



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

2018-2019

P.K. Yonge DRS Instructional Evaluation System



UF Laboratory/ P.K. Yonge Developmental
Research School

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Table of Contents

1. Performance of Students
2. Instructional Practice
3. Other Indicators of Performance
4. Summative Evaluation Score
5. Additional Requirements
6. District Evaluation Procedures
7. District Self-Monitoring
8. Appendix A – Checklist for Approval

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:

- 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.].
 - 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.].
 - 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.].
 - 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.].
 - 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.].
 - 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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Student Academic Performance -33% value in Teacher Performance Evaluation

An instructional employee's annual evaluation will consist of three parts: 33% Student Academic Performance, 33% Instructional Practice, and 33% Additional Metrics defined as Teacher Research and Professionalism and Communication.

For classroom teachers (throughout this document the term "teachers" excludes substitutes), Table 1 will be used to determine the assessment type and weighting in the Student Academic Performance rating. Table 1 also serves as a tool for organizing and weighting student academic performance measures for teachers with multiple classes/courses. The weighting reflects the percentage of students in each course in relationship to the total number of students assigned to the teacher. Student results used in evaluation of all personnel are based on students assigned to the individual being evaluated. Table 1 will be updated through the revision process to reflect state models, state assessments, state provided item banks, and other resources as they become available.

Annual evaluations of instructional personnel who are not classroom teachers will include student academic performance from statewide assessments for students assigned to the instructional personnel. This measure will count for one-third of the overall evaluation score.

Where possible, district calculations will parallel state rules, policies, and procedures for determining student inclusion in calculations. School or district wide VAM scores are not used in the calculation of classroom instructional personnel or non-classroom instructional personnel performance evaluations, unless they are assigned responsibility for all students in the school or district.

P.K. Yonge Developmental Research School will develop and implement policies and procedures to guide the development, administration, and scoring of local assessments. These procedures will be included as appendices to the Teacher Performance Evaluation System following review and approval.

Points for determining a teacher's impact on academic performance 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 that has a state approved VAM model. The student academic performance factor for all other instructional employees will be based upon student proficiency on a teacher selected or district developed assessment as defined in table 1.

The teacher's performance as indicated by the academic performance of students assigned will be entered into the teacher's annual performance evaluation. This category will compose one third of the P.K. Yonge Teacher Performance Evaluation.

The teacher's impact on student academic performance will be determined by applying the state prescribed Value-Added Model, common metric approach, when available. 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.

The district will evaluate the impact that differing confidence intervals, cut scores, minimum student counts and scale ranges have on performance classifications. The measures used to establish the final rating of student academic performance are listed below and specific scoring procedures are determined by type of measure in Appendix F of the P.K. Yonge Teacher Performance Evaluation Plan. Using the established scale(s) listed in section 4, specific to each type of measure, a *Measure of Academic Performance* score of 0 to 4, will show the degree to which the teacher has produced measurable evidence of student academic performance.

The Final Student Academic Performance score will be weighted at one third of the overall Teacher Performance Evaluation according to procedures identified in section 4.

Table 1: Measures of Academic Performance

Grade Level/Subject	Measures of Academic Performance
Kindergarten	100% District Selected Assessments
First Grade	100% District Selected Assessments
Second Grade	100% District Selected Assessments
Third Grade Reading	100% FSA ELA Statewide Standardized Assessment Achievement and /or District Selected Assessments
Fourth and Fifth Grade Reading	100% FSA ELA Statewide Standardized Assessment VAM and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Third Grade Writing	100% FSA ELA Statewide Standardized Assessment Achievement and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Fourth and Fifth Grade Writing	100% FSA ELA Statewide Standardized Assessment VAM and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Third Grade Mathematics	100% FSA Mathematics Statewide Standardized Assessment Achievement and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Fourth and Fifth Grade Mathematics	100% FSA Mathematics Statewide Standardized Assessment VAM and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Third, Fourth, Fifth Grade Social Studies	100% District Developed Course Specific Assessment
Third and Fourth Grade Science	100% District Developed Course Specific Assessment
Fifth Grade Science	100% FCAT SCIENCE ACHIEVEMENT and/or combination of Assessments in District Selected and Statewide Standardized Assessment

Grade Level/Subject	Measures of Academic Performance
Sixth Grade Language Arts	100% FSA ELA Statewide Standardized Assessment VAM and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Sixth Grade Mathematics	100% FSA Mathematics Statewide Standardized Assessment VAM and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Sixth Grade Social Studies	40% FSA ELA Statewide Standardized Assessment and/or combination of Assessments in District Selected and Statewide Standardized Assessment 60% District Developed Course Specific Assessment
Sixth Grade Science	40% FSA ELA Statewide Standardized Assessment and/or combination of Assessments in District Selected and Statewide Standardized Assessment 60% District Developed Course Specific Assessment
Seventh Grade Language Arts	100% FSA ELA Statewide Standardized Assessment VAM and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Grade Level/Subject	Measures of Academic Performance
Seventh Grade Mathematics	100% FSA Mathematics Statewide Standardized Assessment VAM and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Seventh Grade Social Studies/ Seventh Grade Civics	40% FSA ELA Statewide Standardized Assessment and/or combination of Assessments in District Selected and Statewide Standardized Assessment 60% District Selected Course Specific Assessment (District will use the Civics statewide EOC as the district selected assessment for the students enrolled in the course)
Seventh Grade Geography	40% FSA ELA Statewide Standardized Assessment and/or combination of Assessments in District Selected and Statewide Standardized Assessment 60% District Selected Course Specific Assessment
Seventh Grade Science	40% FSA ELA Statewide Standardized Assessment and/or combination of Assessments in District Selected and Statewide Standardized Assessment 60% District Developed Course Specific Assessment
Eighth Grade Language Arts	100% FSA ELA Statewide Standardized Assessment VAM and/or combination of Assessments in District Selected and Statewide Standardized Assessment

Grade Level/Subject	Measures of Academic Performance
Eighth Grade Mathematics	100% FSA Mathematics Statewide Standardized Assessment VAM and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Eighth Grade Social Studies	40% FSA ELA Statewide Standardized Assessment and/or combination of Assessments in District Selected and Statewide Standardized Assessment 60% District Developed Course Specific Assessment
Eighth Grade Science	40% FSA ELA Statewide Standardized Assessment and/or combination of Assessments in District Selected and Statewide Standardized Assessment 60% FCAT SCIENCE ACHIEVEMENT
English I	100% FSA ELA Statewide Standardized Assessment VAM and/or combination of Assessments in District Selected and Statewide Standardized Assessment

Grade Level/Subject	Measures of Academic Performance
English II	100% FSA ELA Statewide Standardized Assessment VAM and/or combination of Assessments in District Selected and Statewide Standardized Assessment
English III English IV, AP Literature and Composition, AP Language and Composition, Speech, Creative Writing	100% District Developed Course Specific Assessment <i>note: district has the option of using the AP Subject- area test results for the students enrolled in AP courses</i>
World History, AP World History	40% FSA ELA Statewide Standardized Assessment and/or combination of Assessments in District Selected and Statewide Standardized Assessment 60% District Developed Course Assessment <i>note: district has the option of using the AP Subject- area test results for the students enrolled in AP courses</i>
AP Human Geography, World Cultural Geography	40% FSA ELA Statewide Standardized Assessment and/or combination of Assessments in District Selected and Statewide Standardized Assessment 60% District Developed Course Assessment <i>note: district has the option of using the AP Subject- area test results for the students enrolled in AP courses</i>

American History, AP American History	100% US History EOC Statewide Assessment <i>note: district has the option of using the AP Subject- area test results for the students enrolled in AP courses</i> <i>note: for the 6014-15 school year the district selected assessment will be the statewide US history EOC</i>
Grade Level/Subject	Measures of Academic Performance
AP Micro Economics, AP Macro Economics, Economics, American Government, Comparative Politics	100% District Developed Course Specific Assessment <i>note: district has the option of using the AP Subject- area test results for the students enrolled in AP courses</i>
Algebra I, Algebra IA, Algebra IB	100% Algebra 1 EOC Achievement (based on student performance for students enrolled in grade levels other than 9 th grade) 100% Algebra 1 EOC VAM Results for teachers assigned to 9 th grade students and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Geometry	100% Geometry state standardized EOC Achievement and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Algebra II, Trigonometry, Pre-Calculus, Calculus, Liberal Arts Math, Math Analysis, Analytic Geometry, Math for College Readiness, AP Statistics, AP Calculus	100% Algebra 2 Statewide EOC Assessment (for students enrolled in Alg 2) and/or combination of Assessments in District Selected and Statewide Standardized Assessment 100% District Developed Course Specific <i>note: district has the option of using the AP Subject- area test results for the students enrolled in AP courses</i>
Biology	100% Biology state standardized EOC Achievement and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Grade Level/Subject	Measures of Academic Performance
AP Environmental Science,	100% District Developed Course Specific Assessments <i>note: district has the option of using the AP Subject- area test results for the students enrolled in AP courses</i>

Environmental Science, Marine Science, Chemistry, Physics, Anatomy and Physiology, AP Biology	
Visual Arts, Performing Arts, Physical Education, Technology	100% District Developed Course Specific Assessment note: when students are assigned to courses and individuals where student academic performance is measured by statewide assessments the teacher will have the option of selecting the statewide assessment as the measurement of student academic performance
World Languages	100% District Selected Course Specific Assessment
Additional Courses not associated with VAM	100% District Developed Course Specific Assessment

Grade Level/Subject	Measures of Academic Performance 2014-2015
Intensive Reading	100% FSA ELA Statewide Standardized Assessment VAM or FCAT reading retake as applicable and/or combination of Assessments in District Selected and Statewide Standardized Assessment
Instructional Support	60% FSA ELA and Mathematics Statewide Standardized Assessments based only on academic performance of assigned students and/or combination of Assessments in District Selected and Statewide Standardized Assessment 40% District Developed Assessments
Instructional Coaches, Reading Coaches, Curriculum Coordinators, Guidance Counselors, Media Specialists	Defined in Non-Instructional Evaluation Plan
Administrators	Defined in Administrative Evaluation Plan

2. Instructional Practice

Directions:

The district shall provide:

- 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.].
 - 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.].
 - 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.].
 - 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.].
 - 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.].
 - 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.].
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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.

The state crosswalk illustrating the relationship between Marzano's domain segments and the Florida Educator Accomplished Practices can be found at:

http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf

Instructional Practice – 33% value in Teacher Performance Evaluation

An Instructional Practice score will be computed for all instructional personnel. For teachers, a custom framework aligned to the FEAPS will be used. This framework-

- reflects teachers' performance in areas including delivering instruction and instructional design
- accounts for teachers' experience levels (Category I, II)
- acknowledges teachers' focus on professional growth by measuring teacher improvement over time on *specific* elements within the framework

An Instructional Practice score will consist of ratings which reflect the performance of an individual educator. Ratings will be derived from specific elements identified by the teacher in consultation with their observer.

- An Instructional Practice Score –
 - measures teacher's proficiency against elements aligned to the FEAPS
 - recognizes teachers' use of research based strategies in the instructional framework
 - measures progress against specific targeted elements for improvement
 - recognizes teacher's deliberate practice
 - supports annual growth in teacher practice
 - informs the development of the Individual Professional Development Plan

In order to provide a supportive context for growth in teacher practice, the Instructional Practice portion of the Teacher Performance Evaluation system is centered on data collected through minimum of one Targeted Feedback Cycle or Community of Practice peer evaluation. Each Targeted Feedback Cycle will consist of classroom observations and coaching conversations centered on deliberate development of practice, using a strengths-based communication and feedback model. Each classroom observation will be a component of the Targeted Feedback Cycle and will support the teacher in professional growth by focusing on specific areas of practice. Areas for growth will be collaboratively identified by the teacher and the observer during the initial pre-conference of the first Targeted Feedback Cycle. Data that has quantitative value toward the Instructional Practice portion of the Teacher Performance Evaluation will be collected during the final cycle visit of each Targeted Feedback Cycle. Providing a cycle of feedback prior to the determination of a quantitative rating of value in the Instructional Practice score allows each teacher to participate in Targeted Feedback Cycles and provides a supportive context for professional growth.

For evaluation purposes, teachers are assigned to one of two categories:

- Category I: one to three years of service
- Category II: more than 3 years of service

Teachers new to the district will be placed in Category I for the first year. If rehired, the teacher will then be placed in category I or II as appropriate.

For **Category I teachers**, multiple observations provided by multiple observers, including but not limited to the category I teachers assigned professional learning partner, provide ongoing feedback to support teachers' professional growth and gather sufficient evidence to measure effectiveness as teachers transition to the district. Multiple observations provide regular opportunities and support for teacher reflection and growth through the planning, observation, and feedback cycle reflection process.

Observations of Category I teachers will be conducted as part of each Targeted Feedback Cycle. Each cycle will include multiple observations and conversations focused on development of practice. Prior to each observation within the Targeted Feedback Cycle, the observer and the teacher will collaborate on the element or elements of practice to be observed in that specific observation event. The observer and teacher will consider strengths of the teacher's practice based on initial observation data. Areas of practice ready for next steps in professional growth will be identified. These areas for growth – one per cycle – will be the focus throughout the Targeted Feedback Cycle(s). Evaluative data used for a quantitative rating of value in the Instructional Practice score will be collected during the final observation of each Targeted Feedback Cycle, only.

Year One (2015-16) Targeted Feedback Cycles, will include the assigned professional learning partners, as available, in side-by-side observations with administrative faculty. During Year Two (2016-17), assigned professional learning partners will participate in Targeted Feedback Cycles as observers, participating in both feedback and data collection during the Targeted Feedback Cycle.

Beginning in Year Three (2017-18), assigned professional learning partners may be in the role of observer and evaluator during Targeted Feedback Cycles. The assigned professional learning partner (PLP-a) will conduct the Targeted Feedback Cycle following procedures for observation, feedback, and data collection aligned with professional learning and Targeted Feedback Cycle protocols used by all observers.

Feedback for **first-year teachers** also includes feedback provided through induction and observations conducted by the PLP-A. Each Category I teacher additionally receives a formal pre-ninety day review.

Observations of Category II teachers will be conducted as part of Targeted Feedback Cycles when identified as most beneficial to the stated goals. Each cycle will include multiple observations and conversations focused on the development of practice. The observer and teacher will consider strengths of the teacher's practice based on initial observation data. Areas of practice ready for next steps in professional growth will be identified. These areas for growth – one per cycle – will be the focus throughout the Targeted Feedback Cycles. Evaluative data used for a quantitative rating of value in the Instructional Practice score will be collected during the final observation of each Targeted Feedback Cycle, only. **Category II** teachers have the option of participating in a peer partnership with a Highly Qualified teaching partner and submitting quantitative ratings at the end of the peer cycle, referred to as a Community of Practice.

Tables 2-10 provide additional information on types of observations, frequency, instruments used, feedback, and timelines. More detail on the calculation of the Instructional Practice score is included in Section 4.

Table 2: *Targeted Feedback Cycles Year One (2015-16)*

Targeted Feedback Cycles: <i>Cycles of observation and feedback structured on a strengths-based communication model and focused on a single area of Instructional Practice. Each cycle is designed to be a partnership between the teacher and observer and focused on professional growth.</i>		
Cycle Date Ranges	August - January	January - May
Teachers Assigned to a Single Observer during each Cycle	Approx. 30-35	Approx. -30-35
Minimum Number of Observations per Teacher during each Cycle	3	3
Identified Observers	Principal, Assistant Principal(s)	Principal, Assistant Principal(s), Program Development and Outreach Specialist(s)

Table 3: *Targeted Feedback Cycles Year Two and Ongoing*

Targeted Feedback Cycles: <i>Cycles of observation and feedback structured on a strength-based communication model and focused on a single area of Instructional Practice. Each cycle is designed to be a partnership between the teacher and observer and focused on professional growth.</i>			
Cycle Date Ranges	August – November	December – February	March- May
Teachers Assigned to a Single Observer during each Cycle	Approx. 12-20	Approx. 12-20	Approx. 12-20
Minimum Number of Observations/conversations per Teacher during each Cycle	3	3	3
Identified Observers	Principal, Director of Student and Family Services, Director of Program Development	Principal, Director of Student and Family Services, Director of Program Development	Principal, Director of Student and Family Services, Director of Program Development

Table 4: Observation Types and Characteristics

Type	Characteristics
Initial Data Collection	<ul style="list-style-type: none"> • Announced within the first 30 days of school • Includes a post-conference between teacher and observer • Collaborative identification of design question related elements as a focus for Targeted Feedback Cycle
Formative	<ul style="list-style-type: none"> • Announced • Formative data collection • Average length of 20 minutes • Focuses on targeted elements of practice • Includes a post-conference between teacher and observer • Occur in a cycle of three-five events
Data Collection Event	<ul style="list-style-type: none"> • Announced • Final event in a Targeted Feedback Cycle • Average length of 20 minutes • Data collected is used as summative rating toward Instructional Practice Score

Table 5: Timeline

Month	Category I Teachers	Category II Teachers	Teachers not Meeting Expectations
AUGUST	Develop Schedule of Targeted Feedback Cycles		
	Initial observations Category 1 teachers		
	Establish Initial Individual Professional Growth Plan in aligned to Targeted Feedback Cycle One in Post-Conference		
SEPTEMBER	Initial observations for baseline data collection		
	Targeted Feedback Cycle 1- Category 1 teachers		
OCTOBER	Targeted Feedback Cycles begin	Targeted Feedback Cycles begin	Targeted Feedback Cycles begin

Month	Category I Teachers	Category II Teachers	Teachers not Meeting Expectations
NOVEMBER	Targeted Feedback Cycles continue	Targeted Feedback Cycles continue	Targeted Feedback Cycles continue
DECEMBER	Mid-Year Evaluation including Data from Targeted Feedback Cycle 1 * Category I - Newly Hired 90 day review Targeted Feedback Cycle 1	Targeted Feedback Cycles continue	Mid-Year Evaluation including Review of Professional Growth Plan Targeted Feedback Cycle 1
JANUARY	Targeted Feedback Cycles continue	Targeted Feedback Cycles continue	Targeted Feedback Cycles continue
FEBRUARY	Targeted Feedback Cycles continue	Targeted Feedback Cycles continue	Targeted Feedback Cycles continue
MARCH	Targeted Feedback Cycles continue	Targeted Feedback Cycles continue	Targeted Feedback Cycles continue
APRIL	Targeted Feedback Cycles continue	Targeted Feedback Cycles continue	Targeted Feedback Cycles continue
MAY	Targeted Feedback Cycle /Final Evaluation	Targeted Feedback Cycle/ Final Evaluation	Targeted Feedback Cycle/Final Evaluation
June	Final Evaluation-Sign Instructional Practice portion of Teacher Performance Evaluation & when available sign Student Growth/Achievement		
July-November	Peer Review Panel review and render rating on Teacher Performance Portfolio As data is available- Sign and Finish Teacher Performance Evaluation		

Table 6: Identification and Support of Teachers Not Meeting Expectations

Identification and Support of Teachers not Meeting Expectations	
Purpose of the Process	To provide focused support and structured intensive assistance for teachers who are not meeting district expectations
Definition of Teachers not Meeting Expectations	Category I Teachers: Unsatisfactory or Developing Summative Teacher Evaluation Score Category II Teachers: Needs Improvement or Unsatisfactory Summative Teacher Evaluation Score
General Procedures	<ul style="list-style-type: none"> The district will assign a PLP to the struggling teacher based on their areas of need. Specific professional learning in those particular areas will be assigned and required to be progress monitored through the <i>iObservation</i> system. Evidence gathered in the areas of need would reflect an improvement in Marzano's five-point scale through developing (II) and above to indicate improvement. If a PLP was assigned to a Category I teacher, the PLP can be reassigned to ensure a match of needs. Progress will be assessed and documented through the formal and informal observation process. A team consisting of at a minimum of an administrator and PLP, but also including Professional

	development staff, instructional coaches will meet at least quarterly to ensure that the needs of the struggling teacher are met.
Roles and Responsibilities	<p>Administrator(s)</p> <ul style="list-style-type: none"> • Observe • Develop the professional growth plan to address the area(s) of need • Render the final rating <p>PLP</p> <ul style="list-style-type: none"> • Observe • Develop the professional growth plan to address the area(s) of need • Provide coaching and professional development <p>Professional Learning Staff</p> <ul style="list-style-type: none"> • Observe • Develop the professional growth plan to address the area(s) of need • Provide coaching and professional development <p>Teacher not Meeting Expectations</p> <ul style="list-style-type: none"> • Engage in the professional learning • Participate in the development of the professional growth plan • Provide documentation of professional learning • Provide evidence of implementation • Attend all meetings with their PLP, Professional Development Staff, Administrator(s), Instructional Coaches
Involvement of UFF (as appropriate)	Consult with University of Florida Human Resources and United Faculty of Florida as appropriate to ensure compliance with current contract.
Timelines	As indicated in Table 6, the teacher identified as “not meeting expectations” will receive a minimum of three observations as part of Targeted Feedback Cycles. Additionally, walkthroughs will be conducted at minimum, twice per month by an administrator.

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

Teacher Research and Professional Practices –Component – 33% of Teacher Performance Evaluation

Overview

P.K. Yonge has included a Teacher Research and Professional Practices as a component of the PKY evaluation system. All P.K. Yonge teachers will participate in peer review and feedback as part of the evaluation process via submission of annual Teacher Inquiry Papers. Peers serving in this role are designated as Inquiry Review Panel Members and elected by peers through a faculty vote. Training for teachers serving as Inquiry Review Panel Members will occur as a part of the initial and ongoing professional development to support implementation of the P.K. Yonge Teacher Performance evaluation system. The research submissions (Teacher Inquiry Papers) will be submitted by faculty and include evidence reflecting educator practice in eight areas of focus aligned with P.K. Yonge Developmental Research School educator practice requirements. Teachers will have discretion over evidence type included in the Inquiry submission however all submissions should be aligned to the P.K. Yonge Inquiry Rubric. Additionally, student and parent feedback may be gathered through faculty-adopted instruments aligned with the P.K. Yonge DRS Faculty promotion process.

Teacher Inquiry submissions will be scored based on criteria identified in Teacher Inquiry Rubric representing each area of focus as it relates to teacher research. Additionally, the evidence gathered and showcased in the annual Teacher Inquiry submission will align with promotion criteria.

Scoring Criteria

Inquiry submissions will be scored annually by the peer review team and administrative team using the rubrics specific to each domain and shown in Appendix B. The weighting of the Teacher Inquiry submission is 20% of the respective 33% contained in this component of the evaluation plan.

Scoring of the Teacher Performance Portfolios will be based on scoring of each indicator of the rubric. Each area of focus will receive a whole number score of 1-4 based on evidence provided specific to that practice area. A Total Score in the range of 8-20 will be calculated for each of the Inquiry submissions by the peer review team. A Total Score in the range of 8-20 will be calculated for each of the Teacher Inquiry submissions by the peer review team.

A Score specific to Professionalism in the range of 3-12 will be calculated for each teacher/instructor by the administrative team. Specific Rubrics aligned to each of the areas of focus are shown in appendix B.

Scores for both Inquiry and Professionalism (based on the rubrics) will be weighted and combined in order to identify one value for the Teacher Research and Professional Practices Component which will then be valued at 33% of the overall Teacher Performance Evaluation.

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.].

Annual Evaluation Ratings and Calculations

P.K. Yonge Developmental Research School's Performance Appraisal System has identified four categories of performance for instructional personnel summative ratings:

- Highly Effective (4)
- Effective (3)
- Needs Improvement [Developing for Category I teachers] (2)
- Unsatisfactory (1)

The combined summative rating combines the results of the Student Academic Performance score, Instructional Practice score, and Teacher Performance Portfolio score as detailed below.

Determining Student Academic Performance Score

The Student Growth score will be calculated per section 2 in combination with the criteria outlined in the charts and tables below:

Appendix F: Teacher Evaluation Procedures for Calculating Student Achievement

District Measure Scoring Procedures for Assessments with Established Benchmark Guidelines

Including but not limited to SAT-10, FL DOE End of Course Assessments, local assessments of student academic performance, and curriculum-based measures

Steps for calculating a student achievement score based on district measures with established benchmarks:

For each district measure the following steps will be taken to establish a numeric value used in calculating the student achievement portion of each instructional faculty members' evaluation.

1. Establish the benchmark or standard for achievement based on the measure, score type, and grade level
2. Calculate the total number of students assessed on the measure
3. Calculate the number of students meeting the proficiency or growth benchmark
4. Determine the percentage of students meeting the proficiency or growth benchmark
5. Apply the scale listed below to determine a value used in the student achievement portion of the teacher evaluation score.
6. The common metric (1,2,3,4) established based on the scale below will be weighted based on the percentages outlined in the Elementary district measures table.

49% or below	50%-59%	60%-74%	75% or greater
1-UN	2-NI	3-E	4-HE

District Measure Scoring Procedures for Advanced Placement Assessments with Established Benchmark Guidelines

Student Academic Performance based on Advanced Placement or AP Courses will be calculated following the five steps listed and the scale listed below will be applied to the percentage determined at the end of step 5 in order to determine the value used in the Student Academic Performance portion of the teacher evaluation score.

1. Establish the benchmark or standard for achievement based on the measure, score type, and grade level (for all AP courses the benchmark will be established at level 2)
2. Calculate the total number of students assessed on the measure
3. Calculate the number of students meeting the proficiency or growth benchmark
4. Determine the percentage of students meeting the proficiency or growth benchmark
5. Apply the scale listed below to determine a value used in the student achievement portion of the teacher evaluation score.

39% or below	40%-49%	50%-59%	60% or greater
1- UN	2- NI	3-E	4-HE

District Measure Scoring Procedures for Assessments Without Established Benchmarks

Steps for calculating a student achievement score based on district measures in courses without established benchmarks:

For each course code associated with a district assessment (i.e., any course using a measure for student achievement beyond the FL DOE provided VAM score) the following steps will be taken to establish a numeric value used in calculating the student achievement portion of each instructional faculty members' evaluation.

1. Establish the highest student score on the measure
2. That number becomes the “top score” or highest possible score
3. The scores are sorted from highest score to zero
4. The scores are separated into quartiles and each score given a value (based on the table below) representing the scores position in the quartiles
5. The quartile scores are then averaged to result in a score used to represent student achievement on the district measure.
6. The score established in step 5 is then weighted in the overall calculation based on the number of students represented in steps 1-4.

Quartile 1	Quartile 2	Quartile 3	Quartile 4
1- UN	2- NI	3- E	4- HE

Value Added Model Score Calculation Procedures

P.K. Yonge Developmental Research School will use the Common Metric System for value added for instructional personnel, teaching English Language Arts and/or Math Courses associated to state assessments as defined in Appendix D. A value added score based on Common Metric will also be established for instructional personnel teaching courses other than those defined as English Language Arts or Math courses in Appendix D provided students enrolled in the course are enrolled in English language Arts or Math courses associated with a state assessment during the same time frame.

A three parameter confidence interval with a zero cut point will be applied to determine a final rating as outlined in the table below.

Final Rating	K=0	K=.5	K=1
Highly Effective=4	positive	positive	positive
Effective= 3	positive	negative	negative
Effective = 3	positive	positive	negative
Effective = 3	negative	positive	positive
Needs improvement=2	negative	negative	positive
Unsatisfactory=1	negative	negative	negative

Where possible, P.K. Yonge will compute a score based on multi-year data and data from only the most recent year and use the higher of the two scores.

To review VAM Technical Assistance: <http://bit.ly/1bc8gVg>

Determining the Instructional Practice Score

The scale used by P.K. Yonge Teaching Standards Framework is a four-point scale consisting of:

- Expert (4)
- Proficient (4)
- Approaching (3)
- Beginning (2)
- Not using (1)

Sources of evidence for the Instructional Practice Score will be exclusive to the final rating and data collection in each Targeted Feedback Cycle and/or Community of Practice submission. There will be a annual minimum of one Targeted Feedback Cycles and/or Community of Practice for each teacher submitted in year two and consecutive years following year one implementation.

P.K. Yonge Teaching Standards

- Targeted Feedback Cycle Results – Cycles 1-3 and/or Community of Practice submission

P.K. Yonge Planning and Design

- Administrative Review and feedback – semester 1 and 2

Step 1: Drawing from the sources of evidence listed above, observed elements are rated on the five-point scale.

Step 2: For all ratings, the result from above is applied to the description for each level on the Proficiency Scale (Appendix E) for the appropriate category of teacher (I or II).

Step 3: The Teaching Standards score is weighted at 80% and the Planning and Design score at 20% and that score determines an overall Instructional Practice score. The Instructional Practice Score will be weighted as one third of the overall Teacher Performance Evaluation as described in section 4.

Table 9: Instructional Practice Scale

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.2 – 4.0	2.7 – 3.19	2.10 – 2.69	<2.10

Determining the Teacher Performance Portfolio Score

Step 1: Scoring of the Teacher Inquiry submissions will be based on scoring of individual sections within the P.K. Yonge Teacher Inquiry rubric.

Step 2: A total score in the range of 8-31 will be calculated by adding the scores for each section outlined in step 1.

Step 3: The total score from step 2 will be divided by 8 in order to calculate a Teacher Inquiry Score.

Step 4: Teacher Inquiry scores will be weighted and combined with the Professional Practice score (submitted by administration) in order to establish the final Teacher Research and Professional Practices rating.

Combining the Student Academic Performance Score, Instructional Practice Score, and Teacher Performance Portfolio score for a Final Summative Teacher Evaluation Score and Rating.

Once a Student Academic Performance score, Instructional Practice score, and Teacher Research and Professional practices score have been determined, it is necessary to combine these scores into a final Summative Teacher Evaluation Score and Rating. The Instructional Practice score will be weighted at one third, teacher performance portfolio at one third, and the Student Academic performance score at one third, in the Overall Teacher Evaluation Score.

Weighting and combining each of the Student Academic Performance, Instructional Practice, and Teacher Performance Portfolio scores will be accomplished by converting each score to a percentage, multiplying by the appropriate weighting factor adding the scores and multiplying by 100. This will give a final Summative Teacher Evaluation Score that will then correspond to the following scale ranges:

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
80 – 100	68 - 79	52 - 67	1-51

School administrators and non-classroom instructional personnel will use the same Summative Evaluation scale as above. One third of the Performance Evaluation is based on the student data as outlined in section 2, table 1.

Evaluations of instructional personnel may be amended as much as 90-days after the end of the school year in order to accommodate the availability of test results. P.K. Yonge Developmental Research School expects this amendment process to be completed before the submission of final evaluation results with Survey 5.



5. Additional Requirements

Directions:

The district shall provide:

- 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.]
- 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.]
- 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.]
- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.]
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.]
- 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.]
- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.]
- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.]
- 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.]
- 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.]
- 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.]
- 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.]

The requirements above are outlined in sections 2 ,3, and 7 of the P.K. Yonge Teacher Performance Evaluation Plan.

The following requirements are met and documented at the district level on an annual basis:

- 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.]

6. District Evaluation Procedures

Directions:

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

- 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.].
 - 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.].
 - 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.].
-

P.K. Yonge Developmental Research School adheres to and ensures that the following requirements are met:

Evaluator(s) of Teacher Performance:

- 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.].
- Communicates annually via the Teacher Performance Evaluation plan (section 6) that employee 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.].

As outlined in sections 1,2,3,4,5,and 7 of the P.K. Yonge Instructional Evaluation System the district provides 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.].

Through annual survey submissions the district will notify the Department of Education 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.].

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:

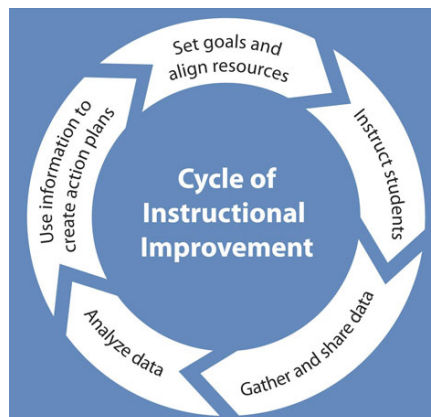
- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators 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.]

The purpose of P.K. Yonge Developmental Research School's redeveloped Performance Evaluation System is to establish an overall system of continuous improvement focused on increasing student learning growth by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S. and MOU (D) (2)(ii)2.

School improvement goals are informed by data based on student learning outcomes and trends in instructional practice as captured and aggregated by school leadership . These same data are used to measure teacher effectiveness and inform decisions about classroom practice, staffing, and professional learning needs. Instructional evaluation results will be used to identify both challenge areas and possible solutions to be addressed in school and district improvement plans.

At the teacher, school, and district level this system is based on a cycle of instructional improvement. This system is illustrated in Figure 3.

Figure 3: Cycle of Instructional Improvement



Teacher action plans will be documented in their Individual Professional Development Plans (DPPs). DPPs will identify target areas for deliberate practice based on instructional practice observation results and student learning outcomes from the previous year. Timelines for this process are detailed in Tables 5 and 6.

As outlined in Tables 2 and 3, teachers may receive observations from educators with various instructional roles. Supporting continuous progress in instructional growth will generate input from numerous sources. For teachers and instructional personnel, administrators will conduct the final Summative Teacher Evaluation. All personnel giving input into the evaluation of another employee MUST have attended training on the evaluation and observation process prior to performing any observations. A comprehensive understanding of the Marzano Evaluation Model's 4 Domains, 60 elements, observation forms and procedures, and overall evaluation system process is critical to ensure both the accuracy and reliability of observations, feedback, and input.

The purpose of P.K. Yonge Developmental Research School's redeveloped Performance Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S. and MOU (D) (2)(ii)2). To this end, P.K. Yonge Developmental Research School (PKY) is committed to a cycle of continually updating the evaluation system to reflect state models, emerging best practices, and policy changes. PKY's system was designed and developed by the Teacher Evaluation Leadership Team (TE-LT). The TE-LT team included representative teachers from each division and school leaders. Led by TE-LT, the process of designing and developing P.K. Yonge's Teacher Evaluation System was informed by feedback and suggestions collected from P.K. Yonge faculty, the School Advisory Council (SAC) and interested stakeholders. Additionally, the PKY Teacher Performance Evaluation System will be put forward to UFF to inform future contract negotiations in accordance with the district/university's collective bargaining process as verified by the Memorandum of Understanding in Appendix A and signed by the UFF bargaining unit representative.

A stakeholder group, including administrators and teachers, will lead an annual review of the PKY appraisal system. This group will review yearly results of the evaluation system to ensure maximum intended impact on teachers' professional growth and student learning outcomes. This review process will be held in July of each year following the completion of all teacher evaluations. The stakeholder group will submit suggestions for revisions to TE-LT. Revisions requiring SAC, UFF, or DOE approval, will be put forward prior to implementation.

Factors considered in the annual review process may include:

- Trends in ratings within each domain
- Correlations among student achievement data and teacher evaluation scores
- Alignment of professional development plans and DPPs with evaluation results
- Appropriate support for professional development across different teacher groups
- Measures and scoring systems used for awarding Student Achievement scores
- Trends in score ranges
- Analysis of inter-rater reliability
- Development needs for district assessments
- Adherence of the overall system to the research model and original design elements

Transitioning to the redeveloped Performance Evaluation System requires educating personnel on the components of the system as well as the criteria and procedures on which teachers will be evaluated. Principals, school leaders, and assistant principals (more detail is available in section 6) initially trained will develop a half-day overview training and a Performance Evaluation System explanatory faculty website resource. The mandatory training will take place during pre-planning of each school year. During the pre-planning overview training the Performance Evaluation System will be explained and the faculty website resources will be explored. The overview workshop and the Performance Evaluation System faculty website resource page will serve as the initial component of the PKY yearlong induction program and as a component of the district's Local Instructional Improvement System (LIIS).

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

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

For classroom teachers newly hired by the district:

- X The student performance measure(s).
- X Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- X Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- X If less than the three most recent years of data are available, those years for which data are available must be used.
- X 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:

- X Documented that VAM results comprise at least one-third of the evaluation.
- X 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:

- X For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- X 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:

X The percentage of the evaluation system that is based on the instructional practice criterion.

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

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

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

For all instructional personnel:

X 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:

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

For non-classroom instructional personnel:

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

For all instructional personnel:

X 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:

X Described the additional performance indicators, if any.

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

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

Summative Evaluation Score

The district has provided and meets the following criteria:

X Summative evaluation form(s).

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

X 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:

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

X Documented that the evaluator is the individual who is responsible for supervising the employee.

X Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

X 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.

X 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:

X 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.