OCPS

Orange County Public Schools

Instructional Evaluation System Procedures Manual

Recruitment & Evaluation

2024-2025

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Orange County Public Schools

INTRODUCTION

The purpose of evaluation shall be to improve the quality of instruction in compliance with the mandates of Florida Statute and State Board Rule regarding the evaluation of the performance of instructional personnel. These mandates include Section 1012.34(1)(a), Fla. Stat. which provides that:

> [T]he district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The procedures established by the district school superintendent set the standards of service to be offered to the public within the meaning of s. 447.209 and are not subject to collective bargaining.

The Instructional Personnel Evaluation Procedures Manual (Evaluation Manual) shall reflect and explain the procedures and accompanying forms which shall be used for all observations, evaluations and Deliberate Practice. The procedures for instructional evaluations set forth in this manual **MUST** be adhered to and are effective for the current school year. This manual shall be available online to all teachers through the following link:

CORE OF EFFECTIVE PRACTICES

The Orange County Public Schools' Instructional Personnel Evaluation System is based upon a philosophical commitment to the concept that the professional development of a teacher is a life-long process and that communication between the evaluator and evaluatee is a critical component.

In accordance with Florida State Statutes, and State Board rule, Orange County Public Schools has updated the state adopted model to create a teacher evaluation system that combines student growth measures with the evaluation of the delivery of core effective practices.

> *Per F.S. 1012.34: At least one-third of a performance evaluation must be based upon data and indicators of student performance. This portion of the evaluation must include growth or achievement data of the teacher's students. proportion of growth or achievement data may be determined by instructional assignment. For instructional personnel, at least one- third of the performance evaluation must be based upon instructional practice.*

The Streamlined Instructional Framework has been rigorously reviewed for fidelity with the Florida Educator's Accomplished Practices, as evidenced in the crosswalk provided in Appendix A. It is the expectation of the Superintendent that anyone involved in observing or giving input to a teacher evaluation will be trained to employ these core effective practices.

TRAINING

REQUIREMENTS

The District shall provide professional learning for the evaluation process.

All evaluators must be trained and certified to evaluate teachers in the system. The district will monitor teacher evaluations for consistency between Performance Scores and Student Growth scores, and where discrepancies exist, additional training will be provided to the evaluator.

COMMUNICATION & EXPECTATIONS

Florida Statute 1012.34(3)(b) requires that all personnel are fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Orange County Public Schools provides an evaluation manual for all instructional personnel in the school district. This manual will be available online to all instructional employees within the first ten duty days.

An introduction to the Streamlined Instructional Framework will be provided in Great Beginnings for employees who enter the system after the beginning of the school year.

The district adopted online learning management system provides information and resources on the evaluation process. Teachers will be updated on revisions to the evaluation system and online tool during pre-planning.

Changes to the current Instructional Personnel Evaluation System shall be subject to the following:

- Any changes will be presented to the Association for review, and the District will meet and confer with the Association over such changes, upon the Association's request.
- After the changes are presented to the Association and the opportunity to meet and confer has been provided, the changes shall be submitted for approval to the Florida Department of Education. The changes will not be implemented unless approved by the Florida Department of Education.

- During preplanning, each teacher shall be provided with the link to an online copy of the revised Instructional Personnel Evaluation System Procedures Manual (Evaluation Manual) incorporating the approved changes.
- The District will only implement approved changes to the Instructional Personnel Evaluation System at the beginning of the contract year.

Support & resources for the evaluation system are available through the iObservation Resource Library and the District adopted online learning management system.

The Classroom Teachers Association Evaluation Committee members, the CTA President, and OCCTA staff members shall have the opportunity to attend the Instructional Framework Observer Training or Instructional Framework Observer Recertification Training professional development delivered by a member of the designated department staff.

INSTRUCTIONAL EVALUATION SYSTEM

The Orange County Public Schools' Instructional Evaluation System is designed to contribute toward achievement of goals identified in the District plan and to be in compliance with the mandates of Florida Statute and State Board Rule regarding the evaluation of the performance of instructional personnel.

Evaluations shall be based on a combination of the Instructional Practice Score (observable) and Student Growth to create a Summative Rating (final outcome).

When the actual day of the due dates listed within this manual fall on a weekend or non-duty day, the due date shall be the next scheduled duty day.

Each teacher will be evaluated, according to their listed job title, as either Instructional Personnel or Non-Classroom Instructional Support Personnel and will be assigned an evaluation category based on experience and expertise. Evaluation requirements, observation frequencies, and due dates will be determined by the teacher's assigned Instructional Evaluation Category.

INSTRUCTIONAL EVALUATION CATEGORIES

How a teacher is assessed will be determined by the category they are assigned based upon experience and expertise. A teacher shall be placed in one of the following instructional evaluation categories:

Category 1

- Teachers who are in their first, second or third year of teaching and are new to the profession.

Category 2A

- Teachers who are in at least their fourth year of teaching.

Category 2B

- Teachers who are in at least their fourth year of teaching and may be new to the District, assigned to teach a new subject area or grade level that is different from their previous assignment or assigned to teach at a school with a different population of students from their previous assignment.
- Teachers who have an Instructional Practice score of 1.5 to 2.3 from the previous school year shall be placed in Category 2B.

Category 3

- Teachers who have been determined to be less than Effective in the classroom as documented through the current evaluation system that may result in an unsatisfactory rating or who fail to achieve gains based upon the state's Student Growth model. In order to provide a teacher with intensive support and focused feedback, the teacher will be placed on a Professional Improvement Plan (PIP).

Category 4

- Teachers who taught eighty (80) student days or less between the first student day and May 1. Teachers in this category shall not have any evaluative observations, shall not be required to complete the Deliberate Practice, and shall not receive an evaluation score.

A **Category 2A** teacher may request that the school principal move him/her to Category 2B if:

- The teacher is assigned to teach a new subject area or level that is different from their previous assignment,

OR

- The teacher is assigned to a school with a different population of students from their previous assignment

This request must be made in writing during the first twenty (20) student contact days of the new assignment. Upon receipt of this request, the principal shall move the teacher to Category 2B. The change in category will be in effect for one (1) school year.

Principals may also assign a Category 2A teacher to Category 2B if they meet one of those requirements. This change must be communicated in writing to the teacher and be made during the first twenty (20) student contact days of the new assignment. The change in category will be in effect for one school year.

Principals are required to reassign the teacher to **Category 3** when the teacher is placed on a Professional Improvement Plan (PIP). Category 3 teachers have been determined to be less than Effective in the classroom as documented through the current evaluation system that may result in an unsatisfactory rating or who fail to achieve gains based upon the state's Student Growth model. Procedures for the Professional Improvement Plan are explained further in the Appendix and its glossary of terms. At the end of the school year, with successful completion of the Professional Improvement Plan (PIP), the teacher will be reassigned to their original category. Unsuccessful completion of the Professional Improvement Plan (PIP) may lead to an overall "Needs Improvement" or an overall "Unsatisfactory" on the final evaluation.

STREAMLINED INSTRUCTIONAL FRAMEWORK

OCPS has established the Streamlined Instructional Framework to serve as the clear description and criteria of effective instruction within the district's instructional evaluation system.

This framework serves as the district's common language of instructional practices and pedagogical strategies. The Streamlined Instructional Framework is organized into four domains that contain elements necessary for effective instructional practices in accordance with the Florida Educator Accomplished Practices, as required by Florida Statute.

The framework as an observation tool was updated to align with the Florida Educator Accomplished Practices. The Streamlined Instructional Framework Protocols are available online.

ELEMENT DOMAINS

During the current school year teachers will be assessed primarily on the following four Domains:

Domain 1 includes instructional strategies, or elements, for communicating learning goals and feedback, as well as establishing rules and procedures, establishing content, and engaging students.

Domain 2 includes instructional planning strategies, or elements, that support instructional employees with planning and preparing for content, and the use of resources and technology. This Domain also includes strategies for planning and preparing to meet the needs of all learners.

In **Domain 3** there are reflection strategies, or elements, to support instructional employees with evaluating their own personal performance.

Domain 4: Collegiality and Professionalism, includes strategies, or elements, that support teachers with promoting a positive environment, the exchange of positive ideas and strategies, and promoting District and school development.

The Streamlined Instructional Framework Learning Map is available in the Appendix of this manual.

INSTRUCTIONAL EVALUATION FORMS

Any observation or evaluation of a teacher shall be recorded on the observation form(s) specific to the design question(s) and annual evaluation report per category or by other measures as set forth in the evaluation manual. Any observations conducted on forms that do not match the current job title will not be used in the employee's evaluation, unless by mutual written agreement.

Instructional employees are evaluated as either instructional personnel or non-classroom instructional support personnel. Employees who have one of the positions below listed as their job title in SAP are considered to be **Non-Classroom Instructional Support** personnel and are evaluated on the OCPS Instructional Support Personnel Form (Non-Classroom).

Employees who do not have one of the non-classroom positions listed as their job title in SAP, including classroom teachers, are considered **Instructional Personnel.** These teachers are evaluated on the appropriate instructional personnel forms listed in this section, regardless of other duties that may be assigned.

Non-Classroom Instructional Support Personnel

- Audiologists
- Behavior Specialists
- Diagnosticians
- Staffing Specialists
- Mental Health Counselors
- Psychologists
- Social Workers
- Testing Coordinators
- ESOL Compliance Teachers
- School Counselors
- SAFE Coordinators
- Media Specialists

Non-Classroom Instructional Support Personnel Evaluation Form

Non-classroom instructional support personnel are evaluated in iObservation on a single evaluation form. The **OCPS Instructional Support Personnel Form (Non-Classroom)** includes the 4 Domains and 28 instructional strategies, or elements that are present in the Streamlined Instructional Framework for Non-Classroom Instructional Support Personnel.

Instructional Personnel

- Classroom teachers
- Instructional Coach
- All other non-administrative positions evaluated in iObservation and not listed as non-classroom

Instructional Personnel Evaluation Forms

Instructional personnel are evaluated in iObservation on 4 separate forms, each corresponding to a Domain in the Streamlined Instructional Framework.

The **OCPS Domain 1: Classroom Strategies and Behaviors** form evaluates instructional personnel on the 27 instructional strategies, or elements that are included in this Domain. The Domain 1 form is used when observing classroom instruction as either an informal observation, or as part of the formal observation process. Procedures and requirements for these observations are outlined in the Evaluation Requirements section of this manual.

The **OCPS Domain 2: Planning and Preparing** form evaluates instructional personnel on the 8 instructional planning strategies, or elements that are included in this Domain. The Domain 2 form is used **ONLY** during the face-to-face pre-conference that occurs as part of the formal observation process. Procedures and requirements for these observations are outlined in the Evaluation Requirements section of this manual.

The **OCPS Domain 3: Reflecting on Teaching** form evaluates instructional personnel on the 3 instructional reflection strategies, or elements that are included in this Domain. The Domain 3 form is used ONLY during the face-to-face post-conference that occurs as part of the formal observation process. Procedures and requirements for these observations are outlined in the Evaluation Requirements section of this manual.

The **OCPS Domain 4: Collegiality and Professionalism** form evaluates instructional personnel on the 6 strategies, or elements that are included in this Domain. The Domain 4 form is used only once per semester. Procedures and requirements for these observations are outlined in the Evaluation Requirements section of this manual.

EVALUATION REQUIREMENTS

The purpose of evaluation shall be to improve the quality of instruction in compliance with the mandates of Florida Statute and State Board Rule regarding the evaluation of the performance of instructional personnel.

How a teacher is assessed will be determined by the category they are assigned based upon experience and expertise.

The procedures for instructional evaluations set forth in this manual **MUST** be adhered to and are effective for the current school year.

Teachers shall be provided a signed copy of their Survey 2 and 3 class roster within ten (10) duty days of signing. Each teacher shall be notified regarding which assessment(s) will be used to measure their student data portion of their Summative Evaluation, prior to the end of pre-planning.

An employee may elect to appeal a procedural concern to the supervising administrator. If the issue is unresolved, the employee may elect to appeal any unresolved procedural issue(s) through either the Appeals Committee or the grievance/arbitration procedure – but not both. More information on Instructional Practice Appeals is present in the Appeals section of this manual.

The evaluation procedures as set forth in this manual, where applicable, shall apply to registered nurses. Registered Nurses are evaluated on an alternate form designed for their specific functions. An example of this form is included in the Appendix. LPN and clinic assistants are evaluated under the OCPS Classified Employees Evaluation System.

GENERAL PROVISIONS FOR OBSERVATIONS

Any formal or informal observation of a teacher shall be recorded on the observation form(s) specific to the design question(s) and annual evaluation report per category or by other measures as set forth in the evaluation manual. A list of trained teacher observers shall be made available online at the following link:

Observations of a teacher's performance shall be made in accordance with the following provisions.

- There shall be two types of evaluative observations: **informal** and **formal.**
- The number of observations each teacher shall receive is determined by the category in which they are placed.
- A teacher shall be employed for at least fifteen (15) duty days before a formal or informal observation is conducted.
- Observations made after May 1 to the end of the school year shall be documented but not used to calculate the Instructional Practice Score.
- If more than two observers are conducting an observation of a teacher, there must be mutual agreement as to whether that observation is to count towards a teacher's Status Score.
- For rating(s) lower than Applying, administrators must provide comments to describe such ratings. Teachers have the right to request a conference to discuss these rating(s). Administrators must meet with a teacher who requests a conference to discuss rating(s).
- A new Domain 1 observation cannot be performed and scored until feedback has been posted for the prior Domain 1 observation and reasonable time to review the feedback has passed, unless the parties agree otherwise.
- Audio visual monitoring for the purpose of evaluation shall not be permitted. However, electronic observations for **informal** observations shall be permitted upon a signed mutual agreement.
- The teacher and the evaluator may schedule a conference time to review the prior year's evaluation scores and develop a plan for the school year to address the four domains of the evaluation model, and how it will be assessed. If a conference is held, it should be held within the first 15 duty days.

NON-EVALUATIVE COACHING OBSERVATIONS

Non-evaluative coaching observations are unscheduled observations which will only be available for viewing to the teacher and the teacher's observer. Coaching observations are not a part of the evaluation scoring process and will not be used to calculate the Instructional Practice score.

Coaching observations MUST be completed on the coaching form(s) specific to the design question(s) and annual evaluation report per category.

A coaching observation shall be conducted prior to the first evaluative observation (formal or informal) and shall serve as the practice observation. A teacher shall be employed for at least fifteen (15) duty days before a coaching observation is conducted. There shall be no maximum number of coaching observations throughout the school year.

The purpose of a coaching observation is to look for evidence of implementation of professional learning, and provide actionable feedback while identifying predominant practices for effective instruction. Planning and reflection conferences are not required.

INFORMAL OBSERVATIONS

The informal observations are useful for providing additional focused feedback to teachers, acknowledging professional growth and collecting evidence to further inform the annual evaluation process.

An informal observation may or may not be scheduled. The evaluating administrator shall indicate to the teacher prior to beginning the observation that the observation shall count towards evaluation.

While planning and reflection conferences are not required, observers should provide **timely and focused feedback** to teachers regarding these observations.

Informal observations may be conducted but shall not be counted on the student contact day immediately before Thanksgiving Break, as well as the student contact days immediately before and after Winter Break and Spring Break. These informal observations may be counted toward evaluation with mutual written agreement.

The minimum time for an Informal Observation is ten (10) minutes. An informal observation may or may not include an observation of the full class period.

An additional informal observation may be conducted each semester upon request from the teacher. The teacher must request the additional Informal observation for the first semester by **December 1** and for the second semester by **April 1**.

- Teachers may request the additional informal observation to be completed by another trained administrator.
- This additional observation shall be calculated in the Instructional Practice Score and/or Deliberate Practice Score as provided elsewhere in this contract.

If a teacher exceeds the required number of Informal observations, the lowest observation shall be dropped

An Informal observation may be rescheduled upon a teacher's request. No reasonable request shall be denied.

FORMAL OBSERVATION PROCESS

Each teacher shall be advised as to who will observe him/her prior to any formal observation process. Formal observations shall be completed by administrators only.

Each Formal Observation Process shall have a planning conference (Domain 2 formal observation) prior to the Domain 1 formal observation and a reflection (Domain 3 formal) conference after the Domain 1 formal observation.

- Each conference shall provide privacy between the teacher and the administrator.
- The planning conference shall occur one to five duty days prior to the Domain 1 observation except by written mutual agreement.
- The reflection conference shall occur one to five days after the Domain 1 observation except by written mutual agreement.

A teacher shall receive a change in the date or time of a formal observation process upon request.

The minimum time for a Domain 1 Formal Observation is thirty (30) minutes and shall not exceed one class period, unless mutually agreed upon.

If a Domain 1 observation is interrupted by unforeseen circumstances, and the observation is unable to resume within that lesson, a new pre-conference may be scheduled to discuss the new lesson. The formal observation process shall be rescheduled at a mutually agreeable time.

In unusual circumstances such as the extended illness of a teacher or administrator, the time limits for completing or responding to the formal observation process may be extended. This shall not extend the time for notice of non-reappointment.

DOMAIN 4 OBSERVATIONS

All teachers will receive two (2) observations in Domain 4: Professionalism and Collegiality.

- The first observation will be conducted by the end of the first semester.
- The second observation will be conducted by April 15.

A teacher's assigned instructional evaluation category will determine if one or both Domain 4 observations will be used to calculate the Instructional Practice Score.

- Category 2A teachers shall receive one **non-evaluative** Domain 4 observation by the end of semester 1 and one **evaluative** observation by April 15.
- Category 1 and 2B teachers shall receive one **evaluative** Domain 4 observation by the end of semester 1 and one **evaluative** observation by April 15.

Administrators will initiate a collaborative Domain 4 observation with all teachers in iObservation prior to completing the Domain 4 observation. Teachers are encouraged to highlight their work in this online collaboration by uploading artifacts, and/or comments for review, however this is **OPTIONAL.** Teachers must be given reasonable time to upload optional artifacts and/or comments prior to the observation being completed.

FREQUENCIES AND TIMELINES

Each instructional evaluation category has a set of evaluation requirements and timelines that **MUST** be adhered to. When the actual day of the due dates listed within this manual fall on a weekend or non-duty day, the due date shall be the next scheduled duty day. Due dates and timelines listed in this manual are outlined in the Instructional Evaluation Quick Guide.

A coaching observation is required for all categories of teachers prior to any evaluative observations can occur. A teacher must be employed for at least fifteen (15) duty days prior to conducting observations.

The Instructional Practice report (final evaluation) for all teachers shall be finalized by **May 1** of each year.

Category 1 and 2B

- 2 (two) informal Domain 1 observations
  - 1 (one) in the first semester
  - 1 (one) in the second semester
- 2 (two) formal observation processes (Domain 2, Domain 1, Domain 3)
  - 1 (one) in the first semester
  - 1 (one) in the second semester
- 2 Domain 4 observations
  - 1 (one) evaluative by the end of the first semester
  - 1 (one) evaluative by April 15

Category 1 and 2B teachers are required to have a **Midpoint Evaluation** completed by the end of the first semester.

Category 2A

- 1 (one) informal Domain 1 observation
- 1 (one) formal observation process (Domain 2, Domain 1, Domain 3)

Category 2A teachers shall have at least one observation (formal or informal) documented by **November 15** and a second observation (formal or informal) documented by **March 1**.

- 2 Domain 4 observations
  - 1 (one) **non-evaluative** by the end of the first semester
  - 1 (one) evaluative by April 15

Category 2A teachers may continue to receive non-evaluative coaching observations past March 1. There is no maximum number of coaching observations that can be completed throughout the school year.

Category 3

These teachers shall be placed on a Professional Improvement Plan (PIP). The evaluator, with input from the teacher, shall develop a plan which includes additional observations and resources in an effort to improve teacher performance. The number of required observations for a Professional Improvement Plan (PIP) is:

- 7 (seven) informal Domain 1 observations
- 3 (three) formal observation processes (Domain 2, Domain 1, Domain 3)

Informal observations of teachers on a PIP may begin after the first fifteen (15) duty days. The timelines for completing or responding to a PIP may be extended by mutual agreement. The required observations for a PIP may extend past the May 1 evaluation deadline.

Category 4

Teachers in this category do not receive any evaluative observations and are not required to completed Deliberate Practice. Category 4 teachers may receive non-evaluative coaching observations. There is no maximum number of coaching observations that can be completed throughout the school year. Teachers in this category will not receive an evaluation score.

Temporary Contract Teachers

Temporary contract is not an evaluation category. Teachers hired on or after the first day of the second quarter are considered temporary contract. Temporary contract teachers are assigned an evaluation category based upon experience and expertise. Evaluation procedures for teachers on a temporary contract are as follows:

Category 1 and 2B:

- 2 (two) informal Domain 1 observations
  - 1 (one) in the first semester
  - 1 (one) in the second semester
- 1 (one) formal observation process (Domain 2, Domain 1, Domain 3)
- 2 Domain 4 observations
  - 1 (one) evaluative by the end of the first semester
  - 1 (one) evaluative by April 15

Category 1 and 2B teachers on a temporary contract are required to have a **Midpoint Evaluation** completed by the end of the first semester.

Category 2A

Temporary contract teachers in this category follow the Category 2A frequencies and timelines above.

DELIBERATE PRACTICE

The purpose of the Deliberate Practice model is to strengthen and enhance teacher expertise through reflection and job-embedded professional learning.

The Status Score plus the Deliberate Practice Score equals the Instructional Practice Score. Teachers on temporary contract are not required but may opt to complete Deliberate Practice.

The highest rating for the targeted Deliberate Practice element from any Domain 1 observation will be used to determine the overall Deliberate Practice score.

REQUIREMENTS

The teacher shall submit a plan within the teacher's first forty-five (45) duty days. The administrator shall approve or provide feedback on the plan within ten (10) duty days of submission. The teacher shall have ten (10) duty days to resubmit the plan if needed.

Teachers may receive support and actionable feedback from their evaluating administrator throughout the Deliberate Practice process. Administrators are encouraged to provide coverage for teachers who may choose to observe fellow teachers. The selected element may be scored more than once by an evaluating administrator during an Informal or Formal observation, however, only the highest rating shall be counted as the overall Deliberate Practice score.

If the target element has not been observed by April 1, the administrator and teacher will mutually schedule an evaluative observation to rate only the Deliberate Practice target element, prior to May 1. This observation must occur prior to finalizing the Deliberate Practice Plan. No other elements will be scored during this additional observation.

If the element is not observed during this mutually scheduled observation and it was not applicable, the administrator will rate the element as "Not Applicable". This will default to a Deliberate Practice score of "0".

Teachers shall be able to request one additional observation to score their selected Deliberate Practice element. No other elements are to be scored. Teachers must request this additional Deliberate Practice observation by April 1.

Feedback is required for element ratings less than Applying.

If a temporary contract teacher chooses not to complete the Deliberate Practice process, then that score will not be factored into the Instructional Practice score on the final evaluation.

PROCEDURES

By the first forty five (45) duty days teachers will submit a Deliberate Practice plan for approval.

- Teachers will choose one of the instructional strategies, or elements, in Domain 1 of the Streamlined Instructional Framework as their target Deliberate Practice element.
- 2 (two) action steps will be provided for the teacher to complete on their plan. Teachers will review the provided action steps. Adding action steps beyond what is provided is **OPTIONAL.**
- After answering the element question, teachers will submit the plan to their administrators for approval.

Administrators will approve plans or provide feedback for resubmissions. Teachers must resubmit plans if they are not initially approved.

Teachers will have access to document their learning and student outcomes associated with their target element on their Growth Plan through **April 1.** Adding evidences to the Growth Plan is **OPTIONAL.** This will not be used to determine the score for the Deliberate Practice.

Deliberate Practice observations may be conducted until the May 1 deadline.

DELIBERATE PRACTICE SCORING

Deliberate Practice scores are determined by the highest rating of the target element in any evaluative Domain 1 observation. Ratings received for the selected Deliberate Practice element will ONLY be used to determine the Deliberate Practice score and will not be used to calculate the Status Score.

The following scoring method shall be used to determine the Deliberate Practice Score:

- Innovating = +.4
- Applying = +.3
- Developing = +.2
- Beginning = +.1
- Not Using = 0

Without an evaluative observation of the target element prior to May 1, a Deliberate Practice score will default as N/A with a value of "0" on the evaluation.

INSTRUCTIONAL EVALUATION SCORING

Final evaluation scores will be calculated as follows:

INSTRUCTIONAL PERSONNEL

Final Summative Evaluation Score	
Instructional Practice Score 67%	Student Growth 33%

Instructional Practice Score	
Status Score	Deliberate Practice Score

Each Domain receives a Domain Score. This is calculated by averaging the ratings received in that Domain and rounding the score to the nearest whole number. Domain scores are then assigned the weights below to calculate the Status Score.

Domain 1	Domain 2	Domain 3	Domain 4
60%	20%	10%	10%

NON-CLASSROOM INSTRUCTIONAL SUPPORT PERSONNEL

Final Summative Evaluation Score	
Instructional Practice Score 67%	Student Growth 33%

Instructional Practice Score	
Status Score	Deliberate Practice Score

Each Domain receives a Domain Score. This is calculated by averaging the ratings received in that Domain and rounding the score to the nearest whole number. Domain scores are then assigned the weights below to calculate the Status Score.

Domain 1 30%	Domain 2 40%	Domain 3 20%	Domain 4 10%

INSTRUCTIONAL PRACTICE SCORE

The Instructional Practice Score of a teacher's performance shall be made in accordance with the following provisions:

- The Instructional Practice Score of a teacher's performance is the responsibility of the administrator.
- The Instructional Practice report shall be finalized by May 1 of each year.
- If due to procedural violations, the teacher fails to receive the minimum number of observations for their Instructional Practice Score report by the May 1st deadline, then their Instructional Practice score rating shall be reported as a minimum of "Effective."
- Teachers shall receive an email notification of their Instructional Practice Score report no later than May 1.
    - The teacher shall have until June 1 to respond in writing in the comment section on their summary page in iObservation.
    - The report must be electronically signed or signed in writing by the teacher; however, signature does not necessarily imply agreement with the evaluation.

- A copy of each teacher's Instructional Practice Score report shall be maintained in his/her personnel file and shall be confidential for the period of time specified in Florida Statutes.
- The principal shall recommend for reappointment annual contract teachers who achieve a 3.0 or higher on their Instructional Practice Score.
    - All appointments are subject to available budget allocations at the school.
    - These teachers who are not recommended for reappointment for budget allocations shall have the opportunity to interview for vacant positions at the same time as PSC/CC, Annual and Probationary Contract teachers recommended for reappointment.

STUDENT LEARNING GROWTH

The student learning growth portion of the evaluation will be one-third of the final summative evaluation for all instructional employees. The instructional practices portion of the evaluation to include the Deliberate Practice element will constitute the other two-thirds of the final summative evaluation.

All instructional personnel will receive student learning growth scores through local student learning growth models. For these student learning growth scores, standard errors will be used along with the value-added score to ensure a higher degree of confidence in assigning rating categories. This method will be used for each assessment to determine course, school, district or any other growth scores. The rating categories are set as follows:

- Highly Effective: A highly effective rating is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 99-percent confidence interval also lie above zero (0).

- Effective: An effective rating is demonstrated by a value-added score of zero (0); or a value-added score of greater than zero (0), where some portion of the range of scores associated with a 99-percent confidence interval lies at or below zero (0); or a value-added score of less than zero (0), where some portion of the range of scores associated with both the 95-percent and the 99-percent confidence interval lies at or above zero (0).

- Needs Improvement or Developing if the teacher has been teaching for fewer than three (3) years: A needs improvement or developing rating is demonstrated by a value-added score that is less than zero (0), where the entire 95-percent confidence interval falls below zero (0), but where a portion of the 99-percent confidence interval lies above zero (0).

- Unsatisfactory: An unsatisfactory rating is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 99-percent confidence interval also lie below zero (0).

A PSC/CC teacher receiving a Summative Evaluation rating of Unsatisfactory shall be placed on a 90-day performance probation as outlined in Florida Statutes.

Other than procedural error the evaluation process or non-renewal of a teacher for competency shall not be subject to the grievance or arbitration process.

When a particular assessment does not meet requirements for the calculation of a local student learning growth score, the results for the assessment shall be combined into the overall student learning growth score as "Effective." Multiple pieces of student learning growth will be weighted based on the number of students included.

EVALUATION RATING RANGES

The ranges for the four evaluation ratings are specified as follows.

Instructional Practice and Final Summative Ratings

- Highly Effective: 3.3 to 4.0
- Effective: 2.4 to 3.2
- Needs Improvement/Developing: 1.5 to 2.3
- Unsatisfactory: 1.0 to 1.4

If the Status Score and the Deliberate Practice score exceeds a 4.0 rating, the teacher shall receive full value.

Student Learning Growth Score

- Highly Effective: 4.00
- Effective: 3.29
- Needs Improvement/Developing: 2.39
- Unsatisfactory: 1.49

SUMMATIVE EVALUATION RATING

If the Student Growth Score causes the Summative Evaluation rating to drop below the Instructional Practice rating or the Summative Evaluation rating remains less than an Effective rating, the administrator shall meet with the instructor within (10) duty days of completing and publishing the Summative Evaluation report.

The conference may be waived and/or the time may be extended by mutual agreement. The report must be signed (electronically or by hand) by the teacher; however, signature does not necessarily imply agreement with the evaluation.

In unusual circumstances such as the extended illness of a teacher, a copy of the Summative Evaluation report shall be sent by certified mail to the teacher's last known address with a notation on the report indicating the reason that no conference was held. Verification of such shall serve in lieu of the teacher's signature.

APPEALS

An employee may elect to appeal a procedural concern to the supervising administrator. If the issue is unresolved, the employee may elect to appeal any unresolved procedural issue(s) through either the Appeals Committee or the grievance/arbitration procedure – but not both. Instructional Practice appeals shall be submitted by an instructional employee by **June 15**, Student Learning Growth appeals shall be submitted by an instructional employee within thirty (30) duty days of receiving the Student Learning Growth score.

If it has been determined that there was a procedural error in an instructional employee's status score, then the following formula shall be used to report the revised score:

- If the Status Score is between 1.0 and 2.9, and there is a procedural error, the Status Score shall be a 3.0 Effective
- If the Status Score is 3.0 or higher, and there is a procedural error, the Status Score shall be a 3.3 Highly Effective
- If it has been determined that there was a procedural error in an instructional employee's Deliberate Practice Score, then the revised score shall be .3 Applying and shall be added to the Status Score.

If it has been determined that there was a procedural error in an instructional employee's Student Learning Growth Score the following formula shall be used to report the revised score:

- If the Student Learning Growth Score is a 1.49 or a 2.39, and there is a procedural error, the Student Learning Growth Score shall be a 3.29 Effective
- If the Student Learning Growth Score is a 3.29, and there is a procedural error, the Student Learning Growth Score shall be a 4.0 Highly Effective.

In the event the Appeals Committee decision results in a tie, the parties agree that the CTA President or designee and the Senior Executive Director of Human Resources or designee will meet to investigate, review and, if necessary, conduct a discussion with all parties involved, with the intent to resolve the appeal.
This will occur no later than thirty (30) days from the notification of the Appeals Committee decision. Decisions of the CTA President and Senior Executive Director will be final and binding for all parties.

In the event the CTA President and Senior Executive Director of Human Resources are unable to resolve the matter, the appeal may be filed directly to Step 3 as defined in Article III, Grievance Procedures, including mediation and arbitration, if necessary.

APPENDIX

PROFESSIONAL IMPROVEMENT PLAN GUIDELINES

Professional Improvement Plan (PIP): the process by which a struggling teacher receives help and assistance to improve their instructional skills.

A plan is written for specific strategies in one of the four domains within the Streamlined Instructional Framework. A timeline is established and the plan may last from 10 weeks to five school months. The timelines for completing or responding to a PIP may be extended by mutual agreement.

If the teacher does not successfully complete the PIP within the agreed upon timeline and additional time is needed for improvement (based upon the original plan), the plan may be extended or a new plan should be written.

General PIP understandings:

- The number of required observations for a PIP is three (3) Formal observations and seven (7) Informal observations.
- Assistance to the teacher needs to be varied and on-going and specific to the strategies in question. Examples:
  - Mentor
  - Professional Learning
  - Curriculum Resources
  - Observations of Peer Teaching
  - Observations by Peer Teacher
  - The administrator and teacher shall meet for an initial conference to outline the plan and establish timelines.
  - The timelines for completing or responding to a PIP may be extended by mutual agreement.
- Conferences shall be scheduled to review the teacher's observations and track progress of improvement. A minimum of four conferences are required; the first after two informal observations, and the rest after each of the three formal observations.

PROFESSIONAL IMPROVEMENT PLAN FORM

ORANGE COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL PERSONNEL
PROFESSIONAL IMPROVEMENT PLAN

NAME OF TEACHER _____ NAME OF SCHOOL _____

ADMINISTRATOR'S NAME: _____

*COMPETENCY AREA/DOMAIN I, II, III, IV _____

DATE PLAN INITIATED _____ EXPECTED COMPLETION DATE _____

PRIORITY	SPECIFIC STRATEGIES TO BE IMPROVED	IMPROVEMENT OBJECTIVE	ACTION PLAN/TIMELINE	ASSISTANCE TO BE PROVIDED
1.				
2.				
3.				
4.				
5.				
6.				

Type of Observation	Observation Dates	Teacher Signature & Date	Observer Signature & Date	Type of Conference	Conference Dates	Teacher Signature & Date	Administrator Signature & Date
				Initial Session			
Informal #1							
Informal #2				Conference #1			
Informal #3							
Formal #1				Conference #2			
Informal #4							
Informal #5							
Formal #2				Conference #3			
Informal #6							
Informal #7							
Formal #3				Conference #4			

ADEQUATE IMPROVEMENT: SHOWN_____ NOT SHOWN____

Teacher Signature_____/Date_____ Administrator Signature_____/Date_____

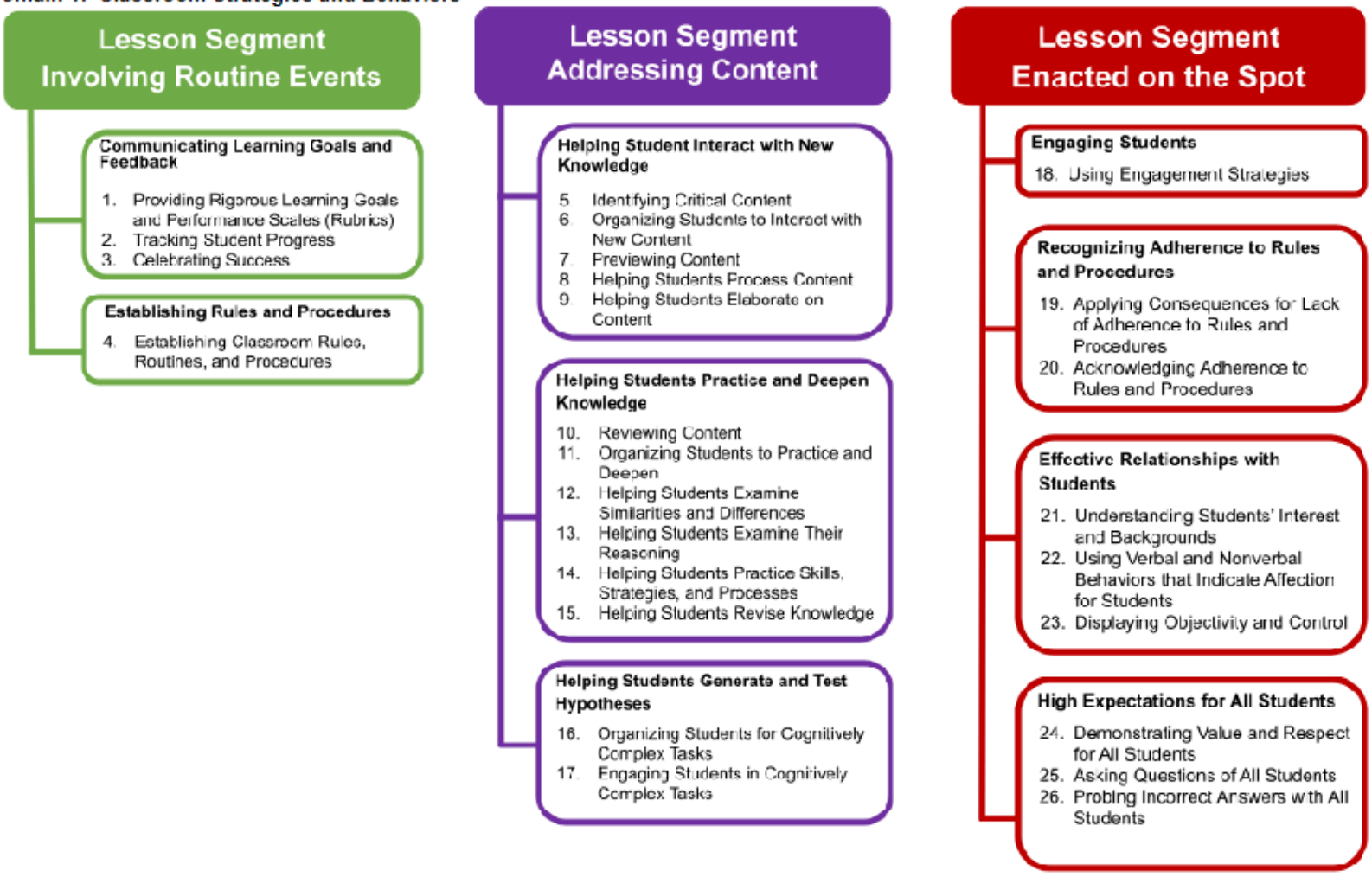
Individual Plans should not be written for more than one design question. Multiple plans can be written, but each should be specific to an area identified for improvement. The signature of the teacher does not necessarily imply agreement with the professional improvement plan, but rather acknowledges that it has been discussed with the administrator.

STREAMLINED INSTRUCTIONAL FRAMEWORK LEARNING MAP: INSTRUCTIONAL PERSONNEL

Streamlined Evaluation Model for Instructional Personnel
Learning Map

Orange County Public Schools

Domain 1: Classroom Strategies and Behaviors



Learning Sciences MARZANO CENTER

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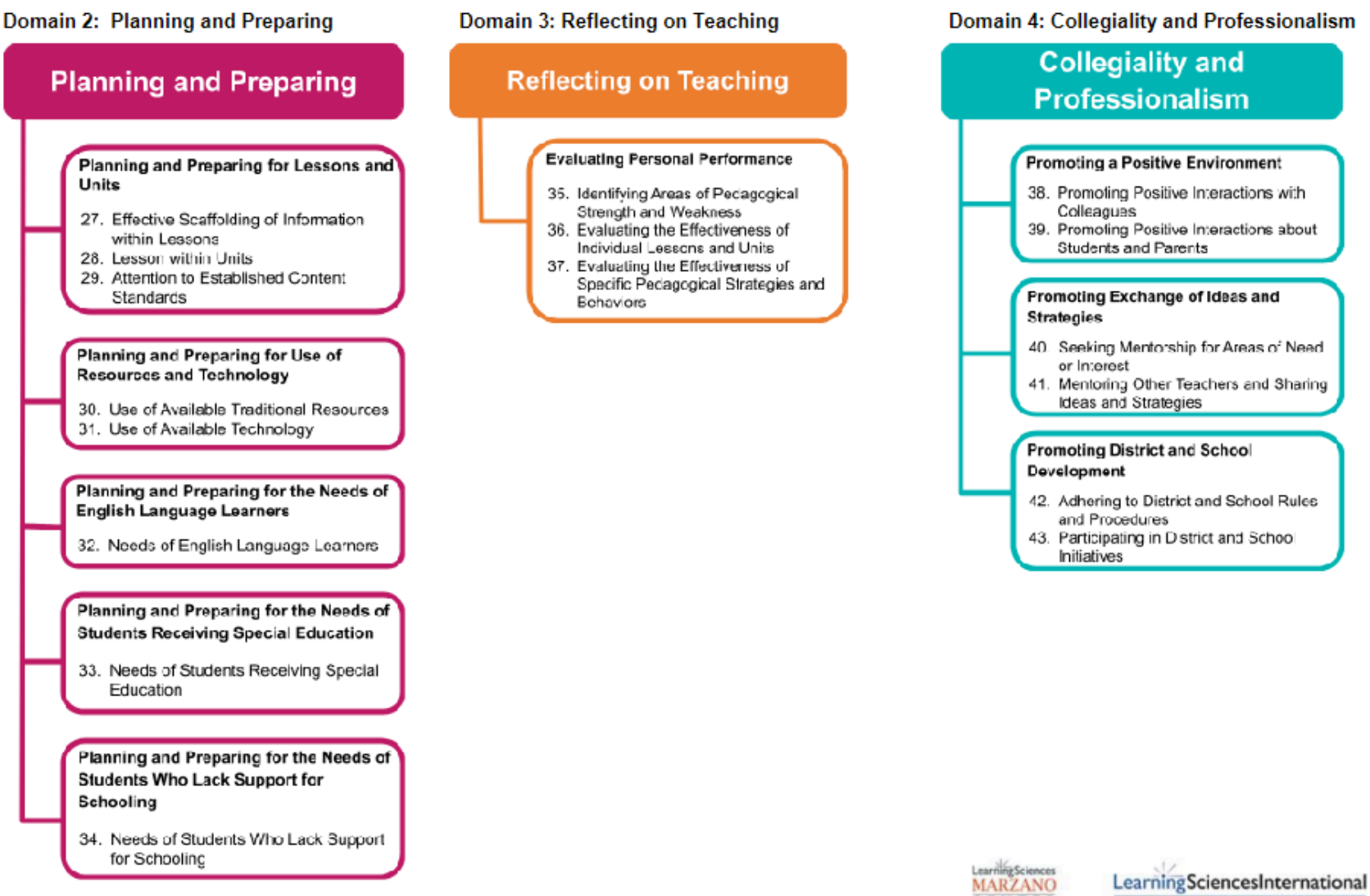
LEARNING AND PERFORMANCE MANAGEMENT

Updated July 2024

STREAMLINED INSTRUCTIONAL FRAMEWORK LEARNING MAP: INSTRUCTIONAL PERSONNEL

Streamlined Evaluation Model for Instructional Personnel
Learning Map

Orange County Public Schools



Updated July 2024

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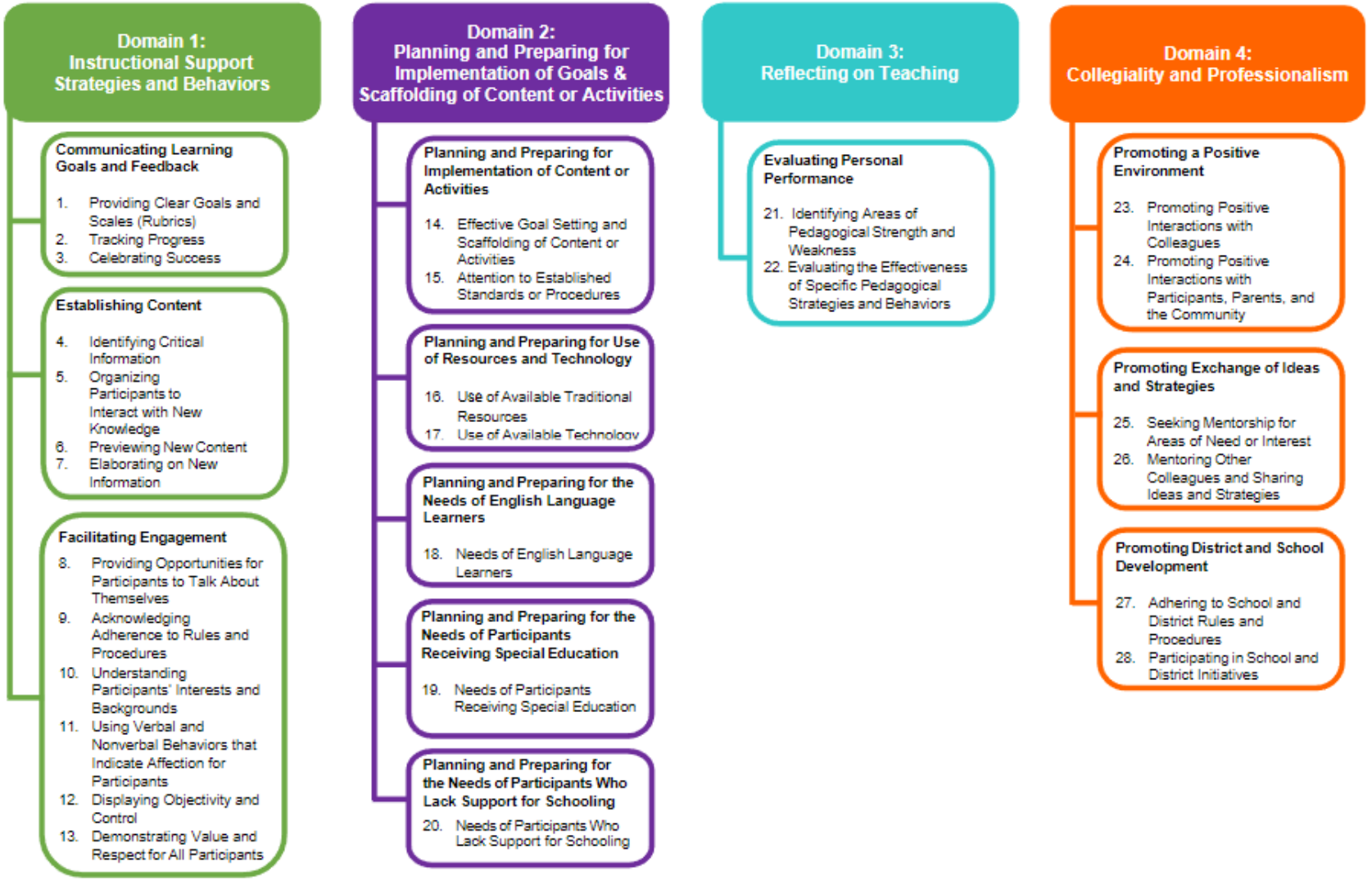
STREAMLINED INSTRUCTIONAL FRAMEWORK LEARNING MAP: NON-CLASSROOM INSTRUCTIONAL SUPPORT PERSONNEL

Streamlined Instructional Framework for Non-Classroom Instructional Support Personnel
Learning Map

Orange County Public Schools



Updated July 2024

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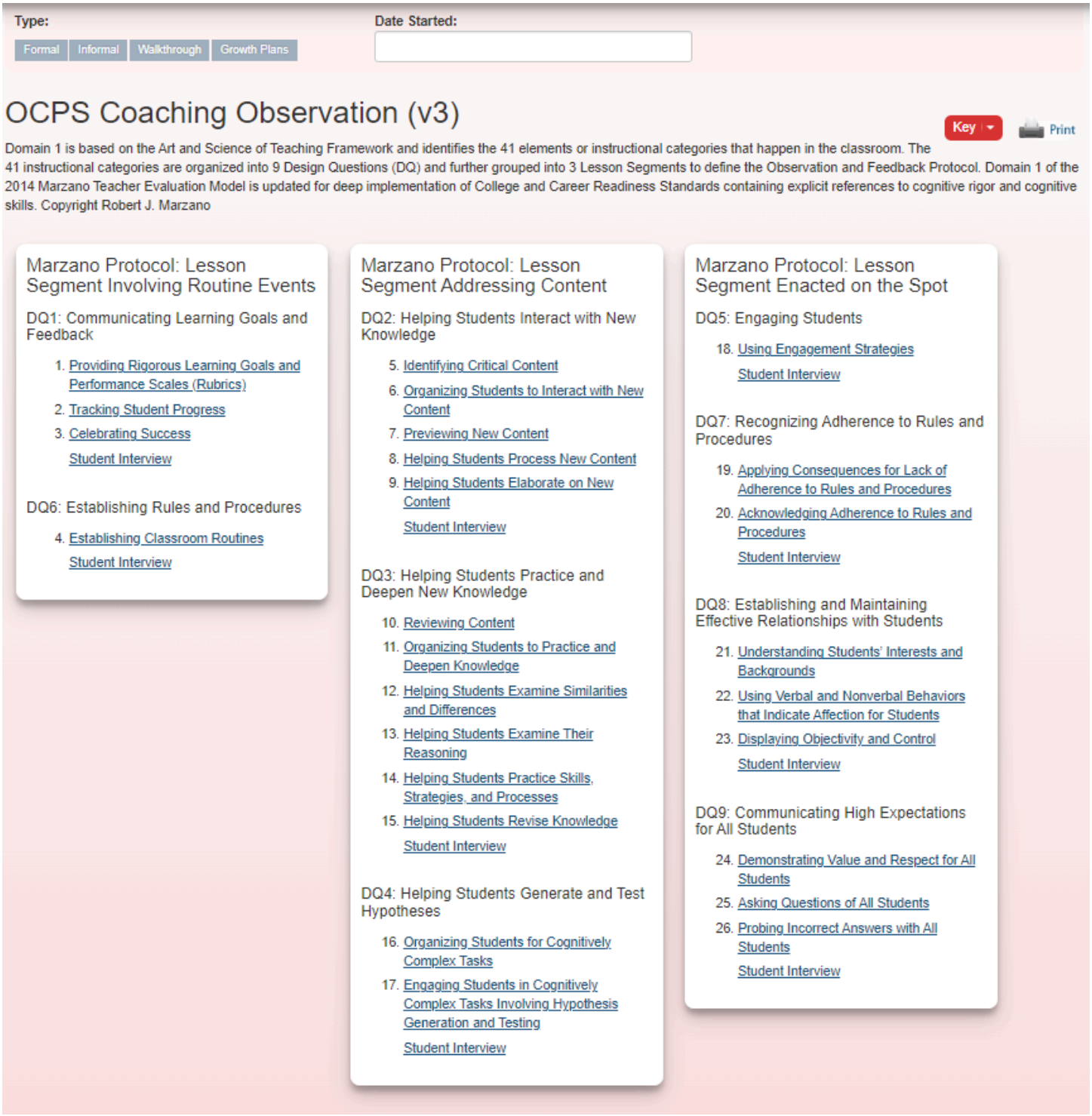
LEARNING AND PERFORMANCE MANAGEMENT

OBSERVATION FORMS
INSTRUCTIONAL PERSONNEL

Coaching form



Type:

Formal | Informal | Walkthrough | Growth Plans

Date Started:

OCPS Coaching Observation (v3)

Key | Print

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Copyright Robert J. Marzano

Marzano Protocol: Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

Student Interview

DQ6: Establishing Rules and Procedures

4. Establishing Classroom Routines

Student Interview

Marzano Protocol: Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

5. Identifying Critical Content
6. Organizing Students to Interact with New Content
7. Previewing New Content
8. Helping Students Process New Content
9. Helping Students Elaborate on New Content

Student Interview

DQ3: Helping Students Practice and Deepen New Knowledge

10. Reviewing Content
11. Organizing Students to Practice and Deepen Knowledge
12. Helping Students Examine Similarities and Differences
13. Helping Students Examine Their Reasoning
14. Helping Students Practice Skills, Strategies, and Processes
15. Helping Students Revise Knowledge

Student Interview

DQ4: Helping Students Generate and Test Hypotheses

16. Organizing Students for Cognitively Complex Tasks
17. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

Student Interview

Marzano Protocol: Lesson Segment Enacted on the Spot

DQ5: Engaging Students

18. Using Engagement Strategies

Student Interview

DQ7: Recognizing Adherence to Rules and Procedures

19. Applying Consequences for Lack of Adherence to Rules and Procedures
20. Acknowledging Adherence to Rules and Procedures

Student Interview

DQ8: Establishing and Maintaining Effective Relationships with Students

21. Understanding Students' Interests and Backgrounds
22. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
23. Displaying Objectivity and Control

Student Interview

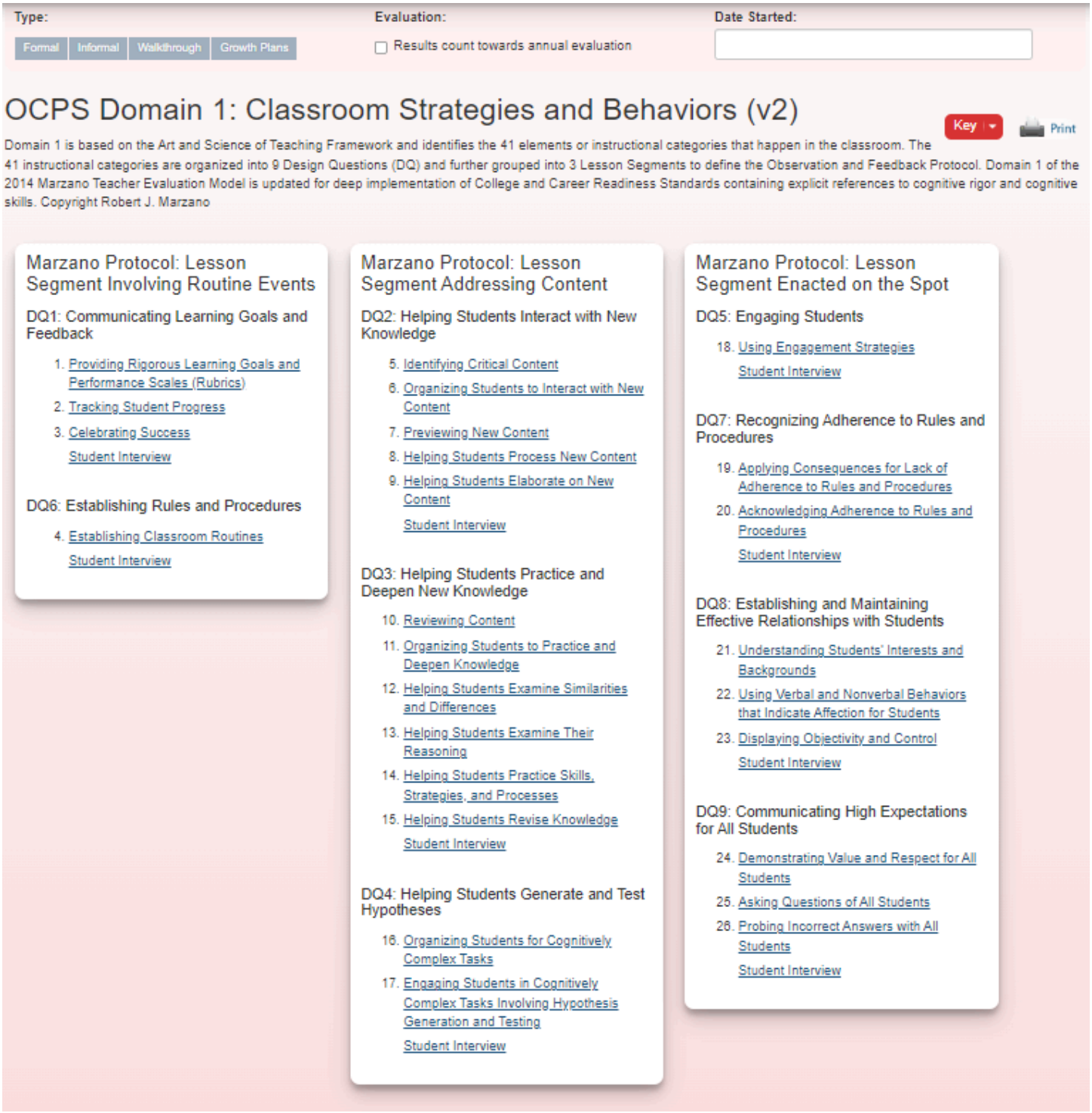
DQ9: Communicating High Expectations for All Students

24. Demonstrating Value and Respect for All Students
25. Asking Questions of All Students
26. Probing Incorrect Answers with All Students

Student Interview

OBSERVATION FORMS
INSTRUCTIONAL PERSONNEL

Domain 1 form



Type: Formal | Informal | Walkthrough | Growth Plans

Evaluation: ☐ Results count towards annual evaluation

Date Started:

OCPS Domain 1: Classroom Strategies and Behaviors (v2)

Key | Print

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Copyright Robert J. Marzano

Marzano Protocol: Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

Student Interview

DQ6: Establishing Rules and Procedures

4. Establishing Classroom Routines

Student Interview

Marzano Protocol: Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

5. Identifying Critical Content
6. Organizing Students to Interact with New Content
7. Previewing New Content
8. Helping Students Process New Content
9. Helping Students Elaborate on New Content

Student Interview

DQ3: Helping Students Practice and Deepen New Knowledge

10. Reviewing Content
11. Organizing Students to Practice and Deepen Knowledge
12. Helping Students Examine Similarities and Differences
13. Helping Students Examine Their Reasoning
14. Helping Students Practice Skills, Strategies, and Processes
15. Helping Students Revise Knowledge

Student Interview

DQ4: Helping Students Generate and Test Hypotheses

16. Organizing Students for Cognitively Complex Tasks
17. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

Student Interview

Marzano Protocol: Lesson Segment Enacted on the Spot

DQ5: Engaging Students

18. Using Engagement Strategies

Student Interview

DQ7: Recognizing Adherence to Rules and Procedures

19. Applying Consequences for Lack of Adherence to Rules and Procedures
20. Acknowledging Adherence to Rules and Procedures

Student Interview

DQ8: Establishing and Maintaining Effective Relationships with Students

21. Understanding Students' Interests and Backgrounds
22. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
23. Displaying Objectivity and Control

Student Interview

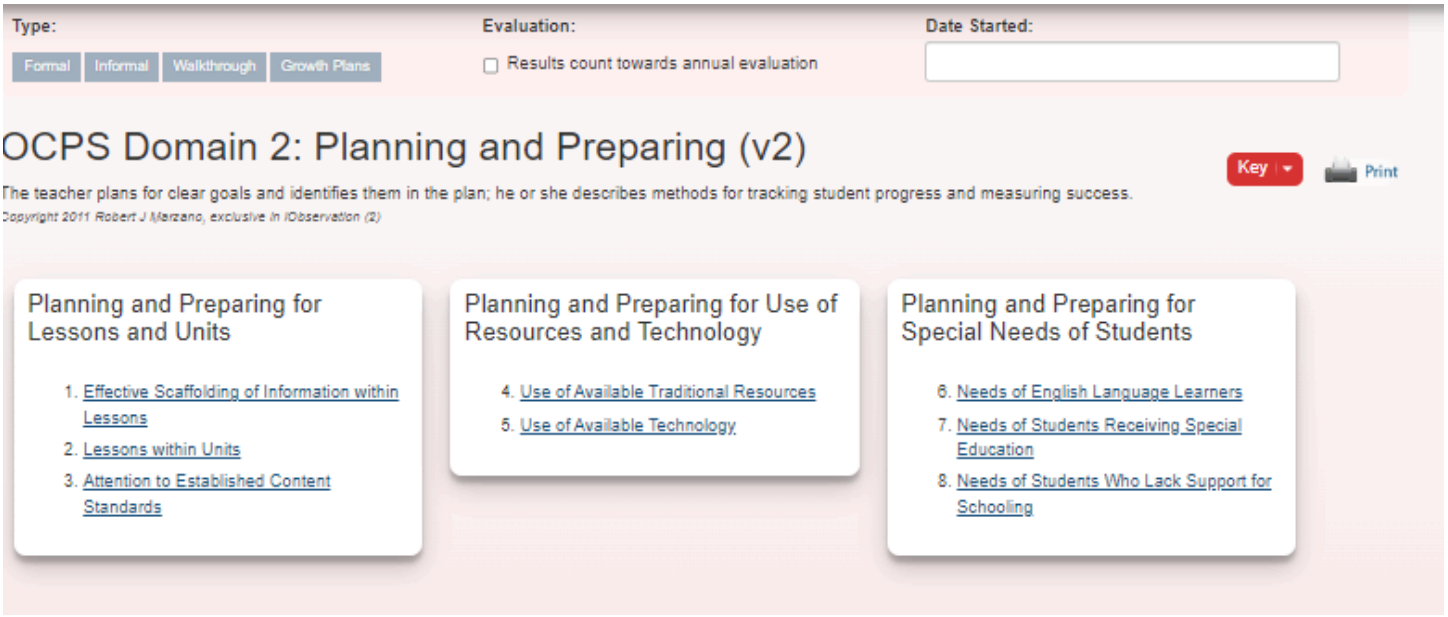
DQ9: Communicating High Expectations for All Students

24. Demonstrating Value and Respect for All Students
25. Asking Questions of All Students
26. Probing Incorrect Answers with All Students

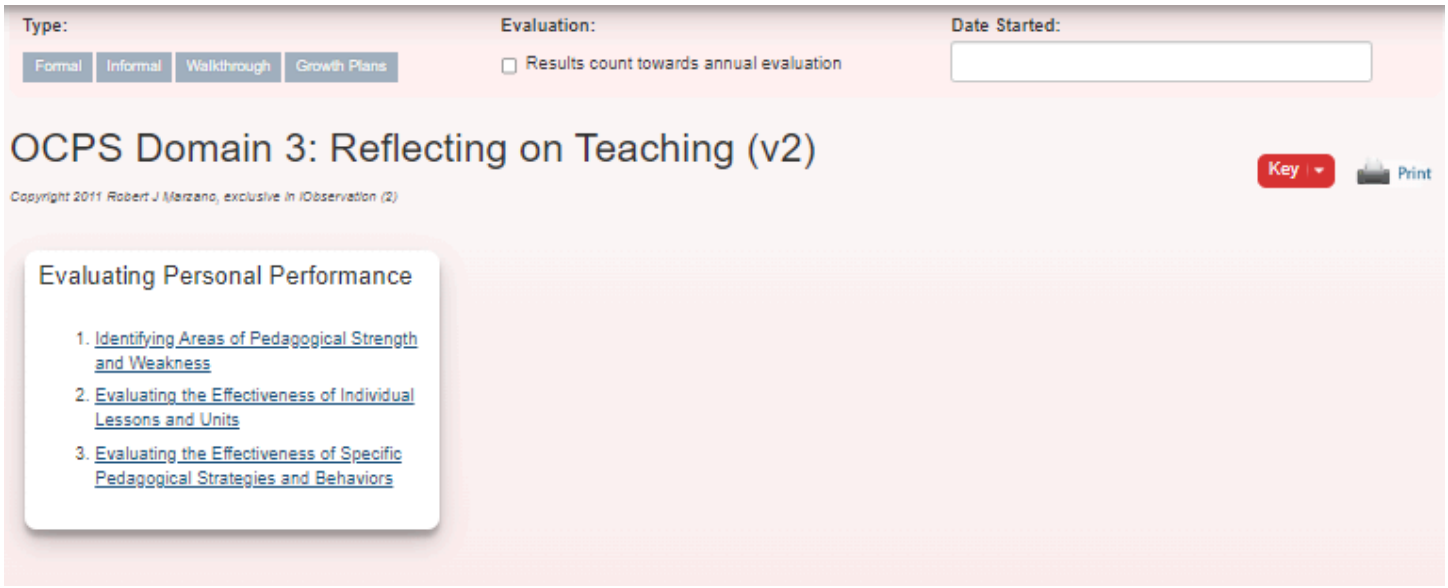
Student Interview

OBSERVATION FORMS
INSTRUCTIONAL PERSONNEL

Domain 2 form

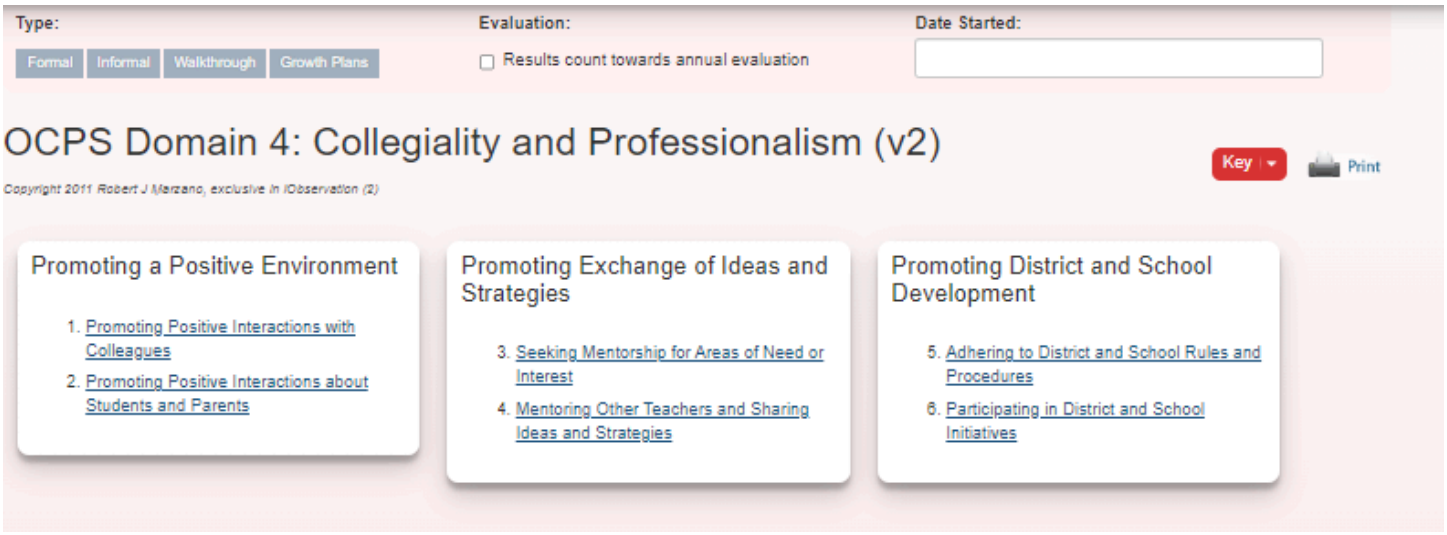


Domain 3 form

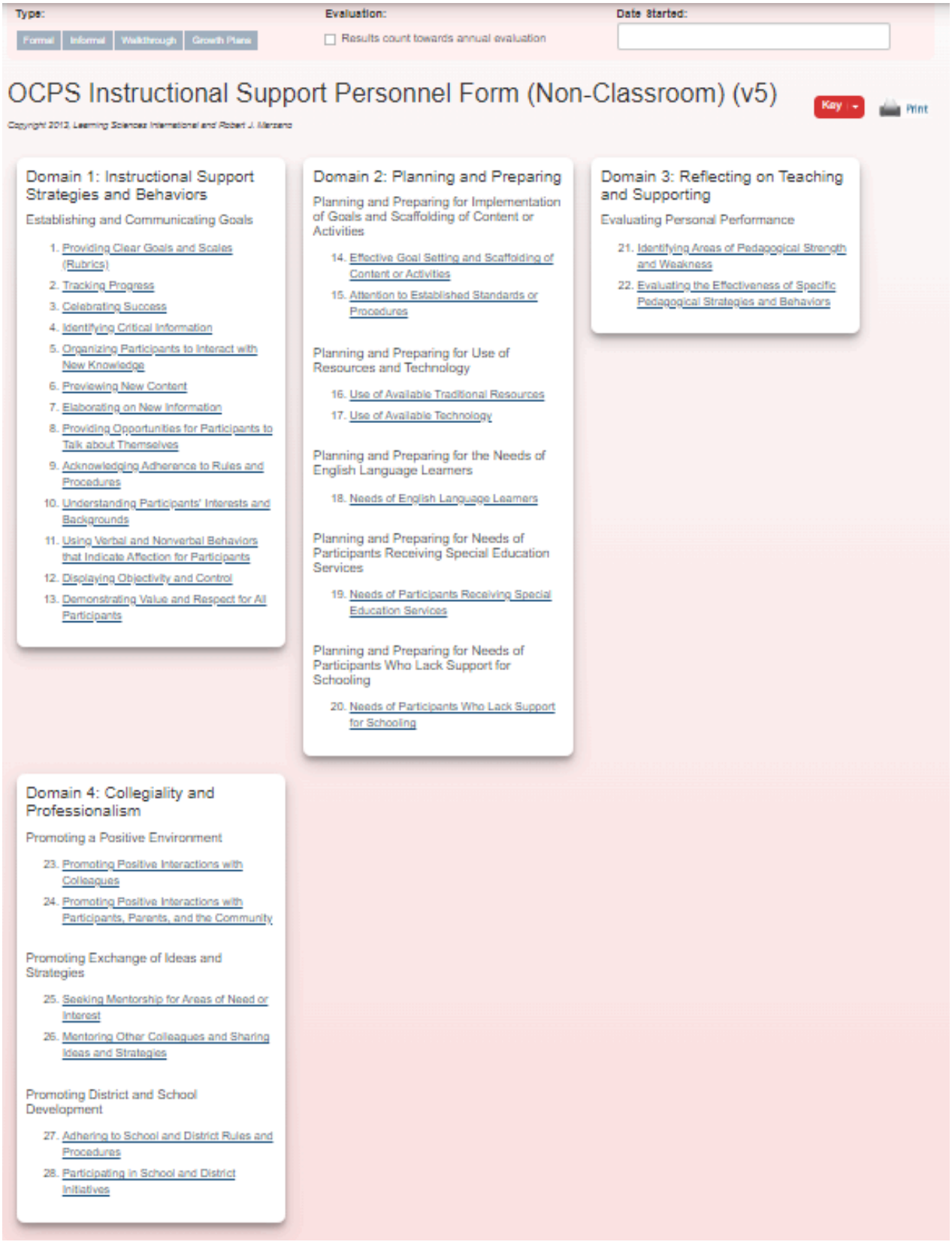


OBSERVATION FORMS
INSTRUCTIONAL PERSONNEL

Domain 4 form



OBSERVATION FORMS
NON-CLASSROOM INSTRUCTIONAL SUPPORT PERSONNEL



Type: Formal | Informal | Walkthrough | Growth Plans

Evaluation: ☐ Results count towards annual evaluation

Date Started:

OCPS Instructional Support Personnel Form (Non-Classroom) (v5)

Key | Print

Copyright 2013, Learning Sciences International and Robert J. Marzano

Domain 1: Instructional Support Strategies and Behaviors

Establishing and Communicating Goals

1. Providing Clear Goals and Scales (Rubrics)
2. Tracking Progress
3. Celebrating Success
4. Identifying Critical Information
5. Organizing Participants to Interact with New Knowledge
6. Previewing New Content
7. Elaborating on New Information
8. Providing Opportunities for Participants to Talk about Themselves
9. Acknowledging Adherence to Rules and Procedures
10. Understanding Participants' Interests and Backgrounds
11. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants
12. Displaying Objectivity and Control
13. Demonstrating Value and Respect for All Participants

Domain 2: Planning and Preparing

Planning and Preparing for Implementation of Goals and Scaffolding of Content or Activities

14. Effective Goal Setting and Scaffolding of Content or Activities
15. Attention to Established Standards or Procedures

Planning and Preparing for Use of Resources and Technology

16. Use of Available Traditional Resources
17. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

18. Needs of English Language Learners

Planning and Preparing for Needs of Participants Receiving Special Education Services

19. Needs of Participants Receiving Special Education Services

Planning and Preparing for Needs of Participants Who Lack Support for Schooling

20. Needs of Participants Who Lack Support for Schooling

Domain 3: Reflecting on Teaching and Supporting

Evaluating Personal Performance

21. Identifying Areas of Pedagogical Strength and Weakness
22. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

23. Promoting Positive Interactions with Colleagues
24. Promoting Positive Interactions with Participants, Parents, and the Community

Promoting Exchange of Ideas and Strategies

25. Seeking Mentorship for Areas of Need or Interest
26. Mentoring Other Colleagues and Sharing Ideas and Strategies

Promoting District and School Development

27. Adhering to School and District Rules and Procedures
28. Participating in School and District Initiatives

REGISTERED NURSE EVALUATION FORM

Copy Distribution:
- Evaluator
- Evaluatee

ORANGE COUNTY PUBLIC SCHOOLS
SCHOOL NURSE
OBSERVATION FORM TO REPORT
THE PRELIMINARY EVALUATION AND THE FINAL SUMMATIVE EVALUATION

Name _____ Personnel # _____ School Year _____

School/Work Location _____

☐ Preliminary Evaluation ☐ Final Evaluation
(check one)

HE = Effective	E = Effective	*NI = Needs Improvement*	U = Unsatisfactory	**NA = Not Applicable

Directions: Using the rating code above, place the appropriate code in the box next to the school nursing standard named.
*Specific recommendations for improvement must be included.
**All indicators may not be applicable to your teaching assignment.

The indicators listed below each standard are meant to give the evaluator best practices indication of competency demonstration. In no way do these indicators represent a fixed number for competency achievement. Each standard is assessed based on total performance. Some indicators may represent more or less importance in evaluating total performance.

The comment section provides an opportunity for documenting outstanding performance and also for identifying specific needs for improvement.

At first indication of an area in need of improvement, either the evaluator or evaluatee may initiate a PROFESSIONAL IMPROVEMENT PLAN in order to resolve the area of concern.

An UNSATISFACTORY rating concludes that one is not demonstrating competency in any manner for that standard and that previous attempts for improvement via the PROFESSIONAL IMPROVEMENT PLAN have failed.

ASSESSMENT RATINGS AND DESCRIPTIONS

Highly Effective:	Shows innovative performance as evidenced by applicable indicators.
Effective:	Shows competent performance as evidenced by applicable indicators.
Needs Improvement:	Shows less than satisfactory performance in one or more applicable indicators.
Unsatisfactory:	Does not show adequate performance in one or more applicable indicators.
Not Applicable:	Evaluatee's job performance cannot be measured by this criterion.

Standard I: ☐ **Theory**

Performance Indicators:
1. Demonstrates evidence of use of theory by sharing information with staff, students, family, professionals and the community to assist change
2. Demonstrates application of theory to practice by use of appropriate techniques and information which governs actions

Comments: _____

REGISTERED NURSE EVALUATION FORM

Standard II: ☐ **Problem Solving**

Performance Indicators:

1. Assessment: collects and documents information regarding students and gathers additional information from families, staff members, healthcare providers, organizations, and/or the community in a systematic, continuous manner
2. Diagnosis: analyzes assessment data to arrive at conclusions which can be documented
3. Plan: develops a plan of care
4. Identify Outcomes: specifies measurable goals related to nursing and/or medical diagnosis as applicable
5. Implement: executes and adequately documents the interventions noted in a plan of care
6. Evaluate: systematically and continuously appraises client responses to prescribed interventions
7. Records data on appropriate records

Comments:_____

_____

_____

Standard III: ☐ **Clients Identified with Physical and Psychosocial Problems**

Performance Indicators:

1. Possesses knowledge to include, but is not limited to:
   - role of the school nurse
   - common and disabling conditions of childhood
   - national and state laws and judicial decisions applicable to Special Education, and the rights of students and parents
   - school district policy and procedures related to students with special needs
   - existence and nature of local resources designed to meet the health educational needs of the child with special needs
   - the roles of other members of the team assessing the student
   - the effect of chronic illness or disability on student and family
2. Participates in and presents findings, nursing diagnoses, and recommendations at team meetings affecting educational/school health activities
3. Participates in the development of the Individualized Health Plan (IHP)
4. Develops and implements nursing plan of care for students with significant health problems
5. Monitors ongoing health status of students with special needs and uses information gathered to adjust students' health programs as needed
6. Proactively supports the child/student with special health needs
7. Proactively supports the family of the child with special health needs as necessary and appropriate
8. Provides health education and information essential for facilitating inclusion as appropriate
9. Provides information to parents of students with special health needs regarding school policy and procedures related to their child and the child's condition
10. Supervises, trains, and monitors U.A.P.'s (Unlicensed Assistive Personnel) in the performance of skilled nursing procedures where permitted by state and local law and state Nurse Practice Act

Comments:_____

_____

_____

Standard IV: ☐ **Communication**

Performance Indicators:

1. Uses communication as a positive strategy to achieve goals
2. Employs effective expressive and receptive verbal skills
3. Completes written reports to provide continuity and accountability of the program
4. Employs an effective system of data storage, retrieval, and analysis
5. Demonstrates sensitivity to the values of students, families, and staff
6. Demonstrates understanding and clarification of professional and personal values and the impact of such on own professional communication
7. Employs counseling techniques and crisis intervention strategies in interventions with individuals and groups as appropriate
8. Identifies and uses own interpersonal strengths

Comments:_____

_____

_____

REGISTERED NURSE EVALUATION FORM

Standard V: ☐ **Collaboration within the School System**

Performance Indicators:

1. Demonstrates knowledge of the philosophy and/or mission of the school district, the kind and purpose of its curricular and extracurricular activities, and its programs and special services
2. Demonstrates knowledge of the roles of other school professionals
3. Delineates roles and responsibilities of health care professionals and adjunct personnel
4. Demonstrates the ability to dialogue appropriately, and as necessary, regarding ongoing care for students/clients
5. Collaborates with parents or caregivers regarding self-care issues of students/clients
6. Collaborates with other school personnel to meet student health, development, and educational needs
7. Recognizes and utilizes as appropriate and necessary the expertise of other school professionals to meet the needs of students
8. Participates as an integral member of the interdisciplinary team(s)
9. Makes home visits, as necessary, to collect data, plan, implement, and/or evaluate client care
10. Functions as school-home liaison in student/family health concerns
11. Advises administrators and the School Board of collaborative plans of care for students as necessary
12. Provides inservice programs for school personnel regarding universal precautions and other health-related issues as needed
13. Establishes a follow-up mechanism for referral of identified students

Comments:_____

_____

_____

Standard VI: ☐ **Collaboration with Community Health Systems**

Performance Indicators:

1. Identifies community agencies as resources for students and families and evaluates each for appropriateness for clients needs to include: eligibility criteria, costs, accessibility, and other factors which may impact on services to clients
2. Communicates and networks with community health providers regarding client interventions as appropriate
3. Functions as a school-based case manager when collaborating with community providers as appropriate
4. Functions as a liaison for the school in ongoing school-community agency cooperation and collaboration related to health issues
5. Participates in community health needs assessments as necessary
6. Obtains expert consultation as needed

Comments:_____

_____

_____

Standard VII: ☐ **Health Education**

Performance Indicators:

1. Participates in the assessment of health education needs for the school community
2. Acts as a resource person to school staff regarding health education and health education material
3. Promotes and participates in the integration of health concepts within the regular school curriculum
4. Promotes and collaborates in the application of health promotion principles within all areas of the school community: food services, custodial, etc.
5. Provides individual health teaching and counseling for students and families as needed
6. Provides health instruction for student, staff, and parent groups
7. Promotes student, staff, and school safety through health education
8. Teaches the principles of health promotion and disease prevention to individuals and groups

Comments:_____

_____

_____

_____

REGISTERED NURSE EVALUATION FORM

Standard VIII: ☐ Professional Responsibility

Performance Indicators:

1. Participates in continuing education programs to increase knowledge and update skills, when applicable, and maintain certification and licensure
2. Demonstrates knowledge of the legal and ethical aspects of nursing practice
3. Maintains professional responsibility, accountability, and behavior
4. Demonstrates sensitivity to the organizational structure of the school system

Comments:_____

_____

_____

_____

Overall Assessment Rating (check one): _____ HE = Effective ____ E = Effective with Recommendations

_____ NI = Needs Improvement _____ U = Unsatisfactory

Evaluator's Signature_____ Date_____

Evaluatee's Signature_____ Date_____

The signature of the nurse does not necessarily imply agreement with the evaluation, but rather acknowledges that it has been discussed with the evaluator.

When determining the overall evaluation rating, an individual may not receive an overall rating lower than the lowest rating in any one category. For example, a teacher may not receive an overall rating of Unsatisfactory if the lowest rating in the six areas is Needs Improvement.

INSTRUCTIONAL EVALUATION MODEL & THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)

Florida Educational Accomplished Practices (Rule 6A-5.065): https://www.flrules.org/gateway/ruleNo.asp?id=6A-5.065

Foundational Principles	
The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.	
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 that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	Classroom Teacher (CT): Domain 1: 1 Domain 2: 27, 29 Domain 4: 42 Non-Classroom Teacher (NCT): Domain 2: 14, 15 Domain 4: 27
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	CT: Domain 2: 27, 28, 29 NCT: Domain 2: 14, 15
c. Designs instruction for students to achieve mastery;	CT: Domain 1: 1 ,2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 Domain 2: 27, 28 NCT: Domain 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 Domain 2:14
d. Selects appropriate formative assessments to monitor learning;	CT: Domain 1: 2, 10 Domain 2: 30 domain 3: 36 NCT: Domain 1: 2 Domain 2: 16
e. Uses diagnostic student data to plan lessons;	CT: Domain 2: 27, 28, 32, 33, 34 NCT: Domain 2: 14, 18, 19, 20

INSTRUCTIONAL EVALUATION MODEL & THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	CT: Domain 2: 30, 31, 32, 33, 34 NCT: Domain 2: 16, 17, 18, 19, 20
g. 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.	CT: Domain 1: 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21 Domain 2: 27, 28, 32, 33 Domain 4: 42 NCT: Domain 2:15 Domain 4: 27
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	CT: Domain 1: 4, 18, 19, 20, 21, 22 Domain 2: 30, 31 NCT: Domain 1: 8, 9, 10, 11 Domain 2: 16, 17
b. Manages individual and class behaviors through a well-planned management system;	CT: Domain 1: 4, 19, 20, 21, 22, 23 NCT: Domain 1: 9
c. Conveys high expectations to all students;	CT: Domain 1: 1, 4, 24, 25, 26 NCT: Domain 1:13
d. Respects students' cultural linguistic and family background;	CT: Domain 1: 21, 22 Domain 2: 34 Domain 4: 39 NCT: Domain 1: 10, 11, 12, 13 Domain 2:20 Domain 4:24
e. Models clear, acceptable oral and written communication skills;	CT: Domain 1: 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 23 Domain 4: 39 NCT: Domain 1: 1, 2 ,3, 4, 5, 6, 7, 8, 9, 10, 11 ,12, 13 Domain 4: 23, 24

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f. Maintains a climate of openness, inquiry, fairness and support;	CT: Domain 1: 4, 19, 20, 21, 22, 23, 24, 25, 26 Domain 2: 32, 33, 34 Domain 4: 39 NCT: Domain 1: 9, 10, 11, 12, 13 Domain 2: 18, 19, 20 Domain 4: 23, 24
g. Integrates current information and communication technologies;	CT: Domain 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17,18, 19, 20 Domain 2: 31 NCT: Domain 1: 1, 2, 3, 4, 5, 6, 7, 8 Domain 2:17
h. 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.;	CT: Domain 1: 18, 21, 22, 25, 26 Domain 2: 32, 33, 34 NCT: Domain 1: 8, 10, 11 Domain 2: 18, 19, 20
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	CT: Domain 2: 33 NCT: Domain 2: 19
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	CT: Domain 1: 1, 2, 3, 4, 18, 19, 20, 21, 22, 23, 24, 25, 26 NCT: Domain 1: 8, 9, 10, 11, 12, 13

3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	CT: Domain 1: 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 24, 25, 26 NCT: Domain 1: 4, 5, 6, 7, 8, 10 Domain 2: 14
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	CT: Domain 1: 10, 11, 12, 13, 14, 15, 16, 17, 25, 26 NCT: Domain 1: 4, 5, 6, 7, 8
c. Identify gaps in students' subject matter knowledge;	CT: Domain 1: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 Domain 3: 36 NCT: Domain 1: 1, 2, 3, 4, 5, 6, 7, 8

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d. Modify instruction to respond to preconceptions or misconceptions;	CT: Domain 1: 26 Domain 2: 27 **This is addressed in the Domain 1 rating scales as 'adapting and creates new strategies'* NCT: Domain 1:14 **This is addressed in the Domain 1 rating scales as 'adapting and creates new strategies'*
e. Relate and integrate the subject matter with other disciplines and life experiences;	CT: Domain 1: 7, 9, 21 NCT: Domain 1: 6, 7, 8
f. Employ questioning that promotes critical thinking;	CT: Domain 1: 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 25, 26 NCT: Domain 1: 7
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	CT: Domain 1: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26 NCT: Domain 1: 2, 3, 4, 5, 6, 7, 8
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	CT: Domain 1: 26 Domain 2: 32, 33, 34 **This is addressed in the Domain 1 rating scales as 'adapting and creates new strategies'* NCT: Domain 2: 16, 17, 18, 19, 20
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	CT: Domain 1: 3, 22 NCT: Domain 1: 3, 11
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	CT: Domain 1: 2 NCT: Domain 1: 2
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	CT: Domain 2: 27,28 Domain 3: 36 NCT: Domain 2: 14

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b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	CT: Domain 2: 28 Domain 3: 36 NCT: Domain 2: 14 Domain 3: 22
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	CT: Domain 1: 2 Domain 2: 30, 31 Domain 3: 36 NCT: Domain 2: 16, 17
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	CT: Domain 1:18 Domain 2: 32, 33, 34 CT: Domain 2: 18, 19, 20
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	CT: Domain 1: 3 Domain 4: 39 NCT: Domain 1: 3 Domain 4: 24, 27
f. Applies technology to organize and integrate assessment information.	CT: Domain 3: 36 NCT: Domain 4: 27
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	CT: Domain 3:35 NCT: Domain 1: 1 Domain 3: 21
b. Examines and uses data-informed research to improve instruction and student achievement;	CT: Domain 3: 35, 36, 37 NCT: Domain 3: 21, 22
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	CT: Domain 3: 35, 36, 37 Domain 4: 38 NCT: Domain 3: 21, 22 Domain 4: 23
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	CT: Domain 4: 38, 39, 40, 41 NCT: Domain 4: 23, 24, 25, 26
e. Engages in targeted professional growth opportunities and reflective practices; and,	CT: Domain 4: 40 NCT:

	Domain 1: 2, 3 Domain 3: 22 Domain 4: 25
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	CT: Domain 4: 40 NCT: Domain 4: 25

6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:	
a. Guidelines for student welfare adopted pursuant to s. 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 or neglect as defined in s. 39.01, F.S.;	CT: Domain 4: 42 NCT: Domain 4: 27
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	CT: Domain 4: 42 NCT: Domain 4: 27
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	CT: Domain 4: 42 NCT: Domain 4: 27

GLOSSARY

Artifacts	A piece of evidence (a product of the teacher and/or student work) that documents the successful use of the strategy.
Common Language of Instruction	A research based framework that describes and defines teaching. The common language provides a foundation for professional conversation.
Deliberate Practice	A way for teachers to grow their expertise through a series of planned activities, reflection, and collaboration. Involved in the series is a protocol setting personal goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.
Developing Performance Scales	Scales describe novice to expert performance (level of skills) for each of the strategies included in the four domains of the Streamlined Instructional Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: Innovating Applying Developing Beginning
Domain	A body of knowledge defined by research representing a particular aspect of teaching.
Focused Feedback	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective, and actionable. Feedback is generally provided by administrators or a trained observer.

GLOSSARY

Focused Practice	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.
Formal Observation Process	The Formal Observation Process provides a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. It is not the summative evaluation.
Informal Observation	These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process.
Instructional Practice Score	The Instructional Practice Score consists of the Status Score plus the Deliberate Practice Score.
Non Evaluative Coaching Observation	Non-evaluative coaching observations are unscheduled observations which will only be available for viewing to the teacher and the teacher's observer. There shall be no maximum number of coaching observations throughout the school year. A coaching observation shall be conducted prior to the first observation (formal or informal) and shall serve as the Practice Observation. The purpose of a coaching observation is to look for evidence of implementation of professional development, and to provide actionable feedback while identifying predominant practices for effective instruction.

GLOSSARY

Professional Improvement Plan (PIP)	The process by which a struggling teacher receives help and assistance to improve instructional skills. A plan is written for specific strategies in one of the four domains. A timeline is established and the plan may last from 10 weeks to 5 school months. The timeline may be extended due to extenuating circumstances. If the teacher does not successfully complete the PIP within the established timeline, the plan may be extended or a new plan should be written.
Reflection (Post) Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to discuss the observation, clarify expectations and plan forward using the post conference form as a guide for contemplation and focused feedback.
Status Score	Reflects the teacher's overall understanding and implementation of the Streamlined Instructional Framework across the four domains. Domain 1—Classroom Strategies and Behaviors Domain 2—Planning & Preparing Domain 3—Reflecting on Teaching Domain 4—Collegiality &Professionalism
Student Evidence	Specific observable behaviors in which the students engage in response to the teacher's use of particular instructional strategies.
Summative Evaluation	The teacher's annual performance evaluation comprised instructional practice, deliberate practice, and student learning growth.
Teacher Evidence	Specific observable behaviors that teachers engage in when using particular instructional strategies.