

School District of Clay County Performance Appraisal System

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School District of Clay County Instructional Performance Appraisal System

Plan Overview

According to Florida Statute 1012.34 and Senate Bill 1664, the assessment procedure for instructional personnel and school administrators must be primarily based on the performance of students assigned to their classrooms or schools, as appropriate. In addition, the Race to the Top for Student Success Act further states that at least fifty percent of a performance evaluation must be based upon data and indicators of student learning growth assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments. The remaining fifty percent is based on the Florida Educator Accomplished Practices.

The Clay County Performance Appraisal System (CPAS) is designed to provide a direct link between the performance evaluation and professional development as a system of support aimed at continuous improvement.

The (CPAS) is aligned with the requirements outlined in the amended section 1012.34, Florida Statute, and Rules 6B-4.010 and 6A.5.065, F.A.C. This plan provides for the following:

1. Focus on Florida Educator Accomplished Practices or Florida Leadership Standards
2. Practices strongly linked primarily to increased student achievement
3. Contemporary research on effective practices
4. Ongoing collaboration and learning among teachers and school leaders
5. The use of assessment data that reflects the teacher's contribution to his/her students.

Evaluation Instrument – The district will utilize the CPAS evaluation instrument to determine appraisal performance (50 percent). The instrument's factors shall be scored using the categories of "highly effective", "effective", "needs improvement, or for instructional personnel in the first 3 years of employment who need improvement, developing" or "unsatisfactory". Instructional personnel may earn up to a total of 69 points and must receive a minimum of 48 points in order to earn a rating of "effective". Student performance (50 percent) is measured by statewide standardized tests or for other subjects and grades not associated with the state assessment system by national, state, or district-determined testing instruments that measure the state standards, curriculum frameworks or course description. Two forms were created to use with instructional appraisal of teachers. Form A is used with teachers who are assigned a group of students for whom they are directly responsible for instruction and assessment. Form B is a similar, yet alternate, form to use with Guidance Counselors, Social Workers, Reading Coaches, and the like who are not directly linked to a class or group of students' individual achievement. Assessment data for these teachers will be school-wide or district-wide data where permitted by F.S. 1008.22

CLAY COUNTY PERFORMANCE APPRAISAL SYSTEM

The Clay County Performance Appraisal System is based upon the belief that the appraisal of employees should be fundamentally developmental and rewarding, both to the individual and to the organization. The appraisal system for instructional personnel is also based upon the Florida Educator Accomplished Practices. The Clay County Performance Appraisal system recognizes that the appraisal of teachers and school administrators must be primarily based on the performance of students assigned to their classrooms and schools. Continuous professional development that results in improved student learning is the goal of appraisal.

The Clay County School Board and the Superintendent are committed to the goal of ensuring that the Clay County Performance Appraisal System reflects the following standards and characteristics:

1. Promotes the growth and development of the individual and the continuous improvement of the organization;
2. Is fair, equitable and legally sound;
3. Has a procedure for collection, retrieval, and use of data from a variety of sources to provide feedback to the teacher;
4. Provides data for recognizing high performance through a variety of means;
5. Considers the specific conditions of the site;
6. Allocates time to collaboratively plan, coach, and counsel for higher performance;
7. Provides levels of appraisal;
8. Provides orientation on the appraisal system and skill development in implementing, observing, monitoring, coaching, and/or counseling for those involved in the system;
9. Recognizes the mission of the educational system and the role of educators in ensuring success for all students;
10. Reflects opportunities for self-direction and self-appraisal.

Goal

The Clay County Performance Appraisal System has as its goal to appraise the progress, stimulate the development and meet the professional needs of the teachers as determined by student performance.

Purpose

1. To appraise the performance of instructional personnel in terms of well-defined role accomplished practices;
2. To provide a means for mutually arriving at performance expectations while taking into consideration the site-specific conditions;
3. To provide for periodic and regular feedback to the teacher for the purpose of coaching, counseling, and assisting with meeting the administrator's identified professional and student performance goals;
4. To identify training/development needs of teachers;
5. To provide a firm basis for improving the effectiveness of the schools and the school district through improving and developing the teacher of the school and the district;
6. To provide a more objective basis for making important personnel decisions;
7. To recognize high performance by teachers;
8. To recognize the ever changing role of the teacher in school improvement and instructional leadership.

Fairness, Equity and the Legal Basis For Assessment

As stated earlier, the Clay County Performance Appraisal system is designed to be fair, equitable and legally sound. Procedures are included to encourage communication relative to expectations and site conditions. Board approved job descriptions are available for review. This system is not designed to "catch people performing poorly" but rather to recognize success and provide feedback and coaching for teachers who need assistance to improve performance.

The protection of the legal rights of teachers being evaluated is one of the characteristics upon which the Clay County Performance Appraisal system is based. Personnel decisions made as a result of the appraisal process will be based upon legally defensible standards. Clay County School Board policy prohibits discrimination on the basis of race, religion, color, sex, marital status, age, national origin or disability. This applies also to the appraisal process. Complaints relative to discrimination in the appraisal process can be addressed by filing a complaint with the Assistant Superintendent for Human Resources.

Any teacher who is disabled and needs reasonable accommodations at any stage of the appraisal process, will need to notify his/her appraiser in advance so that appropriate arrangements can be made.

Job Expectations and Site Considerations

Teachers can directly influence their job expectations through participation in the process of arriving at mutually agreed upon professional development goals and by reviewing the job expectations prior to the required pre-evaluation conference. Teachers can clearly know what is expected by engaging in the following activities:

1. Reviewing the School District of Clay County job description for the position;
2. Reviewing the list of local site job duties;
3. Discussing any questions or concerns regarding expectations during the required pre-evaluation and subsequent conferences;
4. Clarifying expectations during conferences designed to set mutually agreed upon goals for the teacher's Learning Target Plan (LT).

During the annual pre-evaluation conference, the evaluator will share district-wide or school-based goals. The teacher will bring to the conference student performance data that is related to the students to which the teacher is currently assigned. Based upon the analysis of that data, the teacher is required to complete an annual Learning Target Plan. The Learning Target Plan should be specific to his/her individual or team's student learning needs and include an action plan with measurable learning targets. Goals should be aligned to their state standards and their School Improvement Plan. All instructional employees who demonstrate a need for additional professional support based upon observations and student performance will also complete a PDP in addition to their LT.

The appraisal process will provide opportunities to suggest strategies necessary to achieve improvement and meet development objectives. Resources that are available, which may help the teacher achieve his/her goals are also identified. While some workshops and professional conferences may be attended, the focus of the professional development will come through participation in relevant and ongoing Professional Learning Communities. Coaching and mentoring support is also provided through peer mentors for instructional personnel. All first year teachers are assigned a mentor who meets regularly with the employee to provide ongoing support and coaching.

The appraiser will take into account the unique characteristics of the classroom/site the teacher is assigned when making appraisal decisions. Classroom/site data will be collected from a variety of sources. In establishing expectations, the appraiser will consider system problems which may have affected the performance of the teacher. As appraisal data are shared, common problems and issues can be brought to the attention of administrators in charge of the school/district improvement plan process. It is through this process that system-wide initiatives for improvement are developed, which may impact the entire district.

The appraiser needs to provide assistance and improvement strategies for the employee to assist in meeting job expectations. Appropriate feedback should be provided if any area needing improvement is discovered. Monitoring of a teacher's DP is required of the appraiser and may need to be more frequent if the teacher is experiencing difficulty. New strategies and activities should be suggested in order for the teacher to have alternate ways to demonstrate skills or competencies in need of improvement.

Performance Appraisal: Data Collection and Feedback

Teachers and administrators are appraised primarily based upon the results of disaggregated student data for the purpose of assessing student learning growth. Data sources include but are not limited to:

1. Florida Comprehensive Achievement Test (FCAT 2.0)
2. Performance Matters Diagnostic and Progress Monitoring Assessments
3. End-of-Course Exams (EOC)
4. Florida Alternate Assessments
5. Florida Assessment in Reading (FAIR)
6. CELLA
7. International Baccalaureate Exams
8. Advanced Placement Exams
9. ACT
10. SAT
11. District Benchmark Assessments
12. Teacher Created Assessments
13. Advanced International Certificate of Education (AICE)
14. Student Work (Portfolios)

The Clay County Performance Appraisal System has procedures for the collection, retrieval and use of data to provide necessary feedback. The appraisal system will utilize the following variety of sources of data:

1. Classroom/work site observations and walk-throughs;
2. Assessment of the DP and/or School Improvement Plan and its implementation;
3. Information system technology and school reports;
4. Reports from direct supervisor;
5. Stakeholder surveys;
6. Student performance measures;
7. Other relevant classroom/site-specific data sources;

A performance evaluation must be conducted for each teacher at least once a year except for those teachers on an annual contract who must be observed and evaluated at least twice annually.

The appraisal process will be based upon a minimum of two conferences and will include, as a major component of the appraisal conference, an opportunity for the teacher to provide input, from his/her perspective regarding relevant student data, regarding the appraisal process, the unique classroom/site conditions, and suggestions for his/her own professional development based upon an analysis of the data for which the employee is assigned. A follow-up conference with the employee will occur following the final assessment window to collect and review additional data to determine progress toward meeting the learning goal(s) defined in his/her LT.

School Administrators will conduct frequent and ongoing classroom walk-throughs for all instructional employees to collect data specific to the indicators of effective instructional practices as defined by the Florida Educator Accomplished Practices (FEAP). The sole purpose of the classroom/site walk-through is to develop a formative support system for a teacher that is connected to the formative needs of students. Using Observation 360 software which is loaded on an electronic device, reviewers will have access to observation and walk-through templates aligned to each section of the FEAP. Reviewers will collect data as to the evidence of indicators for each effective practice. For each indicator that is not evident in the teacher's instructional practice, an email report from the reviewer is sent directly to the teacher that identifies and defines the practice that is not evident or is in need of improvement and provides specific links to a PD360 professional development library. PD360 offers each individual teacher access to thousands of research-based strategy lessons created by some of the country's leading experts in educational theory and practice. The system also allows for collegial chats with educators across the country to share ideas and discuss best practices. Observation360 provides each evaluator a template for conducting formal observations of teacher performance. All data collected is gathered in the Local Instructional Improvement System via FASTe, Formative Action System for Teacher Effectiveness. FASTe, provides a flexible framework and process supported by data. FASTe synthesizes all relevant data into intuitive, interactive dashboards that support student learning and teacher effectiveness. Teachers are connected by the system to instructional resources based on the specific academic needs of students and allows for the differentiation of professional development. The system allows for the application of the state adopted student growth measure and easily provides an analysis and final report of longitudinal student growth specific to the teacher and school site. FASTe provides a fair and equitable foundation for the implementation of professional development and the evaluation system. Through a district standardized observation/evaluation system and ongoing professional development for school and district administrators, inter-rater reliability is achieved.

All information collected by the appraiser for the appraisal process will remain confidential as required by Florida statutes. All appraisers will be trained in the legal requirements of personnel record keeping and the requirements, under Florida statutes, regarding maintaining confidentiality in the appraisal process.

The appraisal system will address system-wide problems that are discovered through yearly feedback on the appraisal process.

Performance Appraisal and Recognition

Multiple data sources will be utilized in making personnel decisions. Utilizing these data sources, appraisers will recognize “highly effective” teachers and administrators. In compliance with the Race to the Top Scope of Work, a compensation system will be established that provides incentive pay for those individuals earning the rating of “highly effective”.

Performance appraisal forms are submitted annually to the Asst. Superintendent for Human Resources for his/her review and signature prior to the decision to reappoint the employee for the next school year. The Assistant Superintendent will take into consideration the appraisal of the teacher as one factor in his/her final decision as to whether to appoint or not appoint the teacher to his/her present position, or in the case of a “highly effective” employee, consider placement at a high needs school. Dismissal procedures are outlined in Clay County School Board policy.

Appraisal Appeal Process

A teacher who fails to meet mutually agreed upon expectations will be allowed to review the data used to reach this judgment. The teacher may appeal his/her evaluation through a three-step appeal process.

1. Appeal Process For Employees Not Evaluated Directly By The Superintendent

Level I – Within ten (10) working days of the post-observation conference, the teacher may request in writing a meeting with his/her appraiser for the purpose of appealing his/her appraisal. The meeting must take place within five (5) working days of receipt of the written request from the teacher. The decision resulting from this meeting must be provided by the appraiser within three working days of the appeal meeting.

Level II – Within ten (10) days of the decision at Level I the teacher may appeal the Level I decision to a committee composed of: (1) the Assistant Superintendent of Human Resources, (2) another Assistant or Deputy Superintendent who did not appraise the teacher appealing, and (3) a teacher selected by the teacher who is appealing. A chairperson shall be selected by the Superintendent. The committee will meet within ten (10) working days of receipt of the written request for appeal of the Level II decision. The decision from the deliberation of this committee must be rendered within five (5) working days of the meeting.

Level III – Should the teacher not be satisfied with the results of the Level II appeal, he/she may appeal the decision to the Superintendent. Such appeal shall be made in writing by the administrator within ten (10) working days of the Level II decision and must cite the rationale for the appeal. The Superintendent will review the appraisal information and all information produced at the Level II appeal and will render a judgment within five (5) working days of receipt of the employee’s appeal.

2. Appeals Process For Administrator Evaluated Directly By the Superintendent

Level I – Within ten (10) working days of the post-observation conference, the teacher/administrator may request in writing a meeting with the Superintendent for the purpose of appealing his/her appraisal. The meeting must take place within five (5) working days of receipt of the written request from the administrator. The decision resulting from this meeting must be provided by the appraiser within three working days of the appeal meeting.

Level II – Within ten (10) days of the decision at Level I the teacher may appeal the Level I decision to a committee composed of: (1) the Deputy Superintendent, (2) another Assistant Superintendent who did not appraise the administrator appealing, and (3) a Principal/Administrator selected by the administrator who is appealing. The Deputy Superintendent shall serve as chairperson of this committee. The committee will meet within ten (10) working days of receipt of the written request for appeal of the Level II decision. The decision from the deliberation of this committee must be rendered within five (5) working days of the meeting.

Level III – Should the teacher not be satisfied with the results of the Level II appeal, he/she may appeal the decision to the Assistant Superintendent of Human Resources. Such appeal shall be made in writing within ten (10) working days of the Level II decision and must cite the rationale for the appeal. The Assistant Superintendent will review the appraisal information and all information produced at the Level II appeal and will render a judgment within five (5) working days of receipt of the appeal.

Conferring and Coaching for Higher Performance

The Clay County Performance Appraisal System recognizes the importance of coaching for improved performance and the need for continuous improvement of the employee. Regularly scheduled conferences will be held between the appraiser and the employee during which job expectations, performance expectations, and the particular unique context of the work or school site will be discussed. The conferences will provide opportunity for the appraiser to communicate to the teacher his/her understanding of the teacher's responsibilities. Constructive feedback will be provided at each conference.

The supervisor will provide feedback which focuses on the specific behaviors of the teacher. Corrective feedback, if needed, will be given as soon as possible and will also consist of suggestions for improvement and the opportunity for coaching for improved performance. The conference should focus on the strengths of the teacher and provide support to assist the individual in his/her professional development. The focus of the conference should be on remaining empathetic, focusing on the individual's strengths, probing for alternative solutions and striving to maintain the individual's self-esteem. The employee will be asked to provide suggestions for his/her own self-improvement.

Levels of Appraisal

This appraisal system will strive to provide feedback to continuously improve the knowledge and skills of the teacher regardless of his/her current stage of development. It is recognized that new teachers and administrators need more frequent assistance, feedback and training than those who are more experienced in teaching and administrative positions. Support will be provided at each stage of development.

Instructional personnel will be assessed based upon their ability to successfully demonstrate the following:

1. Quality instruction;
2. Knowledge of subject matter;
3. Continuous improvement;
4. Effective learning environment;
5. Communication skills;
6. Professional responsibility and ethical conduct;
7. Commitment beyond the classroom;
8. Use of data/assessments;
9. Student performance gains.

Orientation to the Clay County Performance Appraisal System

Appraisers need to be knowledgeable of the appraisal system in order to be more effective facilitators of the district Human Resource Management Development Plan. The people who are being assessed need to know the rationale, intent, and procedures of the performance appraisal system. Training workshops for both parties will be provided in the following areas of personnel performance appraisal:

1. The relationship between performance appraisal and the priorities of the school/district;
2. Legal requirements such as due process rights, policies, rules, and laws;
3. Techniques to orient personnel about performance criteria and procedures, the district's mission, and related objectives;
4. Observation skills;
5. Use of data collection tools and data analysis skills;
6. Written documentation;
7. Conferencing, coaching and feedback skills;
8. Performance growth and development process, appraisal of progress, and follow up.

An orientation will be held for all new HRMD program participants so that they clearly understand the requirements of the appraisal system.

Multi-Metric Factors

Annually, every parent and student has the opportunity to evaluate the effectiveness of instructional employees by completing and submitting an electronic Stakeholder Survey. Additionally, parents may submit in writing concerns or commendations relative to a teacher's performance. The results of surveys are reviewed by the School Advisory Council and the school administration. Input from these sources may assist the evaluator in recognition of areas of superior performance or identification of performance in need of improvement.

Data reports are generated electronically from the online surveying system and data for teachers is used to consider the final rating specific to any related accomplished practice.

In addition to parent and student input, the evaluation of first year teachers will include input from their assigned peer mentor. Mentors will base their feedback upon classroom observations conducted during the year along with evidence of the individual's impact on student growth as determined by the ongoing analysis of performance data. Peer mentor data will also be used as an additional metric for teachers entering a milestone year.

CPAS Components

SECTION I: Evidence of Improved Student Learning Determination Methodology: Overview

Evidence of Improved Student Learning is evaluated based upon actual student learning gains using the state assessment, district EOC assessment or established student learning targets. For teachers who teach a course associated with a state assessment, learning will be defined by the state adopted measure of student growth or Value Added Model (VAM). A teacher receiving a VAM score will earn points based upon the percentage of students who demonstrate a learning gain as defined by the state's VAM. A teacher whose students are not assessed on a state assessment but who teach a course for which a district EOC has been developed, will earn points based upon a student achievement measure established for that assessment. For classroom teachers of courses not assessed on a state assessment and for which the district has not developed an EOC assessment, student learning growth will be measured using established learning targets based upon the goals of the school improvement plan and approved by the school principal.

Determination Methodology: Acceptable Assessment Instruments

The following assessment instruments are acceptable for the determination of student learning growth as applied to the CPAS:

1. The use of state assessment data for those teachers who teach a state assessed grade level and/or content area.
2. For teachers who teach a course for which there is no state assessment, learning targets will be established to measure the teachers contribution to their students' academic growth.
3. Learning growth for ESE students not participating in the FCAT will be measured using established learning targets.
4. Instructional personnel with school-wide or district-wide responsibilities will use school-wide or district-wide state assessment data in Reading and/or Math as an indicator for student learning gains.

**Preferred Assessment Instrument for CPAS
Elementary/District Level**

Subject	Grade Level	Assessment
Pre-K ESE	Pre-K	District Progress Report
Reading/ESE Academic/ESOL	K - 2	District EOC
Reading/L.A. ESE/SP/Gifted/DOP	3	State Assessment/ELA
Mathematics	4-6	State Assessment/ Mathematics
Mathematics	3	State Assessment/Mathematics
Reading/ Language Arts	4-6	State Assessment/ELA
Science	4, 6	Learning Targets
Science	5	State Assessment/Science
Social Studies	4-6	District EOC or State Assessment ELA
ESE (Non-FCAT)	K-6	Learning Targets
ESE Acad./ESOL	4-10	State Assessment/ELA or Math
Guidance Support Facilitator	All	State Assessment/SW Data
Media Specialist	All	State Assessment/SW Data
Technology	All	State Assessment/SW Data
PE/Art/Music	All	Learning Targets
Social Worker	All	State Assessment/DW Data
School Psychologist	All	State Assessment/DW Data
Staffing/ESE Specialists	All	State Assessment/DW Data
Curriculum and Health Special./SPRINT	All	State Assessment/DW Data
Homebound Hearing/Vision	All	State Assessment/DW Data
Reading Coaches	4 - 11	State Assessment/Reading SW Data
Math Coaches	4 - 11	State Assessment/Mathematics
O.T./P.T.	K - 2	Learning Targets
O.T./P.T.	3 - 11	Learning Targets
Speech/Gifted/DOP	K - 2	Learning Targets
Speech/Gifted/DOP	4 - 11	Learning Targets

**Preferred Assessment Instrument for CPAS
Secondary Level**

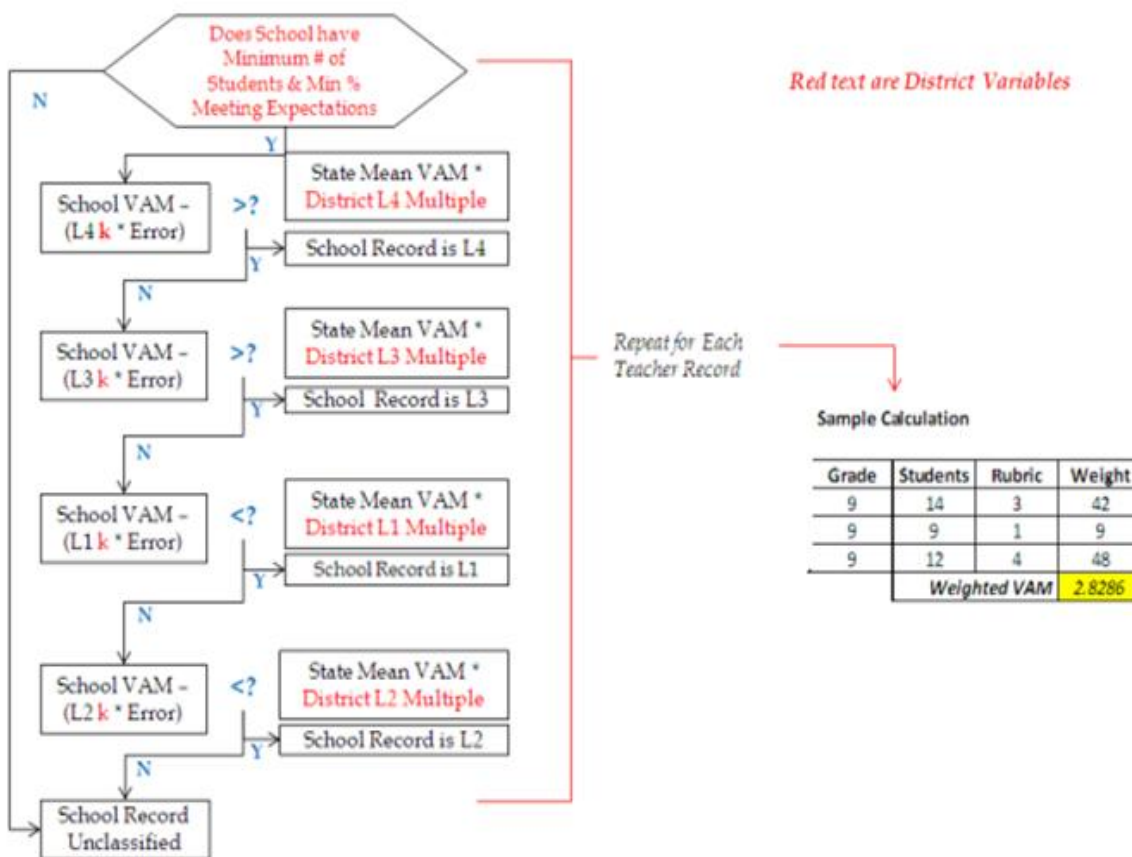
Subject	Grade Level	Assessment
Reading/ Language Arts	7 - 10	State Assessment/ELA
Reading/ Language Arts	11 - 12	Learning Targets
Mathematics	7 - 10	State Assessment Mathematics
Mathematics	11 - 12	Learning Targets
Science	8	State Assessment/Science
Science	7, 9-12	EOC Exam (Biology) or Learning Targets
Social Studies	7 - 10	EOC Exam or Learning Targets
Social Studies	11 - 12	EOC Exam or Learning Targets
ESE (Non-FCAT)	7 - 12	Learning Targets
ESE Acad./ESOL	7 -12	State Assessment/ELA or Math or Learning Targets
Guidance	All	State Assessment/Reading SW Data
Media Specialist	All	State Assessment/Reading SW Data
Technology	All	State Assessment/Reading SW Data
Non-core Electives	All	Learning Targets
Foreign Language	All	Learning Targets
Athletic Director	All	State Assessment/ Math SW Data
Technical/Career Education	All	EOC Exam or Industry Certifications

Points for determining a teacher's impact on student learning growth will be determined based upon the teacher's Value-Added Model (VAM) score when applicable along with other district determined measures. The VAM score will apply to those teachers who teach a state assessed grade level and content area including a course with a state EOC exam. The growth factor for all other instructional employees will be based upon student growth on a local assessment identified in the teacher's LT.

The teacher's learning growth effectiveness will be entered into the teacher's CSAP evaluation. This category will compose 50% of the CSAP evaluation.

The teacher's impact on student growth will be determined by applying the state prescribed Value-Added Model, Approach 2.

Using a spreadsheet developed by Performance Matters, the district will evaluate the impact that differing confidence intervals, cut scores, minimum student counts and rubric ranges have on school classifications. The chart below illustrates the tool's workflow calculation that is applied to each school record.



The calculations are aggregated into classifications as shown in the table below. The red variables in the table to the left show the district's cut scores or score ranges used to establish the school classification and related distribution shown in the table to the right. In addition, the formula applies a degree of confidence to the school's VAM data which impacts the final classification.

District Number	District	Year
10	CLAY	1112

Approach 2 - District Variables			
Rubrics	Confidence	Rubric High	Rubric Low
Highly Effective	1.5	4.00000000	3.00000001
Effective	0.5	3.00000000	2.00000001
Needs Improvement	0.5	2.00000000	1.00000001
Unsatisfactory	1.5	1.00000000	0.00000001
Unclassified			

The rubric score will be noted on the teacher's evaluation instrument under Component 2. Using the related rubric score of 0 to 3, the classification will show the degree to which the teacher has produced measurable evidence of student growth.

For the 2014-2015 school year, the district will use measurable learning targets on local assessments to evaluate student performance for courses not assessed by a statewide assessment. Teachers will review baseline data and complete a Learning Target Plan. The Learning Target Plan will include a learning objective that is measurable, focused on growth in student learning, and aligned with their course standards and with school and district priorities. Learning targets will be approved by the evaluating administrator. Because the district requires teachers to participate in a weekly Professional Learning Community, teacher teams are encouraged to develop a common goal(s) based upon student performance data for the group. As part of the PLC, teachers will analyze student data, identify common goals, share instructional strategies and evaluate student outcomes.

At the end of the year, teachers will submit evidence of student progress to their school administrator who will assign a rating specific to each learning objective (did not meet, 0, partially met, 1, met, 2, exceeded, 3).

Learning Target Plan

Teacher's Name or Teachers Names: _____

Evaluator's Name and Position: _____

Target for school year: 2014-15 Date Learning Target Approved: _____

Teacher Signature(s): _____

Evaluator's Signature _____

School Improvement Focus Issue(s): Why is the target worth pursuing?

Learning Target: Describe what you expect students to know and be able to do (standard) and how will you know that they have learned it?

Plan of Action: A general description of how you will go about ensuring students master the standard identified. List resources you will utilize.

Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress.

Note: Proficiency is set at 70% for this upcoming year.

Specific Student Need: <i>State specific student need that is being targeted:</i>	Data Sources: <i>What type of pre/post assessments will be given to document changes in student performance?</i>	Current: The number/percentage of students who are proficient at the beginning of the year. Date __ Sept 2014 _____	Mid –Year Target: The number/percentage of students who will be proficient by mid-year. Date _____	Mid-Year Actual: The number/percentage of students who met proficiency by mid-year. Date _____	End-of-Year Target: The number/percentage of students who will be proficient by the end of the year. Date _____	End –Of Year Actual: The number/percentage of students who met proficiency by the end of the year. Date _____

SECTION III: Final Clay Assessment Performance

The indicators on the Clay Performance Appraisal System will be incorporated into the evaluation of the final component of the CPAS evaluation.

Performance on the CPAS is based on an evaluation process spanning the school year. The appraisal consists of ongoing informal classroom walk-through data and formal observation data. Component 2 reflects the teachers' contribution to improving student performance. This section includes the teacher's VAM or other student growth score (B.2), along with other district determined factors (See Appraisal Form).

Points are calculated by dividing the points earned by evidence of effective practices aligned to the FEAPs by 69. Additional points are earned for evidence of effective student growth and the total earned is divided by 33. The two scores are then averaged together for an overall performance rating.

Total Points from Section III _____/69 = _____% Total Points from Section IV _____/33 = _____%

Average of Both Section III and Section IV _____%

Final Rating:

Highly Effective Effective Developing/Needs Improvement Unsatisfactory
100% - 85% 84% - 60% 59% - 50% 49% - 0%

Classroom Walk-through Indicators

➤ Quality Teaching and Learning/Content Knowledge:

- Learning goal is posted
- Teacher references the learning goal
- Teacher explains why upcoming content is important
- Students can explain the goal of the lesson and why it is important
- Student work is posted
- Teacher provides interesting facts and details about the content
- Information in the lesson is accurate and related to the learning goal

➤ Planning for Standards Based Instruction:

- Uses district curriculum maps/pacing guides as provided
- Identifies Common Core/NGSS standard/benchmark for lesson in lesson plan or on board
- Teacher has established routines and a plan for providing immediate intensive intervention (iii)

➤ Sequencing:

- Teacher begins the lesson with a brief review of content
- Chunks content into small portions tailored to needs
- Uses strategies to review information
 - Summary
 - Problem of the Day
 - Demonstration
 - Brief practice test or exercise
- Uses guided practice to model what students are expected to know and do
- Provide for independent practice
- Reviews related content

➤ Instructional Strategies: - Lesson focuses on one or more research-based high yield strategies:

- Similarities and Differences
- Summarizing and note taking
- Student Practice of skill
- Cooperative Learning
- Provides student feedback through small group or individual conferencing
- Generating and testing hypothesis
- Higher Order Questioning
- Use of technology to enhance instruction and learning
- Integrates reading across the content areas utilizing cross cultural literature/resources

➤ Depth of Instruction:

- Students are organized into fluid groups based on strengths and weaknesses identified through ongoing progress monitoring and benchmark assessments
- Students can support their response using context clues
- Teacher rephrases questions to help students who provide an incorrect response
- Teacher asks students to explain their thinking to determine misconceptions

➤ Learning Environment/Classroom Management:

- Classroom routines are clearly established and students know procedures
- Teacher employs seamless transitions between activities
- Teacher circulates the room
- Teacher makes eye contact with students
- Teacher recognizes potential disruptions and acts accordingly
- Teacher proactively addresses misbehavior
- Teachers uses nonverbal cues to redirect misbehavior
- Teacher has behavior expectations posted
- Teacher smiles, nods, etc., at students and uses humor when appropriate
- Teacher notices when specific students are not engaged and takes action to reengage students
- Students are on task and behaving appropriately



Observation Pre-Conference Guide

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ Observation Date: _____

Reflection Conference Date: _____

Instructions: Please bring your related student data to the planning conference. Please be prepared to discuss the following questions in preparation for the planning conference:

Classroom Demographics
1. Briefly describe the students in your classroom (e.g., number of students, gender, special needs, etc.)
Notes:
Planning and Preparing for Lessons and Units
2. What standard is being addressed?
Notes:
3. What data was collected to determine the student's prior knowledge of the content within this lesson?
Notes:
4. How will learning be extended beyond this lesson?
Notes:
5. How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used:
<ul style="list-style-type: none">• Traditional Resources• Technology
Notes:
Planning and Preparing for the Special Needs of Students
6. How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe:
<ul style="list-style-type: none">• Specific accommodations that will be made
Notes:

Post-Observation Reflection Guide

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ Observation Date: _____

Reflection Conference Date: _____

Instructions: Please bring a student work sample and any assessment data collected following the lesson to the reflection conference and be prepared to discuss the following questions:

General Reflection
1. Overall, how do you think the lesson went and why?
Notes:
Routine Events
2. In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?
Notes:
Content
3. How did the strategies you used to introduce new content to students support student learning?
Notes:
4. How did the strategies you used to help students deepen and practice their understanding of new knowledge, support student learning?
Notes:
5. Which techniques for engaging students were most successful? Which techniques were not successful?
Notes:
6. What data will you or did you collect to determine lesson effectiveness?
Notes:
7. Were any professional development needs identified as a result of this lesson?
Notes:

Instructional Observation and Self Assessment

Teacher Name:

Date of Observation:

Observer Name:

	Below Standard	Working Toward Standard	Meeting Standard	Exceeding Standard
Using Questioning and Discussion Techniques	The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between the teacher and students is predominately recitation style with the teacher mediating all questions and answers. A few students dominate the discussion.	The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another with uneven results.	Most of the teacher's questions/prompts are of high quality and support the lesson objectives with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students thinking and advance high level conversations. Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies.	The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students thinking and advance high level conversations. Students can explain thinking and/or validate their answer. Students know when and how to apply a newly taught strategy. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard and all students are actively engaged in the discussion.
Comments:				
Engaging Students in Learning	The learning tasks and activities, materials, resources, instruction groups and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage or do not require students to think. The lesson has no clearly defined learning goal, structure or the pace of the lesson is too slow or rushed. Few students are intellectually engaged. Lesson is teacher led and teacher centered.	The various elements of the lesson are loosely aligned with the instructional outcomes, with minimal consideration of the students' development stage. Instruction does not facilitate student constructing knowledge, allowing many students to be passive or merely compliant. The learning goal is posted but not referenced and students are unable to explain the purpose of the lesson. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged in practice or collaborative discussion. Lesson is teacher led and teacher centered.	The various elements of the lesson are well aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. The learning goal is posted and referenced and the lesson purpose is clearly understood by most students. Some students can tell the observer what they are learning and why. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Students have time for independent practice as well as time to engage in collaborative discussions. Lesson is teacher guided and student centered.	The various elements of the lesson are well aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development, and enables all students to construct knowledge. The learning goal is posted and referenced and the lesson purpose is clearly understood by all students. All students can tell the observer what they are learning and why. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning through practice and collaborative discussions. Students have a choice in how they complete tasks and may serve as a resource for one another. Lesson is student guided and student centered.
Comments:				
Using Assessment in Instruction for Continuous Improvement	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of the assessment. Students are not aware of the assessment criteria and do not engage in self-assessment	Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Assessments are not used to diagnose evidence of learning. There is no evidence of differentiated or small group instruction.	Assessment is regularly used in instruction, through monitoring of progress of learning by the teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Assessments are used to diagnose evidence of learning, and instruction is adjusted to address student misunderstandings. There is clear evidence that students are grouped for learning based upon individual need. Teacher can identify the needs of the at-risk students and maintains a data notebook for tracking of student progress.	Assessment is fully integrated into instruction, through extensive use of progress monitoring, formative and summative assessments. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers is accurate, specific, and advances learning. Assessments are used regularly to diagnose evidence of learning and instruction is adjusted and differentiated to address individual student misunderstandings. There is clear evidence that students are placed in flexible groups for learning based upon individual need. Teacher can identify the needs of all students and has a system for tracking progress of each learning goal and a system for evaluating the success of interventions and instructional strategies.
Comments:				

Instructional Observation and Self-Assessment

Teacher Name:

Date of Observation:

Observer Name:

	Below Standard	Working Toward Standard	Meeting Standard	Exceeding Standard
Knowledge of Subject Matter and Planning B.1, B.3, B.4	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. The teacher shows no connection to the district curriculum map where relevant and the lesson shows no relation to an appropriate benchmark or standard.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. The teacher's lesson plan shows some connection to the district curriculum map where relevant but the teacher can identify the related benchmark or standard.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. There is evidence that the teacher plans according to the district curriculum map and has knowledge of the Common Core/NGSS Standards. Teacher relates and integrates the content/subject matter with other disciplines to deepen student understanding.	The teacher's plans and practice reflect extensive knowledge of the content and instructional practices and the Common Core/NGSS Standards. The lesson plan shows alignment to the district curriculum map where relevant. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. Teacher relates and integrates the content/subject matter with other disciplines to deepen student understanding. The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.
Comments:				
Instructional Strategies and Depth A.4, A.8	The teacher does not utilize a high yield instructional strategy and has no demonstrated knowledge of the strategies. The teacher demonstrates little or no familiarity with resources and technology to enhance own knowledge, to use in teaching, or to provide for students who need them. The teacher does not seek such knowledge. Lesson is delivered via lecture. Students work independently with no time for collaboration.	The teacher does not utilize a high yield instructional strategy. The teacher demonstrates some familiarity with resources and technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them. The teacher minimally seek to extend such knowledge. Most of the lesson is delivered via lecture/teacher talk. Students do not work cooperatively but some time is spent on independent practice.	The teacher effectively uses one or more high yield instructional strategy. The teacher is fully aware of the resources and technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them. Teacher models expectations and use of a specific strategy. Students are organized in groups to discuss their learning and the use of an applied strategy.	The teacher effectively uses one or more high yield instructional strategy. The teacher seeks out resources and technology (as available) in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and to provide for students who need them. Teacher models the use of a specific strategy and students are organized in groups to generate and test hypotheses, compare and classify or to discuss their thinking for the majority of the lesson.
Comments:				
Learning Environment D. 1-3, A.7	There is little to no evidence that a positive behavior management plan has been established. There is little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity. Teacher has no knowledge of the process and/or purpose of RTI and is not proactive in developing behavior management plans that result in improved student behavior.	There is some evidence that a positive behavior management system is in place although not consistently reinforced. Teacher tries with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct. Teacher remains relatively stationary and doesn't appear to recognize the signs of potential misbehavior. Teacher has limited knowledge of the process and/or purpose of RTI and is not proactive in developing behavior management plans that result in improved student behavior.	An effective and positive behavior management system with explicit procedures is in place and reinforced throughout most of the lesson. Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate and respectful to students and is successful. Teacher circulates the room and is proactive in addressing misbehavior. Teacher understands the RTI process and is proactive in developing and monitoring a behavior management plan.	An effective and positive behavior management system with explicit procedures is in place and consistently reinforced. Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher uses nonverbal cues, eye contact and circulates the room to proactively address any potential student misbehavior. Teacher understands the RTI process and is proactive in developing and monitoring a behavior management plan. Teacher identifies effective behavior interventions and effectively implements the interventions in the classroom.
Comments:				

Area of Greatest Strength:

Area Most in Need of Professional Development:

**SCHOOL DISTRICT OF CLAY COUNTY
INSTRUCTIONAL PERFORMANCE APPRAISAL**

Teacher: _____	S.S.# <u>XXX-XX-</u> _____	Job Title: _____
School/Department: _____	School Year: _____	-
Evaluator's Name/Title: _____	Cost Center: _____	

I. PRE-EVALUATION Statement: I understand that this instrument shall be used in evaluating my performance in accordance with the job description and School Board Policy. The evaluation policies and procedures are located in the Clay Assessment System, CCEA Master Contract and Board Policy.

Employee's Signature: _____ Date: _____

Evaluator's Signature/Title: _____ Date: _____

II. PROFESSIONAL DEVELOPMENT PLAN (Signatures Required)

A Professional Development Plan beyond the training plan is required for this employee.

[] Yes (If Yes, Please Attach) [] No

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

III. FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (50% of Evaluation)

- | | |
|----------------------------------|--|
| 3 = Highly Effective | The skill or practice is consistently demonstrated in an exemplary fashion. Success, through positive student learning outcomes, is explicitly achieved as manifest in the classroom. |
| 2 = Effective | The skill or practice is demonstrated satisfactorily. The skill or practice is shown to be present on a frequent basis. While lapses may occur naturally, on average the skill or practice occurs on a frequent basis. |
| 1 = Developing/Needs Improvement | The skill or practice is demonstrated inadequately. Although present, consistent weakness in this area is evident and needs improvement and/or development. |
| 0 = Unsatisfactory | The skill or practice is not evident in school and/or practice. |

A. Quality of Instruction	INDICATORS	3	2	1	0
	1. Models and promotes the importance of learning and academic achievement to all students				
	2. Plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor				
	3. Uses diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs				
	4. Develops learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies				
	5. Appropriately sequences lessons and concepts to ensure coherence and required prior knowledge				
	6. Uses higher-order questioning techniques				
	7. Respects and demonstrates sensitivity to students' cultural and family background by demonstrating behaviors that are consistent with fairness and equity				
	8. Utilizes student feedback to monitor instructional needs				
	Possible Points: 24	Total Points Earned:			

**SCHOOL DISTRICT OF CLAY COUNTY
INSTRUCTIONAL PERFORMANCE APPRAISAL**

B. Knowledge of Subject Matter	INDICATORS	3	2	1	0
	1. Demonstrates deep and comprehensive knowledge of the subject taught				
	2. Designs and modifies instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions				
	3. Selects, sequences, and modifies engaging, relevant, standards-based content, and then designs and teaches lessons that are relevant to individual students' learning needs				
	4. Relates and integrates the subject matter with other disciplines during instruction				
Possible Points: 12		Total Points Earned:			

C. Continuous Improvement	INDICATORS	3	2	1	0
	1. Engages in targeted professional growth opportunities and reflective practices while designing and implementing purposeful professional goals to strengthen the effectiveness of instruction, based upon the needs of students				
	2. Examines and uses a variety of data to improve instruction and student achievement				
Possible Points: 6		Total Points Earned:			

D. Learning Environment	INDICATORS	3	2	1	0
	1. Creates a safe, organized, flexible, inclusive, collaborative, student-centered learning environment that maintains an atmosphere of respect for all areas of diversity				
	2. Organizes, allocates, and manages the resources of time, space, appropriate technology, and instructional strategies to engage students in relevant learning actively and equitably				
	3. Engages students in learning through a climate of openness, inquiry, and support to accommodate the differing needs and diversity of students				
Possible Points: 9		Total Points Earned:			

E. Communication	INDICATORS	3	2	1	0
	1. Conveys high expectations and provides immediate and specific feedback to students to promote student achievement.				
	2. Models and teaches clear, acceptable oral and written communication skills to include current and available technologies				
	3. Fosters two-way home/school communication with all stakeholders to support student learning Interacts positively with parents and other stakeholders Utilizes Parent Portal and/or other parent communication tools				
	4. Solicits and considers parental input and uses it to inform instruction				
Possible Points: 12		Total Points Earned:			

**SCHOOL DISTRICT OF CLAY COUNTY
INSTRUCTIONAL PERFORMANCE APPRAISAL**

F. Professional Responsibility And Ethical Conduct	INDICATORS	3	2	1	0	
	1. Maintains appropriate records and adheres to deadlines to include punctuality to school and class					
	2. Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida and all school/district policies					
	Possible Points: 6	Total Points Earned:				

G. Bonus Points For Professional Membership and Additional Responsibilities	Membership/Responsibility (1=Yes, 0=No)	1	0
	1. Active School Advisory Council, school-wide leadership committee, or district-wide leadership committee member or chairperson.		
	2. Active member of a professional organization		
	3. Professional Development presenter and/or Participates in NGCAR-PD training (Secondary)		
	4. Directing Teacher or Volunteer Mentor Teacher		
	5. Sponsors an unpaid extra-curricular activity outside of the established work day		
	6. Volunteer for athletic, academic, or cultural program or activity		
	7. Holds advanced degree, licensure, or certificate		
	Possible Bonus Points: 8	Total Bonus Points Earned:	

Total Points Earned for Section III

A_____ B_____ C_____ D_____ E_____ F_____ G_____ = Total Points Earned _____

IV. STUDENT PERFORMANCE (50% of Evaluation)

- 3 = Highly Effective The skill or practice is consistently demonstrated in an exemplary fashion. Success, through positive student learning outcomes, is explicitly achieved as manifest in the classroom.
- 2 = Effective The skill or practice is demonstrated satisfactorily. The skill or practice is shown to be present on a frequent basis. While lapses may occur naturally, on average the skill or practice occurs on a frequent basis.
- 1 = Developing/Needs Improvement The skill or practice is demonstrated inadequately. Although present, consistent weakness in this area is evident and needs improvement and/or development.
- 0 = Unsatisfactory The skill or practice is not evident in school and/or practice.

A. Assessment	INDICATORS	3	2	1	0	
	• Analyzes and uses data from multiple assessments and measures to diagnose students' learning needs, modifies instruction based on those needs, and uses it to drive the learning process					
	• Designs and aligns progress monitoring assessments that match learning objectives that lead to mastery					
	• Uses a variety of assessment tools to monitor student progress, achievement and learning gains					
	• Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge					
	• Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)					
	• Employs technology to organize and integrate assessment information					
	Possible Points: 18	Total Points Earned:				

**SCHOOL DISTRICT OF CLAY COUNTY
INSTRUCTIONAL PERFORMANCE APPRAISAL**

B. Student Performance	INDICATORS	3	2	1	0
	1. Uses classroom and school data from the School Improvement Plan to set a professional development goal. Data shall include state and other appropriate assessment data.				
	2. Has specific, measurable evidence as defined by the state adopted measure of student growth, appropriate to subject matter taught, to show progress towards or attainment of goal(s) for student improvement.				
	3. Participates in professional development to enhance and improve student performance.				
	4. Designs and implements strategies to show progress towards or attainment of goal(s) for student improvement.				
	5. Reflects on goal-setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information as appropriate with student, parent/caregiver(s), department/team, administration, etc.				
Possible Points: 15		Total Points Earned:			

V. CONFERENCES: (Initials Required)

Date	Employee	Evaluator	Evaluator's Comments
_____	_____	_____	_____
(Pre-Conference)			_____

_____	_____	_____	_____
(Post-Observation)			_____

_____	_____	_____	_____
(Additional Observation-If Necessary)			_____

_____	_____	_____	_____
(Final Conference)			_____

VI. OVERALL PERFORMANCE RATING FOR EMPLOYEE

Total Points from Section III _____/69 = _____% Total Points from Section IV _____/33 = _____%

Average of Both Section III and Section IV _____%

Final Rating:

- Highly Effective 100% - 85%
 Effective 84% - 70%
 Developing/Needs Improvement 69% - 50%
 Ineffective/Unsatisfactory 49% - 0%

**SCHOOL DISTRICT OF CLAY COUNTY
INSTRUCTIONAL PERFORMANCE APPRAISAL**

VII. Final Conference

Evaluator's Signature/Title: _____ Date: _____

Employee's Signature: _____ Date: _____

**My signature does not necessarily imply agreement with this evaluation. It does indicate an acknowledgement that the evaluation did take place as indicated. I also understand that I may submit a written reaction to this evaluation no later than one week from the date of my signature, and it shall be attached to this form.

ADDITIONAL OBSERVATION REQUESTED (Sign below and see CAS Manual for directions. Request must be submitted to Evaluator within 72 hours of post observation conference.)

Employee's Signature: _____ Date: _____

Instructional Final Evaluation Report 2013 - 2014

Name

Section III: Florida Educator Accomplished Practices (50% of Evaluation)	50 Percentage Pts Possible	Point Range
Highly Effective	43 - 50%	60 - 69 pts.
Effective	30 - 42%	41 - 59 pts.
Needs Improvement	25 - 29%	35 - 40 pts.
Unsatisfactory	Below 25%	0 - 34 pts.

Section IV: Student Performance (50% of Evaluation)	50 Percentage Pts Possible	Point Range
Highly Effective	43 - 50%	26 - 30 pts.
Effective	30 - 42%	18 - 25 pts.
Needs Improvement	25 - 29%	15 - 17 pts.
Unsatisfactory	Below 25%	0 - 15 pts.

Final Rating	
Highly Effective	85% - 100%
Effective	60% - 84%
Developing/Needs Improvement	50% - 59%
Unsatisfactory	0% - 49%

Signature of Instructional Staff

School

Date

Section III: Florida Educator Accomplished Practices	Points Possible	Post-Eval
A. Quality of Instruction	24	0
B. Knowledge of Subject Matter	12	0
C. Continuous Improvement	6	0
D. Learning Environment	9	0
E. Communication	12	0
F. Professional Responsibility and Ethical Conduct	6	0
TOTAL Points for Section III	69	0
Percentage Point Equivalent	0.007246	0.00%

Section IV: Student Performance	Points Possible	Post-Eval
A. Assessment	18	0
B. Student Performance	12	0
TOTAL Points for Section IV	30	0
Percentage Point Equivalent	0.016666	0.00%
FINAL RATING		0.00%

Signature of Administrator

Date