sam	Mathematics	1
Sam	Cognitive	1
Sam	Social-Emotional	1
Sam	Literacy	1
Sam	Language	1
Laura	Physical	0
Laura	Mathematics	1
Laura	Cognitive	0
Laura	Social-Emotional	1
Laura	Literacy	1
Laura	Language	1
		13 students met expectation level (numerator)

Step 5. Determine the Student Success Rate (SSR) for the teacher.

SSR = # of students who met the expectation level/total number of student scores

Student	Domain	Met Expectation Level
John	Physical	1
John	Mathematics	0
John	Cognitive	1
John	Social-Emotional	1
John	Literacy	0
John	Language	1
Sam	Physical	0
Sam	Mathematics	1
Sam	Cognitive	1
Sam	Social-Emotional	1
Sam	Literacy	1
Sam	Language	1
Laura	Physical	0
Laura	Mathematics	1
Laura	Cognitive	0
Laura	Social-Emotional	1
Laura	Literacy	1
Laura	Language	1
18 total student scores	SSR= 13/18= 72.2%	13 students met expectation level (numerator)

* If data is not entered, or entered but not supported with appropriate documentation, that score will show as a blank on the report and will be entered in the calculations as the student not meeting the widely held expectations for that specific domain.

Step 6. Place the teacher's Student Success Rate on the scale used for the TS-Gold assessment.

Data Score	Low (Min ; ≥)	High (Max ; <)
4	95.8	100
3.9	91.6	95.8
3.8	87.4	91.6
3.7	83.2	87.4
3.6	79	83.2
3.5	75	79
3.4	70	75
3.3	65	70
3.2	60	65
3.1	55	60
3	50	55
2.9	47.5	50
2.8	45	47.5
2.7	42.5	45
2.6	40	42.5
2.5	37.5	40
2.4	35	37.5
2.3	32.5	35
2.2	30	32.5
2.1	27.5	30
2	25	27.5
1.9	22.5	25
1.8	20	22.5
1.7	17.5	20
1.6	15	17.5
1.5	12.5	15
1.4	10	12.5
1.3	7.5	10
1.2	5	7.5
1.1	2.5	5
1	0	2.5

Step 7. Weight average the teacher's one-year score with the score from the prior two years, if available, to come up with a 3-year average score (goes on the evaluation). See below for an example of how 3 years of data would be weight averaged.

Weight Averaging Example

Step 1. Multiply the VAM/ data score for each year by the number of scores used to calculate the score.

School Year	VAM/ Data Score	# of Scores used to calculate score		
14-15	3.1	60	3.1 x 60 =	186
15-16	3.2	75	3.2 x 75 =	240
16-17	3	50	3 x 50 =	150

Step 2. Add up the sum of the multiplied numbers

186
240
+150
576 (sum of multiplied numbers)

Step 3. Add up the total number of scores used in each year

School Year	VAM/ Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

60
75
+50
185 (sum of total scores used)

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used

576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Table D-2

i-Ready Formula and Scale Explanation

At the end of the process, we want to have a "success rate" for the teacher based on the percentage of students who met their expected growth.

Step 1: Based on the fall assessment, determine the expected growth for the student.

READING	Points Needed to Meet Expected Growth			
Fall Placement Level	K	1	2	3
3+ Levels Below	-	-	-	36
2 Levels Below	-	54	44	33
1 Level Below	49	49	39	26
On Level, Early	44	47	29	22
On Level- Mid, Late, or Above	43	37	22	17

MATH	Points Needed to Meet Expected Growth			
Fall Placement Level	K	1	2	3
3+ Levels Below	-	-	-	30
2 Levels Below	-	36	29	27
1 Level Below	32	29	26	26
On Level, Early	24	26	22	25
On Level- Mid, Late, or Above	21	21	18	21

Step 2: Using the spring assessment, determine whether the student met the target score (fall score + expected growth = target score)

READING	Points Needed to Meet Expected Growth			
Fall Placement Level	K	1	2	3
3+ Levels Below	-	-	-	36
2 Levels Below	-	54	44	33
1 Level Below	49	49	39	26
On Level, Early	44	47	29	22
On Level- Mid, Late, or Above	43	37	22	17

Example growth expectations chart:

In this example, a 1st grade student was placed in the "1 level below" category based on the fall assessment. They would need to grow 49 points in order to meet their target score.

If the student's score on the first assessment was 410, their target score would be 459 (410+49).

Did student meet their target score?
Yes = 1, No = 0

Step 3: Incorporate variables (prior score and attendance) by establishing a weighting for each student.

Kindergarten

Weighting	Weighting
Fall i-Ready level (K only)	
on level, high or above	1
on level, mid	1
on level, early	0.75
one level below	0.5
two or more levels below	0.25

Grades 1-3

Weighting Prior DE level (17-18 only, for 1st-3rd gr. prior year test D)	Weighting
5	1
4	1
3	0.75
2	0.5
1	0.25

Student	Prior DE Level	Weighting	Attendance Rate	Weighting Factor	Met expected growth?
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met expected growth (numerator)

Step 4: Calculate the Weighting Factor for each student
Weighting Factor = Weighting x Attendance Rate

Student	Prior DE Level	Weighting	Attendance Rate	Weighting Factor	Met expected growth?
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met expected growth (numerator)

Step 5: Calculate the Total Weighting (denominator)
Total Weighting = the sum of all of the individual student weighting factors

Student	Prior DE Level	Weighting	Attendance Rate	Weighting Factor	Met expected growth?
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met expected growth (numerator)

Step 6: Calculate the sum of all students who met their expected growth (numerator)

Student	Prior DE Level	Weighting	Attendance Rate	Weighting Factor	Met expected growth?
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met expected growth (numerator)

Step 7: Determine the Student Success Rate
(SSR) for the teacher (SSR) = number of students who met their expected growth / total weighting

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)
				Student Success Rate NOT including attendance and previous FSA level 6/10 = 60%	
				Student Success Rate incorporating attendance and previous FSA level 6/6.29 = 95%	

It is important to note the impact of having attendance and previous DE/i-Ready level included as variables in the calculation. Without the variables, the Teacher Success Rate would have been 60%, as 6 out of the 10 students met their expected growth. However, once the variables were included, the Student Success Rate jumped to 95%. Incorporating attendance and previous DE/i-Ready level is one of the ways we have tried to protect teachers from things that are out of their control. A teacher doesn't usually have a say over how many level 1 and 2 students are placed in their class nor can they always control how often their students come to school. Our formula attempts to account for those circumstances.

Step 8: Place the teacher's Student Success Rate on the scale used for i-Ready teachers and assign a one year, whole number score.

Data Score	Low (Min ; ≥)	High (Max ; <)
4	95.8	100
3.9	91.6	95.8
3.8	87.4	91.6
3.7	83.2	87.4
3.6	79	83.2
3.5	75	79
3.4	70	75
3.3	65	70
3.2	60	65
3.1	55	60
3	50	55
2.9	47.5	50
2.8	45	47.5
2.7	42.5	45
2.6	40	42.5
2.5	37.5	40
2.4	35	37.5
2.3	32.5	35
2.2	30	32.5
2.1	27.5	30
2	25	27.5
1.9	22.5	25
1.8	20	22.5
1.7	17.5	20
1.6	15	17.5
1.5	12.5	15
1.4	10	12.5
1.3	7.5	10
1.2	5	7.5
1.1	2.5	5
1	0	2.5

Step 9: If available, weight average the teacher's one-year score with the score from the prior two years to come up with a 3-year average score (goes on the evaluation). See below for an example of how 3 years of data would be weight averaged.

Weight Averaging Example

Step 1. Multiply the VAM/ data score for each year by the number of scores used to calculate the score.

School Year	VAM/ Data Score	# of Scores used to calculate score		
14-15	3.1	60	3.1 x 60 =	186
15-16	3.2	75	3.2 x 75 =	240
16-17	3	50	3 x 50 =	150

Step 2. Add up the sum of the multiplied numbers
186
240
+150
576 (sum of multiplied numbers)

Step 3. Add up the total number of scores used in each year

School Year	VAM/ Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

60
75
+50
185 (sum of total scores used)

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used
576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

Table D-3

State VAM Explanation

The following is how your VAM score is reported by the state to the district (State VAM only, ELA 4-10, math 4-8).

The VAM score is provided in a file format as illustrated below.

School Year	School Name	Teacher Name	N Scores Combined	Flag 15-16	Flag 16-17	Flag 17-18	Category	Category Score
17-18	Sunny Elementary	Doe, Jane	309	1	1	1	Effective	3

1. N scores combined- The number of scores the state used to calculate your VAM score.

2. Flag- The state indicates whether or not you had data for that particular year. 1 means yes, 0 means no. In the example above, the teacher had data for each of the last 3 years as indicated by a number one in the columns for each of the last three years.

3. Category- The one-year classification the state provides (in the example above, Effective).

4. Category score- The one-year VAM score the state provides (in the example above, 3).

* The category and category score may be different on your actual evaluation when your one-year VAM score is weight-averaged with data from prior years.

For 2018-19, we will incorporate four *performance* indicators into the state provided VAM score.

Impact on teacher scores: The performance indicator score will have a unidirectional impact. Since it will be layered onto the state provided score, the score a teacher receives from the state cannot be lowered as a result of using the performance indicators.

Performance indicators: Will include percentage of students who made learning gains, learning gains of the lowest 25%, learning gains of level 1 and 2 students, and the percentage of a teacher's students that met their state expected growth.

How will it work? Teachers will be eligible for up to 30% of the sum of the four performance indicators. This resulting number will be combined with the state provided VAM score in order to generate the teacher's one-year score.

Example:

Ms. Smith receives a VAM score of 3 from the state.

Ms. Smith's *teacher-specific* performance indicators in this example are as follows...

Teacher	Percent who made a learning gain	Percent of the lowest 25% who made a learning gain	Percent of level 1s and 2s who made a learning gain	Percent who met state expected growth	Sum of values	Performance metric (sum of all values and multiply by .3)
Smith	0.6 *	0.5 **	0.4 *	0.5 *	2	2 x .3 = .6 (added to state score)

* Percentages converted to decimal format for ease of understanding.

**Lowest 25% who made a learning gain will come from the teacher's assigned students who also are in the school's lowest 25%. Not every teacher will teach students who are in the school's lowest 25%.

.6 + .5 + .4 + .5 = 2 x .3 (performance indicator factor) = .6 (Performance indicator)
   3 (original, state provided VAM score)
+.6 (performance indicators)
3.6 Teacher's new *one-year* score

NOTES:

With the inclusion of performance indicators will come fractional, one-year scores, due to combining the state VAM whole number and the performance indicator percentage.

The state will continue to use *their VAM scores* for some very important things...
- Establishing eligibility for Best and Brightest awards beginning in the 2019-20 school year
- Determining whether teachers who are classified as needs improvement or unsatisfactory are removed from schools under Differentiated Accountability (DA).

Incorporating performance indicators will allow us to increase the link between learning gains and VAM/data scores (reduce the high learning gains/low VAM phenomenon) and further reward teachers for moving students forward.

Please see the following illustration …
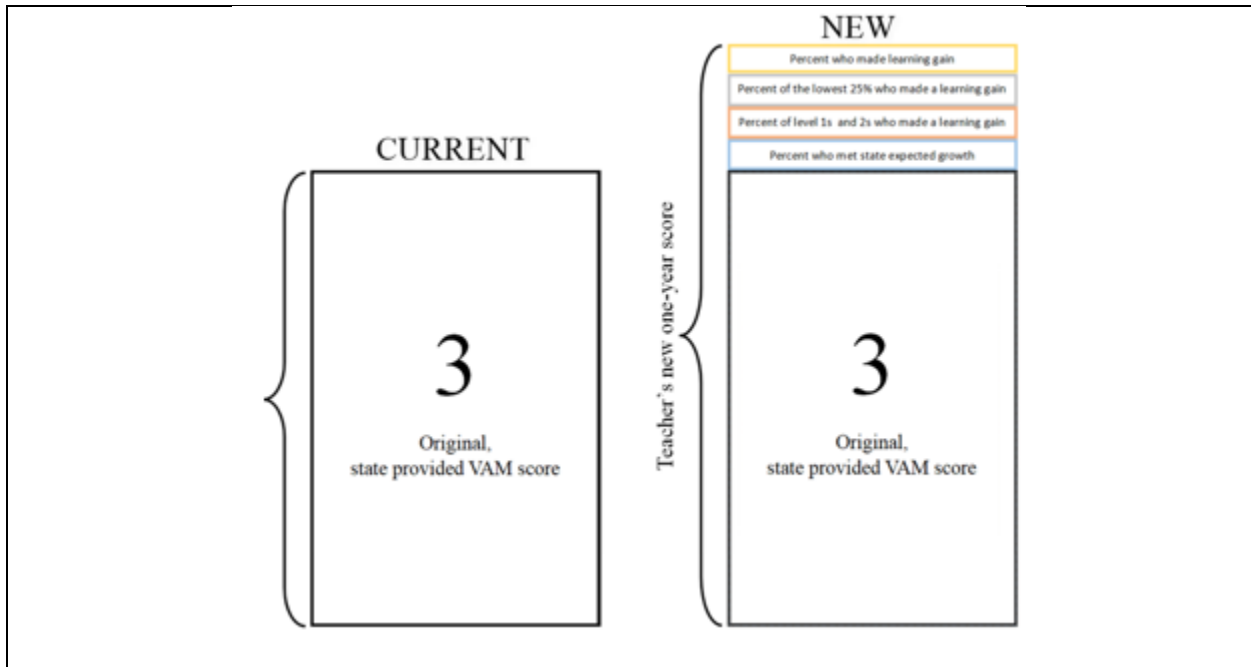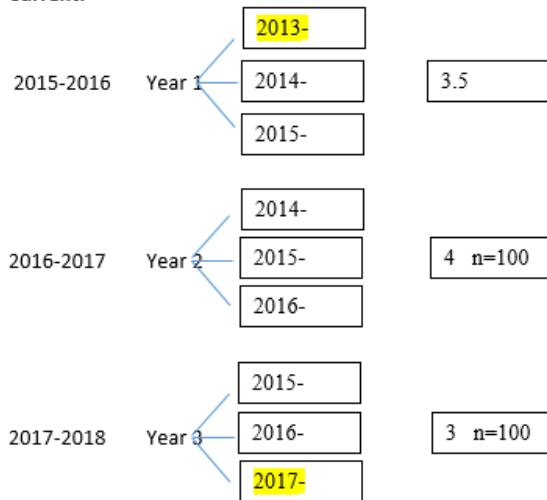
In the past, it was very hard to explain to teachers that their one-year score was based on three years of data. They felt the score that went on their evaluation should be based on the weight average of their data score for each of the last three years, since that is how all the other formulas are calculated. We attempted to implement a hybrid, which was using three years of data for each year and weight averaging each of the last three years of scores. This led to, however, 5 years of scores being used in their 3-year average calculation. The state is not in agreement with the way we use the three-year VAM score and then weight average it with the prior two years of VAM scores (each also based on three years of data) to get the three year score that goes on the evaluation.

Going forward:

2016-2017   Year 1 — 2014-
                      2015-   4 n=100
                      2016-

2017-2018   Year 2 — 2015-
                      2016-   3 n=100
                      2017-

2018-2019   Year 3 — 2018-   3 n=35

Weight Averaging Example

Step 1. Multiply the VAM/ data score for each year by the number of scores used to calculate the score.

School Year	VAM/ Data Score	# of Scores used to calculate score		
14-15	3.1	60	3.1 x 60 =	186
15-16	3.2	75	3.2 x 75 =	240
16-17	3	50	3 x 50 =	150

Step 2. Add up the sum of the multiplied numbers.

186
240
+150
576 (sum of multiplied numbers)

Step 3. Add up the total number of scores used in each year.

School Year	VAM/ Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

```
 60
 75
+50
185 (sum of total scores used)
```

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used.
576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Table D-4 *The prior year FSA ELA score is used for the purposes of applying a *weighting* for the students.

Grade 5 Science Formula and Scale Explanation

Step 1. Determine whether or not each student met the student success score (i.e., passed the 5th gr. NGSSS State Science Assessment, 1 =yes, 0 = no)

Step 2. Calculate the weighting for each student
If a student does not have a previous FSA score, they are not used in the calculation.

Weighting

FSA level	Weighting
5	1
4	1
3	0.75
2	0.5
1	0.25

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 3. Calculate the Weighting Factor for each student
Weighting Factor = Weighting x Attendance Rate

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 4. Calculate the Total Weighting (denominator)
Total Weighting = the sum of all of the individual student weighting factors

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 5. Calculate the sum of all students who met the Student Success Score (SSS) (numerator)

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 6. Determine the Student Success Rate (SSR) for the teacher
(SSR) = number of students who met the (SSS) / total weighting

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sailie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Student Success Rate NOT including attendance and previous FSA level
6/10 = 60%

Student Success Rate incorporating attendance and previous FSA level
6/6.29 = 95%

It is important to note the impact of having attendance and previous FSA score included as variables in the calculation. Without the variables, the Teacher Success Rate would have been 60%, as 6 out of her 10 students reached the Student Success Score. However, once the variables were included her Teacher Success Rate jumped to 95%. Incorporating attendance and previous FSA information is one of the ways we have tried to protect teachers from things that are out of their control. A teacher doesn't usually have a say over how many level 1 and 2 students are placed in their class nor can they always control how often their students come to school. Our formula attempts to account for those circumstances.

Step 7. Place the teacher's Student Success Rate on the scale used for the 5th gr. NGSSS State Science Assessment formula teachers and assign a one year score.

3.5-4.0 = Teacher's Student Success Rate was at or above the average pass rate for the particular exam
2.5-3.4 = Teacher's Student Success Rate was at least 80 percent of the average
1.5-2.4 = Teacher's Student Success Rate was at least 60 percent of the average 1.0-1.4 = Teacher's Student Success Rate was less than 60 percent of the average

Example:
The average pass rate for the particular exam is **75%**
Teacher A has a Student Success Rate of 88%...3.8 on the evaluation (above the average)
Teacher B has a Student Success Rate of 75%...3.5 on the evaluation (at the average)
Teacher C has a Student Success Rate of 60%...2.5 on the evaluation (at least 80 percent of the average)
Teacher D has a Student Success Rate of 45%...1.5 on the evaluation (at least 60 percent of the average)
Teacher E has a Student Success Rate of 26%...1.2 on the evaluation (less than 60 percent of the average)

Step 8. Weight average the teacher's one-year score with the score from the prior two years, if available, to come up with a 3-year average score (goes on the evaluation).

See below for an example of how 3 years of data would be weight averaged.

Weight Averaging Example

Step 1. Multiply the VAM/ data score for each year by the number of scores used to calculate the score.

School Year	VAM/ Data Score	# of Scores used to calculate score		
14-15	3.1	60	3.1 x 60 =	186
15-16	3.2	75	3.2 x 75 =	240
16-17	3	50	3 x 50 =	150

Step 2. Add up the sum of the multiplied numbers.
186
240
+150
576 (sum of multiplied numbers)

Step 3. Add up the total number of scores used in each year

School Year	VAM/ Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

60
75
+50
185 (sum of total scores used)

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used
576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Table D-5*The prior year FSA ELA score is used for the purposes of applying a *weighting* for the students.

District Created Exam Formula (Elementary) and Scale Explanation

Step 1. Determine the Student Success Score (SSS) for the test.

SSS = the average score of all test-takers

Step 2. Calculate teacher-specific SSS.

Teacher-specific SSS = average attendance x SSS

Step 3. Determine whether or not each student met the teacher-specific Student Success Score (SSS)

(1 = yes, 0 = no).

Student	Score	SSS	Attendance rate	Teacher specific SSS (district SSS x attendance rate)	Met SSS	Weighting
1	76	75	0.97	70.6	1	0.75
2	33	75	0.94	70.6	0	0.5
3	85	75	0.97	70.6	1	1
4	56	75	0.99	70.6	0	1
5	73	75	0.93	70.6	1	1
6	87	75	0.97	70.6	1	1
7	70	75	0.92	70.6	0	0.75
8	87	75	0.93	70.6	1	1
9	40	75	0.84	70.6	0	1
10	72	75	0.95	70.6	1	0.75
					6 students met the SSS (numerator)	8.75 (sum of weighting)

Step 4. Calculate the weighting for each student.

FSA level	Weighting
5	1
4	1
3	0.75
2	0.5
1	0.25

Step 5. Calculate the Total Weighting (denominator).

Total Weighting = the sum of all of the individual student weighting factors

Student	Score	SSS	Attendance rate	Teacher specific SSS (district SSS x attendance rate)	Met SSS	Weighting
1	76	75	0.97	70.6	1	0.75
2	33	75	0.94	70.6	0	0.5
3	85	75	0.97	70.6	1	1
4	56	75	0.99	70.6	0	1
5	73	75	0.93	70.6	1	1
6	87	75	0.97	70.6	1	1
7	70	75	0.92	70.6	0	0.75
8	87	75	0.93	70.6	1	1
9	40	75	0.84	70.6	0	1
10	72	75	0.95	70.6	1	0.75
					6 students met the SSS (numerator)	8.75 (sum of weighting)

Step 6. Calculate the sum of all students who met the Teacher-Specific Student Success Score (SSS) (numerator).

Student	Score	SSS	Attendance rate	Teacher specific SSS (district SSS x attendance rate)	Met SSS	Weighting
1	76	75	0.97	70.6	1	0.75
2	33	75	0.94	70.6	0	0.5
3	85	75	0.97	70.6	1	1
4	56	75	0.99	70.6	0	1
5	73	75	0.93	70.6	1	1
6	87	75	0.97	70.6	1	1
7	70	75	0.92	70.6	0	0.75
8	87	75	0.93	70.6	1	1
9	40	75	0.84	70.6	0	1
10	72	75	0.95	70.6	1	0.75
					6 students met the SSS (numerator)	8.75 (sum of weighting)

Step 7. Determine the Student Success Rate (SSR) for the teacher.

SSR = number of students who met the (SSS)/ total weighting (sum)

Student	Score	SSS	Attendance rate	Teacher specific SSS (district SSS x attendance rate)	Met SSS	Weighting
1	76	75	0.97	70.6	1	0.75
2	33	75	0.94	70.6	0	0.5
3	85	75	0.97	70.6	1	1
4	56	75	0.99	70.6	0	1
5	73	75	0.93	70.6	1	1
6	87	75	0.97	70.6	1	1
7	70	75	0.92	70.6	0	0.75
8	87	75	0.93	70.6	1	1
9	40	75	0.84	70.6	0	1
10	72	75	0.95	70.6	1	0.75
					6 students met the SSS (numerator)	8.75 (sum of weighting)
				6/8.75 = 68.6%		

It is important to note the impact of having attendance and previous FSA score included as variables in the calculation. Without the variables, the Teacher Success Rate would have been 60%, as 6 out of her 10 students reached the Student Success Score. However, once the variables were included her Teacher Success Rate jumped to 68.6%. Incorporating attendance and previous FSA information is one of the ways we have tried to protect teachers from things that are out of their control. A teacher doesn't usually have a say over how many level 1 and 2 students are placed in their class, nor can they always control how often their students come to school. Our formula attempts to account for those circumstances.

Step 8. Place the teacher's Student Success Rate on the scale used for District Created Exam teachers and assign a one-year score.

Data Score	Low (Min ; ≥)	High (Max ; <)
4	95.8	100
3.9	91.6	95.8
3.8	87.4	91.6
3.7	83.2	87.4
3.6	79	83.2
3.5	75	79
3.4	70	75
3.3	65	70
3.2	60	65
3.1	55	60
3	50	55
2.9	47.5	50
2.8	45	47.5
2.7	42.5	45
2.6	40	42.5
2.5	37.5	40
2.4	35	37.5
2.3	32.5	35
2.2	30	32.5
2.1	27.5	30
2	25	27.5
1.9	22.5	25
1.8	20	22.5
1.7	17.5	20
1.6	15	17.5
1.5	12.5	15
1.4	10	12.5
1.3	7.5	10
1.2	5	7.5
1.1	2.5	5
1	0	2.5

Examples:
- Student Success Rate of 79% would be a 3.6 data score.
- Student Success Rate of 65% would be a 3.3 data score.

Step 9. Weight average the teacher's one-year score with the score from the prior two years, if available, to come up with a 3-year average score (goes on the evaluation). See last page for an example of how 3 years of data would be weight averaged.

Weight Averaging Example

Step 1. Multiply the VAM/ data score for each year by the number of scores used to calculate the score.

School Year	VAM/ Data Score	# of Scores used to calculate score		
14-15	3.1 ⟷	60	3.1 x 60 =	186
15-16	3.2 ⟷	75	3.2 x 75 =	240
16-17	3 ⟷	50	3 x 50 =	150

Step 2. Add up the sum of the multiplied numbers.
```
  186
  240
+150
  576 (sum of multiplied numbers)
```

Step 3. Add up the total number of scores used in each year.

School Year	VAM/ Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

```
  60
  75
+50
 185 (sum of total scores used)
```

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used.
576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Table D-6

School Average Teacher Data Score Formula

The school average formula is a weight averaged, aggregation of all the data scores achieved by teachers at the school, regardless of formula used. The school average data score is used for teachers with <u>no</u> assigned students. Examples would include deans, school counselors, etc. Please note that the roster verification tool is what is used to determine whether or not a teacher has assigned students. Please see the example below to see how the formula works.

Teacher	How was score derived?	Data Score	Number of scores	Weighted number	
Teacher 1	FSA	3.3	40	132	
Teacher 2	FSA	3.7	40	148	
Teacher 3	i-Ready	3.1	35	108.5	
Teacher 4	Combination of i-Ready and FSA	3.8	70	266	
Teacher 5	i-Ready	3.8	35	133	
Teacher 6	DDA	3.5	238	833	
Teacher 7	i-Ready	2.7	37	99.9	
Teacher 8	Teaching Strategies Gold (PK Teachers)	2.9	17	49.3	
Teacher 9	FSA	3	33	99	
Teacher 10	Brigance (teachers who teach low cognitive functioning students)	2.9	12	34.8	
			557	1903.5	Weighted number divided by total number of scores: School average data score equals 3.41

Table D-7*The prior year FSA ELA score is used for the purposes of applying a *weighting* for the students.

Grade 8 Science Formula and Scale Explanation

Step 1. Determine whether or not each student met the student success score (i.e., passed the 8th gr. NGSSS State Science Assessment, 1 =yes, 0 = no)

Step 2. Calculate the weighting for each student
If a student does not have a previous FSA score, they are not used in the calculation.

Weighting FSA level	Weighting
5	1
4	1
3	0.75
2	0.5
1	0.25

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 3. Calculate the Weighting Factor for each student
Weighting Factor = Weighting x Attendance Rate

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 4. Calculate the Total Weighting (denominator)
Total Weighting = the sum of all of the individual student weighting factors

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 5. Calculate the sum of all students who met the Student Success Score (SSS) (numerator)

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 6. Determine the Student Success Rate (SSR) for the teacher
(SSR) = number of students who met the (SSS)/ total weighting

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)
				Student Success Rate NOT including attendance and previous FSA level 6/10 = 60%	
				Student Success Rate incorporating attendance and previous FSA level 6/6.29 = 95%	

It is important to note the impact of having attendance and previous FSA score included as variables in the calculation. Without the variables, the Teacher Success Rate would have been 60%, as 6 out of her 10 students reached the Student Success Score. However, once the variables were included her Teacher Success Rate jumped to 95%. Incorporating attendance and previous FSA information is one of the ways we have tried to protect teachers from things that are out of their control. A teacher doesn't usually have a say over how many level 1 and 2 students are placed in their class nor can they always control how often their students come to school. Our formula attempts to account for those circumstances.

Step 7. Place the teacher's Student Success Rate on the scale used for the 8th gr. NGSSS State Science Assessment formula teachers and assign a one year score.

3.5-4.0 = Teacher's Student Success Rate was at or above the average pass rate for the particular exam
2.5-3.4 = Teacher's Student Success Rate was at least 80 percent of the average
1.5-2.4 = Teacher's Student Success Rate was at least 60 percent of the average
1.0-1.4 = Teacher's Student Success Rate was less than 60 percent of the average

Example:
The average pass rate for the particular exam is **75%**
Teacher A has a Student Success Rate of 88%...3.8 on the evaluation (above the average)
Teacher B has a Student Success Rate of 75%...3.5 on the evaluation (at the average)
Teacher C has a Student Success Rate of 60%...2.5 on the evaluation (at least 80 percent of the average)
Teacher D has a Student Success Rate of 45%...1.5 on the evaluation (at least 60 percent of the average)
Teacher E has a Student Success Rate of 26%...1.2 on the evaluation (less than 60 percent of the average)
Step 8. Weight average the teacher's one-year score with the score from the prior two years, if available, to come up with a 3-year average score (goes on the evaluation).

See below for an example of how 3 years of data would be weight averaged.

Step 8. Weight average the teacher's one-year score with the score from the prior two years, if available, to come up with a 3-year average score (goes on the evaluation).

See below for an example of how 3 years of data would be weight averaged.

Weight Averaging Example

Step 1. Multiply the VAM/data score for each year by the number of scores used to calculate the score.

School Year	VAM/ Data Score	# of Scores used to calculate score		
14-15	3.1	60	3.1 x 60 =	186
15-16	3.2	75	3.2 x 75 =	240
16-17	3	50	3 x 50 =	150

Step 2. Add up the sum of the multiplied numbers.
```
 186
 240
+150
 576 (sum of multiplied numbers)
```

Step 3. Add up the total number of scores used in each year

School Year	VAM/ Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

```
 60
 75
+50
185 (sum of total scores used)
```

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used
576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Table D-8

AP Formula and Scale Explanation

Step 1. Determine whether or not each student met the student success score, (i.e., passed the AP exam, 1 =yes, 0 = no)

Step 2. Calculate the weighting for each student
Note: AP exams that specifically address math will use the most recent math FSA for the student. All others will use the most recent previous English Language Arts FSA score for the student. If a student does not have a previous FSA score, they are not used in the calculation.

Weighting FSA level	Weighting
5	1
4	1
3	0.75
2	0.5
1	0.25

Step 3. Calculate the Weighting Factor for each student
Weighting Factor = Weighting x Attendance Rate

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 4. Calculate the Total Weighting (denominator)
Total Weighting = the sum of all of the individual student weighting factors

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 5. Calculate the sum of all students who met the Student Success Score (SSS) (numerator)

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 6. Determine the Student Success Rate (SSR) for the teacher
(SSR) = number of students who met the (SSS)/ total weighting

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 – Yes, 0 – No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)
				Student Success Rate NOT including attendance and previous FSA level 6/10 = 60%	
				Student Success Rate incorporating attendance and previous FSA level 6/6.29 = 95%	

It is important to note the impact of having attendance and previous FSA score included as variables in the calculation. Without the variables, the Teacher Success Rate would have been 60%, as 6 out of her 10 students reached the Student Success Score. However, once the variables were included her Teacher Success Rate jumped to 95%. Incorporating attendance and previous FSA information is one of the ways we have tried to protect teachers from things that are out of their control. A teacher doesn't usually have a say over how many level 1 and 2 students are placed in their class nor can they always control how often their students come to school. Our formula attempts to account for those circumstances.

Step 7. Place the teacher's Student Success Rate on the scale used for AP formula teachers and assign a one year score.

3.5-4.0 = Teacher's Student Success Rate was at or above the state pass rate for the particular exam*
2.5-3.4 = Teacher's Student Success Rate was at least 80 percent of the state pass rate
1.5-2.4 = Teacher's Student Success Rate was at least 60 percent of the state pass rate
1.0-1.4 = Teacher's Student Success Rate was less than 60 percent of the state pass rate

*The scale is based upon the first wave of Advanced Placement results released by the College Board.

Example:
The average pass rate for the particular exam is **75%**
Teacher A has a Student Success Rate of 88%...3.8 on the evaluation (above the pass rate)
Teacher B has a Student Success Rate of 75%...3.5 on the evaluation (at the pass rate)
Teacher C has a Student Success Rate of 60%...2.5 on the evaluation (at least 80 percent of the pass rate) Teacher D has a Student Success Rate of 45%...1.5 on the evaluation (at least 60 percent of the pass rate) Teacher E has a Student Success Rate of 26%...1.2 on the evaluation (less than 60 percent of the pass rate)

Example:
The average pass rate for the particular exam is **85%**
Teacher A has a Student Success Rate of 93%...3.8 on the evaluation (above the pass rate)
Teacher B has a Student Success Rate of 85%...3.5 on the evaluation (at the pass rate)
Teacher C has a Student Success Rate of 77%...3.0 on the evaluation (at least 80 percent of the pass rate) Teacher D has a Student Success Rate of 62%...2.1 on the evaluation (at least 60 percent of the pass rate)
Teacher E has a Student Success Rate of 31%...1.3 on the evaluation (less than 60 percent of the pass rate)

Step 8. Weight average the teacher's one-year score with the score from the prior two years, if available, to come up with a 3-year average score (goes on the evaluation). See below for an example of how 3 years of data would be weight averaged.

Weight Averaging Example

Step 1. Multiply the VAM/ data score for each year by the number of scores used to calculate the score.

School Year	VAM/ Data Score	# of Scores used to calculate score		
14-15	3.1	60	3.1 x 60 =	186
15-16	3.2	75	3.2 x 75 =	240
16-17	3	50	3 x 50 =	150

Step 2. Add up the sum of the multiplied numbers
186
240
+150
576 (sum of multiplied numbers)

Step 3. Add up the total number of scores used in each year

School Year	VAM/ Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

60
75
+50
185 (sum of total scores used)

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used
576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Table D-9

State EOC Formula and Scale Explanation

Step 1. Determine whether or not each student met the student success score (i.e., passed the state EOC exam, 1 =yes, 0 = no)

Step 2. Calculate the weighting for each student
Note: state EOC exams that specifically address math will use the most recent math FSA for the student. All others will use the most recent previous English Language Arts FSA score for the student. If a student does not have a previous FSA score, they are _not_ used in the calculation.

Weighting	
FSA level	Weighting
5	1
4	1
3	0.75
2	0.5
1	0.25

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 3. Calculate the Weighting Factor for each student
Weighting Factor = Weighting x Attendance Rate

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 4. Calculate the Total Weighting (denominator)
Total Weighting = the sum of all of the individual student weighting factors

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 5. Calculate the sum of all students who met the Student Success Score (SSS) (numerator)

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)

Step 6. Determine the Student Success Rate (SSR) for the teacher
(SSR) = number of students who met the (SSS)/ total weighting

Student	Prior FSA Level	Weighting	Attendance Rate	Weighting Factor	Met Student Success Score 1 = Yes, 0 = No
John	1	0.25	0.94	0.24	0
Jean	1	0.25	0.91	0.23	0
Sam	2	0.5	0.97	0.49	1
Sheila	2	0.5	0.99	0.5	0
Gordon	3	0.75	0.96	0.72	1
Travis	3	0.75	0.95	0.71	0
Michelle	3	0.75	0.93	0.7	1
Kim	3	0.75	0.98	0.74	1
Laura	4	1	0.99	0.99	1
Sallie	5	1	0.97	0.97	1
				Total Weighting 6.29 (denominator)	6 met Student Success Score (numerator)
				Student Success Rate NOT including attendance and previous FSA level 6/10 = 60%	
				Student Success Rate incorporating attendance and previous FSA level 6/6.29 = 95%	

It is important to note the impact of having attendance and previous FSA score included as variables in the calculation. Without the variables, the Teacher Success Rate would have been 60%, as 6 out of her 10 students reached the Student Success Score. However, once the variables were included her Teacher Success Rate jumped to 95%. Incorporating attendance and previous FSA information is one of the ways we have tried to protect teachers from things that are out of their control. A teacher doesn't usually have a say over how many level 1 and 2 students are placed in their class nor can they always control how often their students come to school. Our formula attempts to account for those circumstances.

Step 7. Place the teacher's Student Success Rate on the scale used for state EOC formula teachers and assign a one year score.

3.5-4.0 = Teacher's Student Success Rate was at or above the state average for the particular exam
2.5-3.4 = Teacher's Student Success Rate was at least 80 percent of the state average
1.5-2.4 = Teacher's Student Success Rate was at least 60 percent of the state average
1.0-1.4 = Teacher's Student Success Rate was less than 60 percent of the state average

Example:
The state pass rate for the particular exam is **80%**
Teacher A has a Student Success Rate of 88%...3.8 on the evaluation (above the average)
Teacher B has a Student Success Rate of 75%...3.5 on the evaluation (at the average)
Teacher C has a Student Success Rate of 60%...2.5 on the evaluation (at least 80 percent of the average)
Teacher D has a Student Success Rate of 45%...1.5 on the evaluation (at least 60 percent of the average)
Teacher E has a Student Success Rate of 26%...1.2 on the evaluation (less than 60 percent of the average)

Step 8. Weight average the teacher's one-year score with the score from the prior two years, if available, to come up with a 3-year average score (goes on the evaluation).

See below for an example of how 3 years of data would be weight averaged.

Weight Averaging Example

Step 1. Multiply the VAM/data score for each year by the number of scores used to calculate the score.

School Year	VAM/Data Score	# of Scores used to calculate score		
14-15	3.1	60	3.1 x 60 =	186
15-16	3.2	75	3.2 x 75 =	240
16-17	3	50	3 x 50 =	150

Step 2. Add up the sum of the multiplied numbers

```
 186
 240
+150
 576 (sum of multiplied numbers)
```

Step 3. Add up the total number of scores used in each year

School Year	VAM/Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

```
 60
 75
+50
185 (sum of total scores used)
```

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used
576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Table D-10*The prior year FSA ELA score is used for the purposes of applying a *weighting* for the students.

District Created Exam Formula (Secondary) and Scale Explanation

Step 1. Determine the Student Success Score (SSS) for the test.

SSS = the average score of all test-takers

Step 2. Calculate teacher-specific SSS.

Teacher-specific SSS = average attendance x SSS

Step 3. Determine whether or not each student met the teacher-specific Student Success Score (SSS)

(1 =yes, 0 = no).

Student	Score	SSS	Attendance rate	Teacher specific SSS (district SSS x attendance rate)	Met SSS	Weighting
1	76	75	0.97	70.6	1	0.75
2	33	75	0.94	70.6	0	0.5
3	85	75	0.97	70.6	1	1
4	56	75	0.99	70.6	0	1
5	73	75	0.93	70.6	1	1
6	87	75	0.97	70.6	1	1
7	70	75	0.92	70.6	0	0.75
8	87	75	0.93	70.6	1	1
9	40	75	0.84	70.6	0	1
10	72	75	0.95	70.6	1	0.75
					6 students met the SSS (numerator)	8.75 (sum of weighting)

Step 4. Calculate the weighting for each student.

FSA level	Weighting
5	1
4	1
3	0.75
2	0.5
1	0.25

Step 5. Calculate the Total Weighting (denominator).

Total Weighting = the sum of all of the individual student weighting factors

Student	Score	SSS	Attendance rate	Teacher specific SSS (district SSS x attendance rate)	Met SSS	Weighting
1	76	75	0.97	70.6	1	0.75
2	33	75	0.94	70.6	0	0.5
3	85	75	0.97	70.6	1	1
4	56	75	0.99	70.6	0	1
5	73	75	0.93	70.6	1	1
6	87	75	0.97	70.6	1	1
7	70	75	0.92	70.6	0	0.75
8	87	75	0.93	70.6	1	1
9	40	75	0.84	70.6	0	1
10	72	75	0.95	70.6	1	0.75
					6 students met the SSS (numerator)	8.75 (sum of weighting)

Step 6. Calculate the sum of all students who met the Teacher-Specific Student Success Score (SSS) (numerator).

Student	Score	SSS	Attendance rate	Teacher specific SSS (district SSS x attendance rate)	Met SSS	Weighting
1	76	75	0.97	70.6	1	0.75
2	33	75	0.94	70.6	0	0.5
3	85	75	0.97	70.6	1	1
4	56	75	0.99	70.6	0	1
5	73	75	0.93	70.6	1	1
6	87	75	0.97	70.6	1	1
7	70	75	0.92	70.6	0	0.75
8	87	75	0.93	70.6	1	1
9	40	75	0.84	70.6	0	1
10	72	75	0.95	70.6	1	0.75
					6 students met the SSS (numerator)	8.75 (sum of weighting)

Step 7. Determine the Student Success Rate (SSR) for the teacher.

SSR = number of students who met the (SSS)/ total weighting (sum)

Student	Score	SSS	Attendance rate	Teacher specific SSS (district SSS x attendance rate)	Met SSS	Weighting
1	76	75	0.97	70.6	1	0.75
2	33	75	0.94	70.6	0	0.5
3	85	75	0.97	70.6	1	1
4	56	75	0.99	70.6	0	1
5	73	75	0.93	70.6	1	1
6	87	75	0.97	70.6	1	1
7	70	75	0.92	70.6	0	0.75
8	87	75	0.93	70.6	1	1
9	40	75	0.84	70.6	0	1
10	72	75	0.95	70.6	1	0.75
					6 students met the SSS (numerator)	8.75 (sum of weighting)
				6/8.75 = 68.6%		

It is important to note the impact of having attendance and previous FSA score included as variables in the calculation. Without the variables, the Teacher Success Rate would have been 6 0%, as 6 out of her 10 students reached the Student Success Score. However, once the variables were included her Teacher Success Rate jumped to 68.6%. Incorporating attendance and previous FSA information is one of the ways we have tried to protect teachers from things that are out of their control. A teacher doesn't usually have a say over how many level 1 and 2 students are placed in their class, nor can they always control how often their students come to school. Our formula attempts to account for those circumstances.

Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

Step 8. Place the teacher's Student Success Rate on the scale used for District Created Exam teachers and assign a one-year score.

Data Score	Low (Min ; ≥)	High (Max ; <)
4	95.8	100
3.9	91.6	95.8
3.8	87.4	91.6
3.7	83.2	87.4
3.6	79	83.2
3.5	75	79
3.4	70	75
3.3	65	70
3.2	60	65
3.1	55	60
3	50	55
2.9	47.5	50
2.8	45	47.5
2.7	42.5	45
2.6	40	42.5
2.5	37.5	40
2.4	35	37.5
2.3	32.5	35
2.2	30	32.5
2.1	27.5	30
2	25	27.5
1.9	22.5	25
1.8	20	22.5
1.7	17.5	20
1.6	15	17.5
1.5	12.5	15
1.4	10	12.5
1.3	7.5	10
1.2	5	7.5
1.1	2.5	5
1	0	2.5

Examples:
- Student Success Rate of 79% would be a 3.6 data score.
- Student Success Rate of 65% would be a 3.3 data score.

For the courses below, a student's score will not be included in the calculation if the student does not meet the student success score and does not have the following pre-requisite/s. Student scores are included for those who meet the student success score but do not have the pre-requisite/s.

Code	Course Name	FSA Prerequisite
1200340	Algebra 2 Honors	X
0717312	American Sign Language 3 Honors	X
2000360	Anatomy and Physiology Honors	X
2003350	Chemistry 1 Honors	X
0711320	Chines 3 Honors	X
2001320	Earth/Space Science Honors	X
2102345	Economics with Financial Literacy Honors	X
1001380	English 3 Honors	X
1001410	English 4 Honors	X
0701340	French 3 Honors	X
2106445	International Relations 2 Honors	X
0706320	Latin 3 Honors	X
2002050	M/J Comprehensive Science 1, Advanced	X
2002080	M/J Comprehensive Science 2, Advanced	X
2100025	M/J US History Advanced & Career Planning	X
2109020	M/J World History, Advanced	X
2002510	Marine Science 1 Honors	X
2003320	Physical Science Honors	X
2003390	Physics 1 Honors	X
1202340	Pre-Calculus Honors	X
1210300	Probability & Statistics w/Applications Honors	X
0708360	Spanish 3 Honors	X
0708370	Spanish 4 Honors	X
0708380	Spanish 5 Honors	X
2106460	The American Political System: Process & Power Honors	X
2106320	United States Government Honors	X
2109320	World History Honors	X

Please see the table below for clarification.

Example	Met Student Success Score	Met applicable prerequisites	Included in the calculation
Student 1	Y	Y	Y
Student 2	Y	N	Y
Student 3	N	Y	Y
Student 4	N	N	N

Step 9. Weight average the teacher's one-year score with the score from the prior two years, if available, to come up with a 3-year average score (goes on the evaluation). See last page for an example of how 3 years of data would be weight averaged.

Weight Averaging Example

Step 1. Multiply the VAM/ data score for each year by the number of scores used to calculate the score.

School Year	VAM/ Data Score	# of Scores used to calculate score		
14-15	3.1	60	3.1 x 60 =	186
15-16	3.2	75	3.2 x 75 =	240
16-17	3	50	3 x 50 =	150

Step 2. Add up the sum of the multiplied numbers

186
240
+150
576 (sum of multiplied numbers)

Step 3. Add up the total number of scores used in each year

School Year	VAM/ Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

60
75
+50
185 (sum of total scores used)

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used
576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Table D-11

District average formula and explanation

District average VAM/data score:
A weighted average using *all teachers across the district* is calculated.
Please see example below.

Teacher	number of scores	VAM/data score
Teacher A	50	3
Teacher B	36	4
Teacher C	120	3

50 x 3 = 150
36 x 4 = 144
120 x 3 = 360
654 / 206 = 3.17 District average VAM/data score

Table D-12

Florida Standards Alternate Assessment (FSAA) Formula and Scale Explanation

This formula applies to the following FSAA subject area assessments: ELA, Math, Civics, Biology, Algebra, US History, Science, and Geometry.

Step 1. Determine whether or not each student met the Student Success Score on the Florida Standards Alternate Assessment (FSAA).

Step 2. Assign a number based on the FSAA achievement level score.

Student Success Score	
FSAA level	Met SSS
4	1
3	1
2	0.5
1	0

Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a **limited** level of success with the Florida Standards Access Points.	Students at this level demonstrate a **satisfactory** level of success with the Florida Standards Access Points.	Students at this level demonstrate an **above satisfactory** level of success with the Florida Standards Access Points.

Step 3. Determine the Weighting for each student based on prior FSAA level.

Weighting	
Prior FSAA level	Weighting
4	1
3	0.75
2	0.5
1	0.25

Student	Assessment	Prior FSAA level	Weighting	Attendance Rate	Weighting Factor	Current FSAA Level	Met Student Success Score (Level 3 & 4=1 Level 2=0.5 Level 1=0)
John	FSAA ELA	1	0.25	0.88	0.22	1	0
John	FSAA Math	2	0.5	0.88	0.44	1	0
Sara	FSAA ELA	4	1	0.94	0.94	4	1
Sara	FSAA Math	3	0.75	0.94	0.71	4	1
Sam	FSAA ELA	3	0.75	0.80	0.60	2	0.5
Sam	FSAA Math	3	0.75	0.80	0.60	2	0.5
John	FSAA ELA	2	0.5	0.98	0.49	1	0
John	FSAA Math	4	1	0.98	0.98	3	1
Laura	FSAA ELA	4	1	0.81	0.81	4	1
Laura	FSAA Math	4	1	0.81	0.81	4	1
Megan	FSAA ELA	3	0.75	0.92	0.69	2	0.5
Megan	FSAA Math	4	1	0.92	0.92	2	0.5
Megan	FSAA Civics	3	0.75	0.92	0.69	3	1
					Total Weighting = 8.90 (denominator)		8 scores met student success score (numerator)

Step 4.

Calculate Weighting Factor

Weighting Factor = Weighting X Attendance Rate

Student	Assessment	Prior FSAA level	Weighting	Attendance Rate	Weighting Factor	Current FSAA Level	Met Student Success Score (Level 3 & 4=1 Level 2=0.5 Level 1=0)
John	FSAA ELA	1	0.25	0.88	0.22	1	0
John	FSAA Math	2	0.5	0.88	0.44	1	0
Sara	FSAA ELA	4	1	0.94	0.94	4	1
Sara	FSAA Math	3	0.75	0.94	0.71	4	1
Sam	FSAA ELA	3	0.75	0.80	0.60	2	0.5
Sam	FSAA Math	3	0.75	0.80	0.60	2	0.5
John	FSAA ELA	2	0.5	0.98	0.49	1	0
John	FSAA Math	4	1	0.98	0.98	3	1
Laura	FSAA ELA	4	1	0.81	0.81	4	1
Laura	FSAA Math	4	1	0.81	0.81	4	1
Megan	FSAA ELA	3	0.75	0.92	0.69	2	0.5
Megan	FSAA Math	4	1	0.92	0.92	2	0.5
Megan	FSAA Civics	3	0.75	0.92	0.69	3	1
					Total Weighting = 8.90 (denominator)		8 scores met student success score (numerator)

Step 5. Calculate the Total Weighting (denominator)

Total Weighting = the sum of all of the individual student weighting factors

Student	Assessment	Prior FSAA level	Weighting	Attendance Rate	Weighting Factor	Current FSAA Level	Met Student Success Score (Level 3 & 4=1 Level 2=0.5 Level 1=0)
John	FSAA ELA	1	0.25	0.88	0.22	1	0
John	FSAA Math	2	0.5	0.88	0.44	1	0
Sara	FSAA ELA	4	1	0.94	0.94	4	1
Sara	FSAA Math	3	0.75	0.94	0.71	4	1
Sam	FSAA ELA	3	0.75	0.80	0.60	2	0.5
Sam	FSAA Math	3	0.75	0.80	0.60	2	0.5
John	FSAA ELA	2	0.5	0.98	0.49	1	0
John	FSAA Math	4	1	0.98	0.98	3	1
Laura	FSAA ELA	4	1	0.81	0.81	4	1
Laura	FSAA Math	4	1	0.81	0.81	4	1
Megan	FSAA ELA	3	0.75	0.92	0.69	2	0.5
Megan	FSAA Math	4	1	0.92	0.92	2	0.5
Megan	FSAA Civics	3	0.75	0.92	0.69	3	1
					Total Weighting = 8.90 (denominator)		8 scores met student success score (numerator)

Step 6.

Calculate the sum of all students who met the Student Success Score on the FSAA.

Student Success Score	
FSAA level	Met SSS
4	1
3	1
2	0.5
1	0

Student	Assessment	Prior FSAA level	Weighting	Attendance Rate	Weighting Factor	Current FSAA Level	Met Student Success Score (Level 3 & 4=1 Level 2=0.5 Level 1=0)
John	FSAA ELA	1	0.25	0.88	0.22	1	0
John	FSAA Math	2	0.5	0.88	0.44	1	0
Sara	FSAA ELA	4	1	0.94	0.94	4	1
Sara	FSAA Math	3	0.75	0.94	0.71	4	1
Sam	FSAA ELA	3	0.75	0.80	0.60	2	0.5
Sam	FSAA Math	3	0.75	0.80	0.60	2	0.5
John	FSAA ELA	2	0.5	0.98	0.49	1	0
John	FSAA Math	4	1	0.98	0.98	3	1
Laura	FSAA ELA	4	1	0.81	0.81	4	1
Laura	FSAA Math	4	1	0.81	0.81	4	1
Megan	FSAA ELA	3	0.75	0.92	0.69	2	0.5
Megan	FSAA Math	4	1	0.92	0.92	2	0.5
Megan	FSAA Civics	3	0.75	0.92	0.69	3	1
					Total Weighting = 8.90 (denominator)		8 scores met student success score (numerator)

Step 7. Determine the Student Success Rate (SSR) for the teacher.

SSR = number of students who met the SSS/total weighting

Student	Assessment	Prior FSAA level	Weighting	Attendance Rate	Weighting Factor	Current FSAA Level	Met Student Success Score (Level 3 & 4=1 Level 2=0.5 Level 1=0)
John	FSAA ELA	1	0.25	0.88	0.22	1	0
John	FSAA Math	2	0.5	0.88	0.44	1	0
Sara	FSAA ELA	4	1	0.94	0.94	4	1
Sara	FSAA Math	3	0.75	0.94	0.71	4	1
Sam	FSAA ELA	3	0.75	0.80	0.60	2	0.5
Sam	FSAA Math	3	0.75	0.80	0.60	2	0.5
John	FSAA ELA	2	0.5	0.98	0.49	1	0
John	FSAA Math	4	1	0.98	0.98	3	1
Laura	FSAA ELA	4	1	0.81	0.81	4	1
Laura	FSAA Math	4	1	0.81	0.81	4	1
Megan	FSAA ELA	3	0.75	0.92	0.69	2	0.5
Megan	FSAA Math	4	1	0.92	0.92	2	0.5
Megan	FSAA Civics	3	0.75	0.92	0.69	3	1
					Total Weighting = 8.90 (denominator)		8 scores met student success score (numerator)

Student Success Rate NOT including any weighting factors

$$8/13 = 61.5\%$$

Student Success Rate including weighting factors

$$8/8.9 = 89.8\%$$

It is important to note the impact of having attendance and previous FSAA score included as variables in the calculation. Without the variables, the Teacher Success Rate would have been 61.5%. However, once the variables were included her Teacher Success Rate jumped to 89.8%. Incorporating attendance and previous FSAA information is one of the ways we have tried to protect teachers from things that are out of their control. A teacher doesn't usually have a say over how many level 1 and 2 students are placed in their class nor can they always control how often their students come to school. Our formula attempts to account for those circumstances.

Step 8. Place the teacher's Student Success Rate on the scale used for the FSAA assessment and assign a one-year score.

Data Score	Low (Min ; ≥)	High (Max ; <)
4	95.8	100
3.9	91.6	95.8
3.8	87.4	91.6
3.7	83.2	87.4
3.6	79	83.2
3.5	75	79
3.4	70	75
3.3	65	70
3.2	60	65
3.1	55	60
3	50	55
2.9	47.5	50
2.8	45	47.5
2.7	42.5	45
2.6	40	42.5
2.5	37.5	40
2.4	35	37.5
2.3	32.5	35
2.2	30	32.5
2.1	27.5	30
2	25	27.5
1.9	22.5	25
1.8	20	22.5
1.7	17.5	20
1.6	15	17.5
1.5	12.5	15
1.4	10	12.5
1.3	7.5	10
1.2	5	7.5
1.1	2.5	5
1	0	2.5

Step 9. Weight average the teacher's one-year score with the score from the prior two years, if available, to come up with a 3-year average score (goes on the evaluation).

See **below** for an example of how 3 years of data would be weight averaged.

Weight Averaging Example

Step 1. Multiply the VAM/ data score for each year by the number of scores used to calculate the score.

School Year	VAM/ Data Score	# of Scores used to calculate score		
14-15	3.1	60	3.1 x 60 =	186
15-16	3.2	75	3.2 x 75 =	240
16-17	3	50	3 x 50 =	150

Step 2. Add up the sum of the multiplied numbers

186
240
+150
576 (sum of multiplied numbers)

Step 3. Add up the total number of scores used in each year

School Year	VAM/ Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

60
75
+50
185 (sum of total scores used)

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used

576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Table D-13

Brigance Formula and Scale Explanation

Step 1. Growth medians will be calculated for each Brigance section.

Median growth will be used to ensure outliers will not affect the growth expectations.

Step 2. Determine whether or not each student met the median district growth for each Brigance section taken (1=yes; 0=no).

Step 3. Calculate the Weighting Factor for each student.

Weighting Factor = Attendance Rate

Student	Assessment	Attendance Rate	Weighting Factor	Met Median Growth
John	Brigance C-4	0.88	0.88	0
John	Brigance M	0.88	0.88	1
Sara	Brigance E-9b	0.94	0.94	1
Sara	Brigance F-1	0.94	0.94	1
Sam	Brigance E-8b	0.80	0.80	0
Sam	Brigance F-1	0.80	0.80	1
John	Brigance E-8b	0.98	0.98	1
John	Brigance F-1	0.98	0.98	0
Laura	Brigance C-4	0.81	0.81	0
Laura	Brigance M	0.81	0.81	1
Megan	Brigance E-9b	0.92	0.92	1
Megan	Brigance F-1	0.92	0.92	1
			Total Weighting = 10.66 (denominator)	8 scores met District Median Growth (numerator)

Step 4. Calculate the Total Weighting (denominator)

Total Weighting = the sum of all of the individual student weighting factors

Student	Assessment	Attendance Rate	Weighting Factor	Met Median Growth
John	Brigance C-4	0.88	0.88	0
John	Brigance M	0.88	0.88	1
Sara	Brigance E-9b	0.94	0.94	1
Sara	Brigance F-1	0.94	0.94	1
Sam	Brigance E-8b	0.80	0.80	0
Sam	Brigance F-1	0.80	0.80	1
John	Brigance E-8b	0.98	0.98	1
John	Brigance F-1	0.98	0.98	0
Laura	Brigance C-4	0.81	0.81	0
Laura	Brigance M	0.81	0.81	1
Megan	Brigance E-9b	0.92	0.92	1
Megan	Brigance F-1	0.92	0.92	1
			Total Weighting = 10.66 (denominator)	8 scores met District Median Growth (numerator)

Step 5. Calculate the sum of all students who met the District Growth median (numerator).

Student	Assessment	Attendance Rate	Weighting Factor	Met Median Growth
John	Brigance C-4	0.88	0.88	0
John	Brigance M	0.88	0.88	1
Sara	Brigance E-9b	0.94	0.94	1
Sara	Brigance F-1	0.94	0.94	1
Sam	Brigance E-8b	0.80	0.80	0
Sam	Brigance F-1	0.80	0.80	1
John	Brigance E-8b	0.98	0.98	1
John	Brigance F-1	0.98	0.98	0
Laura	Brigance C-4	0.81	0.81	0
Laura	Brigance M	0.81	0.81	1
Megan	Brigance E-9b	0.92	0.92	1
Megan	Brigance F-1	0.92	0.92	1
			Total Weighting = 10.66 (denominator)	8 scores met District Median Growth (numerator)

Step 6. Determine the Student Success Rate (SSR) for the teacher.

SSR = number of students who met the district median growth/total weighting

Student	Assessment	Attendance Rate	Weighting Factor	Met Median Growth
John	Brigance C-4	0.88	0.88	0
John	Brigance M	0.88	0.88	1
Sara	Brigance E-9b	0.94	0.94	1
Sara	Brigance F-1	0.94	0.94	1
Sam	Brigance E-8b	0.80	0.80	0
Sam	Brigance F-1	0.80	0.80	1
John	Brigance E-8b	0.98	0.98	1
John	Brigance F-1	0.98	0.98	0
Laura	Brigance C-4	0.81	0.81	0
Laura	Brigance M	0.81	0.81	1
Megan	Brigance E-9b	0.92	0.92	1
Megan	Brigance F-1	0.92	0.92	1
			Total Weighting = 10.66 (denominator)	8 scores met District Median Growth (numerator)

Student Success Rate NOT including any weighting factors

8/12 = 66.7%

Student Success Rate including weighting factors

8/10.66 = 75.1%

Step 7. Place the teacher's Student Success Rate on the scale used for the Brigance assessment and assign a one-year score.

Data Score	Low (Min ; ≥)	High (Max ; <)
4	95.8	100
3.9	91.6	95.8
3.8	87.4	91.6
3.7	83.2	87.4
3.6	79	83.2
3.5	75	79
3.4	70	75
3.3	65	70
3.2	60	65
3.1	55	60
3	50	55
2.9	47.5	50
2.8	45	47.5
2.7	42.5	45
2.6	40	42.5
2.5	37.5	40
2.4	35	37.5
2.3	32.5	35
2.2	30	32.5
2.1	27.5	30
2	25	27.5
1.9	22.5	25
1.8	20	22.5
1.7	17.5	20
1.6	15	17.5
1.5	12.5	15
1.4	10	12.5
1.3	7.5	10
1.2	5	7.5
1.1	2.5	5
1	0	2.5

Examples:

- *Student Success Rate of 79% would be a 3.6 data score.*
- *Student Success Rate of 65% would be a 3.3 data score.*

Step 8. Weight average the teacher's one-year score with the score from the prior two years, if available, to come up with a 3-year average score (this is the number that goes on the evaluation).

See **below** for an example of how 3 years of data would be weight averaged.

Weight Averaging Example

Step 1. Multiply the VAM/ data score for each year by the number of scores used to calculate the score.

School Year	VAM Data Score	# of Scores used to calculate score		
14-15	3.1	60	3.1 x 60=	186
15-16	3.2	75	3.2 x 75=	240
16-17	3	50	3 x 50=	150

Step 2. Add up the sum of the multiplied numbers.

```
 186
 240
+150
 576 (sum of multiplied numbers)
```

Step 3. Add up the total number of scores used in each year.

School Year	VAM/ Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

```
 60
 75 + 50
185 (sum of total scores used)
```

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used

576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Table D-14

FCTC Teachers without a District Created Final Exam Formula and Scale Explanation

Step 1. Determine whether or not each student met the student success score for each Perkins indicator...met each Perkins indicator (1 =yes, 0 = no)

Step 2. Determine the Student Success Rate for the teacher. (SSR) = number of students who met the (SSS)/ total number of students for each Perkins indicator

Step 3. Place the teacher's Student Success Rate for each Perkins indicator on the scale used for FCTC teachers without a district created final exam formula teachers and assign a one-year score.

3.5-4.0 = Teacher's Student Success Rate was at or above the Perkins state average
2.5-3.4 = Teacher's Student Success Rate was at least 80 percent of the Perkins state average
1.5-2.4 = Teacher's Student Success Rate was at least 60 percent of the Perkins state average 1.0-1.4 = Teacher's Student Success Rate was less than 60 percent of the Perkins state average

Example:

The Perkins state average for the particular exam in this example is **85%**
Teacher A has a Student Success Rate of 93%...3.8 on the evaluation (above the average)
Teacher B has a Student Success Rate of 85%...3.5 on the evaluation (at the average)
Teacher C has a Student Success Rate of 77%...3.0 on the evaluation (at least 80 percent of the average)
Teacher D has a Student Success Rate of 62%...2.1 on the evaluation (at least 60 percent of the average)
Teacher E has a Student Success Rate of 31%...1.3 on the evaluation (less than 60 percent of the average)

Step 4. Weight average the teacher's one-year score with the score from the prior two years, if available, to come up with a 3-year average score (goes on the evaluation).

See below for an example of how 3 years of data would be weight averaged.

Weight Averaging Example

Step 1. Multiply the VAM/ data score for each year by the number of scores used to calculate the score.

School Year	VAM/ Data Score	# of Scores used to calculate score		
14-15	3.1	60	3.1 x 60 =	186
15-16	3.2	75	3.2 x 75 =	240
16-17	3	50	3 x 50 =	150

Step 2. Add up the sum of the multiplied numbers
186
240
+150
576 (sum of multiplied numbers)

Step 3. Add up the total number of scores used in each year

School Year	VAM/ Data Score	# of Scores used to calculate score
14-15	3.1	60
15-16	3.2	75
16-17	3	50

60
75
+50
185 (sum of total scores used)

Step 4. Divide the sum of the multiplied numbers by the sum of total scores used
576/185 = 3.1 (3 year average score, which goes on the performance appraisal form)

Appendix E – Summative Evaluation Forms

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

ST. JOHNS COUNTY SCHOOL DISTRICT INSTRUCTIONAL PERFORMANCE APPRAISAL

SUMMATIVE EVALUATION SCHOOL YEAR _____ - _____

Last Name_____First Name_____MI_____   Last 4 #'s SSN _____

Position_____Location_____Contract Status _____

TEACHER PERFORMANCE (Observation=66.6667%).......................☐

Domain 1:   Standards-Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standards
- Planning to Close the Achievement Gap using Data

Employee's Signature:_____

Date:_____

Domain 2:   Standards-Based Instruction

- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine their Reasoning
- Helping Students Revise their Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Evaluator's Signature:_____

Date:_____

> Evaluator Comments must be made if any score is 2.4 or less.

Domain 3:   Conditions for Learning

- Using Formative Assessments to Track Progress
- Providing Feedback and Celebrating Success
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered classroom
- Communicating High Expectations for each Student to Close the Achievement Gap

Domain 4:   Professional Responsibilities

- Adhering to School and District Rules and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

STUDENT PERFORMANCE (Achievement=33.3333%)....................☐

FINAL SUMMATIVE SCORE...☐

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. Employee proper name should be the same as listed in SunGard.

Revised 3/5/19- MB

55-HR-109

ST. JOHNS COUNTY SCHOOL DISTRICT INSTRUCTIONAL PERFORMANCE APPRAISAL
INSTRUCTIONAL SUPPORT / NON-CLASSROOM TEACHER
SUMMATIVE EVALUATION SCHOOL YEAR _____ - _____

Last Name_____First Name_____MI_____ Last 4 #'s SSN _____

Position_____Location_____Contract Status _____

TEACHER PERFORMANCE (Observation=66.6667%).........................

Domain 1:   Planning and Preparing to Provide Support

- Establishing and Communicating Clear Goals for Supporting Services
- Helping the School / District Achieve Goals
- Using Available Resources

Domain 2:   Supporting Student Achievement

- Demonstrating Knowledge of Students
- Helping Students Meet Achievement Goals

Domain 3:   Continuous Improvement of Professional Practice

- Reflecting and Evaluating Personal performance
- Using Data and Feedback to Support Changes to Professional Practice

Domain 4:   Professional Responsibilities

- Demonstrating Knowledge of Professional Practice (Area of Expertise)
- Promoting Positive Interactions with Colleagues and Community
- Adhering to School and District Rules and Procedures
- Supporting and Participating in School and District Initiatives

Employee's Signature:_____
                Date:_____

Evaluator's Signature:_____
                Date:_____

Evaluator Comments must be made if any score is 2.4 or less.

STUDENT PERFORMANCE (Achievement=33.3333%).....................

FINAL SUMMATIVE SCORE...

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. Employee proper name should be the same as listed in SunGard.

Revised 3/5/19- MB

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