



2023-2024

Instructional Evaluation System



Okaloosa School District

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Table of Contents

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

Directions:

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

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

1. Performance of Students

Directions:

The district shall provide:

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

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Evaluation Percentages

Student Performance Measure:

All instructional personnel, including newly hired teachers, will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.

Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
Pre-Kindergarten (PK)	Pre-K N/A Pre-KD S L O	35%
Kindergarten (K)	FAST Math and Reading	35%
First Grade (1)	FAST Math and Reading	35%
Second Grade (2)	FAST Math and Reading	35%
Third Grade (3)	FAST Math and Reading	35%
Fourth Grade (4)	FAST Math and Reading	35%
Fifth Grade (5)	FAST Math and Reading	35%
Other (K-5), including non-classroom instructional personnel	Other classroom teachers – year-end exams Other non-classroom teachers- Student Learning Objective	35%
Math Courses (6-8)	FAST Math	35%
Science Courses (8)	SSA	35%
English/Language Arts/Reading Courses (6-8)	FAST ELA	35%
Other (6-8), including non-classroom instructional personnel	Other classroom teachers- semester exams Other non-classroom teachers- Student Learning Objective	35%
Civics	State EOC	35%
English 1	FAST ELA	35%
English 2	FAST ELA	35%
English 3	Teacher Created Semester Exam	35%
English 4	PERT or Teacher Created Semester Exams	35%
AP English Comp	AP Test	35%
Algebra 1; Algebra 1 Honors; Algebra 1B	State EOC	35%
Pre-AICE Mathematics 1	n/a	
IB Middle Years Program – Algebra 1 Honors	n/a State EOC	35%
Geometry; Geometry Honors	State EOC	35%
IB Middle Years Geometry Honors	n/a	
Pre-AICE Mathematics 2	n/a	

Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors	All Biology- State EOC Integrated n/a	35%
Pre-AICE Biology	State EOC	35%
IB Middle Years Program Biology Honors	n/a	
United States History	State EOC	35%
ROTC	Teacher Created Semester Exam	35%
Other (9-12), including non-classroom instructional personnel	Other classroom teachers- Teacher Created Semester Exams, AP, AICE and IB Test, Industry Cert. Other non-classroom teachers- Student Learning Objective	35%
District Non-Classroom. Instructional Personnel (defined on page 14)	Student Learning Objective	35%

Scoring Method

Calculating Student Performance Scores - Student performance scores, which will comprise 35% of the total evaluation score, are converted to a score of up to 210 points using data derived from one or more of the following:

- Statewide assessment that provides growth data
- Statewide assessment or state End-of-Course (EOC) exams that do not provide growth data
- i-Ready
- AP, IB, AICE, PERT
- Industry Certification
- Teacher-created Course Semester Exams
- Teacher created Year End Exam
- Student Learning Objectives

When more than one assessment is available and/or when a teacher teaches more than one course, the score will be calculated using the Equitable Distribution Method (EDM) outlined below. It is understood that if a state assessment is available, it is the only assessment that can be used to determine that portion of a teacher's score.

Equitable Distribution Method (EDM) - When a teacher teaches multiple courses, the score will be calculated using the Equitable Distribution Method (EDM). The EDM formula provides for a teacher's student performance score to accurately reflect the correct proportion of students in the courses a teacher is assigned. For example, if 20% of a teacher's 100 students are AP students and the other 80 are 10th grade English students, the teacher's score will consist of 20% AP scores and 80% from the FSA ELA state scores.

Calculating and Combining Final (Summative) Evaluation Scores

A **final single-year** evaluation score is calculated and provided to the teacher annually; however, according to F.S 1012.34(3)(a)1.a., the student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of **at least 3 years when available**. Student performance scores for teachers will be a three year average of annual data. The maximum student performance score is 210 points. The Student Performance Score, the current year teacher evaluation score, and the finalized current-year Individual Professional Development Plan, will be combined for a total of up to 600 points. For example:

Year	Teacher Performance Score (50%)	Student Performance Score (35%)	Individual Professional Development Plan (15%)
Year A	265	175.5 out of 210	90
Year B	270	157.5 out of 210	90
Year C	275	180 out of 210	90
<i>Final Score</i>	<i>Scores not averaged</i> 275	<i>Three year average of the annual student performance</i> 171	<i>Scores not averaged</i> 90

The locally recorded score for Year C would be **275 + 171 + 90 =** for a total of **536**. Based on a 0 to 600 point scale, a teacher is then designated one of the following ratings based on district set cut scores. This designation is reported annually to the Florida Department of Education.

- Unsatisfactory 0-125
- Developing/Needs Improvement 126-249
- Effective 250-399
- Highly Effective 400-600

In the example above, this teacher would be designated as Highly Effective.

Classroom Teachers Newly Hired by the District

Teachers newly hired by the district must be observed and evaluated at least twice annually.

The first summative evaluation required for newly hired teachers will be based on the teacher performance score from the first observation and allows site-based Principals to determine the SPS measure using available student data.

State Courses with Growth Data – Calculation Methodology

FAST Grades K -10 Reading, K-8 Math

For courses with growth data, the teacher will see a plus, minus, or equal sign on the data platform. The pluses below indicate the students who made growth during the school year.

Student 1	+	Student 6	-
Student 2	-	Student 7	-
Student 3	+	Student 8	+
Student 4	+	Student 9	+

Student 5	+	Student 10	-
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The + marks indicate that 60% of the students showed growth on a state assessment test with growth data. 60 multiplied by 2.1 gives the teacher 126 points on the Okaloosa County School District Student Performance scale. Using the Equitable Distribution Method, described on page 1, these student scores are used proportionally to determine a single-year student performance score for the teacher.

Courses without Growth Data - Calculation Methodology

All other Student Performance Score calculations, excluding Industry Certification and Teacher-created Semester Exams which are pass/fail, will begin by identifying the mean of either the **state student predicted academic performance, state student proficiency, or state student score** on each individual assessment. In the event the assessment does not have a state student predicted academic performance, proficiency, or score, the student mean will be determined by the national student mean using one of the following in descending order and detailed in the chart below.

1. National student mean
2. District student mean
3. School student mean
4. Class student average

Advanced International Certificate of Ed. (AICE)	Pass/fail score
Advanced Placement (AP)	Pass/fail score
Teacher-created Year-End Exam	Pass/fail score
Statewide Science Assessment 5 th and 8 th grade	State mean of student score*
International Baccalaureate (IB)	Pass/fail score
Industry Certification	Pass/fail score
Post-Secondary Education Readiness Test (PERT)	District mean of student score*
Teacher-created Semester Exam	Pass/fail score
State EOC- Civics, Biology, Geometry, U.S. History, Algebra 1	State mean of student score*

*Once the ATGM or state/district mean for academic performance, proficiency, or score is determined, the teacher's student performance score for that course will be determined by finding the percent of students who scored at 10% below** or higher than the mean predicted academic performance, proficiency, or score. In order to equate that percent to the Okaloosa County 210 point scale the percent will be multiplied by 2.1.

****Rationale for Using 10% Below the Mean-** In the OCSD calculation methodology the mean equates to 50 on a 100 percentile scale; however, it is determined that the average of any state, national, or district assessment should be considered "passing." By using the 10% below marker, the mean mathematically adjusts to 60%.

Calculation Samples without Growth Data Assessments

The following samples for each assessment type use hypothetical students and data to demonstrate the described calculation method for each assessment type.

AICE

AICE uses a pass/fail standard to determine the student performance score for the course. The pluses below indicate the students who passed the **AICE Marine Biology exam**.

Student 1	+	Student 6	+
Student 2	-	Student 7	-
Student 3	+	Student 8	+
Student 4	+	Student 9	+
Student 5	-	Student 10	-

The + marks indicated that 60% of the students passed the AICE Marine Biology exam. 60 multiplied by 2.1 gives the teacher 126 points on the Okaloosa County School District Student Performance scale for the AICE Marine Biology course. Using the Equitable Distribution Method, described on page 1, these student scores are used proportionally to determine a single-year student performance score for the teacher.

AP

AP uses a pass/fail standard to determine the student performance score for the course. The pluses below indicate the students who passed the **AP European History exam**.

Student 1	+	Student 6	+
Student 2	-	Student 7	-
Student 3	-	Student 8	+
Student 4	+	Student 9	-
Student 5	-	Student 10	-

The + marks indicated that 40% of the students passed the AP European History course. 40 multiplied by 2.1 gives the teacher 84 points on the Okaloosa County School District Student Performance scale for the AP European History course. Using the Equitable Distribution Method, described on page 5, these student scores are used proportionally to determine a single-year student performance score for the teacher.

Teacher-created Year-end Exam

Student 1	+	Student 6	+
Student 2	+	Student 7	-
Student 3	+	Student 8	+
Student 4	+	Student 9	+
Student 5	-	Student 10	-

The + marks indicated that 70% of the students passed the Elementary Music teacher-created year-end exam. 70 multiplied by 2.1 gives the teacher 147 points on the Okaloosa County School District Student Performance scale. Using the Equitable Distribution Method, described on page 5, these student scores are used proportionally to determine a single-year student performance score for the teacher.

Statewide Science Assessment Grade 5 and 8

The most recently reported state student proficiency score for the **Statewide Science Assessment for Grade 5** exam was a 405. The pluses below indicate the students who scored 10% below or higher than the state student mean.

Student 1	+	Student 6	+
Student 2	-	Student 7	-
Student 3	-	Student 8	+

Student 4	+	Student 9	+
Student 5	-	Student 10	-

The + marks indicated that 50% of the students' scores are at 10% below or above the state average. 50 multiplied by 2.1 gives the teacher 105 points on the Okaloosa County School District Student Performance scale for the Grade 5 science course. Using the Equitable Distribution Method, described on page 5, these student scores are used proportionally to determine a single-year student performance score for the teacher.

IB

IB uses a pass/fail standard to determine the student performance score for the course. The pluses below indicate the students who passed the **IB Physics exam**.

Student 1	+	Student 6	+
Student 2	-	Student 7	-
Student 3	+	Student 8	+
Student 4	+	Student 9	+
Student 5	+	Student 10	-

The + marks indicated that 70% of the students passed the IB Physics exam. 70 multiplied by 2.1 gives the teacher 147 points on the Okaloosa County School District Student Performance scale for the IB Physics exam. Using the Equitable Distribution Method, described on page 5, these student scores are used proportionally to determine a single-year student performance score for the teacher.

Industry Certification

Industry Certification uses a pass/fail standard to determine the student performance score for a course. The pluses below indicate the students who passed the **Auto Desk Inventor Certified User** exam.

Student 1	+	Student 6	+
Student 2	+	Student 7	+
Student 3	+	Student 8	+
Student 4	+	Student 9	+
Student 5	+	Student 10	-

The + marks indicated that 90% of the students' scores are at passing. 90 multiplied by 2.1 gives the teacher 189 points on the Okaloosa County School District Student Performance scale for the students who took the Auto Desk Inventor Certified User exam.

NOTE: Students who do not take the industry certification test MUST take a Teacher-created semester or year-end exam and the calculation will follow the corresponding explanation on page 10 or 13. Using the Equitable Distribution Method, described on page 5, the student scores are used proportionally to determine a single-year student performance score for the teacher.

PERT

The PERT score is converted to a district EOC. The most recently reported district student mean for the **PERT** exam was a 71. The pluses below indicate the students who scored 10% below or higher than the district student mean.

Student 1	+	Student 6	+
Student 2	-	Student 7	-
Student 3	+	Student 8	+
Student 4	-	Student 9	+
Student 5	-	Student 10	-

The + marks indicated that 50% of the students' scores are at 10% below or higher than the district student mean. 50 multiplied by 2.1 gives the teacher 105 points on the Okaloosa County School District Student Performance scale for the PERT course. Using the Equitable Distribution Method, described on page 5, these student scores are used proportionally to determine a single-year student performance score for the teacher.

State EOC - Civics, Biology, Geometry, U.S. History, Algebra 1

The most recently reported state mean student score for the **Biology** exam was a 79. The pluses below indicate the students who scored 10% below or higher than the state student mean.

Student 1	+	Student 6	+
Student 2	+	Student 7	-
Student 3	+	Student 8	+
Student 4	+	Student 9	+
Student 5	+	Student 10	-

The + marks indicated that 80% of the students' scores are at 10% below or higher than the state student mean. 80 multiplied by 2.1 gives the teacher 168 points on the Okaloosa County School District Student Performance scale for the state Biology EOC. Using the Equitable Distribution Method, described on page 5, these student scores are used proportionally to determine a single-year student performance score for the teacher.

Teacher-created Semester Exam

Teacher-created Semester Exams use a pass/fail standard to determine the student performance score for the course. The pluses below indicate the students who passed the exam in a teacher-created semester exam

Student 1	+	Student 6	+
Student 2	+	Student 7	+
Student 3	+	Student 8	+
Student 4	-	Student 9	+
Student 5	-	Student 10	-

The + marks indicated that 70% of the students' scores are at passing. 70 multiplied by 2.1 gives the teacher 147 points on the Okaloosa County School District Student Performance scale for the students who took this teacher-created semester exam. Using the Equitable Distribution Method, described on page 5, the student scores are used proportionally to determine a single-year student performance score for the teacher.

Teaching ACCESS point standards students in the General Education setting

General Education teachers, instructing students on ACCESS point standards, via the

“push in” model, should be aware of the assessments used to calculate a student performance score for each population by accessing the Evaluation System Course Code document.

Teachers without Assigned Students

Teachers, identified by job title in the chart below, who do not teach students or who provide support or remediate students who are not assigned to them through an academic grade bearing course, as well as those teachers that teach 100% adult students, will have their Student Performance Score based upon the Student Learning Objective (SLO) identified in the yearly Individual Professional Development Plan (IPDP) and measured using verifiable statistical data.

Adaptive PE	Media Specialist	School Psychologist
Behavior Analyst/Interventionist	Mobility Teacher	Social Worker
Credit-Recovery Teacher*	New Teacher Induction Leader	Speech/Language Therapist
Dean of Students	Occupational Therapist	Staffing Specialist
Diversified Education Teacher	Consulting Teachers	Teacher on Special Assignment
Elem. Gifted Pullout Teacher	Physical Therapist	Technology Trainer
SLD Elem. Resource Teacher	Remediation Resource Teacher	Title 1 Teacher
Instructional Coach	School Counselor	Vision Impaired Teacher
Adult Education (100% adult)		

****Although Credit-Recovery courses do have a course code, the instruction is computer based and does not reflect the ability of teacher assigned to monitor the course.***

A teacher using the Student Learning Objective method is required to complete SLO Part 1, located on the Professional Growth home page, and meet with his or her supervising Administrator by October 31. The teacher should collect data throughout the school year to substantiate the degree to which the objective is met. After completing SLO Part 2, located on the Professional Growth home page, the teacher should have a final meeting with the administrator by May 15. Although there is no penalty for late submissions, if nothing is submitted, a score of zero will be entered.

2. Instructional Practice

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].
 - Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
 - For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].
 - For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].
 - For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
 - For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].
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Evaluation Framework

The Classroom Instructional and Non-Classroom Instructional Evaluation System is based on the work and research of Charlotte Danielson as documented in her book *Enhancing Professional Practice A Framework for Teaching (2007.)* Her book and contemporary research should be used as a reference to better understand the evaluation cycle and the components of the Danielson Evaluation Model.

Percentages

The OCSD annual evaluation is comprised of three parts and the complete cycle takes approximately 14 months to complete.

- Fifty percent of the annual evaluation comes from the teacher performance score and is comprised from evidence collected in one school year. This score is reported in May.
- Fifteen percent of the annual evaluation comes from the teacher's Individual Professional Development Plan (IPDP). This score is reported in May.
- Thirty-five percent of the annual evaluation comes from the student performance score which is based on the average of three years of student data. This score is reported in October.

Teacher Performance Score (50%) - Both classroom and non-classroom instructional teachers complete an annual evaluation comprised of the following three parts.

1. One or more formal or informal observation(s)

- The **formal observation** is designed to collect evidence which will be used as a data source for the year-end final evaluation. The recommended time for this observation is one complete instructional period/lesson, no more than fifty (50) minutes, but not less than twenty (20) minutes. This observation will be conducted by a trained administrator and can begin on the 21st day of student attendance. Consulting Teacher observations may begin on the 11th day of student attendance. Observations should not be scheduled on days that will adversely affect student performance, such as half-day or standardized testing days. Multiple observations should not be conducted on the same day. If an evaluator is late for a formal observation, the teacher may request to reschedule. Evaluators should avoid talking with students or impeding the lesson in any way. The formal observation includes a pre- conference, a classroom observation, and a reflection conference. Dates and time constraints must be adhered to and are detailed on pages 18-20. The exact number of observations required is detailed on pages 18-20. Note: Category VI teachers unique schedules detailed on page 19.
- The **informal observation** is designed to collect evidence during a five (5) to fifteen (15) minute observation and is offered as an option for a teacher who continues using the same rubric and who had a formal or informal observation as a Category 4 the previous year which resulted in no Needs Improvements or Unsatisfactory ratings in any component on the Year-end Annual Evaluation Rubric. The informal observation is only conducted by a school administrator and can be announced or unannounced as determined by either the teacher or the administrator prior to the

21st day of school. The informal observation does not require a pre or post conference; however, evidence must be collected and placed in the comment section in order to affect a previous score.

NOTE: If a teacher changes instructional position and the change results in a change in rubrics, the teacher must have a formal observation.

When a teacher does not have an observation and a year-end final summative score due to a year-long absence, he or she will revert to a Formal Evaluation upon return.

- A **school administrator** evaluates every teacher in his or her school annually. The school administrator, responsible for the final evaluation, must conduct the majority of the minimum required number of walk-throughs and at least one of the required observations. A teacher on special assignment or serving in multiple schools will be observed and evaluated by an evaluator assigned by his or her supervisor.
- A **Consulting Teacher** is a full or part time release teacher who is trained in the evaluation system. The consulting teacher conducts one formative observation on newly hired Temporary Certificate Teachers and as requested and available newly hired Professional Certificate teachers. Based on the initial formal observation, the consulting teacher works collaboratively with the teacher to provide continuous improvement by locating resources, assisting in lesson planning, and demonstrating effective teaching practices. The consulting teacher does not conduct walk-throughs. His or her work with the teacher is considered when the school administrator completes the final evaluation.

2. **One or more walk-through(s)**

- A **walk-through** is conducted using the walk-through form and can be announced or unannounced and should be between 3 and 10 minutes. It is used as an additional data source for the year-end evaluation. Walk-throughs can only be conducted by an administrator using the on-line platform and can begin on the 11th day of student attendance. Walk-throughs are optional with no minimum or maximum number required. If walk-throughs are used, the majority of the total number must be conducted by the administrator responsible for the final evaluation.

3. **Submission of Artifacts**

- The **artifact file** is located on the Professional Growth/[Frontline OASYS](#) platform and is an optional tool used by the teacher to add supporting evidence for the year-end evaluation. Administrators do not use the artifact file to submit any documentation.

Scoring Method

The year-end final evaluation scores are reported to teachers electronically the following school year after the release of student achievement data. This score is comprised of the total points earned from the teacher performance score, the IPDP score, and the student performance score. Based on the total points earned, a teacher is assigned one of four ratings.

The teacher's final evaluation score will be the average of the Teacher Performance Score, worth 50%, PLUS the Individual Professional Development Plan, worth 15%, and the Student Performance Score, worth 35%, each converted to the Okaloosa County School District 300 point scale. For example:

Year	Teacher Performance Score (50%)	Student Performance (35%)	Individual Professional Development Plan (15%)
Year A	265	175.5 out of 210	90
Year B	270	157.5 out of 210	90
Year C	275	180 out of 210	90
Final Score	Scores not averaged 275	Three year average of the annual student performance 171	Scores not averaged 90

The locally recorded score for Year C would be **275 + 171 + 90 =** for a total of **536**. Based on a 0 to 600 point scale, a teacher is then designated one of the following ratings based on district set cut scores. This designation is reported annually to the Florida Department of Education.

Unsatisfactory 0-125

Developing/Needs Improvement 126-249

Effective 250-399

Highly Effective 400-600

In the example above, this teacher would be designated as highly effective.

Using the Rubric

Each rubric, ~~formal and informal~~, is researched-based and designed to identify aspects of a teacher's practice necessary for promoting improved student learning. All rubrics, other than the Student Services Rubric**, are divided into four domains and subdivided into complex descriptors referred to as components.

Domain 1 is generally referred to as the domain of planning or knowledge. Classroom instructional or non-classroom instructional teachers are responsible for providing evidence via the pre-observation conference form located on Professional Growth/~~Frontline OASYS~~ or regularly submitted lesson plans. This evidence and/or the pre-observation conference should provide sufficient data, reasoning, explanations, and documentation to enable the evaluator to complete Domain 1.

Domains 2 and 3 are comprised of the environment and instruction domains. The evidence for these two domains is collected during the formal or informal observation and must be shared with the teacher. At the time of the reflection conference or informal observation submission, the evidence must be entered into either the formal or informal rubric on the Professional Growth/~~Frontline OASYS~~ platform. The teacher is invited to examine, clarify, and/or add to the evidence collected by the evaluator during the formal observation. Following the submission of the evidence and/or the reflection conference, the evaluator should enter any additional or clarifying information and rate the components in domains 2, 3, and 4a, (reflecting). Adhering to the timelines, the evaluator should submit the formal observation to the teacher for acknowledgement, and then finalize. Failure of a teacher to acknowledge a form will not prohibit the evaluator from finalizing.

Domain 4 is considered the professional responsibilities domain. Other than component 4a, which is rated following the post-conference discussion, this domain extends beyond a specific observation. This domain reflects an accumulation of evidence throughout the year. Teachers are encouraged to submit documents through the artifact file as evidence of each component. This domain is rated only at the time of the final evaluation. Evidence acquired by

teachers after April 15, as documentation for Domain 4, can be held and submitted after the Professional Growth/~~Frontline OASYS~~ platform roll-over and submitted as evidence for the following year's evaluation cycle.

******The Student Services Rubric for Non-Classroom Instructional Teachers is based on the model developed by the Florida Department of Education. This rubric is formatted slightly different and is comprised of five, not four domains. Because of the nature of the work, teachers assigned to the Student Services Rubric may need to be observed in multiple short observations rather than one standard observation.

The year-end final evaluation is completed by the administrator after conferring with the Consulting Teacher (for Category I, II, III, V, VI teachers) and meeting with the classroom instructional or non-classroom instructional teacher. Once the teacher has signed the year-end summary form, either the MIS form or the corresponding Professional Growth/Frontline document is submitted to the Human Resource Department by May 20.

Documentation of Florida Educator Accomplished Practices (FEAPs)

Appendices A-J are the eight long form rubrics and two short form rubrics used for classroom instructional and non-classroom instruction personnel. These rubrics are correlated to the Florida Education Accomplished Practices with the indicators listed in the left most column under each component.

Category Specifications

CATEGORY I		
FIRST-YEAR TEACHER – NO EXPERIENCE		
Completed by	Activity	Person Responsible
October 15	Formative (Temp. Cert)Observation	Consulting Teacher
October 31	IPDP Written – Meeting with Administrator	Administrator/Teacher
October 31	*SLO Part 1written – Meeting with Administrator	Administrator/Teacher
November 15	First Formal Observation and Evaluation	Administrator
February 15	Last day for Admin to initiate Professional Improvement Plan that impacts the current year's annual evaluation	Administrator
March 31	Second Formal Observation	Administrator
April 15	Last date for teachers to add artifacts/evidence or administrators to add walk-throughs that impact the current year's annual evaluation	Administrator /Teacher
May 15	Second Evaluation Meeting with teacher to review teacher performance and close out IPDP (occurs after admin and Consulting Teacher meet to discuss teacher performance)	Administrator (with Consulting Teacher input)
May 15	*SLO Part 2 written – Meeting with Administrator	Administrator/Teacher
May 15	IPDP – Develop personal goal for following year	Teacher
<i>Walk-throughs available up through April 15</i>		
CATEGORY II		
FIRST-YEAR OCSD TEACHER WITH OUTSIDE DISTRICT EXPERIENCE		
Completed by	Activity	Person Responsible
October 15	After admin observation, CT support may be requested	Administrator
October 31	IPDP Written - Meeting with Administrator	Administrator/Teacher
October 31	*SLO Part 1written – Meeting with Administrator	Administrator/Teacher
December 15	First Formal Observation and Evaluation	Administrator
February 15	Last day for Admin to initiate Professional Improvement Plan that impacts the current year's annual evaluation	Administrator
March 31	Second Formal Observation	Administrator
April 15	Last date for teachers to add artifacts/evidence or administrators to add walk-throughs that impact the current year's annual evaluation	Administrator/Teacher
May 15	Annual Evaluation Meeting with teacher to review teacher performance and close out IPDP (occurs after admin and Consulting Teacher meet to discuss teacher performance)	Administrator (with Consulting Teacher input)
May 15	*SLO Part 2 written – Meeting with Administrator	Administrator/Teacher
May 15	IPDP - Develop personal goal for following year	Teacher
<i>Walk-throughs available up through April 15</i>		

* When the SLO method is required

CATEGORY III SECOND-YEAR TEACHER – NO OUTSIDE DISTRICT EXPERIENCE		
Completed by	Activity	Person Responsible
October 31	IPDP amended and signed	Administrator/Teacher
October 31	*SLO Part 1 written – Meeting with Administrator	Administrator/Teacher
December 15	Formal Observation	Administrator
February 15	Last day for Admin to initiate Professional Improvement Plan (PIP) that impacts the current year's annual evaluation	Administrator
April 15	Last date for teachers to add artifacts/evidence or administrators to add walk-throughs that impact the current year's annual evaluation	Administrator/Teacher
May 15	Annual Evaluation Meeting with teacher to review teacher performance and close out IPDP (occurs after admin and Consulting Teacher meet to discuss teacher	Administrator (with Consulting Teacher Input)
May 15	SLO Part 2 written – *Meeting with Administrator	Administrator/Teacher
May 15	IPDP - Develop personal goal for following	Teacher
<i>Walk-throughs available up through April 15</i>		
CATEGORY IV REGULAR TEACHER – Formal and Informal		
Completed by	Activity	Person Responsible
September 1	Report changes informal/formal designation to HR	Administrator/Teacher
October 31	IPDP amended and signed	Administrator/Teacher
October 31	*SLO Part 1 written – Meeting with Administrator	Administrator/Teacher
February 15	Last day for Admin to initiate Professional Improvement Plan (PIP) that impacts the current year's annual evaluation	Administrator
March 31	Formal or informal Observation	Administrator
April 15	Last date for teachers to add artifacts/evidence or administrators to add walk-throughs that impact the current year's annual evaluation	Administrator /or Teacher
May 15	Annual Evaluation Meeting (Teacher Performance) and closeout IPDP	Administrator
May 15	SLO Part 2 written – *Meeting with Administrator	Administrator/Teacher
May 15	IPDP - Develop personal goal for following year	Teacher
<i>Walk-through available up through April 15</i>		

* When the SLO method is required

CATEGORY V	LATE HIRES	
Completed between	Activity	Person Responsible
Within 30 days of hire	IPDP amended and signed	Administrator/Teacher
Within 30 days of hire	*SLO Part 1 written – Meeting with Administrator	Administrator/Teacher
Feb 15-20	Formative Temp Cert Observation (Temp. Cert. only)	Consulting Teacher
Mar 15-20	Formal Observation`	Administrator
April 15-20	Formal Observation	Administrator
April 15 May1	Last day for Admin to initiate Professional Improvement Plan (PIP) that impacts the current year's annual evaluation	Administrator
May 1 May15	Last date for teachers to add artifacts/evidence or administrators to add walk-throughs that impact the current year's annual evaluation	Administrator/or Teacher
May 15 June 1	Annual Evaluation Meeting with teacher to review teacher performance and close out IPDP (occurs after admin and Consulting Teacher meet to discuss teacher	Administrator (with Consulting Teacher Input)
May 15 June 1	SLO Part 2 written – *Meeting with Administrator	Administrator/Teacher
May 15 June 1	IPDP - Develop personal goal for following year	Teacher

Walk-throughs available through May 1

CATEGORY VI	NOTIFICATION OF UNSATISFACTORY PERFORMANCE
<p>Florida Statute 1012.34 (4)</p> <p>A teacher must have one (1) observation and a minimum of one (1) Professional Improvement Plan to be placed in Category VI and given the notification of unsatisfactory performance. However, one (1) Professional Improvement Plan does NOT require that the teacher be classified as a Category VI teacher. This classification of a teacher by the administrator may be determined based upon the previous year's evaluation and involve a PIP that continues from the previous year.</p> <ul style="list-style-type: none"> • 90 Calendar Day Time Frame –Includes weekend dates, excludes school holidays and student vacation days • Minimum of two (2) Administrator Formal Observations <ul style="list-style-type: none"> First Administrator Formal Observation within four (4) weeks Second Administrator Formal Observation prior to the 90th day • Minimum of two (2) Consulting Teacher Observations <ul style="list-style-type: none"> First Consulting Teacher Formal Observation within nine (9) weeks Second Consulting Teacher Observation prior to the 90 days • Minimum of ten (10) Walk-throughs • Regular time frames for IPDP 	

* When the SLO method is required

Deadlines falling on a weekend or holiday will roll to the next calendar work day.

Condensed Timeline

Date	Action	Categories
By September 15	Report errors in informal/formal designation to Professional Services	Category IV
By October 15	First Formative Temp Cert observation by CT	Category I
By October 31	Amend/Write IPDP	Categories I, II, III, IV
By October 31	*SLO Part 1 written/reviewed	Categories I, II, III, IV
By November 15	First formal observation by administrator	Category I
By December 15	First formal observation by administrator	Category II
By December 15	Formal Observation by administrator	Category III
By February 15	Last date for PIPs to be initiated by administrator to affect the year-end annual evaluation	Categories I, II, III, IV
By March 31	Second formal observation by administrator	Categories I, II
By March 31	Formal Observation by administrator	Category IV
By April 15	Last date for teachers to add artifacts/evidence or administrators to add walk-throughs that impact year-end annual evaluation	Categories I, II, III, IV
By May 15	Year-end annual evaluation meeting between administrators and teachers	Categories I, II, III, IV
By May 15	SLO Part 2 reviewed	Categories I, II, III, IV
By May 15	IPDP - Personal goals initially set for following year	Categories I, II, III, IV

Note: Category V and Category VI teachers have unique schedules that are not represented in this chart.

* When the SLO method is required

Process and Responsibility Chart of Formal Evaluation Cycle/Timely Feedback

Process	Evaluator (Administrator or Consulting Teacher)	Teacher
Schedule Observation Cycle	Schedule complete observation cycle (pre/observation/reflection) with teacher. The total elapsed time between the pre-conference and reflection conference should not exceed 12 calendar days.	Accepts the schedule in the online platform or requests alternative dates.
MIS 5164		Completes and submits the pre-conference form in the online platform; pre-conference should occur no more than three (3) school days before observation; a separate lesson plan is not required outside of MIS 5164.
Pre-Conference	Evaluator and teacher meet to discuss the process of planning the lesson to be observed. The meeting should occur no more than three (3) days prior to the observation. The pre-conference and the observation may occur on the same day if agreeable to both parties.	
Formal Observation	Observe at scheduled time and record what is seen and heard as evidence for Domains 2 and 3, with supporting evidence for Domain 1 as applicable.	Is observed for one complete lesson/instructional period, not less than 20 minutes or more than 50 minutes.
Informal Observation	Observe at scheduled or unscheduled time and record what is seen and heard as evidence for Domains 2 and 3, with supporting evidence for Domain 1 as applicable. Submit to teacher for acknowledgement within two (2) school days.	Is observed for five (5) to fifteen (15) minutes.
Teacher Reflection	Will send the recorded "evidence" from the observation electronically within two (2) school days to the teacher for his/her use in self-assessment.	Completes the post-reflection questions (MIS 5168) and submits electronically in online platform (or brings hard copy to conference) within two (2) school days of receipt of the evidence and will self-assess the lesson by rating and marking each component of the formal observation rubric. (MIS 5162)
Post-Reflection Conference	Engages in collaborative discussion with the teacher as evidence is discussed and compared with rubric descriptors. Assign ratings based on evidence.	Brings self-assessed rubric with components marked; provides evidence to support self-assessment and leads the discussion of the lesson's strengths and weaknesses; identifies next steps.
Completion of Formal Observation Cycle	Finalize all formal observation documents within three (3) school days of the reflection conference.	Reviews and acknowledges submitted forms on Professional Growth, checking for accuracy; Reminder: The evaluator is required to finalize the forms within three (3) school days, even if the forms are not acknowledged by the teacher.
Walk-throughs	Only the school administrator or school principal will complete and submit required walk-throughs and post form on electronic platform within two (2) school days of the walk-through. Required walk-throughs should be evenly spaced throughout the evaluation cycle.	May request a walk-through to give administrator an opportunity to observe evidence for a specific component.
Professional Improvement Plan (if applicable)	Administrator will initiate PIPs by February 15 if one is necessary. A PIP started after February 15 may not impact the current year evaluation.	Complies with improvement plan.
Artifacts/Evidence		Last day to upload is April 15.
Collaboration	Administrator and Consulting Teacher will meet (between March 15 and April 15) to discuss teachers with whom the Consulting Teacher collaborated.	
Annual Evaluation Meeting	Administrator will complete MIS 5166, Annual Evaluation/Conference Summary, based on evidence from formal observations, collaborative discussions, walk-throughs, and electronic portfolio. Administrator will meet with teacher to discuss final ratings. Submitted and finalized by May 15.	Meets with administrator to discuss final ratings and sign the Annual Evaluation Summary form (MIS 5166) or print the form from Professional Growth.

3. Other Indicators of Performance

Directions:

The district shall provide:

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

Examples include the following:

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

Additional Indicator - Individual Professional Development Plan (15%)

Fifteen percent, up to 90 points, of the annual evaluation comes from the teacher's Individual Professional Development Plan (IPDP). The **IPDP** is located on the Professional Growth/**Frontline OASYS** platform and is the document that indicates a teacher's personal and student goals for the year. Following an initial meeting with a school evaluator, the document, is submitted by the teacher no later than October 31. Throughout the year the teacher works towards meeting the personal and student goal. The teacher will provide evidence and submit the completed final IPDP prior to the yearly evaluation conference no later than May 15. The school evaluator will finalize the form with points awarded using the rubric below. A score of 0 per section represents a failure to submit, a score of 15 per section indicates a submission past the deadline, and a score of 30 indicates a complete submission by the deadline.

IPDP goals developed and submitted in the on-line platform prior to October 31 meeting	0- 30 points
Performance objective data collected and reviewed with Administrator by May 15 meeting	0- 30 points
Summary of data results and next steps documented in the on-line platform by May 15.	0- 30 points

Scoring Method

Year	Teacher Performance Score (50%)	Student Performance Score (35%)	Individual Professional Development Plan (15%)
Year A	265	175.5 out of 210	90
Year B	270	157.5 out of 210	90
Year C	275	180 out of 210	90
Final Score	Scores not averaged 275	Three year average of the annual student performance 171	Scores not averaged 90

The teacher's final evaluation score will be the average of the Individual Professional Development Plan, worth 15%, PLUS the teacher student performance score, worth 35%, and the teacher evaluation score, worth 50%, each converted to the Okaloosa County School District 300 point scale. For example:

The locally recorded score for Year C would be **275 + 171 + 90 =** for a total of **536** based on a 0 to 600 point scale, a teacher is then designated one of the following ratings based on district set cut scores. This designation is reported annually to the Florida Department of Education.

Unsatisfactory 0-125
Developing/Needs Improvement
126-249 Effective 250-399
Highly Effective 400-600

In the example above, this teacher would be designated as highly effective.

4. Summative Evaluation Score

Directions:

The district shall provide:

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

Final(Summative)EvaluationForm

Score Breakdown

Overall				
SPS	TPS	IPDP	Total	Category
194	295	90	579	Highly Effective

FSA Factors <u>Student Legend:</u> (+):10% below or higher than the state mean					
Course	% with +	Score ("% with +" x 2.1)	Students	EDM Percent	Course Score Portion Using EDM Percent
LANG ARTS GRADE 5	100.000	210.000	45	100.000	210.000

EDM Applied		
Section	Percent	Section Score Portion Using Percent
FSA Factors	100.000	210.000

Student Performance Score by Year	
Year	Score
2018	169.000
2019	204.000
2020	NOT ASSESSED
2021	210.000

Following a verification period, the final (summative) evaluation numerical score and performance standard rating is posted electronically.

Final (Summative) Evaluation- Scoring Method/Calculation and Combination

The final (summative) evaluation is calculated using the formula below by the Okaloosa County Information Systems Department.

Year	Teacher Performance Score (50%)	Student Performance Score (35%)	Individual Professional Development Plan (15%)
Year A	265	175.5 out of 210	90
Year B	270	157.5 out of 210	90
Year C	275	180 out of 210	90
<i>Final Score</i>	<i>Scores not averaged</i> 275	<i>Three year average of the annual student performance</i> 171	<i>Scores not averaged</i> 90

Performance Standards

This score is comprised of the total points earned from the teacher performance score, the IPDP score, and the student performance score. Based on the total points earned, a teacher is assigned one of four **performance standards**.

- Unsatisfactory (0-125)
- Needs Improvement/Developing (126-249)
- Effective (250-399)
- Highly Effective (400-600)

5. Additional Requirements

Directions:

The district shall provide:

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

Verification of Student Roster

F.S. 1012.34(3) requires that performance evaluations be based upon the performance of students assigned directly to the teacher's class. It is the teacher's responsibility, through the roster verification process, to verify that students are correctly assigned.

1. State Verification - Teachers are required by the state to verify the students assigned to them during the fall (October) state verification process. This is commonly done by reviewing and signing off on the "green bar sheet" for each course. Teachers should also complete the state verification process by accessing course rosters at the Florida Department of Education roster verification site located at <https://app3.fldoe.org/RosterVerification/default.aspx> following the October and February FTE weeks.
2. Local Verification - Notification to teachers to verify the students assigned to them is sent through district email in the spring and fall. Teachers are required to access their course rosters to verify for accuracy and perform the below-listed exclusions. ***Following the verification and exclusion process for each course, the teacher must indicate his or her acceptance of the roster.***

Exclusion of Attributable Students - Using the roster verification options above, the teacher has the ability to request exclusion of a student's performance data as detailed below.

1. A student assigned to a course may be excluded by the classroom teacher for two reasons.
 - not present in the teacher's class for both FTE counts
 - missing 20 or more, excused or unexcused, class periods
2. Teachers that teach a semester course may exclude students with 10 or more excused or unexcused absences.

Supervision of Employees

The principal or district department head is the individual who is responsible for supervising the instructional or non-classroom instructional employee. The principal or district department head may take input regarding the employee's performance from an assistant principal at the school site and/or a district employed Consulting Teacher.

Evaluation Professional Learning Development/Training Processes

Newly Hired Teachers

- Each year, newly hired classroom instructional and non-classroom instructional teachers will be trained in the evaluation system during the New Teacher Orientation and/or the New Teacher Induction Session #1.
- All first-year teachers participate in New Teacher Orientation, New Teacher Induction Phase I and receive instruction using the New Teacher Induction Guidebook. In addition Temporary Certificate new hires participate in New Teacher Induction Phase II and the Professional Educator Competency Program.
- First year teachers will receive two observations and two evaluations from the administrator. All formal observations require a planning and reflection conference. Review of student performance data and student work is addressed quarterly with the Consulting Teacher and the peer mentor and more formally at the IPDP and pre and post reflection conferences with the administrator. Performance data is grade level specific as indicated in section 1.

All Teachers

- All classroom instructional and non-classroom instructional teachers, new and returning, will participate annually in professional **learning development** at their assigned school sites regarding teacher evaluation. The Professional Services Department will make Danielson training videos and handbooks available to teachers for review and support of their instructional practices and the evaluation system.
- All teachers will acknowledge receipt of training in the evaluation process by annually signing the Verification of Training before the evaluation process begins.

Administrators and Consulting Teachers

- The District will develop an appropriate training component for administrators and consulting teachers. This component will include detailed review of the *Teacher Evaluation Handbook* with specific attention given to timelines and forms to be utilized, as well as practice in the use of the Formal Observation Rubric to ensure rater reliability. Certification, from an entity annually approved by the Teacher Evaluation Committee, will be required prior to an administrator or Consulting Teacher conducting approved observations. It is the expectation of the OCSD that evaluators will participate in multiple training opportunities and collegial conversations with peers throughout the year. Administrators will periodically participate in reliability training to ensure consistency and accuracy in assigning ratings.

Process and Responsibility Chart of Formal Evaluation Cycle/Timely Feedback

Process	Evaluator (Administrator or Consulting Teacher)	Teacher
Schedule Observation Cycle	Schedule complete observation cycle (pre/observation/reflection) with teacher. The total elapsed time between the pre-conference and reflection conference should not exceed 12 calendar days.	Accepts the schedule in the online platform or requests alternative dates.
MIS 5164		Completes and submits the pre-conference form in the online platform; pre-conference should occur no more than three (3) school days before observation; a separate lesson plan is not required outside of MIS 5164.
Pre-Conference	Evaluator and teacher meet to discuss the process of planning the lesson to be observed. The meeting should occur no more than three (3) days prior to the observation. The pre-conference and the observation may occur on the same day if agreeable to both parties.	
Formal Observation	Observe at scheduled time and record what is seen and heard as evidence for Domains 2 and 3, with supporting evidence for Domain 1 as applicable.	Is observed for one complete lesson/instructional period, not less than 20 minutes or more than 50
Informal Observation	Observe at scheduled or unscheduled time and record what is seen and heard as evidence for Domains 2 and 3, with supporting evidence for Domain 1 as applicable. Submit to teacher for acknowledgement within two (2) school days.	Is observed for five (5) to fifteen (15) minutes.
Teacher Reflection	Will send the recorded "evidence" from the observation electronically within two (2) school days to the teacher for his/her use in self-assessment.	Completes the post-reflection questions (MIS 5168) and submits electronically in online platform (or brings hard copy to conference) within two (2) school days of receipt of the evidence and will self-assess the lesson by rating and marking each component of the formal observation rubric. (MIS 5162)
Post-Reflection Conference	Engages in collaborative discussion with the teacher as evidence is discussed and compared with rubric descriptors. Assign ratings based on evidence.	Brings self-assessed rubric with components marked; provides evidence to support self-assessment and leads the discussion of the lesson's strengths and weaknesses; identifies next steps.
Completion of Formal Observation Cycle	Finalize all formal observation documents within three (3) school days of the reflection conference.	Reviews and acknowledges submitted forms on Professional Growth, checking for accuracy; Reminder: The evaluator is required to finalize the forms within three (3) school days, even if the forms are not acknowledged by the teacher.
Walk-throughs	Only the school administrator or school principal will complete and submit required walk-throughs and post form on electronic platform within two (2) school days of the walk-through. Required walk-throughs should be evenly spaced throughout the evaluation cycle.	May request a walk-through to give administrator an opportunity to observe evidence for a specific component.
Professional Improvement Plan (if	Administrator will initiate PIPs by February 15 if one is necessary. A PIP started after February 15 may not impact the current year evaluation.	Complies with improvement plan.
Artifacts/Evidence		Last day to upload is April 15.
Collaboration	Administrator and Consulting Teacher will meet (between March 15 and April 15) to discuss evidence collected on teachers who were observed by the Consulting Teacher and administration.	
Annual Evaluation Meeting	Administrator will complete MIS 5166, Annual Evaluation/Conference Summary, based on evidence from formal observations, collaborative discussions, walk-throughs, and electronic portfolio. Administrator will meet with teacher to discuss final ratings. Submitted and finalized by May 15.	Meets with administrator to discuss final ratings and sign the Annual Evaluation Summary form (MIS 5166) or print the form from Professional Growth.

Professional Learning Development

Annually the ~~Office of~~ Professional Services ~~Department~~ reports the Final Evaluation results to the Office of Professional ~~Learning Development~~ for the purpose of generating the District-wide Professional ~~Learning Development~~ Plan and the Okaloosa County Title II-A grant application. Areas of need are noted and addressed by providing targeted in-service throughout the year at site locations and through summer symposiums. As part of the continuous improvement effort, all teachers are responsible for annually developing an Individual Professional Development Plan. The cyclical process of the teacher's IPDP necessitates that teachers evaluate student data, their professional needs, and consider school and district initiatives in order to determine an individual profession development focus with the end result to improve student learning.

Professional Improvement Plans/Required PD for Less than Effective

The Professional Improvement Plan (PIP) MIS 5169 outlines the steps a classroom or non-classroom instructional teacher should take to improve his/her performance and allows both parties to keep more detailed records of conferences and progress.

A PIP is implemented at the administrator's discretion. However, if a teacher receives three or more "Needs Improvement/ Developing" in any one domain or a single "Unsatisfactory" anywhere on the formal observation, a PIP must be implemented. If there are five "Needs Improvement/Developing" on the entire observation, the administrator must implement at least one PIP. A PIP must be started on or before February 15 to impact the current evaluation cycle.

The above requirements and procedures must be adhered to in order for the administrator to mark a classroom or non-classroom instructional teacher's final evaluation with one U, more than two NI/D within one domain, or more than four total NI/D.

A teacher who scores below 249 or lower on the final (summative) evaluation must be placed on a Professional Improvement Plan and given the following

If a PIP is implemented, the classroom or non-classroom instructional teacher is to be given the following:

- Notice of improvement to be made
- Full explanation of the deficiencies
- Assistance in making the improvements
- Specified timeline to make the corrections

After the posting of the final (summative) evaluation score, a teacher who has been evaluated as less than effective will be required to participate in a specific professional ~~learning development~~ program.

Required Annual Observations and Evaluations

By September 1, the ~~Office of~~ Professional Services ~~Department~~ will determine the appropriate category and evaluation instrument for each instructional and non-classroom instructional personnel. Principals and teachers have the responsibility of verifying teacher categories and evaluation instruments in the online platform and contacting the ~~Office of~~ Professional Services ~~Department~~ if discrepancies are noted.

Category I

First-year teacher – A beginning teacher, with no experience, who is observed and evaluated up to three times annually and has two* final (summative) evaluations. A Category 1 teacher rolls to a Category 3 the following year.

Category II

A teacher new to Okaloosa County, with outside district experience or returning to Okaloosa County after a break in service, who is observed and evaluated two times annually and has two* final (summative) evaluations. A Category 2 teacher rolls to a Category 4 Formal the following year.

Category III

A teacher with one previous year of experience within the county. This teacher was category I in the previous year who is observed and evaluated one time annually and has one final (summative) evaluation. A Category 3 teacher rolls to a Category 4 Formal the following year.

Category IV

A teacher with two or more consecutive years of experience in Okaloosa County and/or a teacher who was a category II the previous year who has one formal or informal observation and one final (summative) evaluation. A Category 4 Formal teacher rolls to a Category 4 Informal Year 1 the following year provided there are no Needs Improvements on the Year-End evaluation. Informal Year 1 rolls to an Informal Year 2 provided there are no Needs Improvements on the Year-End evaluation. Informal Year 2 rolls back to a Formal 4.

Category V

Late Hire - A teacher hired on the first day of second semester and up to the beginning of the fourth nine weeks who is observed two times annually and has one final (summative) evaluation. A Category 5 teacher rolls to a Category 2 the following year.

Category VI

A teacher who holds a professional service contract and has significant problems meeting the components of the evaluation system to the extent that student Instruction is compromised and who is observed and evaluated four times annually and has one final (summative) within 90 calendar days. A Category 6 teacher rolls to a Category 4 Formal the following year pending the successful completion of the Category 6 requirements.

* The first summative evaluation, required for Category 1 and 2 teachers, will be based on the teacher performance score from the first observation and allows site-based principals to determine the SPS measure using available data.

Parent Input in Performance Evaluations – Not applicable

Observation and Evaluation Rubric for Specific Fields

Classroom Instructional

The classroom instructional rubric is based on the work of Charlotte Danielson and is thoroughly explained in her book *Enhancing Professional Practice* (Danielson, 2007). This rubric is identified as Rubric A and should be used to observe a classroom teacher who teaches students in any capacity. This would include:

Academic education courses	Pre- KD
ESE – SLD, EH, Autistic, VE, EBD	Pull-out/Push-in programs
Electives	Remediation Classes
Adult Career & Technical	K-12 Career & Technical
Title I	Instructors of Vision Impaired

Non-Classroom Instructional

The annual evaluation instruments developed for non-classroom instructional evaluations are based on the work of Charlotte Danielson and others to provide a more accurate evaluation of non-classroom instructional personnel. These rubrics are identified as Rubric B – H.

At the beginning of the school year, the Program Directors of Student Intervention Services and ESE will meet with the non-classroom instructional personnel under their departments to train on the specifics of the rubrics and the evaluation system. The Program Directors of Student Intervention Services and ESE will also meet with the principals, who will be assigned to evaluate non-classroom instructional personnel, to review the specific rubric to be used. Non-classroom itinerant instructional personnel are evaluated by a school principal assigned by the Program Directors of Student Intervention Services or ESE. Non-classroom instructional personnel who are at a school for the majority of the week are supervised and evaluated by that school principal or designee. School instructional coaches are evaluated by the district personnel in Curriculum and Instruction.

The following are the categories of evaluation instruments and the sub-areas of these categories:

Instructional Coaches - Rubric B

Science, Math, and ELA Instructional Coaches, ESE Coaches

Instructional Specialists - Rubric C

Teachers on Special Assignment for Students Services (Attendance Officers)

Teachers on Special Assignment serving in administrative capacity with no classroom teaching responsibilities.

Hearing Impaired Teachers, Visually Impaired Teachers, Administrative TSAs, and Deans

Media Specialists - Rubric D

Consulting Teachers – Rubric E

Staffing Specialists - Rubric F

Student Services - Rubric G

School Counselors

School Psychologists

Therapeutic Specialist – Rubric H

Adaptive PE Teachers

Physical Therapists

Social Workers

Speech/Language Pathologists

Occupational Therapists

Behavior Analysts

Mental Health Counselors

ESE Resource Teacher

Behavior Interventionist

Peer Assistance

A consulting teacher is a full or part-time release teacher who is trained in the evaluation system. The consulting teacher conducts observations on all Temporary Certificate teachers, and other newly hired teachers as requested or required. The consulting teacher does not conduct walk-throughs. His or her work with the teacher is considered when the school administrator completes the final evaluation.

A peer mentor is a full-time instructional or non-classroom instructional teacher who is trained and paid to serve as a mentor to a teacher new to teaching or new to the district. His or her formative observations are not considered when the school administrator completes the final evaluation. A colleague may also serve as an unofficial mentor for a teacher placed on a PIP.

6. District Evaluation Procedures

Directions:

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

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

Final (Summative) Report Submission

Following the receipt of all testing data, the Student Performance Score is calculated and combined with the Teacher Performance Score and Individual Professional Development Plan score to arrive at the final (summative) score which is reported to the teacher on the secure, district website *Portal to Access Web-based Services*. Within ten days of posting the digital (written) report, an administrator will meet with instructional and non-classroom instruction personnel to discuss the evaluation result and submit a written report to the Superintendent indicating current employee contract status.

The employee will have the right to initiate a written response. This written response will become a part of the final (summative) score written report and as such, part of the employee's permanent file.

Appealing A Student Performance Score

Each fall when scores and ratings are released, instructional personnel will have a minimum of five days to submit an appeal of their student performance score. Scores with a recognizable calculation error will be reviewed by three members of the Teacher Evaluation Committee (TEC), corrected immediately, and presented to the entire TEC at the next scheduled meeting. Appeals with a complex error or no calculation error will be brought before the entire TEC for consideration of a remedy. If approved, a recalculation will be immediately completed. If denied, instructional personnel will have the opportunity to present data, in person, to the entire TEC for reconsideration. Following that presentation, the TEC will vote, and their decision will be final.

Required Annual Notification

The Superintendent will notify the Department of Education in the event:

- An instructional or non-classroom instruction teacher has two consecutive summative evaluation ratings of unsatisfactory.
- An instructional or non-classroom instruction teacher with a professional contract is given written notice by the district of intent to terminate or non-renew employment.

Notice of Unsatisfactory Performance

The following document is provided as evidence the district follows the evaluation procedures for notification of unsatisfactory performance.



MIS 6360
07/15

Okaloosa County School District
Personnel Services Department
Notification of Unsatisfactory Performance

DATE: **Date**

TO: **NAME.**

SECTION ONE:

In accordance with section 1012.34 (4), Florida Statutes, NOTIFICATION OF UNSATISFACTORY PERFORMANCE, an employee with a professional service contract who is not performing his or her duties in a satisfactory manner must be notified in writing by the evaluator.

This document serves as notification, to you of unsatisfactory performance and that you have been moved to a Category 6 in the Teacher Evaluation System.

As required, you are hereby provided all current Professional Improvement Plans that details the areas of unsatisfactory performance noted as "problem domain." Each Professional Improvement Plan describes the unsatisfactory performance and outlines the following procedural requirements:

- The evaluator must confer with the employee, make specific recommendations, and provide assistance to correct deficiencies within a prescribed time period.
- The employee shall be placed on performance probation for 90 calendar days, excluding school holidays and school vacation periods, following the receipt of the notice.

Your performance probation period shall be as follows:

Start Date of 90 Day Probation: **Date.**

End Date of 90 Day Probation: **Date.**

At any time during the 90 calendar days, you may request a transfer to another work location by contacting the Assistant Superintendent of Human Resources at 833-5801.

Signature of Notifying Administrator

Date

Signature of Instructional Personnel

Date

The Notifying Administrator should send this signed document and all supporting documents, including but not limited to all past and current PIPs, to the Assistant Superintendent of Human Resources.

SECTION TWO:

The employee, _____ will be evaluated by _____
for the remainder of the 90 day performance probation period.

Assistant Superintendent of Human Resources Date

Receiving Administrator Date

SECTION THREE:

- During the 90 day performance probation period the employee must be evaluated periodically and apprised of progress achieved. The teacher evaluation handbook outlines the following requirement:

Administrator Observation #1 by: _____ **Date** _____

Consulting Teacher Observation #1 by: _____ **Date** _____

Administrator Observation #2 by: _____ **Date** _____

Consulting Teacher Observation #2 by: _____ **Date** _____

Walk-through #1: _____ **Walk-through #2:** _____

Walk-through #3: _____ **Walk-through #4:** _____

Walk-through #5: _____ **Walk-through #6:** _____

Walk-through #7: _____ **Walk-through #8:** _____

Walk-through #9: _____ **Walk-through #10:** _____

- During that time the employee must be provided assistance and inservice training opportunities to help correct the noted deficiencies. The evaluator should maintain detailed records of assistance provided and inservice opportunities provided.

SECTION FOUR:

- Within 14 days after the close of the 90 calendar days of performance probation, the evaluator must make a recommendation in writing to the superintendent, advising whether or not the performance deficiencies have been corrected.

RECOMMENDATION DUE: Between _____ and _____.

Evaluator's Responsibility

Date of Recommendation:

- Within 14 days of receiving the evaluator's recommendation, the superintendent must notify the employee 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.

Superintendent's Responsibility

Date of Notification:

- Within 15 days after receiving the superintendent's recommendation, the employee may submit in writing a request for a hearing to contest the recommendation.

Employee's Responsibility

Date of Request:

- The hearing shall be conducted at the school board's election according to one of the following procedures:
 - a. A direct hearing conducted by the school board within 60 days of receipt of the written appeal; or
 - b. A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings within 60 days after receipt of the written appeal.
- Action required by the School Board within 60 days of receipt of employee's written appeal.

School Board's Responsibility

Date of Request:

7. District Self-Monitoring

Directions:

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

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

Accuracy and Inter-rater Reliability

The Professional Services Department trains and certifies all evaluators (to include Consulting Teachers) in the use of the district's evaluation system. Training is required before an evaluator is allowed to conduct a formal observation or evaluation of instructional personnel. The objective of the three day training is to promote improved instructional practice for improved student learning. Specifically, training encompasses Charlotte Danielson's research, to include mastering the language of the Danielson Rubric, the four domains of planning and preparation, the classroom environment, instruction and professional responsibilities, as well as Frontline®, the platform used to collect and store data, and guidelines to the OCSD evaluation process. The training culminates in a calibration rating via Teaching Learning Solutions®. In addition, evaluators are providing regular inter-rater reliability opportunities and professional learning development training on observation and walk-through best practices. The Office monitors the proper use of the evaluation instruments for completion and accuracy via Frontline® the district's online evaluation platform. Each year a random completed teacher evaluation form from each evaluator is printed and reviewed by the Superintendent or his or her designee to determine evaluators' adherence to the process, accuracy, consistency of results, and inter-rater reliability.

Timely Feedback

Evaluators provide accurate and timely feedback to instructional personnel through classroom observation and the evaluation process, as well as team, department, grade-level professional learning development and one-on-one discussion. Evaluators support teachers in their efforts to become and remain highly effective educators by incorporating the Florida Educator Best Practices benchmarks, research-based strategies, mentoring, modeling, and adherence to the district's central message and their school's School Performance Plan goals and objectives. Evaluators encourage an environment that promotes professional growth opportunities. The Office of Professional Services Department is responsible for monitoring the completion of formal observations and final evaluation within the prescribed timelines. The Frontline® online platform provides date and time stamps of all activity.

Procedure and Implementation

The Professional Services Department annually produces a handbook that has been developed by the Teacher Evaluation Committee. This handbook outlines all procedures and the implementation requirements. The Office trains new evaluators in procedures and implementation during the initial three day calibration training as stated in #1 and reviews changes at the summer administrator retreat. In addition, prior to a formal evaluation, and within 30 days of each school year, all instructional personnel are oriented on the evaluation cycle process to include the observation and evaluation instrument used by the district. The Office of Professional Services Department is responsible for developing the initial training and annual refresher, while administrators at the school level are responsible for ensuring teachers receive the training.

Professional Learning Development

The Office of Professional Learning Development annually requests evaluation results before writing the district professional learning development plan and Title II grant. The evaluation data is used to support the request for funding and drive professional learning development courses. In addition, teachers set and work through individual professional goals based on the previous year's evaluation data. Further, teacher performance data, as measured by the district's observation and evaluation instruments, and student performance assessment data are used to drive either prescriptive professional learning development as deemed appropriate by the administrator or as a resource for teachers to pursue professional learning development opportunities they deem valuable and necessary to improve student performance.

School and District Improvement Plans

The ~~Office of~~ Professional Services Department will provide each school administrator and the Assistant Superintendent of Curriculum pertinent evaluation related data. When necessary this data will be used to inform school and district improvement plans.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

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

For classroom teachers newly hired by the district:

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

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

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

For classroom teachers of students for courses assessed by statewide, standardized assessments:

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

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- ☒ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ☒ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

- ☒ The percentage of the evaluation system that is based on the instructional practice criterion.
- ☒ At least one-third of the evaluation is based on instructional practice.
- ☒ An explanation of the scoring method, including how it is calculated and combined.
- ☒ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

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

For classroom teachers:

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

For non-classroom instructional personnel:

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

For all instructional personnel:

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

Other Indicators of Performance

The district has provided and meets the following criteria:

- ☒ Described the additional performance indicators, if any.
- ☒ The percentage of the final evaluation that is based upon the additional indicators.
- ☒ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- ☒ Summative evaluation form(s).
- ☒ Scoring method, including how it is calculated and combined.
- ☒ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

district school superintendent for the purpose of reviewing the employee's contract.

- ✓➤ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
- ✓➤ That the evaluator must discuss the written evaluation report with the employee.
- ✓➤ That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ✓☑ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- ✓☑ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

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

- ✓☑ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- ✓☑ Evaluators provide necessary and timely feedback to employees being evaluated.
- ✓☑ Evaluators follow district policies and procedures in the implementation of evaluation system(s).
- ✓☑ The use of evaluation data to identify individual professional development.
- ✓☑ The use of evaluation data to inform school and district improvement plans.

Term	Definition
Action Research	A disciplined, systematic inquiry done by a teacher in his/her classroom in conjunction with peers, with the intent that the research will inform and improve his/her instructional practices in the future. Implicit in the term "action research" is the idea that teachers will begin a cycle of posing questions, hypothesizing, gathering data, drawing conclusions, reflecting, and deciding on a course of action.
Administrator	Individual on the administrative salary schedule who has been formally trained to conduct observations and evaluations.
Annual Evaluation Conference and Summary	The end-of-year meeting between the teacher and administrator to address the compilation of all aspects of the evaluation to include formal and informal observations, walk-throughs, the Individual Professional Development Plan (IPDP), student performance, and artifacts.
Artifacts	Supplemental, supportive data that a teacher submits by attaching it to the electronic portfolio on the on-line platform (Professional Growth). The administrator reviews and considers this data in making decisions for the teacher's final evaluation.
Assessment, Formative	Assessments that serve as practice for students and provide them feedback so they can increase their learning. These assessments help teachers to check for understanding and plan for future instruction prior to summative assessments. Formative assessments can be formal or informal, graded or non-graded.
Assessment, Summative	Assessments that serve as a means to gauge, at a particular time, student learning relative to content standards. Summative assessments typically occur at the end of a chapter, unit, or academic year. Examples include standardized tests, district benchmark assessments such as the DEA, end-of-unit or chapter tests, and end-of-term or semester exams.
Assistive Technology	The technological tools that act to support students' attainment of instructional outcomes.
Cognitive	Pertaining to mental processes, including attention, memory, language production and interpretation, problem-solving, and decision-making.
Colleague	Fellow member of a profession, staff, or faculty.
Components	The 21 identified aspects of teaching within the four domains of teaching. In the OCSD annual evaluation process, teachers are given a year-end rating on each of these.
Consulting Teacher	An experienced and trained teacher who conducts one formal observation on newly hired Temporary Certificate teachers and works extensively with these teachers to develop best instructional practices.

Contemporary Research	Research conducted within the last five to seven years. Educational contemporary research findings should drive instructional practices.
Content	Information specific to a particular discipline to include concepts, principles, relationships, methods of inquiry, and outstanding issues.
Coordination	The process of collaboration with other educators to link disciplines.
Curriculum	A prescribed course of studies which students must fulfill in order to pass a certain level of education.
Developing	For a teacher with less than three years' experience, a level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.
Differentiation	The practice of adapting instruction, materials, content, student projects and products, and assessments to meet the learning needs of individual students.
Domain	One of four broad areas in which teachers execute professional roles.
Electronic Evaluation	An electronic file in the on-line platform, which holds all evaluation documents and artifacts.
Effective	Level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional, and effective teaching.
Element	An identified feature of a component of the four domains of teaching.
Evidence	Factual representation of something seen or heard in a classroom visitation-may be added by the evaluator or teacher.
FEAPs	Florida Educator Accomplished Practices. FEAPs embody three essential principles: 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. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. The effective educator exemplifies the standards of the profession. There are six accomplished practices: Quality Instruction; The Learning Environment; Instructional Delivery and Facilitation; Assessment; Continuous Improvement, Responsibility and Ethics; Professional Responsibility and Ethical Conduct.
Feedback	Information shared that is relevant to something observed in the context of learning.

Flexibility	Adjustment(s) made that are responsive to a specific situation.
First-Year Teacher (Categories 1 and 2)	A teacher with no classroom experience or a teacher new to the district with teaching experience outside the county. These teachers are required to complete the New Teacher Induction Program or a part of it.
Formal Observation	Conducted by administrators and/or consulting teachers; a formal observation consists of a pre-conference, an observation (to last one class period of no more than 50 minutes and no less than 20 minutes), and a post-conference. Formal observations are the primary method for collecting evidence to be used as a source of data for the annual evaluation.
Highly Effective	Level of performance that shows that the teacher has mastered all the underlying concepts of the component and the classroom functions as a community of learners with students assuming responsibility for their learning.
Hypothesis	An educated assumption related to potential outcome.
Individual Professional Development Plan (IPDP)	An individual plan of professional growth which is based on self-reflection, the annual evaluation, and student performance data. Each teacher must complete an IPDP annually and submit it to the principal for approval. New hires will submit IPDPs by October 31; returning teachers submit their IPDP personal goal for initial consideration for the following school year by May 15.
Informal Observation	Conducted by a school administrator and offered as an option for a teacher who had a formal observation as a Category 4 the previous year which resulted in no Needs Improvements or Unsatisfactory ratings in any component on the Year-end Annual Evaluation Rubric.
Instructional Outcome	The knowledge, skills, and abilities that students will achieve as a result of their involvement in a lesson. This is what the teacher wants students to be able to do as a result of the lesson. Focus is on the student learning and not on the teacher.
Instructional Purpose	The reason/rationale for a particular learning event.
Instructional Strategy	An approach a teacher may take or implement to achieve learning objectives.
Late Hire (Category V teacher)	A teacher hired from the Monday before winter break up to the 99 th day of school.
Levels of Performance	Continuum of descriptive steps toward the development of expertise.
Modifications	Changes made to the curriculum expectations in order to meet the needs of the student.
Monitoring	Checking for understanding of learning outcomes.

Needs Improvement	For a teacher with three or more years of experience a level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.
Next Steps	Suggested actions or goals identified in the post-conference that serve to improve instructional effectiveness.
Notification of Unsatisfactory Performance	Notification of Unsatisfactory Performance shall be provided to a teacher who has significant problems meeting the components of the evaluation system to the extent that student instruction is compromised. A teacher is identified as such at the discretion of the principal. Florida Statute 1012.34 (4)
Pedagogy	Methods of teaching which promote student learning.
Peer Mentor	A trained clinical educator (teacher) who provides support for a first-year teacher throughout the initial year of employment. Peer mentors are assigned by the site-based administrator and provide ongoing formative feedback that is not part of the teacher's formal observations or year-end annual evaluation.
Pre-Conference/ Planning Conference	The pre-conference provides an opportunity for the teacher to discuss the lesson prior to the formal observation. During this time, the teacher and the evaluator use the planning conference form as a means to discuss the lesson and clarify expectations.
Professional Growth	A Frontline electronic platform to facilitate the evaluation process. Evaluation documents are completed via Professional Growth/ Frontline QASYS .
Professional Improvement Plan (PIP)	A formal written agreement between the principal and teacher outlining actions a teacher will take to improve professional performance; the teacher is monitored according to the PIP to ensure adequate progress is being made.
Records, Instructional	Forms or records that include, but are not limited to, Gradebook, student work, IEPs, 504s, and standardized test scores.
Records, Non-	Forms or records that include, but are not limited to, field trip forms, fund-raising forms, receipt books, and attendance.
Regular Teacher	Teachers who do not fit the criteria to be identified as Category I, II, III, V, or VI teachers. A Category IV teacher.
Reflection	Thoughtful analysis and processing of a teaching event.
Resources	Means (such as people, physical materials and equipment, and technological tools) within and beyond the classroom that facilitate student learning.
Responsiveness	Reacting to situations within and beyond the classroom that further learning opportunities.

Rigorous	Content that is complex, intentionally ambiguous, provocative, and mentally or emotionally challenging; academically rigorous lessons challenge students to apply, analyze, synthesize and/or evaluate information for comprehension.
Strategy	A plan or approach for framing learning activities.
Student Evidence	Specific observable behaviors and/or products exhibited in response to the teacher's use of instructional strategies.
Teacher Evidence	Specific observable behaviors and/or products by teachers when using a particular instructional strategy.
Technique	Method or procedure for presenting instruction in order to make connections for learners.
Unsatisfactory	Level of performance that shows that the teacher does not understand the concepts underlying the component. Represents teaching that is below the licensing standard of "do no harm" and requires intervention.
URL	District evaluation forms may be found at the following: http://www.okaloosaschools.com/?q=district/hr-forms
Walk-throughs	Brief classroom observations of 3 -10 minutes in length conducted by administrators in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis; walk-throughs may be scheduled or spontaneous, and provide evidence over time, help administrators to identify professional learning development needs for individuals and groups of teachers, and give administrators an opportunity to gauge the implementation of professional learning development relative to school improvement plans. Feedback to teachers is required through Professional Growth within two school days.
Weighting	Method by which certain components of the evaluation system are given greater importance than others.

Acknowledging a form	17
Artifact File	15,16, 22
Calculation and Combining Final (Summative) Evaluation Score	6,15, 25,27
Category 1,2,3,4,5,6	18-20
Cut Scores	6,16
Danielson, Charlotte	14
Deadlines	18-20
Deadlines/Holidays	20
Domains	16, Appendices A-H
Equitable Distribution Method (EDM)	5
Evaluation Cycle	14,22
Evaluation Rating Designation	6,16, 24,27
Evaluation System Glossary	46-50
Evaluation Training, New Teachers	30
Evaluator Training, Administrators	30,42
Evaluator Training, All Teachers	30
Evaluator Training, Consulting Teachers	30,42
Exclusion of Attributable Students	29
Final (Summative) Evaluation	26-27
Final (Summative) Report Submission	37
Florida Educator Accomplished Practices	17
Framework for Teaching	14
Individual Professional Development Plan	24
Late Hired Teachers	30
Less than 99 day teachers	30
Non-VAM Bearing Courses	7-12
Notice of Unsatisfactory Performance	20,37
Notification of Unsatisfactory Performance Form	38-40
Observation and Evaluation Rubric for Specific Fields	34
Observation, Formal	14,22
Observation, Formative	22
Observation, Informal	14
Peer Assistance	35
Consulting Teacher	15,18,22
Planning	16
Post-Observation (reflection) Form	17, 22, Appendices A-H
Pre-Observation Form	16, 22, Appendices A-H
Professional Learning Development	30,42
Professional Learning Development Plan	32,42
Professional Improvement Plan	18-20, 32, 42
Professional Responsibilities	16

Required Annual Notification	37
Rubrics	16, Appendices A-H
School Administrator	15
Student Learning Objective	12
Student Performance Calculation	5
Supervision of Employees	30
Teacher Performance Score	14
Teacher who provide support or remediate	12
Teacher without Assigned Students	12
Teachers Newly Hired by the District	6,30
VAM Bearing Courses	7
VAM Data	6
VAM Performance-level Standards	7
Verification of Student Roster, Local	29
Verification of Student Roster, State	29
Walk-through	15,18-21, 22
Year-end Evaluation Meeting	17-22
Classroom Instructional Evaluations	Appendix A
Non-Classroom Instructional Coach Evaluations	Appendix B
Instructional Specialist Evaluations	Appendix C
Media Specialist Evaluations	Appendix D
Consulting Teacher Evaluations	Appendix E
Staffing Specialist Evaluations	Appendix F
Student Services Evaluations	Appendix G
Therapeutic Specialist Evaluations	Appendix H
Observation, Short Form Informal- Classroom Teachers	Appendix I
Observation, Short Form Informal- Non-Classroom Teachers	Appendix J
Individual Professional Development Plan	Appendix K
Verification of Training	Appendix L