2015-2016 School Year

Instructional Evaluation System Template

Hillsborough County Public Schools

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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

**Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system 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.

1. **Performance of Students**

Directions:

The district shall provide:

1) For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
2) For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
3) For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
4) For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
5) For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
6) For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

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District Submission:

1) 40% of the instructional evaluation is based on student performance. The value added measure score for each teacher is based on a three year average.
2) 40% of the instructional evaluation is based on student performance. The value added measure score for new classroom teachers is based on a single year's growth.
3) Student performance data used for at least three years, including the current year and the two years immediately preceding the current year, when available. When less than three years of data are available, the data available will be used instead
4) For classroom teachers of students for courses assessed by statewide, standardized assessments, VAM results comprise 40% of the evaluation.
5) For classroom teachers of students for courses not assessed by statewide, standardized assessments, VAM results comprise 40% of the evaluation. For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measures are used.
6) For instructional personnel who are not classroom teachers, the district-determined student performance measure is school wide data as related to the content specific

area(s) they support in an instructional role (e.g.: Reading Coach receives all school wide reading data; Math Coach receives all school wide math data).

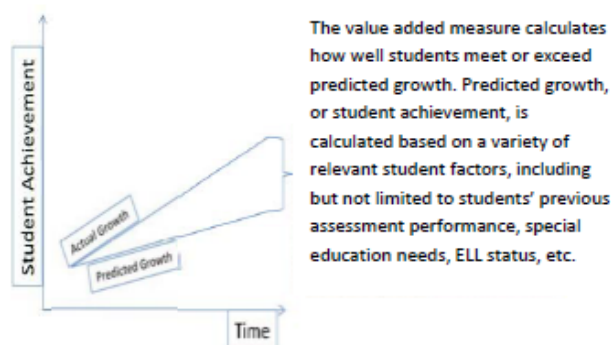**Sample VAM explanation from the Teacher Evaluation Handbook:**

Student Achievement (Value-Added Measure) (40%):

In partnership with University of Wisconsin Value Added Research Center (VARC), Hillsborough County Public Schools uses a customized value-added measure model to assess the impact of each teacher upon his or her students' achievement.

A value-added measure is a statistical model that uses a variety of variables to estimate the expected one-year learning growth of each student. The growth *expectation estimate* is then compared to *actual* growth, as measured by relevant course and content assessments. In order to measure a teacher's impact on student achievement, the model controls for variables that are outside the teacher's control, such as past years' learning growth trajectory, and special needs. In doing so, the teacher's impact on student growth can be isolated and calculated.

The value added measure score for each teacher is based on three (3) years of data. The value-added measure comprises 40% of a teacher's overall annual evaluation.

Figure 1: Description of the Value-Added Measure

The value added measure calculates how well students meet or exceed predicted growth. Predicted growth, or student achievement, is calculated based on a variety of relevant student factors, including but not limited to students' previous assessment performance, special education needs, ELL status, etc.

Hillsborough County along with the University of Wisconsin uses a proportional system comprised of course load and student load to determine the student growth measure. The state VAM calculation and the local VAM calculation will determine the student growth score. Hillsborough County will use residuals from the state provided VAM scores to differentiate the points within each classification score. The use of the residuals will in no way allow overlapping of scores between classification levels.

Residual: The portion of a student's score that can be contributed to the impact of teachers as calculated by the covariate regression analysis. (The residual is provided by the vendor that provides scores to districts through the state.)

Hillsborough County will accept the state determined VAM score of each teacher. This score will be a 1-4 score, indicated by U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:

VAM Category	Classification	Points Used in Final Summative Score Calculation
4	Highly Effective	40-34
3	Effective	33.99-17.5
2	Needs Improvement/Developing	17.49-15.00
1	Unsatisfactory	14.99-0 10

This may need to be altered as we receive the 2015-2016 scores and HCPS will adjust as necessary.

Please note the teacher example below for State VAM and non-State VAM teacher:

 1- English 1 State VAM – 3 (20 points)

 2- English 1 State VAM- 3 (24 points)

 3- Journalism- 3 (34 points)

 4- Drama- 2 (17.49 points)

 5- Journalism- 4 (35 points)

 6- Drama 2 (19 points)

 Total VAM= 24.915- 3- Effective

Student performance measures will account for 40% of a teachers' final evaluation score. Student achievement score will be calculated for the current year, and up to 2 years as prior data are available. If less than three years of data are available, years for which there is data, up to 3 will be included. Category 1 teachers (newly hired or new to the district) will receive 2 evaluations, a mid-year and final. 60% of each evaluation will be based on instructional practice based on the evaluation rubric and 40% will be based on student performance. In the midterm, the student achievement rating will be at the discretion of the school principal using course grades assigned to learners. The following calculation will be considered during the midterm evaluation:

90-100% of students earning A's or above grade level	4 points- HE
70-89% of students earning B's or on grade level	3 points- E
50-69% of students earning C's or on grade level	2 points- NI
0-49% of students earning less than C's or below grade level	1 point- U

~~Non-VAM Score Conversion~~ Non-State VAM Assessment (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
76 – 100% growth, achievement, or proficiency on any non-VAM assessment	Highly Effective	40-34
51 – 75% growth, achievement, or proficiency on any non-VAM assessment	Effective	33.99-17.50
26 – 50% growth, achievement, or proficiency on any non-VAM assessment	Needs Improvement/Developing	17.49-15.00
0 – 25% growth, achievement, or proficiency on any non-VAM assessment	Unsatisfactory	14.99-0 ~~10~~

*Refer to the attachment labeled *Course Test Map* for the student performance measure used.

2. Instructional Practice

Directions:

The district shall provide:

1. For all instructional personnel, the percentage of the evaluation that is based on the

instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].

2. Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].

3. For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].

4. For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].

5. For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
   12) For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].

District Submission:

1. 60% of the evaluation is based on the instructional practice criterion. This is calculated based on the weights of the rubric components. Domain 1 is weighted 20%, Domain 2 is weighted 20%, Domain 3 is weighted 40% and Domain 4 is weighted 20%.

The explanation below is from the Teacher Evaluation Handbook:

Principal Evaluation (35%):

Principals evaluate teachers based on information gathered from formal, informal and pop-in classroom observations as well as other supporting elements including artifacts that demonstrate professional responsibilities.   Principals evaluate all of the components in Domains 1, 2, 3, and 4 of the evaluation rubric (See "Charlotte Danielson Framework for Teaching" section).

Peer/Mentor Evaluation (25%):

Each teacher will be evaluated by a Peer/Mentor Evaluator. Mentor Evaluators will evaluate all first and second year teachers. Peer Evaluators will evaluate all other teachers. This evaluation will be based primarily on classroom observations. The peer/mentor will also incorporate informal observations and items in the journal space by the teacher. Peers/Mentors evaluate all of the components in Domains 1, 2, and 3 of the evaluation rubric (See "Charlotte Danielson Framework for Teaching" section), and Component 4a.

- Peers and mentors evaluate Components 1a and 1b through classroom observation, and evaluate the entire domain through the pre-observation conference process.
- Peers and mentors evaluate Domains 2 and 3 through classroom observations.
- Peers and mentors observe and rate Component 4a through the post-observation conference process

Like principals, peers/ mentors determine evaluation ratings by considering all of the records in teacher's instructional portfolio found in the employee space.

2. The district evaluation framework is based on Charlotte Danielson's *Frameworks for Teaching*. The explanation below is from the Teacher Evaluation Handbook:

Charlotte Danielson Framework for Teaching

The Charlotte Danielson Framework for Teaching encompasses the foundational ideas on which the observation process is based, and it guides how HCPS defines effective teaching. Many schools and districts across the nation and around the world use this framework to help define effective teaching. The framework offers a description of practices that, based on research and empirical evidence, have been shown to promote student learning.

The Charlotte Danielson Framework for Teaching consists of four Domains, each with five to six components of teaching. This framework serves as the guide for rating classroom observations in our district. The domains and their components are described below:

Domain 1: Planning and Preparation
- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Setting Instructional Outcomes
- 1d. Demonstrating Knowledge of Resources and Technology
- 1e. Designing Coherent Instruction
- 1f. Designing Student Assessments

Domain 2: The Classroom Environment
- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

Domain 3: Instruction
- 3a. Communicating with Students
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

Domain 1: Planning and Preparation. The components in Domain 1 outline how a teacher organizes the content and plans the instructional delivery.

    a. *Demonstrating Knowledge of Content and Pedagogy:* This component is defined as knowing and understanding the subject being taught, how students master the content, and knowledge of sound instructional practices. This includes having a rich understanding of the essential concepts of the discipline, the prerequisite relationships that exist among the concepts, the structure of the discipline, how students engage the subject, and methods of inquiry within the subject. Elements of this component include:

        1. Knowledge of content and the structure of the discipline
        2. Knowledge of the prerequisite relationships
        3. Knowledge of content-related pedagogy

    b. *Demonstrating Knowledge of Students:* This component includes knowing characteristics of the students being taught (such as age group characteristics) as well as developing specific

understanding of the actual students (such as individual preferences, interests, cultures, and learning styles). The elements of this component include:

1. Knowledge of the child and adolescent development
2. Knowledge of the learning process
3. Knowledge of students' skills, knowledge, and language proficiency
4. Knowledge of students' interests and cultural heritage
5. Knowledge of students' special needs

c. *Setting Instructional Outcomes:* This component entails teachers setting clear, relevant, rigorous, suitable, and assessable learning goals for the classroom period. Elements of this component include:

1. Value, sequence, and alignment
2. Clarity
3. Balance
4. Suitability for diverse learners

d. *Demonstrating Knowledge of Resources and Technology:* This component examines the teacher's knowledge of and ability to use resources and technology, both from within and outside of the district, to support student learning. The elements of this component include:

1. Resources and technology for classroom use
2. Resources and technology to extend content knowledge and pedagogy
3. Resources and technology for students

e. *Designing Coherent Instruction:* This component helps analyze a teacher's ability to design learning experiences in a way that demonstrates the teacher's skill at coordinating knowledge of content, students, and resources. Accomplished teachers design learning experiences that are coherent, sequenced, and structured, and that are aligned with instructional outcomes. The elements of this component include:

1. Learning activities
2. Instructional materials and resources
3. Instructional groups
4. Lesson and unit structure

f. *Designing Student Assessments:* This component analyzes the process of determining if students have mastered the instructional outcome. Student assessments should be aligned with instructional outcomes, with clear criteria and standards that show evidence of students' contributions to their development. Elements of this component include:

1. Congruence with instructional outcomes
2. Criteria and standards
3. Design of formative assessments
4. Use for planning

Domain 2: The Classroom Environment. The components in Domain 2 address the learning environment. This includes the interactions in the classroom, the classroom culture, the teacher's use of physical space, and established routines and procedures.

a. *Creating an Environment of Respect and Rapport:* This component involves creating a safe environment in which students are comfortable exploring new ideas. Students should feel honored, valued, and respected. Interactions between teacher and student, and among students, should be characterized by respect and sensitivity to students' cultures and levels of development. Elements of this component include:
   1. Teacher interaction with students
   2. Student interactions with other students
b. *Establishing a Culture for Learning:* This component entails the teacher creating a positive and supportive culture for learning in the classroom. The classroom environment should be characterized by a sense of importance of the subject, as well as high standards for performance. Elements of this component include:
   1. Importance of the content
   2. Expectations for learning and achievement
   3. Student pride in work
c. *Managing Classroom Procedures:* This component focuses on the functioning of the classroom. Success in this component entails establishing and implementing routines that enable the seamless operation of classroom routines and procedures, handling of supplies, and performance of instructional as well as non-instructional tasks. Elements of this component include:
   1. Management of instructional groups
   2. Management of transitions
   3. Management of materials and supplies
   4. Performance of non-instructional duties
   5. Supervision of volunteers and paraprofessionals
d. *Managing Student Behavior:* This component involves establishing and upholding standards of conduct that support the learning environment. Strong performers in this component strategically reinforce positive classroom behavior, respond appropriately to disruptive behaviors, and facilitate positive student involvement in setting and maintaining classroom standards and norms. Elements of this component include:
   1. Expectations
   2. Monitoring of student behavior
   3. Response to student misbehavior
e. *Organizing Physical Space:* This component involves using the physical space to support the learning process. The classroom must be safe, and the physical environment must enable the performance and growth of all students. Examples of elements within this component include:
   1. Safety and accessibility
   2. Arrangement of furniture and use of physical resources

Domain 3: Instruction. The components of Domain 3 embody the core of teaching – the engagement of students in activities that promote and foster learning. Domain 3 components include: communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

a. *Communicating with Students:* This component entails the clarity and effectiveness with which the teacher communicates with students. The teacher should have a strong, dynamic presence in the classroom, and effectively develop students' understanding of the learning objectives. Elements of this component include:
    1. Expectations for learning
    2. Directions and procedures
    3. Explanations of content
    4. Use of oral and written language
b. *Using Questioning and Discussion Techniques:* This component involves a teacher's ability to question and lead discussions between and among students so as to elicit thoughtful responses. The questions should reflect high expectations and should be culturally and developmentally appropriate. The teacher should employ questioning and discussion techniques to gain an accurate pulse of the class's understanding. Additionally, these techniques help the teacher probe for high-level understanding of the subject while engaging students in the learning process. Elements of this component include:
    1. Quality of questions
    2. Discussion techniques
    3. Student participation
c. *Engaging Students in Learning:* This component deals with the implementation of what has been planned in Domain 1. This component involves activities, assignments, materials, and groupings of students that are appropriate for the instructional outcomes and students' cultures and levels of understanding. The heart of this component is that teachers engage students in relevant work that supports instructional outcomes. Elements of this component include:
    1. Activities and assignments
    2. Grouping of students
    3. Use of instructional materials, resources and technology (as available)
    4. Structure and pacing
d. *Using Assessment in Instruction:* This component entails regularly assessing and monitoring the progress of learning. In demonstrating this component, teachers guide students through self-assessment; monitor student learning, and provide clear and quality feedback to students. Elements of this component include:
    1. Assessment criteria
    2. Monitoring of student learning
    3. Feedback to students
    4. Student self-assessment and monitoring of progress
e. *Demonstrating Flexibility and Responsiveness:* This component reflects teachers' ability to understand and act on the need to modify planned teaching in response to cues from or the needs of their students. Elements of this component include:
    1. Lesson adjustment
    2. Response to students
    3. Persistence

Domain 4: Professional Responsibilities. The components of Domain 4 represent the wide range of a teacher's responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with stakeholders, contributing to the school and district, growing and developing professionally, and showing professionalism.

    a. *Reflecting on Teaching:* This component involves a teacher's ability to provide thoughtful and accurate reflections of the lesson and its quality. The teacher may offer possible suggestions for improvement.
      Elements of this component include:
        1. Accuracy
        2. Use in future teaching

    b. *Maintaining Accurate Records:* This component deals with the teacher's ability to accurately and efficiently maintain instructional and non-instructional records. Elements of this component include:
        1. Student completion of assignments
        2. Student progress in learning
        3. Non-instructional records

    c. *Communicating With Stakeholders:* This component involves the teacher's success in communicating with and engaging stakeholders in the instructional program. Elements of this component include:
        1. Information about the instructional program
        2. Information about individual students
        3. Engagement of stakeholders in the instructional program

    d. *Participating in a Professional Community:* This component involves the teacher's participation in his or her professional community, as well as in school and district events and projects. It also involves the teacher's success in maintaining positive and productive relationships with colleagues. Elements of this component include:
        1. Relationships with colleagues
        2. Involvement in a culture of professional inquiry
        3. Service to the school
        4. Participation in school and district projects

    e. *Growing and Developing Professionally:* This component deals with the teacher's success in identifying and pursuing professional development opportunities, as well as teachers' effectiveness in sharing expertise with others. Elements of this component include:
        1. Enhancement of content knowledge and pedagogical skill
        2. Receptivity to feedback from colleagues
        3. Service to the profession

    f. *Showing Professionalism:* This component involves a teacher's success in displaying a high level of ethics and professionalism in dealings with students, colleagues, and the community. Elements of this component include:
        1. Integrity and ethical conduct
        2. Service to students
        3. Advocacy

        4. Logical thinking and practical decision-making
        5. Attendance
        6. Punctuality
        7. Compliance with school and district regulations
        8. Compliance with all testing procedures

3. The crosswalk and alignment between the district's evaluation instrument rubric components and the Educator Accomplished Practices is noted on the following page.
4. For all instructional personnel, site based administrators and peer and mentor evaluators conduct observations and collect data related to instructional feedback. The feedback is provided in the form of performance ratings for all observations conducted as well as a narrative of lesson strengths, areas for focus, and next steps.

	Domain Weight	Component Weight	Sample Peer/Mentor	Multiplier for Peer/Mentor	Adjusted Pts	Sample Principal	Multiplier for Principal	Adjusted Pts
Domain 1	**20%**							
1a		4%		0.4			0.4	
1b		4%		0.4			0.4	
1c		2%		0.2			0.2	
1d		2%		0.2			0.2	
1e		4%		0.4			0.4	
1f		4%		0.4			0.4	
Domain 2	**20%**							
2a		5%		0.5			0.5	
2b		5%		0.5			0.5	
2c		2.5%		0.25			0.25	
2d		5%		0.5			0.5	
2e		2.5%		0.25			0.25	
Domain 3	**40%**							
3a		9%		0.9			0.9	
3b		9%		0.9			0.9	
3c		9%		0.9			0.9	
3d		9%		0.9			0.9	
3e		4%		0.4			0.4	
Domain 4	**20%**							
4a		3%		0.3			0.3	
4b		3%					0.6	
4c		4%					0.8	
4d		3%					0.6	
4e		3%					0.6	
4f		4%					0.8	

3=Exemplary
2=Accomplished   Peer/Mentor Score [ ]   Principal Score [ ]
1=Progressing
0=Requires Action   **TOTAL SCORE** [ ]

The following optional chart is provided for your convenience to display the crosswalk of the district's evaluation framework to the Educator Accomplished Practices. Other methods to display information are acceptable, as long as each standard and descriptor is addressed.

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

f. Applies technology to organize and integrate assessment information.	1D, 4B, 4C

5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4A, 4E
b. Examines and uses data-informed research to improve instruction and student achievement;	1A, 1D, 4E
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;	4D
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4C, 4D, 4E
e. Engages in targeted professional growth opportunities and reflective practices; and,	4D, 4E, 4F
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4E,

6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator 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.	4F

Teachers have a required number of assigned observations based on the previous year's evaluation score. Administrators can add additional observations as necessary. Evidence related to instructional practice and professional behaviors is collected, discussed, and reviewed throughout the year to arrive at final summative evaluation ratings on 22 components in the Classroom Teacher Evaluation Instrument.

3. **Other Indicators of Performance**

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Development Plan
- Other indicators, as selected by the district

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Peer/Mentor Evaluation (25%):

Each teacher will be evaluated by a Peer/Mentor Evaluator. Mentor Evaluators will evaluate all first and second year teachers. Peer Evaluators will evaluate all other teachers. This evaluation will be based primarily on classroom observations. The peer/mentor will also incorporate informal observations and items in the journal space by the teacher. Peers/Mentors evaluate all of the components in Domains 1, 2, and 3 of the evaluation rubric (See "Charlotte Danielson Framework for Teaching" section), and Component 4a.

4. **Summative Evaluation Score**

Directions:

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].

District Submission:

- The summative evaluation form(s) and scoring method are presented below:

VAM Category	Classification	Points Used in Final Summative Score Calculation
4	Highly Effective	40-34
3	Effective	33.99-17.50
2	Needs Improvement/Developing	17.49-15.00
1	Unsatisfactory	14.99-0 10

~~Non-VAM Score Conversion~~ Non-State VAM Assessment (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
76 – 100% growth, achievement, or proficiency on any non-VAM assessment	Highly Effective	40-34
51 – 75% growth, achievement, or proficiency on any non-VAM assessment	Effective	33.99-17.50
26 – 50% growth, achievement, or proficiency on any non-VAM assessment	Needs Improvement/Developing	17.49-15.00

0 – 25% growth, achievement, or proficiency on any non-VAM assessment	Unsatisfactory	14.99-0 ~~10~~

Evaluation Scores

Written Evaluation			Value Add Model				Final Ratings		
Peer	Principal	Total Written	2012 VAM Score	2013 VAM Score	2014 VAM Score	Final Value Add Score	Overall Eval Score	District Level	State Level
14.0000	24.0000	38.0000	24.4392	25.1439	20.2540	23.2790	61.2790	3	Effective

Key Terms

Written Evaluation	Employees on the new Written Evaluation instrument -- combines Peer's Evaluation score (0-25 pts.) + Principal's Evaluation score (0-35 pts.) = Written Evaluation score (0-60 pts.).
Value Add Model	Value added score is a statistical measure indicating the contribution a teacher has toward a student's learning.
	For additional detail on your VAM score, please reference your TF1310 Test Data Validation report.
	Your Final VAM score is an average of your available VAM scores.
	N/A displayed in place of scores may indicate the review type doesn't match your current year review type, you were not employed at that time, etc.
	Danielson Teacher is your current review type. Only previous year reviews of Danielson Teacher factor into your personal Final Value Add Score.
Final Rating	Written Evaluation Score (0-60 pts.) + Value Added Score (0-40 pts.) = Overall Evaluation Score (0-100 pts.).
	Employees receive a District Level score of 1 – 5, with 5 being the highest score.
	Scales will be posted in the EET toolkit.
	State Level – All instructional evaluations must be reported to the state as Highly Effective, Effective, Needs Improvement or Unsatisfactory. Scales will be posted in the EET toolkit.

	Domain Weight	Component Weight	Sample Peer/Mentor	Multiplier for Peer/Mentor	Adjusted Pts	Sample Principal	Multiplier for Principal	Adjusted Pts
Domain 1	**20%**							
1a		4%		0.4	_____		0.4	_____
1b		4%		0.4	_____		0.4	_____
1c		2%		0.2	_____		0.2	_____
1d		2%		0.2	_____		0.2	_____
1e		4%		0.4	_____		0.4	_____
1f		4%		0.4	_____		0.4	_____
					_____			_____
Domain 2	**20%**							
2a		5%		0.5	_____		0.5	_____
2b		5%		0.5	_____		0.5	_____
2c		2.5%		0.25	_____		0.25	_____
2d		5%		0.5	_____		0.5	_____
2e		2.5%		0.25	_____		0.25	_____
					_____			_____
Domain 3	**40%**							
3a		9%		0.9	_____		0.9	_____
3b		9%		0.9	_____		0.9	_____
3c		9%		0.9	_____		0.9	_____
3d		9%		0.9	_____		0.9	_____
3e		4%		0.4	_____		0.4	_____
					_____			_____
Domain 4	**20%**							
4a		3%		0.3	_____		0.3	_____
4b		3%					0.6	_____
4c		4%					0.8	_____
4d		3%					0.6	_____
4e		3%					0.6	_____
4f		4%					0.8	_____
					_____			_____

3=Exemplary

2=Accomplished   Peer/Mentor Score [ ]   Principal Score [ ]

1=Progressing

0=Requires Action   **TOTAL SCORE** [ ]

- **The performance categories are listed below:**

Performance Levels
FLDOE rating
HCPS rating
Highly Effective
Level 4 or 5
Effective
Level 3
Needs Improvement
Level 2
Unsatisfactory
Level 1

Total Evaluation Score Range (Principal + Peer/Mentor + VAM)	District Level	State Level
70-100	5	Highly Effective (HE)
63-69.9999	4	Highly Effective (HE)
46-62.9999	3	Effective (E)
42-45.9999	2	Needs Improvement (NI)
0-41.9999	1	Unsatisfactory (U)

Peer Mentor Rating	Principal Rating	Eval Rating	Final VAM 2015	Overall Score	District Level	State Level 2015
12.5000	22.5000	35.0000	23.6997	58.6997	3	E
19.3000	29.6000	48.9000	27.4056	76.3056	5	HE
13.8000	22.2000	36.0000	22.8828	58.8828	3	E
16.6000	22.0000	38.6000	22.2624	60.8624	3	E
16.2000	24.9500	41.1500	25.7647	66.9147	4	HE
11.7000	20.3000	32.0000	21.2166	53.2166	3	E
14.4000	24.6000	39.0000	27.3004	66.3004	4	HE
15.7000	23.4000	39.1000	27.1825	66.2825	4	HE
8.9500	17.0500	26.0000	23.4096	49.4096	3	E
12.2000	21.2000	33.4000	23.5018	56.9018	3	E
8.1500	18.9000	27.0500	18.1874	45.2374	2	NI
9.3500	13.6500	23.0000	20.1696	43.1696	2	NI
16.6000	25.0000	41.6000	29.6684	71.2684	5	HE
16.6000	27.3500	43.9500	30.7252	74.6752	5	HE
14.4000	25.0000	39.4000	22.1834	61.5834	3	E
7.9500	12.9500	20.9000	18.9804	39.8804	1	U
9.3000	14.8500	24.1500	16.8172	40.9672	1	U

5. Additional Requirements

<u>**Directions:**</u>

The district shall provide:

1) Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
2) Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
3) Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
4) Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
5) Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
6) Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
7) Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
8) Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].
9) Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].
10) Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
11) Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].
12) Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

District Submission:

1) Instructional personnel are provided the opportunity to review their class rosters for accuracy and to correct any mistakes. Below is the confirmation the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

Hillsborough County
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IT IS TIME TO REVIEW YOUR STUDENT ROSTERS!

This is an important opportunity for you to check the list of students who will count for you in your 2014-2015 teacher evaluation.

An inquiry window will be open for assistance beginning August 17, 2015 and will close August 21, 2015 at 4:45.

Please click on the following link to access your report:
https://sdhceip.sdhc.k12.fl.us/map/login.jsp

Please verify the following information:

Teachers with Rosters (TF1310 Teacher Evaluation: Student Test Data Validation Report)
   Please verify the following information:
   • Student roster for Survey 2 (October 17), Survey 6 (January 9), and Survey 3 (February 13), and Survey 8 (May 1)
   • Pre-measures and post-measures
   • State test scores (e.g., FSA and FSA EOC exams) and AP scores are not yet available.

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2) The district uses a multi-rater evaluation system. Teachers are evaluated by an administrator and peer or mentor evaluator. Assistant principals and district content supervisors also provide input through the observation process.

3) The district offers professional development regarding the evaluation process and tool in numerous ways. First is through the New Teacher Orientation provided for all teachers new to the district. Additionally, there are five onboarding sessions provided in the first semester for teachers new to the district with experience. There are numerous observation/evaluation rubric trainings also offered throughout the year. All evaluators in the district must be recertified each year. The district contracts with Cambridge Education as the external calibrator for all observer evaluators.

4) Within the observation protocols, all observed personnel are provided written feedback related to their instructional practice through the Lawson Talent Management System employee space. This feedback is available within 5-10 business days following the formal or informal observation.

5) Within the Professional Development System, teachers can locate trainings tied to each of the components on the observation/evaluation rubric. Site principals receive extensive reports throughout the year to make site based decisions related to professional development needs as well as differentiating this for individual teachers. Below is an example of the next steps information principals can access in real time for all instructional staff members:

Next Steps

3E: Demonstrating Flexibility and Responsiveness & 3D: Using Assessment in Instruction
Consider making the criteria for assignments clear before releasing students.
Consider making it a point to visually scan students as they are working to ensure that they are following through with all elements of their task. If you notice that groups are not completing all portions of their task, consider reminding them of the expectation and/or using strategies to ensure students follow expectations. In this lesson for example, responding to students lack of discussion by breaking down each portion of the task for them, and giving students a specific amount of time to solve and check their solution independently, before prompting them to put down their pencils and discuss their solutions for a specified amount of time. Then, prompting groups to record their best answer and make any changes to their work that they noticed during the course of the discussion. Chunking the time at each station in this way would have provided students with a specific amount of time to engage in problem solving, discussion, and assessment; and may have made the expectation for each activity clearer to students.

3C: Engaging Students in Learning
Consider differentiating learning activities to meet the varying needs of students.
When focusing on a particular operation, consider providing word problems with multiple steps that required division, but also required some other calculation in order to provide a greater challenge to students, and encouraged them to use problem solving skills as they solved.

6) For those evaluated as less than effective, site based and district support is provided. There is a specific process through the Assistance Plan which includes suggested professional development to enhance instructional practice and student achievement outcomes. Below is are two examples of this support:

Support Log: Probationary Teacher

Directions: Principal or designee records informal and formal support/professional development. Additional information may be attached (ex. Pre-planning agenda, faculty meeting agendas, PLC notes and etc.)

Teacher Name: ▢ **Assistance Provided by:** ▢

Subject(s) taught: ▢ **Grade level:** ▢

Date/Range of time meeting/support occurred	Objective or Strategies to be provided assistance.	Notes/Outcomes/Follow Up provided.	Resources provided/Person(s) designated to assist.

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TEACHER ASSISTANCE PLAN
(REQUIRED)

GOAL: To assist teachers who earned a previous overall Needs Improvement evaluation so that their performance reaches a satisfactory level for the current school year.

Teacher: Jane Hope   Lawson# 12345   Plan Initiation Date October 25, 2012
SUPPORT TEAM: Jim James, Principal   Additional Administrator(s):   Other(s) V.Support, 7th grade
School Site: 1234 Middle   S. Savey,Assistant Principal   J.Hardy, Reading Coach
Grade/Subjects Taught: 6th Reading   _____,Assistant Principal

Date of Meeting:_____   Team Members Present:_____   _____

_____   _____   _____

_____   _____   _____

Area(s) for Focus: (check all that apply)
☐ Planning and Preparation
☐ Classroom Environment
☐ Instruction
☐ Professional Responsibilities

INITIAL TASKS	TEAM MEMBER(S) RESPONSIBLE	DATE	NOTES	Admin/Teacher Initials
• Meet with teacher to present official notification letter • Schedule meeting to collaboratively develop an Assistance Plan with Support Team	Principal	10/25/12	Ms. Hope received her letter, signed and discussed the date of her assistantce meeting.	
• Conduct meeting with teacher and Support Team to develop Assistance Plan • Establish dates for quarterly review of plan in September/October, December, February and April	Principal	10/31/2012	The team (principal, AP, reading coach, teacher, and CTA representative) met with Ms. Hope to discuss the plan, dates, and activities to support her this school year.	

ASSISTANCE STRATEGIES	TEAM MEMBER(S) RESPONSIBLE	DATES	NOTES	Admin/Teacher Initials
Ms. Hope will be provided assistance in the area of Domain 3. Component: 3B Goal:To become effective at using higher order questions daily to engage students in critical thinking. Strategy: Have a planning meeting with Ms. Hardy, the reading	Principal Reading Coach	Sept/Oct: 10/31/12	Ms. Hope met with the team. She received the reference materials for questioning skills and also set appointments with the Reading Coach to review lesson plans. The two will get together to decide on an observation date. Ms. Hardy also agreed to model a lesson using the "I do, We do, You	

7) All instructional personnel will be evaluated at least once a year.

8) Classroom teachers are observed and evaluated at least once a year. Below is the documentation that classroom teachers are observed and evaluated at least once per year:

Classroom Teacher Required Observations
2015-2016

Prior Year Written Evaluation Score (Principal + Peer/Mentor Combined Score Only)	Administrative Observations (Minimum number)		Peer Observations	
	Formal	Informal (Domain 2/3 or Domain 3)	Formal	Informal (Domain 2/3)
45.00-60.00 *(Intern eligible)*	1	1	1	1 *or* 0 *Employee Choice*
35.00-44.99 *(Intern eligible)* *New to HCPS with experience*	1	1	1	1
23.00-34.99	1	2	1	2
0-22.99	1	3	2	2
E & HE Teachers in DROP *(DROP end date 1/19/16 through 6/30/18)*	1	0	1	0

Teachers Assigned a Mentor	Administrative Formal Observations	Administrative Informal Observations	Swap Mentor Formal Observations
	1	2	3

Teachers with an overall Total Evaluation score in the levels of N/I or U will be assigned one supervisor formal observation.

9) Classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district. See above as this verifies teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district. See additional information below regarding the fall evaluation process from the Teacher Evaluation Handbook and Human Resources Calendar:

Notes on Evaluation Schedules:

- Evaluation Due Dates: Evaluation due dates are set and published annually by HCPS Human Resources Division.

- Fall Evaluations: First year teachers and experienced teachers who are in their first year of employment with the district are required to have at least two evaluations during their first year in the district, and will therefore have a fall evaluation in addition to their spring evaluation. Fall evaluations will be conducted by the principal. In addition to classroom observation data, principals will consider student performance data and professional behaviors.

| Friday 12/18/15 | Deadline for all fall evaluations-Probationary employees and notification letters of possible concerns that my result in non-renewal of annual/probationary teaching contract for the following school year. |
| | Fax/Mail Attachment Letter to HR no later than December 18 |

10)The district uses a parent input form for principals to consider feedback for performance evaluations. The sample form is below:

Hillsborough County
PUBLIC SCHOOLS
Excellence in Education

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
PARENT INPUT FORM

EMPLOYEE'S NAME: _____

PARENT'S NAME: _____

STUDENT'S NAME: _____ **DATE:** _____

SCHOOL NAME: _____ **SCHOOL YEAR:** _____

Parent's Comments: _____

_____
_____
_____
_____
_____
_____
_____
_____

Parent's Signature: _____

This signed form will be placed in the principal's correspondence file for a period of one year following the current school year.

SB34808 (08/07)   Original: Principal's File   Copies: Parent and Employee

11) N/A

12) All year 1 and 2 teachers without prior teaching experience are assigned a mentor who works closely with them. Additionally, teachers who are less than effective can request additional peer assistance. An example of the request form is below:

Hillsborough County
PUBLIC SCHOOLS
Excellence in Education

PEER ASSISTANCE REQUEST FORM
For Classroom Teachers on Assistance Plans
2015-2016

DIRECTIONS: Complete all information below electronically and email completed form as an attachment to GreatTeachers in IDEAS email. Request forms must be received via email by GreatTeachers no later than 4:45 PM on Friday, October 9, 2015.

Date: _____

Name: _____   Lawson #: _____

Site Name: _____   Site #: _____

Current Teaching Assignment: _____

I am requesting the following from a peer:

☐ Provide additional understanding of rubric component(s)
　Specific component(s) *(1a-4a only)*: _____

☐ Observe informally and provide feedback regarding my practice tied to rubric components in Domains 2 and 3

☐ Provide additional resources for specific rubric components based on my 2014-2015 Spring Evaluation
　Specific component(s) *(1a-4a only)*: _____

☐ Model an instructional strategy
　Specific instructional strategy: _____

☐ Plan a classroom lesson with me (lesson cannot be used for formal or informal observation)

☐ Serve and attend my assistance plan meetings

Additional Comments:

Note: The assigned peer will serve in a supportive, non-evaluative role.

6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

1) In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
   ➢ submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
   ➢ submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
   ➢ discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
   ➢ 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 [Rule 6A-5.030(2)(g)4., F.A.C.].
2) The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
3) Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

••

District Submission:

1) Below is additional information regarding the district evaluation system:

⊞ Evaluation Cycle and Timelines

Evaluation	Evaluator	Evaluated	Date Due for Completion
Fall Evaluation	Principal	• Teachers with 3 years of experience or less • Teachers in their first year of employment in the district, • Teachers with more than 3 years' experience, at principal's discretion	Mid December (prior to Winter holiday)
Spring Evaluation	Principal Peer/Mentor	• Teachers with 3 years of experience or less; recommended for non renomination	Mid-March
Spring Evaluation	Principal Peer/Mentor	• Teachers with 3 years of experience or less, eligible for re-nomination	Final day of post planning
Spring Evaluation	Principal Peer	• Teachers with more than 3 years of experience	Final day of post planning

Additional information regarding the Evaluation Review Procedure is below:

Teacher Evaluation Review Procedure

To request a review, the teacher shall submit a "Request for Review" form to greatteachers@sdhc.k12.fl.us. Request forms and directions are available in the Teacher Toolkit. Requests will be reviewed to determine whether the teacher has a reviewable issue or an error in the evaluation. If there is an issue, the information will be forwarded to the review committee.

The review committee will consist of six (6) individuals who are trained on the rubric and evaluation system. Specifically, the committee will include:

a. Two (2) teachers (excluding current mentors/peers) selected by the HCTA
b. Two (2) district level administrators (excluding principals and supervisory staff currently evaluating teachers)
c. One (1) CTA Representative
d. One (1) HCPS HR Representative

The committee will meet as necessary to review all submissions. The committee may request additional relevant information regarding the evaluation. The committee's recommendations will be submitted to the Chief Human Resources Officer.

From the Teacher Contract is the language regarding the employee's right to submit a written response to the evaluation and this will become a permanent attachment:

23.3.4   A teacher may submit written comments to be filed with a summary to any disagreement on the content.

2) See example below for notification regarding less than effective performance:

Hillsborough County
P U B L I C   S C H O O L S
Excellence in Education

Date

Employee Name
Address
City, State, Zip

Dear Employee,

Florida Statute Section 1012.34 (4) states:

> "the (district) superintendent shall notify the department (of education) of any instructional personnel who receive two consecutive unsatisfactory annual evaluations (or three consecutive 'less than satisfactory' evaluations) and who have been given written notice by the district that their employment is being terminated or is not being renewed or that the school board intends to terminate, or not renew, their employment. The department shall (then) conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to s. 1012.795(1)(b)."

Our records show you have received the following evaluations:

2012 – 2013 Final Evaluation Score: 41.49, Needs Improvement
2013 – 2014 Final Evaluation Score: 43.73, Needs Improvement

Your tentative evaluation for the 2014-2015 school year is projected to be a 43.6703, Needs Improvement.

As a result, you are being removed from your current teaching assignment. You are being placed at NAME OF School as a 'Teacher on Special Assignment', receiving your instructional pay, until October when Value Added scores are released. At such time and based on that data, a determination will be made regarding your employment with Hillsborough County Public Schools.

3) See example below of notification:

EDUCATOR MISCONDUCT REPORTING FORM
Office of Professional Practices Services

REPORTER INFORMATION:

☒Public School ☐Charter School ☐Private School ☐FSDB ☐Lab School

REPORTER CONTACT INFORMATION:

School/District: Hillsborough County Public School
Contact Person Name and Title: Dena Collins, General Manager of Personnel Services
Contact Address and Telephone: 901 East Kennedy Blvd. Tampa, FL 33602 (813) 272-4148

INFORMATION REGARDING THE EDUCATOR BEING REPORTED

EDUCATOR'S NAME: Employees Name

ADDRESS: Street, City, State & Zip

HOME PHONE: WORK PHONE: CELL PHONE:

SSN: ???-??-????   DATE OF BIRTH 00/00/0000   DOE CERTIFICATE #

ASSIGNED SCHOOL:

POSITION: Teacher   SUBJECT/GRADE LEVEL:

YEARS EXPERIENCE:
CONTRACTUAL STATUS: Annual
CURRENT EMPLOYMENT STATUS: Administrative leave 00/00/0000 to 00/00/0000 - pending termination hearing.

SUMMARY OF THE ALLEGATION:
On Date - 00/00/0000, the School Board accepted the recommendation of the Superintendent to terminate Teacher pending termination hearing request. As a result, she has been placed on non-paid administrative leave. Teacher is guilty of failure to demonstrate competency to perform the duties of employment in instruction, evaluation, and management of students in accordance with generally accepted standards of the profession because Teacher received two "unsatisfactory" evaluations.
****

Hillsborough County Public Schools verifies the following:

- 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 must submit the written report to the employee no later than 10 days after the evaluation takes place.
- The written evaluation report will be discussed 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.

Hillsborough County Public Schools requires notification of unsatisfactory performance in compliance with the requirements outlines in s. 1012.34(4).

Hillsborough County Public Schools' school superintendent will annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given

written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S.

7. **District Self-Monitoring**

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

District Submission:

Please see School Board Policy 3220 below:

Policy Manual

Table of Contents > 3000 - Instructional Staff

| Bylaws and Policies |
| Administrative Procedures |
| Forms |
| Advertised Changes |

Search Policy Manual:

3220 - Evaluation of Instructional Staff

The continuing evaluation of instructional staff members is necessary to enable the School Board to monitor the effectiveness and competence of instructional staff members and to assist them in the improvement of their professional performance.

The work of instructional staff will be evaluated pursuant to the collective bargaining agreement.

The written evaluation will be completed and on file in accordance with the time schedule established by the Superintendent.

F.S. 1012.22, 1012.225, 1012.34

Please reference additional attachments included with this email regarding the training of all evaluators and protocols for observations.

The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statute. The team usually meets in the summer of each year to evaluate the effectiveness of the system. During the review, the team determines if:

- The evaluator understands of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- The use of evaluation data is used to identify individual professional development.
- The use of evaluation data is used to inform school and district improvement plan.

The team looks at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel are disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for individual, school and district professional development activities.

Changes and revisions to the teacher evaluation system will be recommended. All substantial revisions will be reviewed and approved by the district school board before being used to evaluate teachers.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:
- ☐ The percentage of the evaluation that is based on the performance of students criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:
- ☐ The student performance measure(s).
- ☐ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:
- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:
- ☐ Documented that VAM results comprise at least one-third of the evaluation.
- ☐ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:
- ☐ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ☐ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:
- ☐ The percentage of the evaluation system that is based on the instructional

practice criterion.

☐ At least one-third of the evaluation is based on instructional practice.

☐ An explanation of the scoring method, including how it is calculated and combined.

☐ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

☐ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

☐ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

☐ Described the additional performance indicators, if any.

☐ The percentage of the final evaluation that is based upon the additional indicators.

☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

☐ Summative evaluation form(s).

☐ Scoring method, including how it is calculated and combined.

☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

☐ Confirmation that the district provides instructional personnel the opportunity

to review their class rosters for accuracy and to correct any mistakes.
- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:
- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:
- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All instructional personnel must be evaluated at least once a year.
- ☐ All classroom teachers must be observed and evaluated at least once a year.
- ☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:
- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ☐ Description of the district's criteria for inclusion of parental input.
- ☐ Description of manner of inclusion of parental input.
- ☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- ☐ Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - ➢ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - ➢ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - ➢ That the evaluator must discuss the written evaluation report with the employee.
  - ➢ That 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.
- ☐ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- ☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

- ☐ 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).
- ☐ The use of evaluation data to identify individual professional development.
- ☐ The use of evaluation data to inform school and district improvement plans.