

School District of Nassau County

Instructional Personnel Evaluation System



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Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective November 2023.

Instructions

Each section within the evaluation system template provides specific directions but does not limit the amount of space or information that can be added to fit the district's needs. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices following the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

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Part I: Evaluation System Overview

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

In fulfillment of Florida Statute 1012.34, Personnel Evaluation Procedures and Criteria, the Superintendent has established administrative procedures for evaluating the performance of instructional personnel, who are employed by the school district under a collective bargaining agreement, for the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in the Nassau County School District.

To fulfill the aforementioned purpose, the Nassau County School District utilizes the researched-based Marzano Focused Teacher Evaluation Model. The goal of this model “is for teachers to incrementally increase their expertise in teaching year to year, and therefore, incrementally increase their ability to raise student learning gains year to year.” Additionally, it is designed “to help teachers successfully implement state content standards, close the achievement gap for students, and support all students to achieve mastery of the standards through classroom-based evidences.” The Nassau County School District also uses the research-based Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model, designed to enable non-classroom instructional personnel (NCIPs) to effectively support classroom teachers and students to accomplish the purpose of this evaluation system as stated above.

See Appendix F for a detailed description of the “Procedures for Conducting Observations and Evaluations.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

- ☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- ☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.
- ☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

- ☒ The district provides training programs and has processes that ensure
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data and Reporting

- ☒ The district allows instructional personnel to review their class rosters for accuracy and to correct any mistakes.
- ☒ The district school superintendent annually reports accurate class rosters to calculate district and statewide student performance and the evaluation results of instructional personnel.
- ☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

District Procedures

- ☒ The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.
- ☒ The district's system ensures all instructional personnel, classroom, and non-classroom, are evaluated at least once a year.
- ☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance, instructional practice, and any other performance indicators, if applicable.
- ☒ The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.
- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained in the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based on assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- ☒ The district has procedures for how evaluation results will be used to inform the
 - Planning of professional development; and
 - Development of school and district improvement plans.
- ☒ The district's system ensures that instructional personnel evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

- ☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who
 - Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

- ☒ The district has a process for monitoring the implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
 - Evaluators provide necessary and timely feedback to employees being evaluated;
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
 - Use of evaluation data to identify individual professional development; and,
 - Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Table 1

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	During August or September, of each year, as part of the District's Required Annual Training.	Administrators present a district developed PowerPoint during a faculty meeting which includes a review of FS 1012.34 and the Evaluation System and Procedures. The PowerPoint is also posted on the district's website for review. Personnel can pose questions to their administrators and/or to the Directors of Human Resources and Professional Development.
Newly Hired Classroom Teachers	Throughout the months of June and July, one-day Instructional Employment meetings are conducted. All new hires are required to attend one of those sessions.	During the Instructional Employment meeting, the Human Resources Department staff reviews FS 1012.34 and presents an overview of the Evaluation System and Procedures, utilizing a PowerPoint presentation. A time for questions and answers is always designated.
	In July, a two-day New Teacher / Instructional Employee Orientation session is conducted. All new hires are required to attend.	During the Instructional Employee Orientation sessions, the evaluation process is reviewed, to include an in-depth review of the Marzano Models. A time for questions and answers is always designated.
	During August or September, as part of the District's Required Annual Training.	During a faculty meeting at the beginning of the school year, the district developed PowerPoint is presented, which includes a review of FS 1012.34 and the Evaluation System and Procedures. A time for questions and answers is always designated.
Late Hires	At the time of hire, in a one-on-one presentation and also in January of each year in a meeting for late hires. Those hired after January, are informed at the time of hire and are required to view the district developed PowerPoint.	At the time of hire, the PowerPoint slides used during the Instructional Employment meeting, conducted by the Personnel staff are reviewed. In January of each year, a meeting is conducted for late hires and the district developed PowerPoint is presented. Additionally, the information presented during the New Teacher/Instructional Employee Orientation is also covered.

2. Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Table 2

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	<p>Classroom Teachers: 2 total 1 informal and 1 formal</p> <p>Non-classroom Teachers: 2 total 1 informal and 1 formal</p>	<p>September through March 15th.</p> <p>If needed, date ranges may be adjusted.</p>	<p>Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator.</p> <p>Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference.</p> <p>A face-to-face conference is not required after an informal observation.</p>
Hired after the beginning of the school year	<p>Classroom Teachers: 2 total 1 informal and 1 formal</p> <p>Non-classroom Teachers: 2 total 1 informal and 1 formal</p>	<p>Time of hire through March 15th.</p> <p>If needed, date ranges may be adjusted.</p>	<p>Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator.</p> <p>Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference.</p> <p>A face-to-face conference is not required after an informal observation.</p>
Newly Hired Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	<p>Classroom Teachers and Non-classroom <u>Teachers in Category NCD-A: 6 total</u></p> <p>2 informals and 1 formal as part of the Mid-point Evaluation</p> <p>2 informals and 1 formal as part of the Final Evaluation</p>	<p>For Midpoint Evaluations, September through December 15th.</p> <p>For Final Evaluations, January through March 15th.</p> <p>If needed, date ranges may be adjusted.</p>	<p>Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator.</p> <p>Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference.</p> <p>A face-to-face conference is not required after an informal observation.</p>

Table 2, continued

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Newly Hired Classroom and Non-Classroom Teachers, <i>continued</i>			
Hired before the beginning of the school year, <i>continued</i>	Non-classroom Teachers: 3 total 2 informals and 1 formal as part of the Final Evaluation	For Final Evaluations, September through March 15th. A Mid-point Evaluation is not required for non-classroom teachers, except those in Category NCD-A. If needed, date ranges may be adjusted.	Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator. Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference. A face-to-face conference is not required after an informal observation.
Hired after the beginning of the school year	Classroom Teachers and Non-classroom Teachers in Category-NCD-A: 6 total 2 informals and 1 formal as part of the Mid-point Evaluation 2 informals and 1 formal as part of the Final Evaluation	For Mid-point Evaluations, time of hire through December 15th. For Final Evaluations, January/time of hire through March 15th. If needed, date ranges may be adjusted.	Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator. Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference. A face-to-face conference is not required after an informal observation
Hired after the beginning of the school year	Non-classroom Teachers: 3 total 2 informals and 1 formal as part of the Final Evaluation	For Final Evaluations, time of hire through March 15th. A Mid-point Evaluation is not required for non-classroom teachers, except those in Category NCD-A. If needed, date ranges may be adjusted.	Each time an observation is finalized by an administrator, an instructional employee can log into iObservation and can view the ratings and comments made by the administrator/evaluator. Ten (10 days) after each formal observation, the evaluator must discuss the results of the observation with the employee in an observation/reflection conference. A face-to-face conference is not required after an informal observation.

Administrators are allowed and encouraged to conduct more observations than the required numbers listed above.

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Table 3

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluations Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1 total	Final evaluations occur after student performance data becomes available, generally August-October of the following school year.	Final evaluation results are communicated August – October of the following school year.
Hired after the beginning of the school year	1 total	Final evaluations occur after student performance data becomes available, generally August-October of the following school year.	Final evaluation results are communicated August – October of the following school year.
Newly Hired Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	Classroom Teachers and Non-classroom Teachers in Category NCD-A: 2 total, comprised of a Mid-point and a Final Evaluation Non-classroom Teachers: 1 Final Evaluation	Midpoint evaluations occur in January. Final evaluations occur after student performance data becomes available, generally August - October of the following school year.	Midpoint evaluation results are communicated in January. Final evaluation results are communicated August – October of the following school year.
Hired after the beginning of the school year	Classroom Teachers and Non-classroom Teachers in Category NCD-A: 2 total, comprised of a Mid-point and a Final Evaluation Non-classroom Teachers: 1 Final Evaluation	Midpoint evaluations occur in January. Final evaluations occur after student performance data becomes available, generally in August – October of the following school year.	Midpoint evaluation results are communicated in January. Final evaluation results are communicated August – October of the following school year.

In compliance with FS 1012.34(3)(a), classroom teachers who are employed after the start of the school year, too late to receive two (2) evaluations in that school year, must receive two (2) evaluations in the following school year. One of the two evaluations to be completed in the second year of employment, must be completed within a year of the original hire date.

Part IV: Evaluation Criteria

A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Nassau County, instructional practice accounts for 65% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

Calculation of the Instructional Practice (IP) Score for Classroom and Non-classroom Teachers.

- The Instructional Practice Score, comprised of the formative ratings noted in Table 4, is automatically calculated within the iObservation platform and comprises 65% of the evaluation, which comprises the total instructional practice score.
- The Instructional Practice Score averages the instructional personnel's ratings across observed elements within the Marzano Framework to result in a score as described below.
- The weight of each domain is accounted for in the instructional practice score as follows: Domain 1 – 20%, Domain 2 – 30%, Domain 3 – 30% and Domain 4 – 20%, for a total of 100%. Each domain score is derived from the average of the ratings within the domain multiplied by the domain weight. The overall IP Score is the total of the weighted domain scores.
- Step 1: Domain Weight X Domain Average = Weighted Score
- Step 2: Domain1 Weighted Score + Domain 2 Weighted Score + Domain 3 Weighted Score + Domain 4 Weighted Score = Overall IP Score

Example

- Domain 1: 20% (Domain Weight) * 3.25 (Domain Average) = .65 (Weighted Score)
- Domain 2: 30% * 2.7 = .81
- Domain 3: 30% * 3.8 = 1.14
- Domain 4: 20% * 2.5 = 0.5
- IP Score: .65 + .81 + 1.14 + 0.5 = 3.10
- IP Score for Summative Evaluation: 3.10 * 65% = 2.015 Rounded to 2.02

Domain Elements (Marzano Scale) (Table 4)

	4	3	2	1	0
Formative Rating Used for Each Domain Element	Innovating	Applying	Developing	Beginning	Not Using

Instructional Practice Score for Instructional Personnel – Marzano Model (Table 5)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	0 – 1.49

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other performance indicators. In Nassau County, other indicators of performance account for 0% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Nassau County, performance of students accounts for 35% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

Calculation of the Student Performance Evaluation (SPE) Score for Classroom and Non-classroom Teachers/Non-Classroom Instructional Personnel (NCIPs)

- The percentage of the evaluation based on the performance of students is 35%.
- Student performance will be measured through achievement/proficiency/growth on assessments as delineated in Appendix D and will be incorporated into the evaluation calculation based on the scale in Table 6.

**District Student Performance Measures - Percent & Assigned Student Performance Evaluation
(SPE) Score (Table 6)**

% of Students Demonstrating Achievement/Proficiency/Growth And Score to be Assigned Denoted in ().	
80.00 -100.00	(4.00)
75.00 -79.99	(3.75)
70.00-74.99	(3.50)
65.00-69.99	(3.25)
60.00-64.99	(3.00)
54.00-59.99	(2.75)
48.00-53.99	(2.50)
42.00-47.99	(2.25)
35.00-41.99	(2.00)
17.00-34.99	(1.50)
0.00-16.99	(1.00)

Student Performance Evaluation Calculation Example (Table 7)

Assessment(s) Used	Year(s)	Gr	Total # Students	# Meeting Expectation	% Meeting Expectation	SPE Score
Teacher Developed Tests	17-18	HS	25	20		
AP Exam	16-17	HS	19	10		
Industry Certification	15-16	HS	65	62		
			109	92	84.40	4.00

To calculate the Student Performance Evaluation Score, the steps below should be followed:

1. Calculate the total number of students assigned to the teacher over the course of three (3) years, or for the number of years for which data are available, for all assessments.
2. Calculate the total number of students who have “Met Expectation” over the course of three (3) years, or for the number of years for which data are available, for all assessments.
3. Determine the Percent (%) of students “Meeting Expectation” by dividing the Total Number of Students Meeting Expectation by the Total Number of Students.
4. Using Table 6, convert the Percent (%) of students “Meeting Expectation” to be used in the calculation of the SPE Score (84.40%) to the Assigned Score to be used as part of the Final Summative Score, assigning the teacher a Student Performance Evaluation Score of 4.

Only students who are verified through the roster verification process will be considered in the teacher’s student performance calculation.

Additional Guidelines in Calculating the Student Performance Evaluation Score

For a student to be included in a teacher's student performance data calculation, he/she must have been enrolled in the course(s) for 80% of the course term.

Teacher Developed Tests

- Every student enrolled in the class will take the end-of-course examination.
- Teachers who test less than 95 percent of the students enrolled in their class may not receive a student performance evaluation score of above 79 percent.
- If a student does not take the end-of-course examination, his/her score will be regarded as a zero (0) for the purposes of calculating the teacher's student performance score, unless there are extenuating circumstances.

Industry Certification Examinations

- All students enrolled in a CTE course will take an Industry Certification Examination or a Teacher Developed Test, if applicable.
- Examinations will be administered online or paper/pencil.
- Teachers who test less than 95 percent of the students enrolled in their class may not receive a student performance evaluation score of above 79 percent.
- If a student does not take the industry certification examination, where applicable, his/her score will be regarded as a zero (0) for the purposes of calculating the teacher's student performance evaluation score, unless there are extenuating circumstances.

Dual Enrollment Examinations

- All students enrolled in a Dual Enrollment course taught on a NCSB campus will be administered a comprehensive final examination that has been approved by the college.
- NCSB teachers and Florida State College of Jacksonville (FSCJ) professors will collaborate on the development of these examinations.
- Examinations will be administered online or paper/pencil.
- Every student enrolled in the class will take the end of course examination.
- Teachers who test less than 95 percent of the students enrolled in their class may not receive a student academic performance evaluation score of above 79 percent.
- If a student does not take the Dual Enrollment examination, his/her score will be regarded a zero (0) for the purposes of calculating the teacher's student academic performance evaluation score, unless there are extenuating circumstances.

Advanced Placement Examinations

- All students enrolled in an AP course will take an AP examination.
- Examinations will be administered online or paper/pencil.
- Teachers who test less than 95 percent of the students enrolled in their class may not receive a student academic performance evaluation score of above 79 percent.
- If a student does not take the AP examination, where applicable, his/her score will be regarded as a zero (0) for the purposes of calculating the teacher's student performance evaluation score, unless there are extenuating circumstances.

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a fourth-grade teacher and a ninth-grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating, respectively.

Calculation of Final/Summative Evaluation Score and Rating

- The final / summative evaluation score and rating for instructional personnel, both classroom and non-classroom instructional personnel, will take into account the Instructional Practice (IP) score (65%) and the Student Performance Evaluation (SPE) Score (35%).
- See example below which demonstrates the calculation of an instructional employee with an Instructional Practice Score of 3.12 and a Student Performance Evaluation Score of 3.00.

District's Calculation of Final/ Summative Evaluation Score and Rating (Table 8)

Instructional Practice (IP) Score
Multiply by 0.65
IP Score (3.10) X % of Evaluation (.65) = 2.015 Rounded to 2.02
<i>PLUS</i>
Student Performance Evaluation (SPE) Score
Multiply by 0.35
(62% of the teacher's students achieved the required achievement /proficiency level(s) which equated to an SPE Score of 3.00 based on the information in Table 6)
SPE Score (3.00) X % of Evaluation (.35) = 1.05
<i>EQUALS</i>
Final Evaluation Score and Rating
2.02 + 1.05 = 3.07 Rounded to 3.1
Effective

District's Final Evaluation Rating Rubric (Table 9)

Highly Effective	Effective	Needs Improvement Or Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	0.0 – 1.4

As noted in the table above, an instructional employee's Final Evaluation Rating Score can fall into one of four (4) levels of performance as required by and delineated in Statute.

- a. Highly Effective
- b. Effective
- c. Needs Improvement/Developing. The *Developing* level addresses teachers who have zero to three (0-3) years of instructional experience.
- d. Unsatisfactory

Fourth Grade Teacher Earning a Highly Effective Summative Performance Rating – Table 10

Instructional Practice (IP) Score
Multiply by 0.65
IP Score (3.45) X % of Evaluation (.65) = 2.24
<i>PLUS</i>
Student Performance Evaluation (SPE) Score
Multiply by 0.35
(82% of the teacher's students achieved the required achievement /proficiency level(s) which equated to an SPE Score of 4.00 based on the information in Table 6)
SPE Score (4.00) X % of Evaluation (.35) = 1.40
<i>EQUALS</i>
Final Evaluation Score and Rating
2.24 + 1.40 = 3.64 Rounded to 3.6
Highly Effective

Ninth Grade Teacher Earning an Unsatisfactory Summative Performance Rating – Table 11

Instructional Practice (IP) Score
Multiply by 0.65
IP Score (1.25) X % of Evaluation (.65) = 0.81
<i>PLUS</i>
Student Performance Evaluation (SPE) Score
Multiply by 0.35
(32% of the teacher's students achieved the required achievement /proficiency level(s) which equated to an SPE Score of 1.50 based on the information in Table 6)
SPE Score (1.50) X % of Evaluation (.35) = 0.525 Rounded to 0.53
<i>EQUALS</i>
Final Evaluation Score and Rating
0.81 + 0.53 = 1.34 Rounded to 1.3
Unsatisfactory

Appendix A – Evaluation Framework Standards

In Appendix A, the district shall include the evaluation framework for each Florida Educator Accomplished Practices (FEAP).

The Florida Educator Accomplished Practices Alignment to the Marzano Focused Teacher Evaluation Model for Standards-Based Classrooms

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
<i>Florida Educator Accomplished Practices are based upon and further describe the four (4) essential principles below.</i>	
1.	The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2.	The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3.	The effective educator exemplifies the standards of the profession.
4.	The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.

STANDARDS-BASED PLANNING	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
	Planning Standards-Based Lessons/Units: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	A1a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity
		A1b. Sequence lessons and concepts to ensure coherence and required prior knowledge
		A1c. Designs instruction for students to achieve mastery
		A1d. Selects appropriate formative assessments to monitor learning
		A1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
		A1g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.
	Aligning Resources to Standard(s): Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	A2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
		A3g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach student Understanding
	Planning to Close the Achievement Gap Using Data: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	A1e. Uses diagnostic student data to plan lessons
		A2h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.
		A3d. Modifies instruction to respond to preconceptions or misconceptions
		A3h. Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students
		A4a. 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
		A4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge

STANDARDS-BASED INSTRUCTION	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
	Identifying Critical Content from the Standards: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.	A2e. Models clear, acceptable oral and written communication skills
		A3a. Delivers engaging and challenging lessons
	Previewing New Content: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.	A3a. Delivers engaging and challenging lessons
	Helping Students Process New Content: Teacher systematically engages student groups in processing and generating conclusions about new content.	A3a. Delivers engaging and challenging lessons
	Using Questions to Help Students Elaborate on Content: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.	A3f. Employs questioning that promotes critical thinking
	Reviewing Content: Teacher engages students in brief review of content that highlights the cumulative nature of the content.	A3a. Delivers engaging and challenging lessons
	Helping Students Practice Skills, Strategies, and Processes: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.	A3a. Delivers engaging and challenging lessons
	Helping Students Examine Similarities and Differences: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.	A3a. Delivers engaging and challenging lessons
	Helping Students Examine Their Reasoning: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.	A3a. Delivers engaging and challenging lessons
		A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
	Helping Students Revise Knowledge: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.	A3a. Delivers engaging and challenging lessons
	Helping Students Engage in Cognitively Complex Tasks: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.	A3a. Delivers engaging and challenging lessons
		A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
		A3e. Relates and integrates the subject matter with other disciplines and life experiences

CONDITIONS FOR LEARNING	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
	Using Formative Assessment to Track Student Progress Using Data: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.	A3c. Identifies gaps in students' subject matter knowledge
		A3j. Utilizes student feedback to monitor instructional needs and to adjust instruction
		A4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
		A4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
		A4f. Applies technology to organize and integrate assessment information
	Providing Feedback and Celebrating Progress: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.	A3i. Supports, encourages, and provides immediate and specific feedback to students to promote student achievement
		A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
	Organizing Students to Interact with Content: Teacher organizes students into appropriate groups to facilitate the learning of content.	N/A
	Establishing and Acknowledging Adherence to Rules and Procedures: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.	A2b. Manages individual and class behaviors through a well-planned management system
	Using Engagement Strategies: Teacher uses engagement strategies to engage or re-engage students with the content.	A2a. Organizes, allocates, and manages the resources of time, space, and attention
		A2g. Integrates current information and communication technologies
	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.	A2d. Respects students' cultural, linguistic and family background
		A2f. Maintains a climate of openness, inquiry, fairness and support
		A2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.
	Communicating High Expectations for Each Student to Close the Achievement Gap: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.	A2c. Conveys high expectations to all students

PROFESSIONAL RESPONSIBILITIES	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
	Adhering to School and District Policies and Procedures: Teacher adheres to school and district policies and procedures.	B2a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.
		B2b. The rights of students and parents are enumerated in Sections 1002.20 and 1014.04, F.S.
		B2c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.
	Maintaining Expertise in Content and Pedagogy: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	B1a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on student's needs
		B1b. Examines and uses data-informed research to improve instruction and student achievement
		B1e. Engages in targeted professional growth opportunities and reflective practices
		B1f. Implements knowledge and skills learned in professional development in the teaching and learning process
	Promoting Teacher Leadership and Collaboration: Teacher promotes teacher leadership and a culture of collaboration.	A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
		B1c. 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
		B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement

Marzano Focused Teacher Evaluation Model *Florida Model for Teachers*

Appendix B – Observation Instruments for Classroom Teachers

*In Appendix B, the district shall include the
observation rubric(s) to be used for collecting
instructional practice data for classroom
teachers.*

MARZANO Evaluation Center



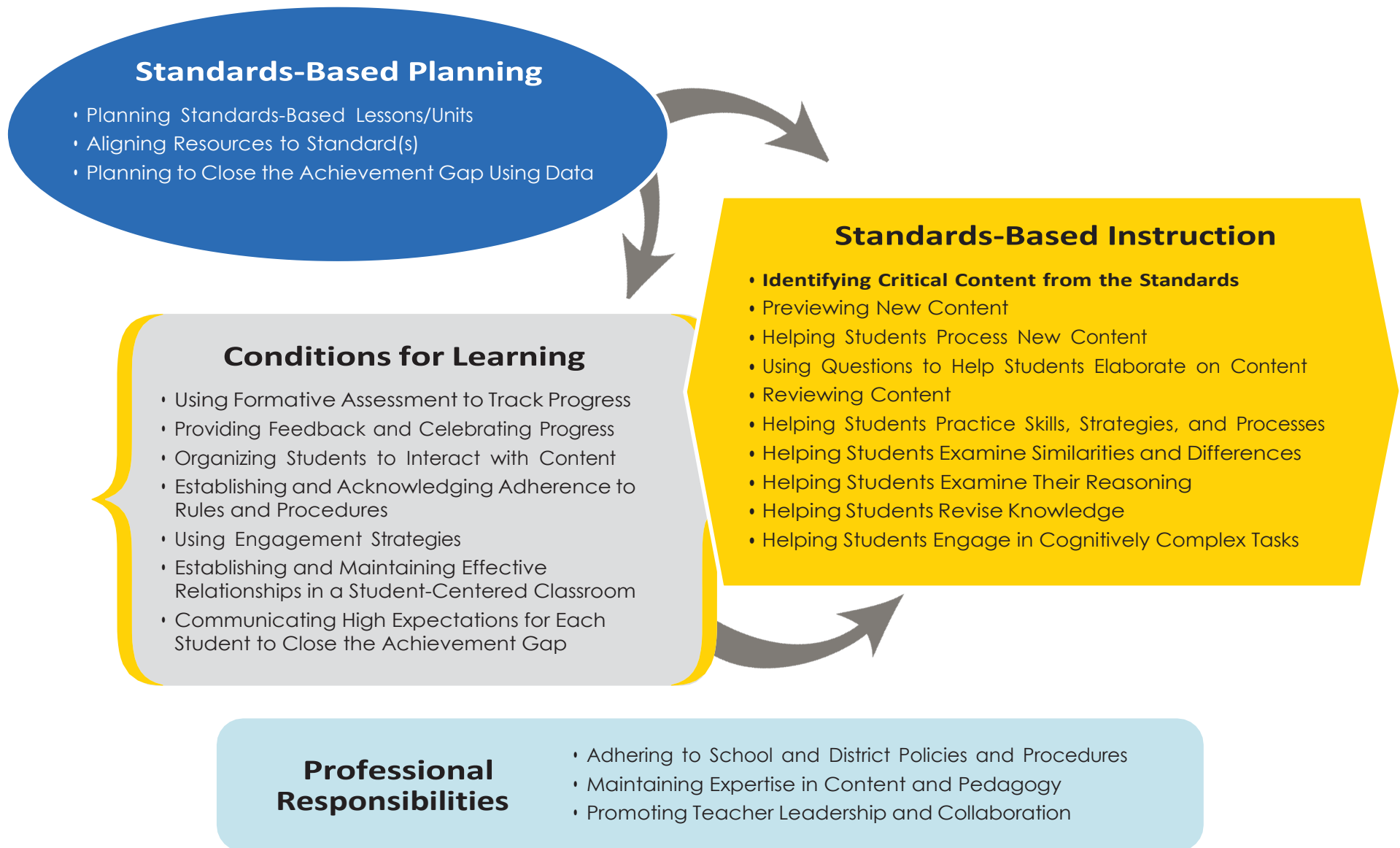
Success Map and Protocols

Prepared by Marzano Evaluation Center

175 Cornell Road | Suite 18 | Blairsville, PA 15717
www.MarzanoEvaluationCenter.com

Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor



Marzano Focused Teacher Evaluation Model

Florida Model for Teachers

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards (Required evidence in every lesson)					
Previewing New Content					
Helping Students Process New Content					
Using Questions to Help Students Elaborate on Content					
Reviewing Content					
Helping Students Practice Skills, Strategies, and Processes					
Helping Students Examine Similarities and Differences					
Helping Students Examine Their Reasoning					
Helping Students Revise Knowledge					
Helping Students Engage in Cognitively Complex Tasks					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					

Domain: Standards-Based Planning

Element: Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Attempts to meet all required indicators AND using established content standards, plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale and the impacts on student learning.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Attempts to meet all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Meets all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Meets all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Uses diagnostic student data to plan lessons (A1e)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	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 (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to meet all required indicators AND use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Meets all required indicators AND uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Meets all required indicators AND uses data to identify and plan to meet the needs of each student in order to close the achievement gap <i>and provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.</i>	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain: Standards-Based Instruction

Element: Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Models clear, acceptable oral and written communication skills (A2e)	
	Delivers engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Previewing New Content**

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Employs questioning that promotes critical thinking (A3f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Reviewing Content**

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND when the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND when the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND when presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND when presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain: Conditions for Learning

Element: Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Manages individual and class behaviors through a well-planned management system (A2b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Conveys high expectations to all students (A2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain: Professional Responsibilities

Element: Adhering to School/District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND adhere to school and district policies and procedures.	Attempts to meet all required indicators BUT adherence to school and district policies and procedures is inconsistent.	Meets all required indicators AND adheres to school and district policies and procedures.	Meets all required indicators AND adheres to school and district policies and procedures <i>and articulates how they adhere to school and district policies and procedures.</i>	Helps others by sharing evidence of how to support school and district policies and procedures.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process (B1f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND deepen knowledge in content area and classroom instructional strategies.	Attempts to meet all required indicators AND deepen knowledge in content area and classroom instructional strategies.	Meets all required indicators AND continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Meets all required indicators AND continually deepens knowledge in content and classroom instructional strategies <i>and</i> provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	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 (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND promote teacher leadership and a culture of collaboration.	Attempts to meet all required indicators AND promote teacher leadership and a culture of collaboration.	Meets all required indicators AND promotes teacher leadership and a culture of collaboration.	Meets all required indicators AND promotes teacher leadership and a culture of collaboration <i>and provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.</i>	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Appendix C – Non-classroom Crosswalk and Observation Instruments for Non-Classroom Instructional Personnel are contained on the following pages.

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation (Florida Model) to the Florida Educator Accomplished Practices Crosswalk

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

FL FNCISP Element and Focus Statement	FEAPs 2023 Indicator
Establishing and Communicating Clear Goals for Supporting Services: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	B1a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
Helping the School/District Achieve Goals: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.	N/A
Using Available Resources: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.	A2a. Organizes, allocates, and manages the resources of time, space, and attention
	A2g. Integrates current information and communication technologies
	A2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
	A3g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

FL FNCISP Element and Focus Statement	FEAPs 2023 Indicator
Demonstrating Knowledge of Students: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.	A3c. Identifies gaps in students' subject matter knowledge
	A3j. Utilizes student feedback to monitor instructional needs and to adjust instruction
	A4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
	A4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
	A4f. Applies technology to organize and integrate assessment information
Helping Students Meet Achievement Goals: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	A1e. Uses diagnostic student data to plan lessons
	A2c. Conveys high expectations to all students
	A2h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.
	A3d. Modifies instruction to respond to preconceptions or misconceptions
	A3h. Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students

(continued) Helping Students Meet Achievement Goals	A3i. Supports, encourages, and provides immediate and specific feedback to students to promote student achievement
	A4a. 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
	A4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge
	A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
Planning Standards-Based Lessons/Units: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	A1a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity
	A1b. Sequences lessons and concepts to ensure coherence and required prior knowledge
	A1c. Designs instruction for students to achieve mastery
	A1d. Selects appropriate formative assessments to monitor learning
	A1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
	A1g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.
Identifying Critical Content: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.	A3e. Relates and integrates the subject matter with other disciplines and life experiences
	A2e. Models clear, acceptable oral and written communication skills
Using Questioning Strategies: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.	A3a. Delivers engaging and challenging lessons
	A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
Facilitating Groups: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.	A3f. Employs questioning that promotes critical thinking
	N/A
Managing Student Behavior: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.	A2b. Manages individual and class behaviors through a well-planned management system
	A2d. Respects students' cultural linguistic and family background
	A2f. Maintains a climate of openness, inquiry, fairness and support
	A2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.
Using Engagement Strategies: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.	A2a. Organizes, allocates, and manages the resources of time, space, and attention
	A2g. Integrates current information and communication technologies

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

FL FNCISP Element and Focus Statement	FEAPs 2023 Indicator
Reflecting and Evaluating Personal Performance: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.	N/A
Using Data and Feedback to Support Changes to Professional Practice: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	B1b. Examines and uses data-informed research to improve instruction and student achievement

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

FL FNCISP Element and Focus Statement	FEAPs 2023 Indicator
Demonstrating Knowledge of Professional Practice (Area of Expertise): Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.	B1e. Engages in targeted professional growth opportunities and reflective practices
	B1f. Implements knowledge and skills learned in professional development in the teaching and learning process
Promoting Positive Interactions with Colleagues and Community: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.	A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
	B1c. 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
	B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement
Adhering to School and District Policies and Procedures: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.	B2a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.
	B2b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.
	B2c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.
Supporting and Participating in School and District Initiatives: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.	B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model *Florida Model*

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	0	1	2	3	4
Establishing and Communicating Clear Goals for Supporting Services					
Helping the School/District Achieve Goals					
Using Available Resources					

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	0	1	2	3	4
Demonstrating Knowledge of Students					
Helping Students Meet Achievement Goals					
If applicable	Planning Standards-Based Lessons/Units				
	Identifying Critical Content				
	Using Questioning Strategies				
	Facilitating Groups				
	Managing Student Behavior				
	Using Engagement Strategies				

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	0	1	2	3	4
Reflecting and Evaluating Personal Performance					
Using Data and Feedback to Support Changes to Professional Practice					

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	0	1	2	3	4
Demonstrating Knowledge of Professional Practice (Area of Expertise)					
Promoting Positive Interactions with Colleagues and Community					
Adhering to School and District Policies and Procedures					
Supporting and Participating in School and District Initiatives					

Domain 1: Planning and Preparing to Provide Support

Element: Establishing and Communicating Clear Goals for Supporting Services

Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

Desired Effect: School/district knows the supporting services provided by the instructional support member.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Meets all required indicators AND establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district <i>and monitors if the school/district knows the supporting services provided.</i>	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping the School/District Achieve Goals

Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.

Desired Effect: Instructional support member helps the school/district achieve goals.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.	Meets all required indicators AND uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals <i>and monitors if their help supports the school/district achieve goals.</i>	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Available Resources

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND identifies and uses available resources to provide supporting services to the school/district.	Meets all required indicators AND identifies and uses available resources to provide supporting services to the school/district <i>and monitors if use of available resources provides supporting services to the school/district.</i>	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 2: Supporting Student Achievement

Element: Demonstrating Knowledge of Students

Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.

Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND demonstrates knowledge of the unique needs of students in the school/district.	Meets all required indicators AND demonstrates knowledge of the unique needs of students in the school/district <i>and monitors if services appropriately support the unique needs of students in the school/district.</i>	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Meet Achievement Goals

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Uses diagnostic student data to plan lessons (A1e)	
	Conveys high expectations to all students (A2c)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	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 (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	
	Shares the importance and outcomes of student assessment data with the student and student's parents/caregiver(s) (A4e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Meets all required indicators AND helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement and monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Planning Standards-Based Lessons/Units (If Applicable)

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale and the impacts on student learning.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Identifying Critical Content (If Applicable)

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND identifies critical content in a lesson or activity to which participants should pay particular attention.	Meets all required indicators AND identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the student evidence.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Questioning Strategies (If Applicable)

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Employs questioning that promotes critical thinking (A3f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Facilitating Groups (If Applicable)

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Managing Student Behavior**
(If Applicable)

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Manages individual and class behaviors through a well-planned management system (A2b)	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Engagement Strategies (If Applicable)

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain: Continuous Improvement of Professional Practice

Element: Reflecting and Evaluating Personal Performance

Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.

Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND reflects and evaluates the effectiveness of specific practices and behaviors.	Meets all required indicators AND reflects and evaluates the effectiveness of specific practices and behaviors <i>and identifies specific practices and behaviors on which to improve.</i>	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Data and Feedback to Support Changes to Professional Practice

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Meets all required indicators AND uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress and demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 4: Professional Responsibilities

Element: Demonstrating Knowledge of Professional Practice (Area of Expertise)

Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.

Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process. (B1f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND demonstrates knowledge of professional practice related to his/her area of expertise.	Meets all required indicators AND demonstrates knowledge of professional practice related to his/her area of expertise <i>and is recognized by the school/district as an expert in their area of expertise.</i>	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Promoting Positive Interactions with Colleagues and the Community

Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

Desired Effect: Positive relationships result in support for learning.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	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 (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.	Meets all required indicators AND interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning <i>and</i> result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Adhering to School and District Policies and Procedures

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.(B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND is knowledgeable about and adheres to school and district policies and procedures.	Meets all required indicators AND is knowledgeable about and adheres to school and district rules and self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Supporting and Participating in School and District Initiatives**

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility.	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility <i>and</i> actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Appendix D – Student Performance Measures: *In Appendix D, the*

district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

Student Performance Measures For Mid-Point Evaluation		
Teaching Assignment	Assessment(s)	Performance Standard(s) Achievement /Proficiency Cut Points
Pre-Kindergarten (Pre-K)	District Developed Pre-K Skills Assessment	District-Defined Adequate Progress
All Core Subjects (K)	STAR Early Literacy Math and Reading	Student Growth Percentile > 35%
All Core Subjects (1-5)	STAR Reading STAR Math	Student Growth Percentile > 35%
Music and Physical Education (K-5)	Teacher Developed Tests	70%
ESE - ACCESS Courses (K-5)	Unique Learning Systems Assessment (ULSA) Teacher Developed Tests	Learning Gain 70%
ESE - Support Facilitation (K-5)	STAR Early Literacy STAR Reading STAR Math Data for cohort of teachers supported	Student Growth Percentile > 35%
ESE - Resource (K-5)	STAR Early Literacy STAR Reading STAR Math Data for cohort of teachers supported	Student Growth Percentile > 35%
ESE - Gifted (K-5)	Teacher Developed Tests	70%
ESE – General Education Self-Contained (K-8)	STAR Early Literacy Math and Reading STAR Reading Teacher Developed Test	Student Growth Percentile > 35% Student Growth Percentile > 35% 70%
Hearing Impaired/ Visually Impaired (K-5)	Teacher Developed Tests	70%
English/ English Honors (6-8)	STAR Reading	Student Growth Percentile > 35%
Math/ Math Honors (6-8)	STAR Math	Student Growth Percentile > 35%
Civics/ Civics Honors (8)	Teacher Developed Test	70%
All Other Core and Elective Courses (6-8)	Teacher Developed Tests	70%
ESE - ACCESS Courses (6-8)	ULSA Teacher Developed Tests	Learning Gain 70%
ESE - Support Facilitation (6-8)	STAR Reading and Math Data for cohort of teachers supported	Student Growth Percentile > 35%
ESE - Resource (6-8)	STAR Reading and Math Data for cohort of teachers supported	Student Growth Percentile > 35%
Hearing Impaired/Visually Impaired (6-8)	Teacher Developed Tests	70%
ESE - Gifted (6-8)	Teacher Developed Tests	70%
In School Suspension (6-8)	Mid-point School Data STAR Reading and Math	As Applicable Student Growth Percentile > 35%

Appendix D, continued

Student Performance Measures For Mid-Point Evaluation		
Teaching Assignment	Assessment(s)	Performance Standard(s) Achievement /Proficiency Cut Points
Algebra 1 Honors (8)	STAR Math	Student Growth Percentile > 35%
Algebra 1 (9-12)	Teacher Developed Tests	70%
Geometry /Geometry Honors (9-12)	Teacher Developed Tests	70%
Biology/ Biology Honors (9-12)	Teacher Developed Tests	70%
U.S. History /US History Honors (9-12)	Teacher Developed Tests	70%
All Other Core and Elective Courses (9-12)	Teacher Developed Tests	70%
ESE – ACCESS Courses (9-12)	ULSA Teacher Developed Tests	Learning Gain 70%
ESE – TAP / Project Search Programs	ULSA Teacher Developed Tests	Learning Gain 70%
ESE - Support Facilitation (9-12)	Teacher Developed Tests Data for cohort of teachers supported	70%
ESE - Resource (9-12)	Teacher Developed Tests Data for cohort of teachers supported	70%
ESE – General Education Self Contained (9-12)	Teacher Developed Tests	70%
	STAR Reading	Student Growth Percentile > 35%
Hearing Impaired/ Visually Impaired (9-12)	Teacher Developed Tests	70%
ESE - Gifted (9-12)	Teacher Developed Tests	70%
Career and Technical Education	Industry Certification Examinations	Receipt of Industry Certification
	Teacher Developed Tests	70%
Adult Education Courses	Test of Adult Basic Education (TABE)	Learning Gain
	Online Final Course Examinations	70%
In School Suspension (9-12)	Mid-point School Data	As Applicable

Exceptional Student Education (ESE), Assessing Comprehension and Communication and English State to State for ELL students (**ACCESS**); Early Learning Literacy Mastery Systems (**ELLMS**); End of Course (**EOC**); Test of Adult Basic Education (TABE), Unique Learning Systems Assessment (**ULSA**)

Mid-point Data will be included in the final evaluation calculation for new teachers where applicable.

Appendix D, continued

Student Performance Measures For Final Evaluation		
Teaching Assignment	Assessment(s)	Performance Standard(s) Achievement /Proficiency Cut Points
Pre-Kindergarten (Pre-K)	District Developed Pre-K Skills Assessment	District-Defined Adequate Progress
Kindergarten (K) First Grade (1) Second Grade (2)	FAST - PM3 for ELA and Math ACCESS 2.0 ELLs, if applicable	Student Proficiency of 40% or higher Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Third Grade (3) Fourth Grade (4)	FAST - PM3 for ELA and Math ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Fifth Grade (5)	FAST - PM3 for ELA and Math State Science ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Art, Music, PE Courses (K-5)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Exceptional Student Education ACCESS Courses (K-5)	Teacher Developed Tests ULSA FSAA ACCESS 2.0 ELLs, if applicable	70% Learning Gain Level 3,4 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - Gifted (K-5)	Teacher Developed Tests/Projects ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - Support Facilitation (K-2)	FAST PM3 data for the cohort of teachers supported	Student Percentile Rank of 40% or higher
ESE - Support Facilitation (3-5)	FAST PM3 data for the cohort of teachers supported	Level 3,4,5
ESE - Resource (1-2)	FAST PM3 data for the cohort of teachers supported	Student Percentile Rank of 40% or higher
ESE - Resource (3-5)	FAST PM3 data for the cohort of teachers supported	Level 3,4,5
ESE – General Education Self Contained (K-8)	FAST - PM3 for ELA and Math (K-2) FAST - PM3 for ELA and Math (3-5) State Science State Civics EOC Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	Student Percentile Rank of 40% or higher Level 3,4,5 Level 3,4,5 Level 3,4,5 70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)

Appendix D, continued

Student Performance Measures For Final Evaluation, continued		
Teaching Assignment	Assessment(s)	Performance Standard(s) Achievement /Proficiency Cut Points
Reading Coaches (K-2) (3-8)	School Data: FAST PM3 for ELA ACCESS 2.0 ELLs, if applicable	Student Proficiency of 40% or higher Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Behavioral Specialists, School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists (Pre-K-5)	School Data: District Developed Pre-K Skills Assessment FAST PM3 for ELA and Math (K-2) FAST PM3 for ELA and Math (3-5) State Science ULSA FSAA Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	District-Defined Adequate Progress Student Percentile Rank of 40% or higher Level 3,4,5 Level 3,4,5 Learning Gain Level 3,4 70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
English/Language Arts (ELA) Courses (6-8)	FAST PM3 for ELA ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Math Courses (6-8)	FAST PM3 for Math ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Algebra 1/Algebra 1 Honors (8)	Algebra 1 EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Science Courses (6-7)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Science Courses (8)	State Science ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Social Studies Courses (6-7)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)

Appendix D, continued

Student Performance Measures For Final Evaluation, continued		
Teaching Assignment	Assessment(s)	Performance Standard(s) Achievement /Proficiency Cut Points
Civics/ Civics Honors (8th)	State Civics EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Courses (6-8) Art, Band, PE and All Other Core and Elective Courses	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - ACCESS Courses (6-8)	ULSA Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	Learning Gain 70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - Gifted (6-8)	Teacher Developed Tests State EOC, if applicable ACCESS 2.0 ELLs, if applicable	70% Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - Support Facilitation (6-8)	FAST PM 3 data for the cohort of teachers supported	Level 3,4,5
ESE – Resource (6-8)	FAST PM 3 data for the cohort of teachers supported	Level 3,4,5
Behavioral Specialists, Deans, School Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, In School Suspension Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists (6-8)	School Data: FAST PM3 for ELA and Math FSAA State Civics EOC/Science /Alg I EOC ULSA ACCESS 2.0 ELLs, if applicable Teacher Developed Tests	Level 3,4,5 Level 3,4 Level 3,4,5 Learning Gain Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points) 70%
English 1/ English 1 Honors/ English 2/ English 2 Honors	FAST PM3 for ELA ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
English 3/ English 3 Honors/ English 4/ English 4 Honors/ Other English Courses (9-12)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Algebra 1/ Algebra 1 Honors/ Algebra 1 B	Algebra 1 EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Geometry / Geometry Honors	Geometry EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Algebra 1 A Other Math Courses (9-12)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)

Appendix D, continued

Student Performance Measures For Final Evaluation, continued		
Teaching Assignment	Assessment(s)	Performance Standard(s) Achievement /Proficiency Cut Points
Biology/ Biology 1 Honors	State Biology 1 EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Science Courses (9-12)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
U.S History/ U.S. History Honors	State U.S. History EOC ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Social Studies Courses (9-12)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Other Courses (9-12) Art, Band, PE and All Other Core and Elective Courses	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Advanced Placement (9-12)	Advanced Placement Assessments ACCESS 2.0 ELLs, if applicable	Level 2 or higher Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Career and Technical Education	Industry Certification Examinations Teacher Developed Tests	Receipt of Industry Certification 70%
Virtual	State Assessments (K-2), as applicable (3-12) Course Completion	Student Proficiency of 40% or higher Level 3,4,5 Grade C or Higher
Credit Recovery (9-12)	Course Completion	Receipt of Credit
Dual Enrollment (9-12)	Course Completion	Grade C or higher
ESE - ACCESS Courses (9-12)	FSA/FAST/FSAA ELA, Mathematics, Science ULSA ACCESS 2.0 ELLs, if applicable	Level 3,4,5 Learning Gain Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESE - Gifted (9-12)	Teacher Developed Tests State EOC, if applicable ACCESS 2.0 ELLs, if applicable	70% Level 3,4,5 Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ROTC (9-12)	Teacher Developed Tests ACCESS 2.0 ELLs, if applicable	70% Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
On the Job Training (OJT) (9-12)	Employer Evaluations	70%
ESE - Support Facilitation (9-12)	Data for the cohort of teachers supported	As Applicable
ESE – Resource (9-12)	Data for the cohort of teachers supported	As Applicable

Appendix D, continued

Student Performance Measures For Final Evaluation, continued		
Teaching Assignment	Assessment(s)	Performance Standard(s) Achievement /Proficiency Cut Points
Behavioral Specialists, Athletic Directors, Deans, Guidance Counselors, Hearing Impaired (HI) Teachers, Vision Impaired (VI) Teachers, In School Suspension Teachers, Media Specialists, Occupational Therapists, Physical Therapists, School Psychologists, School Social Workers, Speech Language Pathologists, Staffing Specialists, Testing Coordinators (9-12)	School Data: FSA/FAST/FSAA ELA, Mathematics, Science	Level 3,4,5
	State Biology 1 EOC, U.S. History EOC State Alg 1 EOC, Geometry EOC	Level 3,4,5 Level 3,4,5
	Advanced Placement Assessments	Level 2 or higher
	Industry Certification Examinations	Receipt of Industry Certification
	ULSA	Learning Gain
	Teacher Developed Tests	70%
	ACCESS 2.0 ELLs, if applicable	Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Adult Education Teachers and Career Pathways Specialists	Test of Adult Basic Education (TABE)	Learning Gain
	General Educational Development (GED)	Receipt of GED Diploma
	State Assessments, if applicable	State Defined- Adequate Progress
	On-line Final Course Examinations	70%
Homeless Liaison, Instructional Strategies Coaches, Teacher on Special Assignment (Virtual and Homeschool), Wellness Manager, (PreK-12)	District Data to Include All Assessments Administered District-wide	As Applicable
Curriculum Resource Teacher / Teacher on Special Assignment – English/Language Arts (ELA), Math, Science	District Data to include all ELA Assessments Administered District-wide	As Applicable
	ACCESS 2.0 ELLs, if applicable	Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Curriculum Resource Teacher / Teacher on Special Assignment – Math	District Data to Include all Math Assessments Administered District-wide	As Applicable
	ACCESS 2.0 ELLs, if applicable	Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
Curriculum Resource Teacher / Teacher on Special Assignment – Science	District Data to Include all Science Assessments Administered District-wide	As Applicable
	ACCESS 2.0 ELLs, if applicable	Increase of .5 points on the overall score (EX: 1.3 to 1.8 – thus having advanced .5 points)
ESOL / ELL Coach (PreK-12)	District Data to Include All Assessments Administered District-wide	As applicable

Exceptional Student Education (ESE), Assessing Comprehension and Communication and English State to State for ELL students (ACCESS); Early Learning Literacy Mastery Systems (ELLS); End of Course (EOC); Test of Adult Basic Education (TABE), Unique Learning Systems Assessment (ULSA)

Mid-point Data will be included in the final evaluation calculation for new teachers where applicable.

Appendix E – Summative Evaluation Forms –

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

Summative Evaluation Forms are contained on the following pages.

Evaluation for PRACTICE TEACHER

In Progress

Learner:
PRACTICE
TEACHER

Evaluation
Category:
Category 1

Observation
Period:
Sep 11, 2023 to
Jun 30, 2024
America/New_York

Learner UUID:
9999

Buildings:
Administrative
Services

Organization:
Nassau County
School District

Signature
Required:
Yes

Last
Recalculated:
Jan 12, 2024,
3:44:38 PM

Final Score: N/A

Instructional Practice	Weight: 65.0%	Student Performance Evaluation Score	Weight: 35.0%
N/A		N/A	

Observations used in this Evaluation

No observations were scored for this evaluation.

Frequency Requirements		
Marzano Focused Teacher Evaluation Model	Formal, expected 1, actual 0 Informal, expected 1, actual 0	<i>Not Met</i> <i>Not Met</i>

Final Score Scale

Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Instructional Practice: N/A

Instructional Practice Scale

Weight: 65.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Standards-Based Planning**Score: N/A****Weight: 20.0%**

Look-for	Last Observations	Evaluation Score
Planning Standards-Based Lessons/Units		
Aligning Resources to Standard(s)		
Planning to Close the Achievement Gap Using Data		
Standards-Based Planning Score: -		

Standards-Based Instruction**Score: N/A****Weight: 30.0%**

Look-for	Last Observations	Evaluation Score
Identifying Critical Content from the Standards		
Previewing New Content		
Helping Students Process New Content		
Using Questions to Help Students Elaborate on Content		
Reviewing Content		
Helping Students Practice Skills, Strategies, and Processes		
Helping Students Examine Similarities and Differences		
Helping Students Examine Their Reasoning		
Helping Students Revise Knowledge		
Helping Students Engage in Cognitively Complex Tasks		
Standards-Based Instruction Score: -		

Conditions for Learning**Score: N/A****Weight: 30.0%**

Look-for	Last Observations	Evaluation Score
Using Formative Assessment to Track Progress		
Providing Feedback and Celebrating Progress		
Organizing Students to Interact with Content		
Establishing and Acknowledging Adherence to Rules and Procedures		
Using Engagement Strategies		
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom		
Communicating High Expectations for Each Student to Close the Achievement Gap		
Conditions for Learning Score: -		

Professional Responsibilities**Score: N/A****Weight: 20.0%**

Look-for	Last Observations	Evaluation Score
Adhering to School/District Policies and Procedures		
Maintaining Expertise in Content and Pedagogy		
Promoting Teacher Leadership and Collaboration		
Professional Responsibilities Score: -		

Student Performance Evaluation Score: N/A

Student Performance Evaluation Score Scale

Weight: 35.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Student Performance Evaluation Score**Weight: 35.0%****N/A**

Evaluation for PRACTICE TEACHER *In Progress* *Not Current*

Learner:
PRACTICE
TEACHER

Learner UUID:
9999

Evaluation Category:
Non-Classroom
Evaluation
Category NC-A

Buildings:
Administrative
Services

Observation Period:
Sep 11, 2023 to
Jan 11, 2024
America/New_York

Organization:
Nassau County
School District

Signature Required:
Yes

Last Recalculated:
Feb 17, 2024,
12:00:33AM

Final Score: N/A

Instructional Practice	Weight: 65.0%	Student Performance Evaluation Score	Weight: 35.0%
N/A		N/A	

Observations used in this Evaluation

No observations were scored for this evaluation.

Frequency Requirements			
Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model	Formal, expected 1, actual 0	Not Met	
	Informal, expected 2, actual 0	Not Met	

Final Score Scale Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Instructional Practice: N/A

Instructional Practice Scale Weight: 65.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Planning and Preparing to Provide Support**Score: N/A****Weight: 20.0%**

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Supporting Student Achievement**Score: N/A****Weight: 30.0%**

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Continuous Improvement of Professional Practice**Score: N/A****Weight: 30.0%**

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Professional Responsibilities**Score: N/A****Weight: 20.0%**

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Student Performance Evaluation Score: N/A**Student Performance Evaluation Score Scale**

Weight: 35.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Student Performance Evaluation Score

Weight: 35.0%

N/A

Appendix F – Procedures for Conducting Observations and Evaluations

The Evaluation Procedures are as delineated below. **Nothing in this section shall be construed to grant a probationary or annual contract employee the right to continued employment beyond the terms of his/her contract.**

1. All individuals with evaluation responsibilities will follow the procedures outlined in the Instructional Evaluation System Handbook and must use the forms provided by the district while conducting observations and evaluations. **This is to ensure that the same core of effective practices is used by all who are conducting evaluations.**

Prior to conducting any observations, the administrator/evaluator will orient his/her instructional personnel to the forms and procedures and shall allow for questions and discussion regarding those.

2. The school, site, or district administrator responsible for supervising the employee must evaluate the employee's performance. This can be the principal, assistant principal or immediate supervisor, such as a district level coordinator or director. However, any instructional personnel member who is supervised by the school administration may request that the principal conduct his/her observations and evaluations.

If an instructional employee serves more than one school, the administrator(s) of the school at which the employee serves the largest number of students will evaluate the employee. This decision will be made by the two principals and a district-level administrator, if applicable.

The administrator/supervisor conducting the evaluation can seek input from other persons, to include other school administrators and/or district-level administrative staff.

3. Classroom teachers will be formally observed and evaluated at least twice annually, if they are in their first year of employment in the District or returning to employment in the District after a break in service. All other instructional personnel, except struggling instructional personnel, will be observed and evaluated at least once annually. The reference to all other instructional personnel includes non-classroom instructional personnel and those classroom teachers who are returning from a leave of absence of one (1) year or less, or were reduced in force and were placed within the following school year, or were terminated and were reemployed at the beginning of the following school year. Struggling instructional personnel will be observed and evaluated, at least three (3) times, using the evaluation framework. Struggling instructional personnel are those who are on a professional services contract and who received a notice of unsatisfactory performance, documented on the Notification of Less Than Effective Performance For Instructional Personnel Form, and who were placed on a Professional Development Plan.

In compliance with FS 1012.34(3)(a), classroom teachers who are employed after the start of the school year, too late to receive two (2) evaluations in that school year, must receive two (2) evaluations in the following school year. One of the two evaluations to be completed in the second year of employment, must be completed within a year of the original hire date.

- A designated evaluator will conduct a direct, **formal observation** of an instructional personnel member in the performance of his/her duties, **for not less than thirty (30) consecutive minutes**, during each evaluation cycle, prior to the completion of the Annual Evaluation Report. The formal observation may be announced or unannounced.
- Prior to each announced formal observation, pre-observation information may be requested from the instructional employee. The ***Planning Conference / Pre-Observation Form*** should be utilized for this purpose.

- The formal observation for non-classroom instructional personnel could take place during classroom presentations, parent conferences / meetings, staff meetings, individual teacher meetings, and principal meetings. During these meetings, the employee may present information on procedure(s) which fall within his/her purview of responsibility or may provide assistance and suggestions which fall within his/her job scope. Additionally, the non-classroom instructional staff member can be observed while performing student enrollment activities or while participating in grade level planning meetings, Professional Learning Community (PLC) meetings, Multi-Tiered Support Services activities, Exceptional Student Education staffings, Individual Educational Plan (IEP) meetings, and 504 meetings. This is not an exhaustive list and administrators and employees are charged to explore other opportunities during which time an observation can be conducted.
 - Due to the nature of the positions occupied by non-classroom instructional members and the fact that they serve numerous schools and/or locations and may not work at the same location as the administrator who supervises and evaluates them, the evaluator has the option of seeking input from other trained personnel, to include school administrators and/or district-level administrative staff.
 - Two (2) **informal observations** are also required for new teachers and one (1) for teachers who are not new. The informal observations may be announced or unannounced. Informal observations are **at least 10 minutes in duration**.
 - The preferred sequence for observations is informal observations and then formal observations, but the administrator in collaboration with the instructional staff member can deviate from this preferred sequence.
4. The designated evaluator will conduct a post-observation/reflection conference with the instructional employee, after each formal observation. A post-observation/reflection conference must also be conducted at the completion of an evaluation cycle. The conference will serve to meet the requirement of providing focused and timely feedback. The evaluator will also provide the employee with a written report no later than 10 days after the evaluation takes place as required by FS 1012.34(3)4(c). Nassau County has designated those 10 days as 10 instructional work days.
- Any noted successes and deficiencies should be addressed during this conference to facilitate individual continuous improvement. Additionally, any collected evidence must be discussed and the form on which the evidence was collected should be signed before it is placed in the employee's file in the principal's or supervisor's office. Such signature by the employee only acknowledges that he/she has read the form and that its content has been discussed with him/her. It does not necessarily indicate agreement with the content.
5. At mid-year and/or at the end of each school year, the ***Annual Evaluation Report*** must be completed and the ***Final Summative Evaluation Form*** must be completed when current year's student performance data becomes available. New classroom teachers will also receive a Mid-Year Final Summative Evaluation Form. See Appendix E

The original, signed ***Annual Evaluation Report*** and ***Final Summative Evaluation Form*** must be sent to the Human Resources Department to be placed in the employee's personnel file. The principal / supervisor must retain a copy and a copy must be given to the employee. No instructional member will be required to sign a blank or incomplete Annual Evaluation Report or Final Summative Evaluation Form.

The signature of the instructional member, on the above stated forms, only serves to acknowledge that he/she has read the form and that the content has been discussed with him/her. It does not necessarily indicate agreement with the content.

6. Any other forms, if used, such as the ***Planning Conference / Pre-Observation*** form, must be maintained at the school level. (Appendix H)

Concerns or unsatisfactory performance that may result in a Developing / Needs Improvement or Unsatisfactory rating of the Instructional Performance Score must be documented on the *Notification of Less Than Effective Performance For Instructional Personnel Form*, prior to the formal observation taking place. This form must be completed and given to the instructional employee in sufficient time, prior to the formal observation, IF POSSIBLE, so as to provide the instructional employee with time for improvement. This requirement does not apply to student performance data, misconduct or safety concerns. See Appendix H.

7. The instructional employee has the right to initiate a written response to the evaluation, and the response will be placed in his/her permanent record file in the Personnel Office.
8. An employee's evaluation shall be confidential and exempt from the provisions of Florida Statute 119.07(1) until the end of the school year immediately following the school year in which the evaluation was completed.

Persons Responsible for Calculating the Final/Summative Evaluation Rating Score

- The administrator who evaluated the instructional employee is responsible for calculating the final summative evaluation rating score and reviewing the data. If an instructional employee serves more than one school, the administrator(s) of the school at which the employee serves the largest number of students will be responsible for this calculation. This decision will be made by the two principals and a district-level administrator, if applicable.
- Student performance data will be reviewed at the district level and disseminated to the principals and other applicable administrators who will in turn make that information available to the assistant principals or other individuals with evaluation responsibilities.
- The evaluator will complete all necessary formative documents and the Annual Evaluation Reports (Appendix H) and the Final Summative Evaluation Form (Appendix E).
- The Annual Evaluation Report and the Final Summative Evaluation Form must be sent to the Human Resources Department and will be maintained on file as the official evaluation document for the instructional employee.
- All formative documents must be maintained at the school level as supporting documentation to the official Annual Evaluation Report and Final Summative Evaluation Forms.
- The aforementioned will be reviewed by district-level staff for quality assurance.
- The Annual Evaluation Report and the Final Summative Evaluation Form may be revised as the district gains experience in using the evaluation protocol.

Teaching Fields Requiring Special Evaluation Procedures or Criteria

- Teachers on special assignment, in-school suspension (ISS) teachers, in-school detention (ISD) teachers, Credit Recovery teachers and ESE teachers who serve as resource teachers, co-teachers, or support facilitators are identified in this category as they may not be assigned to specific students and/or grades.
- ISS and ESE Support Facilitation teachers, in grades 6-12, tagged as NCD-A, will be observed using the Non-classroom Instructional Support Evaluation System Framework. Since they are new to the district, they will have two evaluations, a mid-point and a final, each comprised of three (3) observations.

Appendix G - Professional Development Plan Directions for Instructional Employees on a Professional Service Contract

Pursuant to Florida Statute 1012.34, if an employee who holds a professional service contract as provided in s.1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

- Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.
- The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of Florida Statute 1012.34 (b) 1 for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. **School holidays and school vacation periods are not counted when calculating the 90-calendar-day period.** During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and apprised of progress achieved and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to 1012.27 (1) and 1012.28 (6), it does not extend the period for correcting the performance deficiencies.
- Within 14 days after the close of the 90 calendar days, the evaluator must evaluate whether the performance deficiencies have been corrected and forward a recommendation to the Superintendent. Within 14 days after receiving the evaluator's recommendation, the Superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the Superintendent will recommend that the school board continue or terminate his or her employment contract. If the employee wishes to contest the Superintendent's recommendation, the employee must, within 15 days after receipt of the Superintendent's recommendation, submit a written request for a hearing. The hearing shall be conducted at the school board's election in accordance with one of the following procedures:
- A direct hearing conducted by the school board within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with the provisions of ss. 120.569 and 120.57. A majority vote of the membership of the school board shall be required to sustain the Superintendent's recommendation. The determination of the school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or
- A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services. The hearing shall be conducted within 60 days after receipt of the written appeal in accordance with chapter 120. The recommendation of the administrative law judge shall be made to the school board. A majority vote of the membership of the school board shall be required to sustain or change the administrative law judge's recommendation.
- The determination of the school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

The Superintendent shall annually notify the department of any instructional personnel who receive two consecutive unsatisfactory evaluations and those who have been given written notice by the district of intent to terminate or not renew their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to Florida Statute 1012.795.

Professional Development Plan Completion Procedures

- The Professional Development Plan must be completed by the designated evaluator during a conference with the teacher who has received an unsatisfactory instructional practice rating. A copy of the Professional Development Form is in Appendix H.
- The principal or supervisor must record desired expectations and improvement strategies and resources along with completion dates (both anticipated and actual).
- Teacher-requested strategies and resources should also be included if the teacher presents some for consideration.
- Additionally, an observation/evaluation schedule must be completed. Both the employee and principal/supervisor must sign the form.
- One of the three observations/evaluations must be conducted by someone other than the site administrator(s), such as a district level director or coordinator as a means of informing the evaluation.
- The Department must receive the original and the principal/supervisor and the employee must each retain a copy.
- The Due Process provisions as described in the section entitled, Professional Development Plan For Teachers On A Professional Service Contract must be adhered to as mandated by Statute.

Appendix H – Forms Table of Contents

- Planning Conference Pre-Observation Form for Formal Observations
- Notification of Less Than Effective Performance For Instructional Personnel
- Instructional Personnel Professional Development Plan

Planning Conference Pre-Observation Form for Formal Observation

Nassau County School District

Planning Conference / Pre-Observation Form For Formal Observations

Name of Instructional Staff Member: _____

School: _____

Observation Date: _____

Please attach your lesson plan, assessments, scoring guides, scales and /or rubrics to this document. Additionally, please answer the following questions and be prepared to discuss these during the planning / pre-observation conference.

In the event that a face-to-face conference does not take place, the instructional personnel member can submit this document to the administrator / evaluator prior to the observation.

1. Briefly describe the students in your classroom (e.g., number of students, special needs, gender, etc.).

2. How will you address the special needs of your students to include ESE students, ELL students, and students who come from home environments that offer little support for schooling?

3. Do you plan to group the students for any part of the lesson? If yes, how are you grouping the students and for what purpose?

4. What learning goal(s) and/or physical, social or behavioral goal(s) will the unit or lesson be based upon and with what standards are they aligned?

5. Will this be a new unit or lesson or have you previously introduced the content?

6. Describe where you are in this unit or lesson (e.g., in the beginning, in the middle, or at the end).

7. What elements/strategies do you anticipate using during the lesson?

8. Is there an element/strategy, within the above listed, that you see as needing to be strengthened?

Notification of Less Than Effective Performance For Instructional Personnel

☐ NOTIFICATION OF LESS THAN EFFECTIVE PERFORMANCE FOR INSTRUCTIONAL PERSONNEL (Article VII.A. 5 of the NTA Contract)

☐ NOTIFICATION OF LESS THAN SATISFACTORY PERFORMANCE FOR NON-INSTRUCTIONAL (Appendix D of the NESPA Contract)

Name _____ Position _____

School/Dept _____ Date _____

+++++

Signature of Principal/Supervisor _____ Date _____

Signature of Employee _____ Date _____

Original – Administrator; Copy – Staff Member; Copy – Human Resources

Instructional Personnel Professional Development Plan

NASSAU COUNTY SCHOOL DISTRICT
INSTRUCTIONAL PERSONNEL PROFESSIONAL DEVELOPMENT PLAN (PDP)

Name: _____ Date: _____

School/Dept: _____

Professional Development Plan Conference				
Performance Probation Period	Start Date: <table border="1"><tr><td></td><td></td><td></td></tr></table>			
	End Date: <table border="1"><tr><td></td><td></td><td></td></tr></table>			
z				
Instructional Personnel Member's Signature	Date			
Administrator's Signature	Date			

Post-Observation Conference #1			
This evaluation has been discussed with me?	Yes <input type="checkbox"/> No <table border="1"><tr><td></td><td></td></tr></table>		
Instructional Personnel Member's Signature	Date		
Evaluator's Signature, Title	Date		

Post-Observation Conference #2	
This evaluation has been discussed with me?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Instructional Personnel Member's Signature	Date
Evaluator's Signature, Title	Date

Post-Observation Conference #3					
This evaluation has been discussed with me?	Yes <table border="1"><tr><td></td><td></td></tr></table> No <table border="1"><tr><td></td><td></td></tr></table>				
Instructional Personnel Member's Signature	Date				
Evaluator's Signature, Title	Date				

Performance Probation Period Completion Conference					
Have the performance deficiencies been corrected?	Yes <table border="1"><tr><td></td><td></td></tr></table> No <table border="1"><tr><td></td><td></td></tr></table>				
Instructional Personnel Member's Signature	Date				
Administrator's Signature	Date				

NASSAU COUNTY SCHOOL DISTRICT
INSTRUCTIONAL PERSONNEL PROFESSIONAL DEVELOPMENT PLAN (PDP)

Completion date not to exceed 90 calendar days (excluding holidays/school vacation periods) from employee's receipt of an unsatisfactory instructional practice rating.

CLASSROOM TEACHERS		NON-CLASSROOM INSTRUCTIONAL PERSONNEL	
	Domain 1: Standards-Based Planning		Domain 1: Planning and Preparing to Provide Support
	Domain 2: Conditions for Learning		Domain 2: Supporting Student Achievement
	Domain 3: Standards-Based Instruction		Domain 3: Continuous Improvement of Professional Practice
	Domain 4: Professional Responsibilities		Domain 4: Professional Responsibilities
	Student Learning Growth		

SECTION I – DEFICIENCIES

List the deficient domain(s) and strategies as specified on the Annual Evaluation Report and the Final Summative Form

1.)

2.)

3.)

SECTION II – DESCRIBE DESIRED EXPECTATIONS RELATING TO THE ABOVE LISTED DEFICIENCIES

Source Codes to be used in documenting expectations met/not met:

(A) Behavioral Event Interviews; **(B)** Direct Documentation; **(C)** Indirect Documentation; **(D)** Training Programs, Competency Acquisition; **(E)** Evaluatee Provided or **(F)** Confirmed Observation.

Expectation Met?

Source
Code

Yes
"Y"

No
"N"

1.)

SECTION III – IMPROVEMENT STRATEGIES AND RESOURCES

Item	Anticipated Completion Date	Actual Completion Date
1.)		

Employee's Requested Strategies *(The administrator reserves the right to approve or suggest revisions of the Requested Strategies):*

1.)

SECTION IV – OBSERVATION SCHEDULE. Three (3) observations within the 90 day period, one of which should be conducted by a district level administrator.

Observer	Title	Date
1.)		
2.)		
3.)		

A copy of this completed plan has been provided to the undersigned and a copy has been placed in the employee's personnel file.

Employee's Signature

Date

Administrator's Signature

Date