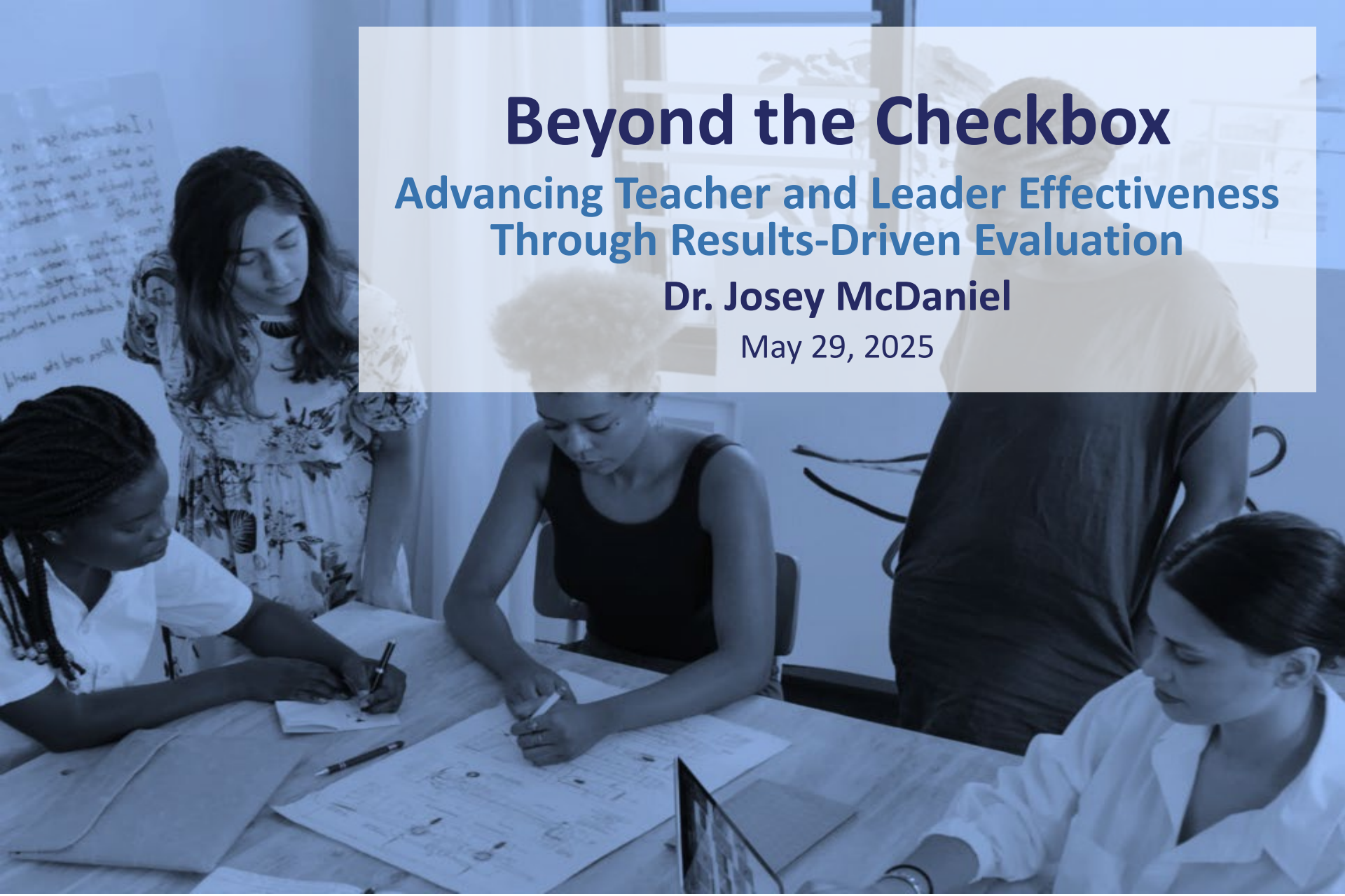

Beyond the Checkbox

Advancing Teacher and Leader Effectiveness Through Results-Driven Evaluation

Dr. Josey McDaniel

May 29, 2025

Florida Department of Education
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Agenda

- Welcome and Introductions
- Setting the Stage
- Evaluation Policy and Requirements
- Best Practices
- Questions
- Contact Information

Presenter Information

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Setting the Stage

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Teachers are the #1 factor at school that has the greatest impact on student learning and academic success!

School principals are the #2 factor at a school that impact student learning and academic success!

LEADERSHIP AND GREAT TEACHING MATTERS

Evaluation Policy and Requirements

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Section (s.) 1012.34, Florida Statutes (F.S.)

- For the purpose of **increasing student academic performance** by **improving the quality of instructional, administrative, and supervisory services** in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district.
- The procedures established by the school district superintendent set the standards of service to be offered to the public within the meaning of s. 447.209, F.S., and are not subject to collective bargaining.

S. 1012.34, F.S.

- The evaluation systems for instructional personnel and school administrators must:
  - Be designed to **support effective instruction** and **student learning growth**, and **performance evaluation results must be used when developing district and school level improvement plans**.
  - Provide appropriate instruments, procedures, timely feedback, and criteria for **continuous quality improvement** of the professional skills of instructional personnel and school administrators, and **performance evaluation results must be used when identifying professional learning**.

S. 1012.34, F.S.

- The evaluation systems for instructional personnel and school administrators must:
  - Include a mechanism to **examine performance data from multiple sources**, including opportunities for parents to provide input into employee performance evaluations when appropriate.
  - Identify those teaching fields for which special evaluation procedures and criteria are necessary.

S. 1012.34, F.S.

- The evaluation systems for instructional personnel and school administrators must:
  - Differentiate among four levels of performance as follows:
    - Highly effective.
    - Effective.
    - Needs improvement, or, for instructional personnel in the first 3 years of employment who need improvement, developing.
    - Unsatisfactory.
  - Provide for **training** and **monitoring programs** to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

S. 1012.34, 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**.
- A performance evaluation must be conducted for each employee **at least once per year**, except a classroom teacher, excluding substitute teachers, who is newly hired by the district school board.
  - Newly hired classroom teachers must be observed and evaluated **at least twice in the first year of teaching** in the school district.

Evaluation System Components

At least

$1/3$

Instructional or Leadership Practice

(required)

At least

$1/3$

Performance of Students

(required)

Up to

$1/3$

Other Indicators of Performance

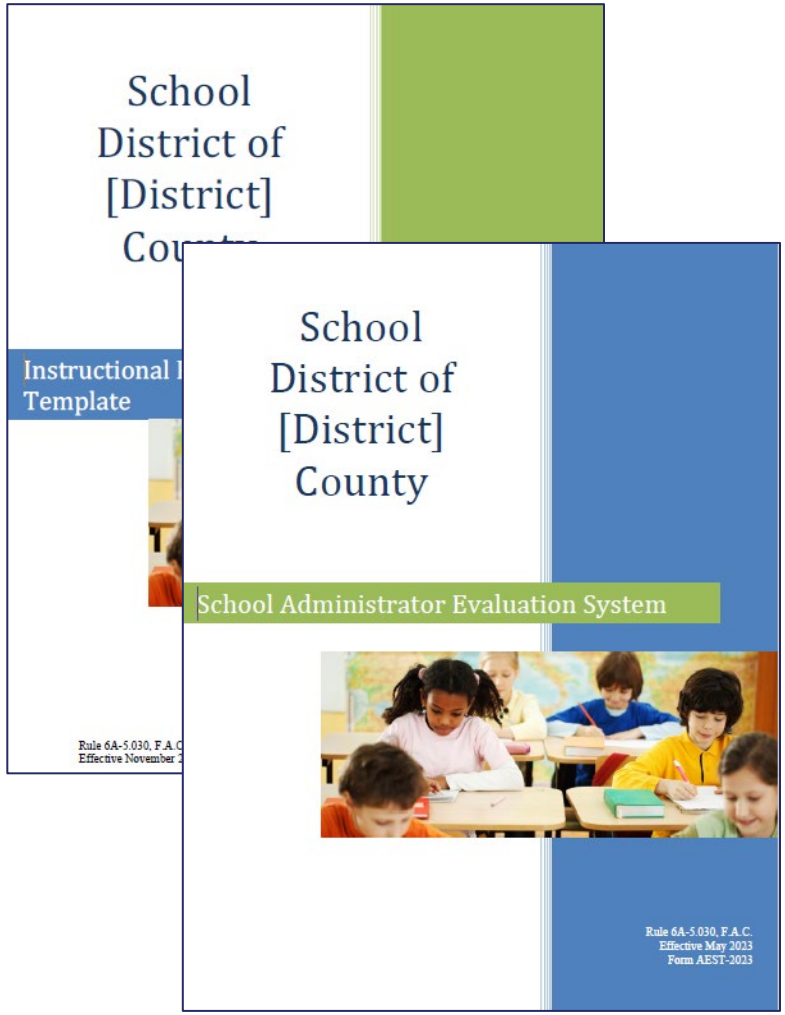
(optional)

Rule 6A-5.030, Florida Administrative Code

- Sets forth the requirements for the annual evaluation of instructional personnel and school administrators pursuant to s. 1012.34, F.S., by:
  - ✓establishing criteria and implementing procedures for the school district systems;
  - ✓delineating the responsibilities of the school district and FDOE;
  - ✓setting forth submission, review and approval criteria; and
  - ✓prescribing reporting and monitoring requirements.

Incorporated Forms

- Two templates are incorporated within the rule and are required for school district use:
  - Instructional Evaluation System Template, Form IEST-2023
  - Administrative Evaluation System Template, Form AEST-2023



Advancing Teacher and Leader Effectiveness

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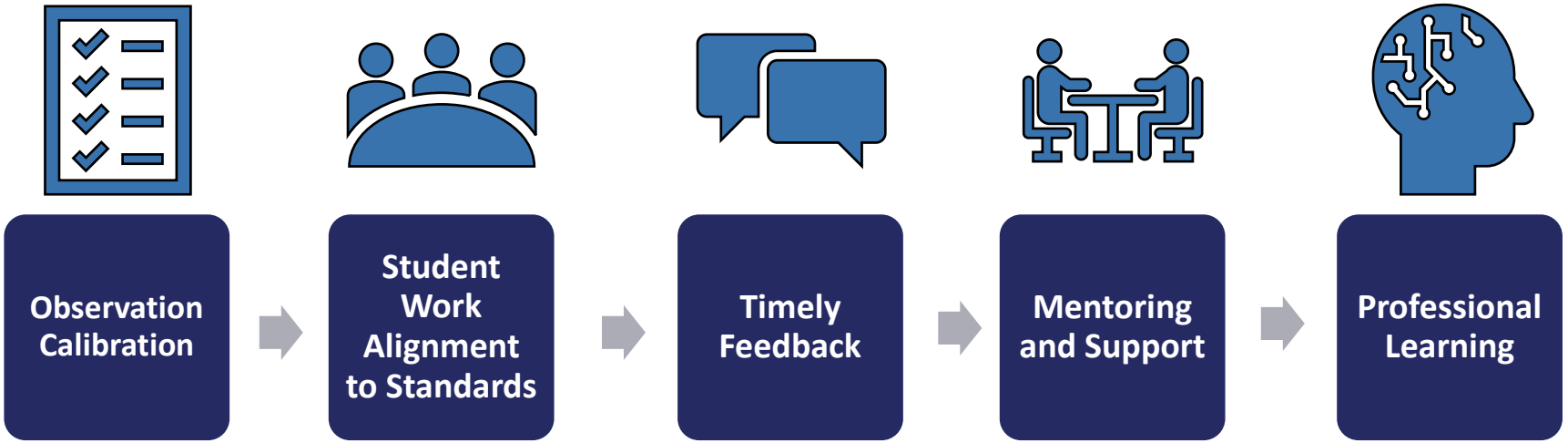
Evaluation Best Practices



Observation Calibration

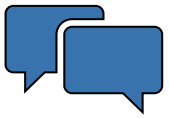
Instructional	School Administrator
• Train evaluators (mentor teachers, assistant principals and principals) to use common rubrics or guides with anchor videos and guided discussions. • Conduct inter-rater reliability checks multiple times per year. • Use cross-grade/subject observations to broaden evaluator understanding.	• Provide calibration sessions using case studies of leadership practices and school-level data analyses. • Use school walkthroughs with district leadership to co-observe and align on evidence collection. • Hold quarterly calibration check-ins to ensure leadership ratings reflect consistent expectations district-wide.

Student Work Alignment to Standards

Instructional	School Administrator
• Use collaborative planning to analyze student tasks for standards alignment. • Implement procedures to evaluate alignment or implement standards-aligned district-wide curriculum. • Routinely examine student work samples during professional learning communities and adjust instruction accordingly.	• Include student work reviews in teacher observation conferences. • Lead school-wide reviews of tasks and assessments.

Timely Feedback

Instructional	School Administrator
• Provide feedback within 10 business days of the observation taking place.	
• Use feedback conversations to identify strengths and actionable areas for growth. • Schedule follow-up observations to monitor for implementation of feedback.	• Tie feedback to specific school improvement goals, challenges identified in progress monitoring and district goals. • Schedule reflective leadership conversations.



Mentoring and Support

Instructional	School Administrator
• Pair novice teachers with experienced mentors who have demonstrated effectiveness and expertise in their content area. • Ensure mentoring includes regular classroom modeling, co-planning and observation feedback cycles. • Use instructional coaches to provide non-evaluative, embedded support aligned to evaluation goals. • Integrate mentorship goals into the professional learning plan.	• Match new or struggling administrators with experienced leaders who model strong instructional leadership. • Include opportunities for job shadowing or site visits to high performing schools. • Establish leadership cohorts or networks for ongoing professional collaboration and support.

Professional Learning

Instructional	School Administrator
• Ensure professional learning activities linked to student learning and professional growth for instructional and administrative staff meet the criteria established in s. 1012.98(3)(a)-(j), F.S.	
• Align professional learning offerings to teacher evaluation trends, school data and individual teacher growth areas. • Require evidence of implementation from professional learning.	• Design professional learning pathways based on leadership evaluation data and performance indicators. • Provide access to regional or state summer leadership institutes. • Offer asynchronous or hybrid learning options to accommodate administrators' time constraints.

LEADERSHIP AND GREAT TEACHING MATTERS

Revision of the Florida Educator Accomplished Practices (FEAP): Call for Workgroup

- The FDOE is seeking applications for the FEAP Revision Workgroup.
- This workgroup will conduct a comprehensive review of the current FEAP and revise to strengthen Florida's expectations for highly effective educators.
- Individuals selected to participate in this workgroup are encouraged to have at least two of the qualifications identified on the Chancellor's memo.
- Individuals seeking to participate in the workgroup must email their interest including a resume to ProfessionalLearning@fldoe.org by June 6, 2025.

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