

St. Lucie Public Schools

Instructional Evaluation System 2019-2020



Instructional Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-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.

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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.

The purpose of the instructional personnel evaluation system in St. Lucie Public Schools is to ensure effective teaching and learning that results in all students graduating equipped with the knowledge and skills to succeed in college and career. Aligned with this purpose the St. Lucie Public Schools Instructional Personnel Evaluation System requires that all teachers are provided with the tools and opportunities to improve their instructional practice while meeting the statutory requirements in 1012.34 F. S. Each year all teachers are observed both formally and informally and provided actionable feedback. Teachers are also given opportunities to improve their teaching through deliberate practice plans (DPP) set with input from their supervisor and measured annually. The quality of teaching is evaluated annually through a combination of observations, collection of appropriate evidence and artifacts, and progress made on DPPs. Student learning is also used as a measure of instructional impact assessed growth and/or performance on state and local assessments.

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.

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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:

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- 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

- 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	Prior to the first day of school for students (pre-school week)	Face-to-face meeting Webinar on district website "Employees" tab https://youtu.be/kn_w6U2393Y Instructional Personnel Performance Appraisal Documents and forms on district website: 1. https://www.stlucie.k12.fl.us/pdf/employees/Framework.pdf 2. https://www.stlucie.k12.fl.us/pdf/departments/human-resources/teacher-performance-system.pdf
Newly Hired Classroom Teachers	Prior to the first day of school for students (pre-school week)	Face-to-face meeting Webinar on district website "Employees" tab https://youtu.be/kn_w6U2393Y Instructional Personnel Performance Appraisal Documents and forms on district website: 1. https://www.stlucie.k12.fl.us/pdf/employees/Framework.pdf 2. https://www.stlucie.k12.fl.us/pdf/departments/human-resources/teacher-performance-system.pdf
Late Hires	Within the first 5 days of being hired.	Webinar on district website "Employees" tab https://youtu.be/kn_w6U2393Y Instructional Personnel Performance Appraisal Documents and forms on district website: 1. https://www.stlucie.k12.fl.us/pdf/employees/Framework.pdf 2. https://www.stlucie.k12.fl.us/pdf/departments/human-resources/teacher-performance-system.pdf

- 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.

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Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers (Category 1.2, 1.3, and 2.0)			
Rehires to the district	3 Informal 1 Formal	<u>Informal</u> : From August through April <u>Formal</u> : October - April	All Observations are recorded in iObservation and immediately accessible to the teacher.
Newly Hired Classroom Teachers (Category 1.1)			
Hired before the beginning of the school year	4 Informal 2 Formal	<u>Informal</u> : From August through April <u>Formal</u> : October - April	All Observations are recorded in iObservation and immediately accessible to the teacher.
Hired after the beginning of the school year • 44 – 98 work days	2 Informal 1 Formal	<u>Informal</u> : From hire date through April <u>Formal</u> : From hire date through April	All Observations are recorded in iObservation and immediately accessible to the teacher.
Hired after the beginning of the school year • Less than 44 work days	Narrative rating with a 1 – 4 scale	<u>Informal</u> : April	All Observations are recorded in iObservation and immediately accessible to the teacher.

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Table 1 - Procedures used for Category 1.1 Teachers

REQUIREMENTS FOR OBSERVATIONS/EVALUATION

Formal Observation (2)	Informal Observation (4)	Evaluation (2)	Notes	
<ul style="list-style-type: none"> Conducted by the principal/assistant principal using state approved forms Must have informal prior to first formal observation 	<ul style="list-style-type: none"> Conducted by the principal/assistant principal using state approved forms 	<ul style="list-style-type: none"> Includes both classroom observations and reviews of student work and performance Conducted by the principal/assistant principal using state approved forms 		
<ul style="list-style-type: none"> Pre Observation Conference A minimum of 1 class period or 45 minutes in length Post Observation Conference Written Feedback required within 10 Days Results used for annual evaluation. 	<ul style="list-style-type: none"> Announced or Unannounced At least 10 minutes in length Written feedback required for a rating less than Applying Feedback is provided within 3 days Results used for annual evaluation 	<ul style="list-style-type: none"> Includes review of student performance including student work, student assessment results, pre and post tests, Performance Matters (Unify) data, student progress monitoring systems, grades, artifacts, etc. 	<ul style="list-style-type: none"> An experienced teacher who is new to the district and receives a rating of effective or highly effective on each of the 2 required formal evaluations as a category 1.1 teacher will move to the category that is equivalent to his or her years of experience the following year. 	
Observation Instruments include: <ul style="list-style-type: none"> Pre-Observation Conference Post Observation Conference Long Form as Reference Tool Formal Classroom Observation Data Collection Other 	Observation Instruments include: <ul style="list-style-type: none"> Pre-Observation Conference Post Observation Conference Long Form as Reference Tool Formal Classroom Observation Data Collection Other 	Late Hire/Work Day Count Requirements		
		Days Worked	Observations	Evaluations
		99 - 196	2 Formal 4 Informal	2
		44 – 98	1 Formal 2 Informal	1
		43 or fewer	Narrative with a rating of 1 - 4	1
**New teachers working 99 or more days in their initial contract year will be classified as a 1.1 teacher. New teachers working 98 days or less days in their initial contract year will be categorized as 1.1 teacher for the remainder of the first contract year and continue as a 1.1 teacher throughout the next contract year. Classroom teachers who work less than 43 days in the school year will receive a narrative review and rating using a 1 – 4 rating scale.				

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Table 2 - Procedures Used for Category 1.2, 1.3, and 2.0 Teachers

REQUIREMENTS FOR OBSERVATIONS/EVALUATION

Formal Observation (1)	Informal Observation (3)	Evaluation (1)	Notes
<ul style="list-style-type: none"> • Conducted by the principal/assistant principal using state approved forms • Must have informal prior to first formal observation 	<ul style="list-style-type: none"> • Conducted by the principal/assistant principal using state approved forms 	<ul style="list-style-type: none"> • Includes both classroom observations and reviews of student work and performance • Conducted by the principal/assistant principal using state approved forms 	
<ul style="list-style-type: none"> • Pre Observation Conference • A minimum of 1 class period or 45 minutes in length • Post Observation Conference • Written Feedback required within 10 Days • Results used for annual evaluation. 	<ul style="list-style-type: none"> • Announced or Unannounced • At least 10 minutes in length • Written feedback required for a rating less than Applying • Feedback is provided within 3 days • Results used for annual evaluation 	<ul style="list-style-type: none"> • Includes review of student performance including student work, student assessment results, pre and post tests, Performance Matters (Unify) data, student progress monitoring systems, grades, artifacts, etc. 	
<p>Observation Instruments include:</p> <ul style="list-style-type: none"> • Pre-Observation Conference • Post Observation Conference • Long Form as Reference Tool • Formal Classroom Observation • Data Collection • Other 	<p>Observation Instruments include:</p> <ul style="list-style-type: none"> • Long Form as Reference Tool • Classroom Observation Data Collection • Other 		

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Table 3 - Formal Observation Roles and Responsibilities

Formal Observation	Observer	Teacher
Pre-Conference	To support and guide the teacher in planning and preparation for the observation. To gather evidence for Domain 1. The evaluator schedules the pre-observation conference with the teacher 2-3 days ahead of the observation. The evaluator reviews the pre-observation conference form to guide the conversation. The evaluator and the teacher discuss the lesson to be observed.	To provide evidence regarding his or her skills in planning and aligning lessons to district standards and curricula. The teacher prepares and shares the pre-observation conference guide with the evaluator at least one day in advance of the conference.
Observation	The evaluator gathers evidence of teaching strategies as indicated in the Marzano Focus Teacher Evaluation Model, Domain 2 using the observation form. Results are used for annual evaluation. The evaluator sends evidence of the observation to the teacher prior to the post-observation conference.	To demonstrate effective teaching as outlined in the Marzano Focus Teacher Evaluation Model, Domain 2. The teacher reviews the evidence of observation and prepares for the post-observation conference completing the post observation conference guide.
Post-Conference	The evaluator schedules the post-observation conference to occur within 10 days of the observation. The evaluator provides a climate and experience that enables the teacher and to reflect upon the lesson and to determine next steps. Together the teacher and evaluator complete the rating scale for the observation to gather evidence for Domain 3 and 4.	To reflect upon the impact that the lesson had on student learning. Together the teacher and evaluator complete the rating scale for the observation to gather evidence for Domain 3 and 4 and determine next steps.
Written Feedback	Provide objective, actionable and timely feedback for all indicators rated less than applying within 10 days. within 10 days.	To reflect upon, engage in dialogue with observers and to take appropriate action

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Table 4 - Sources of Evidence for Each Domain

<p>Domain 2: Planning and Preparing</p> <ul style="list-style-type: none"> • Pre-observation conference • Lesson Planning Documents • Evidence of differentiation • Artifacts (e.g. student work samples, assessments, scales, rubrics) 	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • Formal Observation(s) • Informal Observations • Student Interviews/Surveys • Videos of classroom practice • Artifacts (e.g. student work, letters from parents)
<p>Domain 3: Reflecting on Teaching</p> <ul style="list-style-type: none"> • Self-assessment • Post-observation conference • Deliberate Practice Growth • Conferences • Student Work Samples 	<p>Domain 4: Collegiality and Professionalism</p> <ul style="list-style-type: none"> • Professional Learning Community Agendas • Participation in School Activities Log • Lesson Study Agendas • Action Research Report • Documentation of Parent Involvement/Communication

Recommended Observation Schedule Guidelines

Month	Category 1.1 Teachers	Categories 1.2, 1.3, and 2.0 Teachers
August	Orientation and Schedule	Orientation and Schedule
September	Informal Observations	Informal Observations
October	Formal Observation Informal Observation	Informal Observation Formal Observation
November	Formal Observation	Informal Observation Formal Observation
December	Informal Observation Evaluation	Informal Observation Formal Observation
January	Evaluation	Informal Observation Formal Observation
February	Informal Observation	Informal Observation Formal Observation
March	Informal Observation Formal Observation	Informal Observation Formal Observation
April	Formal Observation Evaluation	Formal Observation Evaluation

Part IV: Evaluation Criteria

A. Instructional Practice

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. Lucie Public Schools instructional practice accounts for two-thirds of the instructional 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.

Calculation of Instructional Practice (IP) Score: Calculation of the evaluation results uses all ratings collected in formal and informal observations conducted throughout the school year. For classroom teachers, the data collected is specified in SLPS’s Framework for Quality Instruction Domains 1 – 4. For non-classroom teachers (NCT) the data collected is specified in the NCT Evaluation Plan, Domains A – E. For both classroom and non-classroom teachers all ratings are input in the iObservation System. iObservation then calculates the IP Static score and converts it to one of four ratings as required by 1012.34 F.S. Ratings are *Unsatisfactory*, *Needs Improvement/Developing*, *Effective* and *Highly Effective*. The rubric used for this calculation is provided below:

Table 5 - Calculation of Instructional Practice Score

Teacher Category	1. Unsatisfactory	2. Needs Improvement/ Developing	3. Effective	4. Highly Effective
Teachers with 3 or less years of experience in SLPS (Categories 1.1, 1.2 and 1.3)	50% or more ratings are at Level 1 or 0	Less than 60% of ratings are at Level 3 or higher and less than 50% of ratings are at Level 1 or 0 in all Domains	At least 60% of ratings are at Level 3 or higher in all Domains	At least 60% of ratings are at Level 4 and 0% of ratings are at Level 1 or 0 in all Domains
Teachers with 4 or more years of experience in SLPS (Category 2.0)	50% or more of ratings are at Level 1 or 0 for all Domains	Less than 70% of ratings are at Level 3 or higher and less than 50% of ratings are at Level 1 or 0 in all Domains	At least 70% of ratings are at Level 3 or higher in all Domains	At least 70% of ratings are at Level 4 and 0% of ratings are at Level 1 or 0 in all Domains

B. Other Indicators of Performance

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 St. Lucie Public Schools, other indicators of performance account for up to 1 additional point added to the Instructional Practice Score.
2. Description of additional performance indicators, if applicable:

The District uses a Deliberate Practice Growth Plan (DPP) as an additional performance indicator. Deliberate Practice Growth Plan applies to all classroom teachers and is optional for non-classroom teachers. Deliberate Practice requires the teacher and supervisor to jointly identify individualized goals for instructional growth. At the beginning of each school year up to 2 target elements are identified for improvement and professional development based upon the teacher’s self- assessment and collaborative agreement of the supervisor and teacher.

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 teacher’s professional growth on these elements is rated at the end of the school year as unsatisfactory, emerging, effective, or highly effective. This rating is transformed to the additive value (0 – 1) in iObservation as determined by the table below. This point value is added to the IP Status score (determined as described in Section A).

Table 6 – Calculation of Deliberate Practice Score

Unsatisfactory (0.00)	Emerging (.33)	Effective (.67)	Highly Effective (1.00)
Achieves no growth	Grows 1 level	Grows 2 levels	Grows 3 levels
<u>Or</u> scores at level 1	<u>Or</u> grows to level 2	<u>Or</u> grows to level 3	<u>Or</u> grows to level 4

C. Performance of Students

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. Lucie Public Schools**, performance of students accounts for **one-third (33%)** 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.

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Student performance is determined based on the assessments used, how results for these assessments are measured and the cohort to which the teacher is assigned.

For teachers with individual VAM scores:

- In accordance with Florida School Board Rule 6.0411 (5)(c) St. Lucie Schools will use the state determined VAM score for each teacher. The score provided by FDOE for each teacher will range from 1 – 4. The score received from FDOE will be translated into the student performance score using four levels of performance as outlined below. The state VAM score will be used to calculate the student performance component of the overall summative evaluation.

Table 7 – VAM Score and Student Performance Measure Rating

VAM Score Calculated by FDOE	Student Performance Measure Rating
4	Highly Effective
3	Effective
2	Needs Improvement/Developing
1	Unsatisfactory

For teachers with multiple VAM scores:

St. Lucie Schools will use a proportional methodology to determine the student performance measure for teachers based on courses assigned, instructional position, and student load for those students who have VAM, and non-VAM courses.

For Teachers not meeting established criteria:

Teachers who are not present for Survey 2 or Survey 3 window for any reason and has worked for more than 43 days will receive the school or district VAM as appropriate.

For teachers with state EOC or locally identified assessments

For teachers of subjects that do not receive state calculated VAM scores, a locally developed cohort model will be used which allows for comparing teachers with teachers who have like students. This model uses similar distributions of teachers in each of the evaluation rating categories as those determined by the state. At the beginning of the school year, application of this model will assign teachers to cohorts based on the prior performance of their assigned students measured by the assessment identified in the table below. The number of cohorts will be determined using the total number of teachers teaching similar subjects and/or grade levels. Students who do not have prior scores for the assessments listed will not be included in determining cohort assignment.

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Table 8 – Assessments Used for Establishing Cohorts

Grade/Course	Cohort Grouping Assessment
Kindergarten – Grade 3	iReady Diagnostic ELA/Math <i>First Administration</i>
Grades 4 -12 (courses with no associated VAM)	Previous Year’s FSA Score <ul style="list-style-type: none"> • For grades 11-12 the last previous FSA score will be used
VPK	N/A
Self-Contained ESE (FSAA assessed)	N/A

Appendix D identifies the assessment(s) and calculation used to determine the final performance measure will be calculated as shown in Table 1.

Transformation Procedure: The average score for each teacher will be calculated by group as described above. Within each group the individual teacher’s score will be transformed to a Z score and cut points will be determined to assign each teacher a student performance factor rating of 1/Unsatisfactory, 2/ Needs Improvement/Developing, 3/ Effective or 4/Highly Effective.

Rounding: Since the overall rating calculation for teachers with no VAM may not result in a whole number, the rating calculation will be carried out to two decimal places and the following rating scale will be used to determine the overall student performance rating.

Table 9 – Student Performance Factor Rating

	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Student Performance Factor Range	1.0 - 1.49	1.50 – 2.49	2.50 – 3.49	3.50 – 4.0
Student Performance Rating	1.0	2.00	3.00	4.00

D. Summative Rating Calculation

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.

The final Summative Evaluation score for instructional personnel is calculated in the iObservation System by adding the Final Student Performance Measure Rating to the Final Instructional Practice Rating using the following steps:

1. The **Instructional Practice (IP) rating** (1 – 4) is determined as described in Part 4, A.
2. The **Deliberate Practice (DP) Growth score** (.00 – 1.00) is determined as described in Part 4, B (If the teacher has chosen to complete a deliberate practice plan).
3. The IP score is added to the DP Growth score (if available). The maximum rating is 4. If the sum of IP and DP is greater than 4, a rating of 4 will be used.
4. The sum of IP and DP growth ratings is multiplied by .67 and carried out to 2 decimal places.
5. The **Student Performance Measure (SPM) rating** is calculated as described in Part 4, C.
6. The SPM rating is multiplied by .33 and carried out to 2 decimal places.
7. The **Summative Rating** is calculated by adding together the results of steps 4 and 6. The result of this calculation will be used to determine the teacher’s final summative evaluation rating.

Table 10 – Summative Rating Calculation

	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Summative Rating	1.0 - 1.49	1.50 – 2.49	2.50 – 3.49	3.50 – 4.0
Final Evaluation Score	1.0	2.00	3.00	4.00

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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.

Example 1: Second Grade teacher – Highly Effective

Teacher is category 2.0

16 students assigned

12 students were enrolled for both Surveys 2 and 3

Students included in calculation = 12

Instructional Practice (IP) Score	Student Performance Measure (SPM)
Using results from a minimum of 2 informal and 1 formal observations and other artifacts IP Static Score = 3.67	Using Appendix D, Row Reference b., Box 3 the calculation components are iReady Spring Diagnostic scale scores 1. Average iReady English/Language Arts Spring scale score for 12 students = 414.25 2. Average iReady Math Spring scale score for 12 students = 463.08
Deliberate Practice (DP) Score = 3 – adds .67 to static score	Using Appendix D, Row Reference b., Box 4 1. 50% iReady ELA - 414.25 x .50 = 207.12 2. 50% iReady Math = 463.08 x .50 = 231.54 Total = 438.66
IP + DP = 4.34. <i>(Step 3 in D.1. applies)</i>	Application of District Cut Scores translates 438.66 to score of 3.00
Final Instructional Practice = 4.00 – Highly Effective	Student Performance = 3.00 – Effective
IP = 2/3 of Final Evaluation (4.00 x .67 = 2.68)	SP = 1/3 of Final Evaluation (3.00 x .33 = .99)
Summative Evaluation Rating = 2.68 + .99 = 3.67 – Highly Effective	

Example 2: 9th Grade English/Language Arts Teacher - Unsatisfactory

Teacher is category 1.1

123 students assigned

114 students were enrolled for both Surveys 2 and 3

114 students included in calculation

Instructional Practice (IP) Score	Student Performance Measure (SPM)
IP Static Score = 1.16 (using 4 informal and 2 formal observation results and other artifacts)	Using Appendix D, Row Line g., Box 3 the calculation component is state VAM for English/Language Arts
Deliberate Practice (DP) Score = 1 – adds .33 to static score	Using Appendix D, Row Reference b, Box 4 the VAM score received from the State.
IP + DP = 1.49	Student Performance Measure = 1
IP score = 1 (Unsatisfactory)	Student Performance Measure = 1 (Unsatisfactory)
IP = 2/3 of Final Evaluation (.67 x 1) = .67	SP = 1/3 of Final Evaluation (1 x .33 = .33)
Summative Evaluation Rating = .67 + .33 = 1 – Unsatisfactory	

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).

Key to abbreviations: “D” references Domain, “FS” references Focus Statement

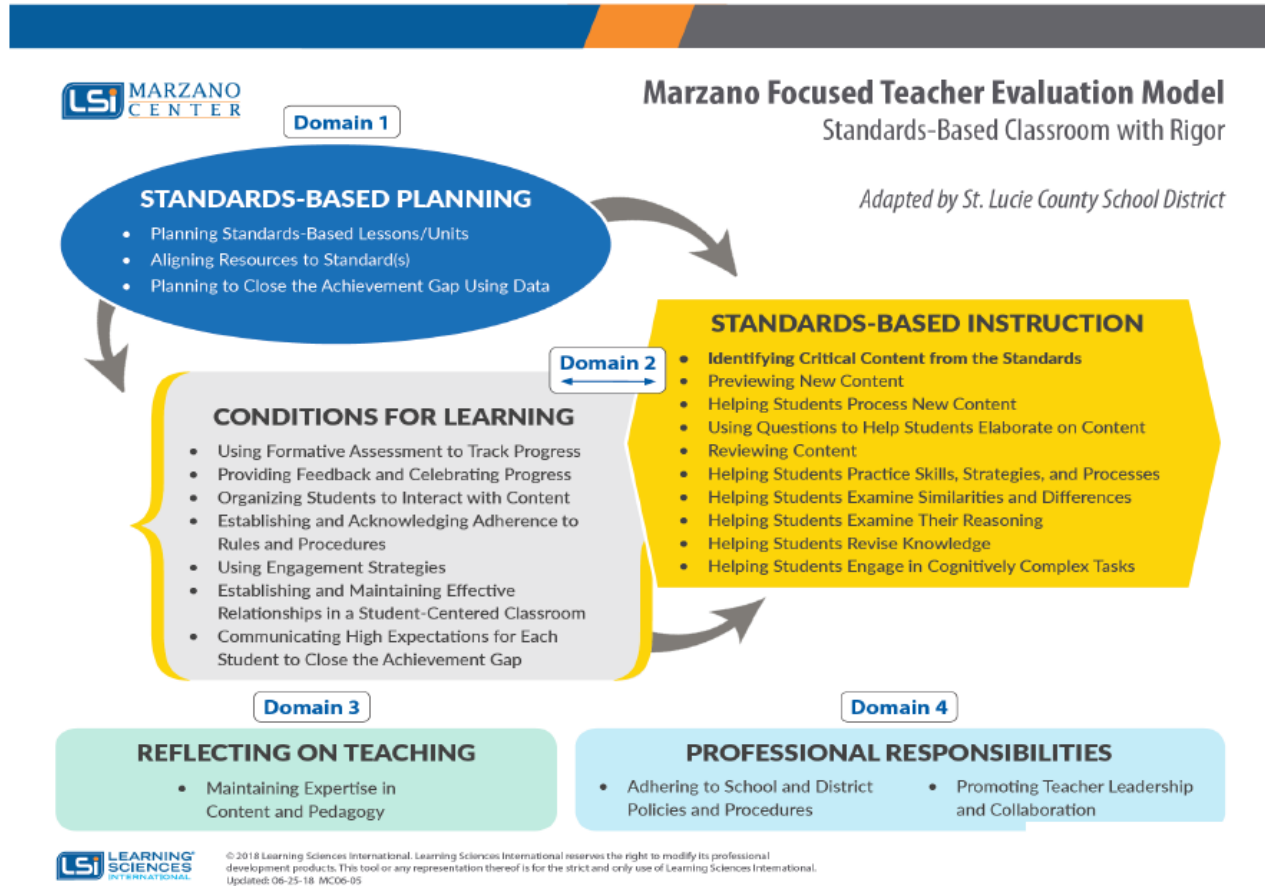
Alignment to the Florida Educator Accomplished Practices	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	D1: FS 1, FS 2
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	D1: FS 1, FS 2
c. Designs instruction for students to achieve mastery;	D1: FS 1, FS 2
d. Selects appropriate formative assessments to monitor learning;	D2: FS 14
e. Uses diagnostic student data to plan lessons; and,	D1: FS 3, D2: FS 14, FS 15
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	D2: FS 4 – FS 13
2. The Learning Environment	
<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;	D1: FS 2
b. Manages individual and class behaviors through a well-planned management system;	D2: FS 17, FS 18, FS 19
c. Conveys high expectations to all students;	D1: FS 3, D2: 20
d. Respects students’ cultural linguistic and family background;	D2: FS 20
e. Models clear, acceptable oral and written communication skills;	D2: FS 4 – FS 13
f. Maintains a climate of openness, inquiry, fairness and support;	D2: FS 17
g. Integrates current information and communication technologies;	D1: FS 2
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	D1: FS 3, FS 20
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	D1: FS 2
3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	D2: FS 4 – FS 13, FS 22
b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	D2: FS 4 – FS 13, FS 22
c. Identify gaps in students’ subject matter knowledge;	D1: FS 3
d. Modify instruction to respond to preconceptions or misconceptions;	D2: FS 11, FS 12
e. Relate and integrate the subject matter with other disciplines and life experiences;	D2: FS 7, FS 13, FS 16, FS 18
f. Employ higher-order questioning techniques;	D2: FS 4, FS 13
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	D2: FS 4 – FS 13, FS 18
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	D1: FS 3, D2: FS 14
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	D2: FS 15
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	D1: FS 3, D2: FS 15

Instructional Evaluation System

4. Assessment	
<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;	D1: FS 3, D2: FS 14
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	D1: FS 3, D2: FS 14
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	D1: FS 3, D2: FS 14
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	D1: FS 3, D2: FS 14
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	D2: FS 15, FS 21
f. Applies technology to organize and integrate assessment information.	D1: FS 2, D2: FS 21
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	D3: FS 21
b. Examines and uses data-informed research to improve instruction and student achievement;	D3: FS 21
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;	D3: FS 21
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	D3: FS 21
e. Engages in targeted professional growth opportunities and reflective practices; and,	D3: FS 21
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	D3: FS 21
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.	D3: FS 21, D4: FS 22, FS 23

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.



The observation rubric(s) can be found in the Framework protocol book located on the following site:

- <https://www.stlucie.k12.fl.us/pdf/employees/Framework.pdf>

Instructional Evaluation System

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.

NCT Forms

SCHOOL - BASED	DISTRICT - BASED
Athletic Director	Behavioral Analyst
Dean/Conduct Counselor	Behavioral Specialist
ESE School-Based Specialist	Child Find Specialist/Educational Consultant
Guidance Counselors	Diagnostician
Literacy Coach	Language Development Specialist
Mathematics Coach	Program Specialist
Media Specialist (Less than 50% teaching)	Instructional Support Specialist
Speech/Language Pathologist	School Psychologist *
Student Support Facilitator (S Qualifier for courses taught)	School Social Worker
Teacher on Special Assignment	Teacher Support Specialist
School Assessment Specialist	

*A job specific evaluation instrument has been created for this assignment

The observation rubric(s) can be found in the Framework protocol book located on the following site:

- <https://www.stlucie.k12.fl.us/pdf/employees/Framework.pdf>

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.

Appendix D: Evaluation Components/Measures for Classroom Teachers by Grade/Subject				
Row Reference	Grade Level/Subject (Teacher Category)	Assessments Used	Calculation Components of the Student Performance Factor	Final Student Performance Measure (33% of Overall Evaluation)
a.	Teachers assigned to Prekindergarten (VPK and Gen Ed only)	Florida Department of Education VPK Assessment, Window 3	Student performance on FLDOE VPK Assessment	Student performance on VPK assessment
b.	Teachers assigned to Kindergarten – Grade 2	Math and English Language Arts (ELA) i-Ready Spring Assessment	i-Ready Spring Diagnostic student performance measure (scale score)*	Calculated combination of two factors: <ul style="list-style-type: none"> • (50%) Math Performance on i-Ready and • (50%) ELA Performance on i-Ready
c.	Teachers assigned to Grade 3	<ul style="list-style-type: none"> • Math and English Language Arts (ELA) i-Ready Spring Assessment • Diagnostic student performance measure • Grade 3 Florida Standards Assessment (FSA) for English Language Arts (ELA) and Math 	<ul style="list-style-type: none"> • i-Ready Spring Diagnostic student performance measure • Grade 3 FSA for ELA and Math 	Calculated combination of two factors: <ul style="list-style-type: none"> • 50% student performance as measured by i-Ready <ul style="list-style-type: none"> • ELA • Math • 50% student performance as measured by FSA <ul style="list-style-type: none"> • ELA • Math
d.	Teachers assigned to Grades 4 and 5	<ul style="list-style-type: none"> • Florida Standards Assessment (FSA) for English Language Arts (ELA) and Math for assigned students 	<ul style="list-style-type: none"> • Aggregated Teacher VAM 	Performance of students assigned to the teacher (teacher VAM)

Instructional Evaluation System

Appendix D: Evaluation Components/Measures for Classroom Teachers by Grade/Subject				
Row Reference	Grade Level/Subject (Teacher Category)	Assessments Used	Calculation Components of the Student Performance Factor	Final Student Performance Measure (33% of Overall Evaluation)
e.	Elementary Resource Teachers of non-state tested subjects	Content Area District Assessments	Student performance on district-based assessment as follows: <ul style="list-style-type: none"> • Technology Resource = Grades 4 – 5 • All Other Resource = Grades 1 – 3 	Student performance for students assigned to the teacher
f.	Elementary Resource Teachers of state tested subjects (ELA, Math or Science)	State Assessments in Content Area	<ul style="list-style-type: none"> • Student performance on state assessment or VAM if available 	Student performance using State Assessment or VAM, if available, for students assigned to the teacher
Middle Grades (G6- G8) and High School (G9 – G12)				
<i>**The student performance measure will be based on all students assigned to the courses taught and the corresponding assessments.</i>				
g.	Teachers of English Language Arts in grades 6 – 10**	Florida Standard Assessments for ELA for assigned students	Teacher VAM for FSA/ELA	Student performance using VAM
h.	Teachers of English Language Arts in Grades 11 and 12 and Teachers of SWD without FSAA Scores	Semester Exams	Semester 1 and Semester 2 Exam grades for assigned students	Semester Final Exams (Semester 1 = 50% and Semester 2 = 50% of performance score)
i.	Teachers of students enrolled in 6 th , 7 th or 8 th grade math and Algebra I including teachers of students with disabilities without FSAA scores.	Florida Standards Assessment	Teacher VAM for FSA Math/Algebra I	Student performance using VAM
j.	Teachers of Biology, US History, Civics, and Geometry including teachers of students with disabilities without FSAA scores	State End of Course Exams (EOC)	Student Performance on EOC for assigned students	Student performance on state End of Course exams

Instructional Evaluation System

Appendix D: Evaluation Components/Measures for Classroom Teachers by Grade/Subject				
Row Reference	Grade Level/Subject (Teacher Category)	Assessments Used	Calculation Components of the Student Performance Factor	Final Student Performance Measure (33% of Overall Evaluation)
k.	Teachers of subjects not assessed by FSA, State EOC or FSAA	Semester Exams	Semester 1 and Semester 2 Exam Scores for assigned students	Semester Final Exams (Semester 1 = 50% and Semester 2 = 50% of performance score)
l.	Teachers of students with disabilities with VAM	FSA for English Language Arts (ELA) and Math for assigned students	Aggregated Teacher VAM for ELA and Math	Student performance using VAM
m.	Teachers of students with disabilities in Kindergarten – Grade 2	Math and English Language Arts (ELA) i-Ready Spring Assessment	Spring Diagnostic student performance measure (scale score)*	Calculated combination of two factors: <ul style="list-style-type: none"> • (50%) Math Performance on i-Ready and • (50%) ELA Performance on i-Ready
n.	Teachers of students with disabilities in Prekindergarten	Content area district assessment	Student performance on district-based assessment	Student performance on district-based assessment
o.	Teachers of students assessed using FSAA	FSAA assessment for assigned students	Student performance measure on FSAA	Student performance on FSAA
p.	Non-Classroom Teachers Includes: <ul style="list-style-type: none"> • Guidance Counselor • Dean • School Assessment Specialist • Instructional Coach • Athletic Director • Teacher on Special Assignment • Media Specialist • Graduation Coaches 	FSA for ELA and Math	Aggregated Schoolwide VAM for ELA and Math	Schoolwide VAM

Instructional Evaluation System

SCHOOL BASED NON-CLASSROOM TEACHERS				
Appendix D: Evaluation Components/Measures for Classroom Teachers by Grade/Subject				
Row Reference	Grade Level/Subject (Teacher Category)	Assessments Used	Calculation Components of the Student Performance Factor	Final Student Performance Measure (33% of Overall Evaluation)
q.	Math Instructional Coach	FSA Math for students assigned to the school	Schoolwide VAM for Math	Schoolwide VAM for Math
r.	Literacy Instructional Coach	Florida Standards Assessment (FSA) English Language Arts for students assigned to the school	Schoolwide VAM for ELA	Schoolwide VAM for ELA
s.	ESE Support Facilitator	FSA for ELA and Math for assigned students	FSA for ELA and Math as a measure of student performance as in the same course qualifier	Assessment of performance as measured by FSA for ELA (50%) and Math (50%)
t.	ESE School Based Specialist and ESE Support Facilitator without students assigned	FSA for ELA and Math for Students with Disabilities and/or i-Ready if applicable (K-2)	<ul style="list-style-type: none"> • FSA for ELA and Math as a measure of performance for students with disabilities • i-Ready Spring Diagnostic student performance measure (scale score)* 	<ul style="list-style-type: none"> • Assessment of performance as measured by FSA for ELA (50%) and Math (50%) • (50%) Math Performance on i-Ready and (50%) ELA Performance on i-Ready

Instructional Evaluation System

SCHOOL BASED NON-CLASSROOM TEACHERS				
Appendix D: Evaluation Components/Measures for Classroom Teachers by Grade/Subject				
Row Reference	Grade Level/Subject (Teacher Category)	Assessments Used	Calculation Components of the Student Performance Factor	Final Student Performance Measure (33% of Overall Evaluation)
DISTRICT LEVEL NON-CLASSROOM TEACHERS				
u.	Includes Teacher on Specialist Assignments: <ul style="list-style-type: none"> • Behavior Analyst • Behavior Specialist • Child Find/Educational Consultant • Curriculum Developer • Curriculum Technology Support Specialist • Instructional Support Specialist • Program Specialist • School Psychologist • School Social Worker • Secondary Education Program Specialist • Teachers on Special Assignment • Teacher Support Specialist 	Florida Standards Assessment for English Language Arts and Math	Aggregated District VAM for ELA and Math	District VAM

Instructional Evaluation System

Appendix E – Summative Evaluation Forms

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

All teachers are informed of and can view the factor ratings used to calculate their final evaluation score through accessing their individual employee information in the District’s Skyward System. As displayed below the Instructional Practice (IP/NCT) score and the student performance (SGM) score are displayed as well as the Final Evaluation Score and Rating.

Personal Information - 05.15.10.00.09 - Internet Explorer

St Lucie County Schools

James Dunn Account

Home Employee Information Time Off True Time FastTrack Open Positions FastTrack Screener

Personal Information

Employee: DUNN JAMES THOMAS

Evaluation - Employee Evaluation System

Views: General Filters: *Skyward Default

School Year	IPS/NCT Score	SGM Score	VAM Score	Final Eval Score	Personal Rating	Date Created	Time Created
2014-2015	3.67	3.58	0.699	4	Highly Effective	01/19/2016 Tue	1:42 pm

IP Score = 3.67
Converts to 4

$4 \times .67 = 2.68$

SPM Score = 3.58
Converts to 4

$4 \times .33 = 1.32$

SPM Score = 3.58
Converts to 4

$2.68 + 1.32 = 4$