

**STATE BOARD OF EDUCATION**

**Action Item**

March 27, 2018

**SUBJECT:** Approval of Amendment to Rule 6A-5.030, District Instructional Personnel and School Administrator Evaluation Systems

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**PROPOSED BOARD ACTION**

For Approval

**AUTHORITY FOR STATE BOARD ACTION**

Section 1012.34, Florida Statutes

**EXECUTIVE SUMMARY**

The proposed changes are required as a result of new policies introduced during the 2017 legislative session in House Bill (HB) 7069. Prior to this legislation, districts had to document in their evaluation system that value-added model (VAM) results accounted for at least one third of the evaluation for teachers of students for courses assessed by statewide, standardized assessments.

The proposed rule sets forth the requirements for the annual evaluation of instructional personnel and school administrators pursuant to Section 1012.34, F.S., by updating the criteria so that the use of the state-calculated, value-added model is no longer required for teachers who teach courses associated with statewide, standardized assessments; setting forth submission, review and approval criteria; delineating the responsibilities of the school district and Department of Education (Department); establishing implementing procedures for the school district systems; prescribing reporting and monitoring requirements; and revising the incorporated forms used by school districts to align with state statute and the proposed rule, streamline for readability and user-friendliness, and reduce duplication with requirements of other Department offices.

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**Supporting Documentation Included:** Proposed Rule 6A-5.030, F.A.C.; Form AEST-2018, Administrative Evaluation System Template; and Form IEST-2018, Instructional Evaluation System Template

**Facilitator/Presenter:** Dr. Paul Burns, Deputy Chancellor for Educator Quality



**6A-5.030 District Instructional Personnel and School Administrator Evaluation Systems.**

(1) The purpose of this rule is to set forth the requirements for the annual evaluation of instructional personnel and school administrators pursuant to Section 1012.34, F.S., by establishing this rule provides criteria; and implementing procedures for the school district systems; delineating the responsibilities of the school district and Department of Education (Department); setting forth format for the submission, review and approval criteria of district instructional personnel and school administrator evaluation systems; and prescribing reporting and monitoring requirements for the annual evaluation of instructional personnel and school administrators. This rule also establishes the process and requirements for monitoring district implementation of evaluation systems in accordance with Section 1012.34, F.S.

(2)(4) Definitions. The following definitions, listed alphabetically, shall be used in this rule and incorporated documents:

(a) “Assessments” means the methods or tools used to evaluate, measure, and document student performance and growth.

(b) “Contemporary research” means professional research studies that provide evidence of the impact of instructional practice and instructional leadership. Research findings are considered “contemporary” when conducted within the last ten (10) years or where the continued validity of less recent findings is supported by research conducted within the last ten (10) years.

~~(b) “Courses associated with statewide, standardized assessments” or “courses associated with statewide, standardized assessments under Section 1008.22, F.S.,” are those courses which are assessed by statewide, standardized assessments and are listed in the publication, “Florida VAM Course List,” (effective August 2015), which is incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-05722>). A copy of Florida VAM Course List may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.~~

(c) “Florida Educator Accomplished Practices” or “FEAPs” means the those six (6) practices, including the descriptors within, described in subsection 6A-5.065(2), F.A.C., which is hereby incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-05726>). A copy of Rule 6A-5.065, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(d) “Florida Principal Leadership Standards” or “FPLSs” means the practices, including all domains and

descriptors, described in Rule 6A-5.080, F.A.C., which is hereby incorporated by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-05727>). A copy of Rule 6A-5.080, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(e) An “indicator” is a description of a specific behavior or strategy.

(f) “Instructional personnel” means instructional personnel as defined in section 1012.01(2)(a)-(d), F.S., excluding substitute teachers.

(g) ~~(e)~~ “Newly hired by the district” means the first calendar year in which classroom teachers are employed by the school district in a full-time instructional position. Such personnel are “newly hired” for their first year of employment in a district regardless of their prior work experience elsewhere or in the employing school district.

(h) ~~(f)~~ “Observation” means the monitoring actions in evaluation systems that contribute evidence of performance or the impact of performance on others. Evidence collected through observation contributes to the summative evaluation rating and may be used for formative feedback. District evaluation systems may provide that observations are formal or informal; ~~and announced or unannounced; and whether they are~~ District evaluation systems may provide that observations are contributed conducted by supervisors, mentors, or peers who are trained in the evaluation system. The length of time of an observation event and the type of school activity observed may vary and is determined by the evidence of practice that is sought.

(i) ~~(g)~~ “Performance standards” are the statements or cut points establishing how well individuals must perform within each criterion of the evaluation – performance of students, instructional practice or instructional leadership, and other indicators of performance – to achieve the four designated performance levels on a given metric to achieve a designated level.

(h) “Principal Leadership Standards” mean those practices, including all domains and descriptors, described in Rule 6A-5.080, F.A.C., which is incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-05727>). A copy of Rule 6A-5.080, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(j) ~~(h)~~ “Research-based framework” means an approach used in an evaluation system to assess and provide feedback on either instructional practice or instructional leadership. A research-based framework is based on contemporary research and includes implementation procedures designed to support the successful use of the framework for evaluation and continuous improvement.

(k) ~~(j)~~ “Rubric” means a tool or set of indicators ~~criteria or descriptions~~ of practice used to distinguish among proficiency levels or classify performance.

(l) ~~(k)~~ “School administrator” means school administrator as defined in Section 1012.01(3)(c), F.S.

(m) “Substantial revisions” means revisions other than editing for grammar, name changes, or year updates.

(n) ~~(l)~~ “Summative evaluation rating” means the final, combined rating of performance for an annual evaluation that includes student performance, instructional practice or instructional leadership, and, if applicable, other indicators of performance. There are four (4) performance levels: highly effective; effective; needs improvement, or, for teachers in the first three (3) years of employment, developing; and unsatisfactory.

(o) ~~(m)~~ “Value-added model” or “VAM” means a statistical model used for the purpose of determining an individual teacher’s or school administrator’s contribution to student learning, as established in Rule 6A-5.0411, F.A.C., which is hereby incorporated ~~herein~~ by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-05728>). A copy of Rule 6A-5.0411, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

~~(2) Content of Approved Evaluation Systems. To receive approval of its evaluation system, the district must submit evidence of the following requirements:~~

~~(a) Performance of Students:~~

~~1. For all instructional personnel and school administrators, the percentage of the evaluation that is based on the performance of students criterion as outlined in Section 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined.~~

~~2. For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined.~~

~~3. For all instructional personnel and school administrators, confirmation of including student performance data for at least three (3) years, including the current year and the two (2) years immediately preceding the current year, when available. If less than the three (3) most recent years of data are available, those years for which data are available must be used. If more than three (3) years of student performance data are used, specify the years that will be used. The proportion of growth or achievement data included in the performance of students criterion may be determined by instructional assignment.~~

~~4. For classroom teachers of students for courses assessed by statewide, standardized assessments under Section~~

~~1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation. If a teacher is assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results may be proportionally adjusted according to a methodology selected by the district, as long as the performance of students criterion remains at least one-third of the final evaluation.~~

~~5. For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s).~~

~~6. For instructional personnel who are not classroom teachers, the district-determined student performance measure(s).~~

~~7. For school administrators the district-determined student performance measure(s).~~

~~(b) Instructional Practice.~~

~~1. For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in Section 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined.~~

~~2. Documentation that the district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.~~

~~3. For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.~~

~~4. For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.~~

~~5. For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.~~

~~6. For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice.~~

~~(c) Instructional Leadership.~~

~~1. For all school administrators, the percentage of the evaluation that is based on the instructional leadership criterion provided in Section 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it~~

is calculated and combined.

~~2. Documentation that the district evaluation framework for school administrators is based on contemporary research in effective educational practices.~~

~~3. For all school administrators, a crosswalk from the district's evaluation framework to the Principal Leadership Standards.~~

~~4. Observation or other data collection instrument(s) that includes indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in Section 1012.34(3)(a)3., F.S., including performance measures related to the effectiveness of classroom teachers in the school; the administrator's appropriate use of evaluation criteria and procedures; recruitment and retention of effective and highly effective classroom teachers; improvement in the percentage of instructional personnel evaluated at the highly effective or effective level; and other leadership practices that result in student learning growth, as identified by the district.~~

~~5. Procedures for observing and collecting data and other evidence of instructional leadership.~~

~~(d) Other Indicators of Performance. A description of additional performance indicators, if the district chooses to include such additional indicators pursuant to Section 1012.34(3)(a)4., F.S., the percentage of the final evaluation that is based upon the additional indicators, along with the scoring method, including how it is calculated and combined.~~

~~(e) Summative Evaluation Rating. The documentation shall include the summative evaluation form(s) and scoring method, including how it is calculated and combined, and the performance standards used to determine the summative evaluation rating. Districts shall use the four (4) performance levels provided in Section 1012.34(2)(e), F.S.~~

~~(f) Additional Requirements.~~

~~1. Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes pursuant to Section 1012.34(1)(a), F.S.~~

~~2. Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders.~~

~~3. Description of training programs and processes to ensure that all employees subject to an evaluation system~~

are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

4. Description of the processes for providing timely feedback to the individual being evaluated.

5. Description of how results from the evaluation system will be used for professional development.

6. Confirmation that the district will require participation in specific professional development programs by instructional personnel and school administrators who have been evaluated as less than effective as required by Section 1012.98(10), F.S.

7. Documentation that all instructional personnel and school administrators are evaluated at least once a year.

8. Documentation that all classroom teachers are observed and evaluated at least once a year, except for classroom teachers newly hired by the district, documentation that the teacher is observed and evaluated at least twice in the first year of teaching in the district pursuant to Section 1012.34(3)(a), F.S.

9. Documentation that the evaluation system for instructional personnel and school administrators include opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the district's criteria for inclusion, and the manner of inclusion of parental input. Where survey information from students and parents are used, such information shall be objectively reliable and based on teaching practices that are consistently associated with higher student achievement.

10. Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary.

11. Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers.

12. If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation.

(g) District Evaluation Procedures. The district shall provide evidence that its evaluation procedures comply with the following statutory requirements in accordance with Section 1012.34(3)(c), F.S.:

1. The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

2. The evaluator must submit the written report to the employee no later than ten (10) days after the evaluation



takes place.

~~3. The evaluator must discuss the written evaluation report with the employee.~~

~~4. 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.~~

~~(h) Notification of Unsatisfactory Performance. The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in Section 1012.34(4), F.S.~~

~~(i) Additional Notifications. Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel or school administrator who receives two (2) consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel or school administrators who 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.~~

~~(j) District Self Monitoring. The district shall provide a description of its process for annually monitoring its evaluation system. The district's self monitoring system shall determine the following:~~

~~1. Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;~~

~~2. Evaluators provide necessary and timely feedback to employees being evaluated;~~

~~3. Evaluators follow district policies and procedures in the implementation of evaluation system(s);~~

~~4. Use of evaluation data to identify individual professional development; and,~~

~~5. Use of evaluation data to inform school and district improvement plans.~~

(3) Evaluation Systems Requirements. To receive approval of its evaluation systems, the school district must provide the following:

(a) Evaluation System Overview. For instructional personnel and school administrators, the purpose and a summary of the evaluation system.

(b) Evaluation Procedures. For instructional personnel and school administrators, on an annual basis:

1. When and how personnel are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process;

2. When and how many observations take place; and

3. When and how many summative evaluations are conducted.

(c) Evaluation Criteria.

1. Performance of Students. For instructional personnel and school administrators:

a. Percentage of the evaluation based on student performance; and

b. Description of the step-by-step calculation for determining the student performance rating, including performance standards for differentiating performance.

2. Instructional Practice. For instructional personnel:

a. Percentage of the evaluation based on instructional practice; and

b. 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.

3. Instructional Leadership. For school administrators:

a. Percentage of the evaluation based on instructional leadership; and

b. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

4. Other Indicators of Performance. For instructional personnel and school administrators, if the school district chooses to include such additional indicators:

a. Percentage of the evaluation based on other indicators of performance;

b. Description of the additional performance indicators; and

c. Description of the step-by-step calculation for determining the other indicators of performance rating, including performance standards for differentiating performance.

5. Summative Evaluation Rating. For instructional personnel and school administrators:

a. Description of the step-by-step calculation for determining the summative rating; and

b. Sample summative rating calculations to 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.

(d) Additional requirements.

1. For instructional personnel and school administrators:

a. Confirmation that the evaluation system framework is based on sound educational principals and contemporary research in effective educational practices.

b. Confirmation that the school district provides training programs and has processes that ensure:

(I) 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

(II) Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures;

c. Confirmation that the school district evaluation procedures comply with the following:

(I) The evaluator is the individual responsible for supervising the employee, and the evaluator is authorized to consider input from other personnel trained on the evaluation system;

(II) The evaluator provides timely feedback to the employee that supports the improvement of professional skills;

(III) The evaluator submits a written report to the employee no later than ten (10) days after the evaluation takes place;

(IV) The evaluator discusses the written evaluation report with the employee;

(V) The employee has the right to initiate a written response to the evaluation and the response becomes a permanent attachment to his or her personnel file;

(VI) The evaluator submits a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract; and

(VII) The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within ninety (90) days after the close of the school year.

d. Confirmation that the school district has procedures for the use of evaluation results to inform the planning of professional development, and the development of school and district improvement plans.

e. Confirmation that the school district ensures personnel who have been evaluated as less than effective are required to participate in specific professional development programs.

f. Confirmation that the school district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.

g. Confirmation that the district school superintendent annually notifies the Department of Education of any personnel who receive two (2) consecutive unsatisfactory evaluation ratings, or are given written notice by the school district of intent to terminate or not renew their employment, as outlined in Section 1012.34(5), F.S. This

reporting shall be completed in accordance with the FDOE Information Database Requirements: Volume II – Automated Staff Information System, as established in Rule 6A-1.0014, F.A.C., which is hereby incorporated by reference (DOS link). A copy of Rule 6A-1.0014, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

h. Confirmation that the school district has a process for annually monitoring its evaluation system that enables it to determine the following:

(I) Compliance with the requirements of Section 1012.34, F.S., and this rule;

(II) Evaluators’ understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;

(III) Evaluators provide necessary and timely feedback to employees being evaluated;

(IV) Evaluators follow district policies and procedures in the implementation of evaluation system(s);

(V) Use of evaluation data to identify individual professional development; and,

(VI) Use of evaluation data to inform school and district improvement plans.

2. For instructional personnel:

a. Confirmation that the observation instrument(s) to be used for classroom teachers include indicators based on each of the FEAPs.

b. Confirmation that 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.

c. Confirmation that the school district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

d. Confirmation that 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.

e. Confirmation that the school district provides opportunities for parents to provide input into performance evaluations, when the school district determines such input is appropriate.

f. Confirmation that the school district ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year, and classroom teachers newly hired by the school district are observed and evaluated at least twice in the first year of teaching in the school district.

g. Confirmation that the district’s system identifies teaching fields for which special evaluation procedures or

criteria are necessary, if applicable.

3. For school administrators:

a. Confirmation that the observation instrument(s) to be used for school administrators include indicators based on each of the FPLSs.

b. Confirmation that the school district ensures all school administrators are evaluated at least once a year.

c. Confirmation that the school district provides opportunities for parents and instructional personnel to provide input into performance evaluations, when the school district determines such input is appropriate.

(e) Additional Documentation.

1. For instructional personnel:

a. Crosswalk from the school district's evaluation framework to each of the FEAPs; and

b. Observation rubric(s) to be used for classroom and non-classroom teachers that include indicators based on each of the FEAPs.

2. For school administrators:

a. Crosswalk from the school district's evaluation framework to each of the FPLSs; and

b. Observation rubric(s) to be used for school administrators that include indicators based on each of the FPLSs and other leadership practices that result in student learning growth, as identified by the school district;

3. For instructional personnel and school administrators:

a. List of the assessments and performance standards that will apply to the assessment results to be used for calculating the performance of students; and

b. Summative evaluation form(s).

(4) (3) Submission Process.

(a) School districts shall submit an evaluation system to the Department for review and approval within fifteen (15) days of the system being revised and prior to school board approval at any time when a new system is established or when an existing evaluation system is revised. Beginning in the 2018-19 school year, school districts shall submit a revised system on the forms outlined in paragraph (4)(b) of this rule. The Department's review and approval of a revised evaluation system is part of the Department's process for monitoring school district evaluation systems pursuant to Sections 1012.34(1)(b) and (8), F.S.

(b) Instructional personnel All evaluation systems shall be submitted using the Instructional Evaluation System

Template, Form IEST-~~2018 2015~~, and school administrator evaluation systems shall be submitted using the ~~or~~ Administrative Evaluation System Template, Form AEST-~~2018 2015~~.

(c) ~~The Instructional Evaluation Systems Template, Form IEST-2015 or Administrative Evaluation System Template, Form AEST-2015~~ and all required supporting documentation shall be submitted electronically to the ~~Department's Division of Educator Quality for review and approval to the address~~ DistrictEvalSysEQ@fldoe.org.

(5) (4) Review and Approval Process. The review and approval process is a part of the Department's process for monitoring evaluation systems pursuant to Sections 1012.34(1)(b) and (8), F.S. Following the submission of an evaluation system:

(a) The Department shall review the form and documentation ~~submitted by the district~~ to determine whether the school district has submitted a complete evaluation system with the required content required by ~~pursuant to~~ subsection (3) (2) of this rule and in the format required by ~~pursuant to~~ subsection (4) (3) of this rule, ~~using the Checklist for Approval, Appendix A to the Instructional Evaluation System Template, Form IEST-2015 and Administrative Evaluation System Template, Form AEST-2015.~~

(b) The Department shall , within thirty (30) days from the receipt of the evaluation system, provide ~~each district~~ a written notification to the school district ~~notice within thirty (30) days of receipt of the evaluation system~~ that identifies omitted elements, or, if there are no omitted elements, that ~~notice that~~ the submission is complete.

(c) The school district shall, within thirty (30) days from the notification provided in paragraph (5)(b) of this rule, address the omitted elements and resubmit the evaluation system to the Department.

(d) The Department shall , within thirty (30) days from the resubmission of the evaluation system, provide written notification to the district school superintendent of the evaluation system approval status ~~to the district superintendent~~ within sixty (60) days of the date the written notice in paragraph (4)(b) of this rule is provided to the district. The approval status designations and the effect of these designations are as follows:

1. Approved. An evaluation system shall be approved, if the system meets the requirements outlined ~~all criteria found~~ in subsection (6) (2) of this rule. A school district may implement the evaluation system~~(s)~~ after receiving notification of Department approval.

2. Denied. An ~~A district~~ evaluation system shall be denied if the ~~district's evaluation~~ system does not meet the requirements outlined in ~~of~~ subsection (6) (2) of this rule. The school district shall make revisions to the system, based in part on feedback from the Department, and resubmit the plan to the Department for review and approval; a

~~A~~ district may not implement a denied evaluation system. Upon request by the school district, the Department shall provide assistance in developing or improving an evaluation system.

(6) Approval Criteria.

(a) An evaluation system shall be approved when the system:

1. Is submitted to DistrictEvalSysEQ@fldoe.org;

2. Is submitted on the forms required by paragraph (4)(b) of this rule;

3. Fulfills the requirements of subsection (3) of this rule; and,

4. Is found by the Department to create the conditions necessary to increase student academic performance and learning growth by improving the quality of instructional, administrative, and supervisory services in the school district.

(b) An evaluation system shall maintain its approval designation if it continues to comply with the requirements listed in Section 1012.34, F.S., and this rule; the school district is implementing the evaluation system as approved by the Department; and any areas of noncompliance identified through the monitoring process outlined in subsection (7) of this rule are addressed within the Department's prescribed timeline.

(7) ~~(5)~~ Implementation Monitoring.

~~(a) In addition to the procedures described in subsections (5) of this rule (3) and (4), the Department shall monitor the school each district's implementation of its approved the evaluation systems pursuant to Section 1012.34(1)(b), F.S., once every five (5) years, with monitoring occurring more often based upon a request from the district or receipt of evidence of non-compliance with the requirements of Section 1012.34, F.S., or this rule. Monitoring shall include documentation that the district is in compliance with the required elements of the evaluation system listed in subsection (2), and that the district is implementing its system as approved.~~

(a) The Department shall annually select no less than ten (10) percent of school districts to monitor, prioritized based on the following factors: the district percentage of schools receiving a grade of "D" or "F" pursuant to Section 1008.34, F.S.; the distribution of personnel in each of the four (4) performance levels provided in Section 1012.34(2)(e), F.S.; findings of evidence of noncompliance with the requirements of Section 1012.34, F.S., or this rule during monitoring; requests for assistance; and the length of time since the last monitoring event.

(b) The Department shall provide the school notify each district with no less than at least sixty (60) days' notice of a prior to the monitoring event process described in paragraph (5)(a).

(c) ~~The school district shall, w~~Within thirty (30) days of the after receipt of the notification of monitoring, ~~the district shall~~ submit a report to the Department of the results of its annual self-monitoring ~~of its evaluation systems~~ pursuant to paragraph (2)(j) during the preceding five (5) years. The report shall include any improvements the school district has made to its evaluation processes as a result of its own monitoring.

(d) The Department shall conduct monitoring of the school district, documenting evidence that the school district is in compliance with the evaluation system requirements listed in Section 1012.34, F.S., and this rule, and implementing its system as approved.

(e) ~~The Department shall, u~~Upon completion of monitoring, the Department shall provide the school district with a report of the results that identifies of the monitoring, which includes the continued approval designation for the evaluation systems and any strengths and areas of noncompliance identified.

(f) The school district shall, upon receipt of the monitoring report, receive no more than sixty (60) days to implement corrective actions to address areas of noncompliance and submit documentation of compliance to the Department.

(8) ~~(6) Forms.~~ The following forms are hereby incorporated by reference; ~~and made a part of this rule. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.~~

~~(a)~~ Instructional Evaluation System Template, Form IEST-2018 (April 2018) and 2015 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-05729>) and ~~, effective August 2015.~~

~~(b)~~ Administrative Evaluation System Template, Form AEST-2018 (April 2018) 2015 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-05730>), ~~effective August 2015. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.~~

*Rulemaking Authority 1012.34(8) 1012.98(8) FS. Law Implemented ~~1012.22(1)(e),~~ 1012.34, 1012.98 FS. History--New 6-19-01, Formerly 6B-4.010, Amended 9-9-15.*



# School District of [District] County

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## School Administrator Evaluation System



## School Administrator Evaluation System

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### Purpose

The purpose of this document is to provide the district with a template for its school administrator 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 AEST-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](mailto: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.

**School Administrator Evaluation System**

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## School Administrator Evaluation System

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### Part I: Evaluation System Overview

*In Part I, the district shall describe the purpose and provide a high-level summary of the school administrator evaluation system.*

### Part II: Evaluation System Requirements

*In Part II, the district shall provide assurance that its school administrator 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.*

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#### 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 school administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSs) adopted by the State Board of Education.

#### 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 may provide opportunities for parents and instructional personnel to provide input into performance evaluations, when the district determines such input is appropriate.

#### Evaluation Procedures

- The district's system ensures all school administrators are evaluated at least once a year.
- 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.

## School Administrator Evaluation System

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- 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 school administrators 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 school administrators 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.

## School Administrator Evaluation System

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### Part III: Evaluation Procedures

*In Part III, the district shall provide the following information regarding the observation and evaluation of school administrators. 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 school administrators are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.

Personnel Group	When Personnel are Informed	Method(s) of Informing
School Administrators		

2. Pursuant to section 1012.34(3)(a)3., F.S., evaluation criteria for instructional leadership must include indicators based upon each of the FPLSs adopted by the State Board of Education. In the table below, describe when and how evidence of demonstration of the FPLSs is collected.

Personnel Group	When Evidence is Collected	Method(s) of Collection
School Administrators		

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year. In the table below, describe when and how many summative evaluations are conducted for school administrators.

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
School Administrators			

## School Administrator Evaluation System

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### Part IV: Evaluation Criteria

#### A. Instructional Leadership

*In this section, the district shall provide the following information regarding the instructional leadership data that will be included for school administrator evaluations.*

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In \_\_\_\_\_ County, instructional leadership accounts for \_\_\_% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

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#### 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 school administrator 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 \_\_\_\_\_ County, other indicators of performance account for \_\_\_% of the school administrator 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 school administrators, including performance standards for differentiating performance.

#### C. Performance of Students

*In this section, the district shall provide the following information regarding the student performance data that will be included for school administrator 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 administrator's school(s) 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 administrative responsibilities. In \_\_\_\_\_ County, performance of students accounts for \_\_\_% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

## School Administrator Evaluation System

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### D. Summative Rating Calculation

*In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for school administrators.*

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how an elementary principal and a high school principal can earn a highly effective and an unsatisfactory summative performance rating respectively.



## School Administrator Evaluation System

### 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 Principal Leadership Standards (FPLSs).*

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
<b>Domain 1: Student Achievement</b>	
<b>1. Student Learning Results</b>	
<i>Effective school leaders achieve results on the school's student learning goals.</i>	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	
<b>2. Student Learning as a Priority</b>	
<i>Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</i>	
a. Enables faculty and staff to work as a system focused on student learning;	
b. Maintains a school climate that supports student engagement in learning;	
c. Generates high expectations for learning growth by all students; and,	
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	
<b>Domain 2: Instructional Leadership</b>	
<b>3. Instructional Plan Implementation</b>	
<i>Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.</i>	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	
b. Engages in data analysis for instructional planning and improvement;	
c. Communicates the relationships among academic standards, effective instruction, and student performance;	
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	
<b>4. Faculty Development</b>	
<i>Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</i>	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	
c. Employs a faculty with the instructional proficiencies needed for the school population served;	
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	

### School Administrator Evaluation System

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	
<b>5. Learning Environment</b>	
<i>Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</i>	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	
c. Promotes school and classroom practices that validate and value similarities and differences among students;	
d. Provides recurring monitoring and feedback on the quality of the learning environment;	
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	
<b>Domain 3: Organizational Leadership</b>	
<b>6. Decision Making</b>	
<i>Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</i>	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	
d. Empowers others and distributes leadership when appropriate; and,	
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	
<b>7. Leadership Development</b>	
<i>Effective school leaders actively cultivate, support, and develop other leaders within the organization.</i>	
a. Identifies and cultivates potential and emerging leaders;	
b. Provides evidence of delegation and trust in subordinate leaders;	
c. Plans for succession management in key positions;	
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	
<b>8. School Management</b>	
<i>Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</i>	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	
b. Establishes appropriate deadlines for him/herself and the entire organization;	

### School Administrator Evaluation System

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	
<b>9. Communication</b>	
<i>Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</i>	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	
b. Recognizes individuals for effective performance;	
c. Communicates student expectations and performance information to students, parents, and community;	
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	
f. Utilizes appropriate technologies for communication and collaboration; and,	
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	
<b>Domain 4: Professional and Ethical Behavior</b>	
<b>10. Professional and Ethical Behavior</b>	
<i>Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</i>	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	
e. Demonstrates willingness to admit error and learn from it; and,	
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	

## **School Administrator Evaluation System**

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### **Appendix B – Observation Instruments for School Administrators**

*In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional leadership data for school administrators.*

### **Appendix C – Student Performance Measures**

*In Appendix C, the district shall provide the student performance measures to be used for calculating the performance of students for school administrators.*

### **Appendix D – Summative Evaluation Forms**

*In Appendix D, the district shall include the summative evaluation form(s) to be used for school administrators.*

# School District of [District] County

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## Instructional Personnel Evaluation System



## Instructional Evaluation System

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### 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](mailto: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.

**Instructional Evaluation System**

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    Appendix E – Summative Evaluation Forms ..... #

## Instructional Evaluation System

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### 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.*

### 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.*

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#### 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.



## Instructional Evaluation System

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- 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.

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### 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.

## Instructional Evaluation System

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### 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.

## Instructional Evaluation System

### 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.*

- 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		
Newly Hired Classroom Teachers		
Late Hires		

- 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
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year			
Hired after the beginning of the school year			
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year			
Hired after the beginning of the school year			

## Instructional Evaluation System

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
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year			
Hired after the beginning of the school year			
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year			
Hired after the beginning of the school year			

### 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.*

- Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In \_\_\_\_\_ County, instructional practice accounts for \_\_\_% of the instructional personnel performance evaluation.
- 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.

#### 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.*

- 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 \_\_\_\_\_ County, other indicators of performance account for \_\_\_% of the instructional personnel performance evaluation.
- Description of additional performance indicators, if applicable.

## Instructional Evaluation System

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3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

### C. Performance of Students

*In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.*

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In \_\_\_\_\_ County, performance of students accounts for \_\_\_% 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.

## Instructional Evaluation System

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### 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.

## Instructional Evaluation System

### 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
<b>1. Instructional Design and Lesson Planning</b>	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	
c. Designs instruction for students to achieve mastery;	
d. Selects appropriate formative assessments to monitor learning;	
e. Uses diagnostic student data to plan lessons; and,	
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	
<b>2. The Learning Environment</b>	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	
b. Manages individual and class behaviors through a well-planned management system;	
c. Conveys high expectations to all students;	
d. Respects students' cultural linguistic and family background;	
e. Models clear, acceptable oral and written communication skills;	
f. Maintains a climate of openness, inquiry, fairness and support;	
g. Integrates current information and communication technologies;	
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	
<b>3. Instructional Delivery and Facilitation</b>	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	
c. Identify gaps in students' subject matter knowledge;	
d. Modify instruction to respond to preconceptions or misconceptions;	
e. Relate and integrate the subject matter with other disciplines and life experiences;	
f. Employ higher-order questioning techniques;	
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	
<b>4. Assessment</b>	

## Instructional Evaluation System

<i>The effective educator consistently:</i>	
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;	
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	
f. Applies technology to organize and integrate assessment information.	
<b>5. Continuous Professional Improvement</b>	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	
b. Examines and uses data-informed research to improve instruction and student achievement;	
c. 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;	
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	
e. Engages in targeted professional growth opportunities and reflective practices; and,	
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	
<b>6. Professional Responsibility and Ethical Conduct</b>	
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.	



## Instructional Evaluation System

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### **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.*

### **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.*

## Instructional Evaluation System

### 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)		
Kindergarten (K)		
First Grade (1)		
Second Grade (2)		
Third Grade (3)		
Fourth Grade (4)		
Fifth Grade (5)		
Other (K-5) (including non-classroom instructional personnel)		
English/Language Arts, Reading Courses (6-8)		
Math Courses (6-8)		
Science Courses (8)		
Other (6-8) (including non-classroom instructional personnel)		
English 1		
English 2		
English 3		
English 4		
AP English Comp		
Algebra 1 (Honors); Algebra 1B		
Pre-AICE Mathematics 1		
IB Middle Years Algebra 1 Honors		
Geometry (Honors)		
IB Middle Years Geometry Honors		
Pre-AICE Mathematics 2		
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB;		

### Instructional Evaluation System

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Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Integrated Science 3 (Honors)		
Pre-AICE Biology		
IB Middle Years Biology Honors		
Civics		
U.S. History		
ROTC		
Other (9-12) (including non-classroom instructional personnel)		
District Non- Classroom Instructional Personnel		

### Appendix E – Summative Evaluation Forms

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

