

STATE BOARD OF EDUCATION
Action Item
July 23, 2015

SUBJECT: Approval of Amendment to Rule 6A-5.030, District Instructional Personnel and School Administrator Evaluation Systems

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1012.34, Florida Statutes

EXECUTIVE SUMMARY

The proposed rule is a revision to requirements for school district systems for instructional and school administrator personnel evaluations. Proposed changes establish uniform procedures and format for the submission, review and approval by the Department of Education; and establish procedures and requirements for monitoring each district's implementation of its evaluation systems. Additionally, the proposed rule incorporates forms for district use in submitting administrative and instructional evaluation systems for approval.

Supporting Documentation Included: Proposed Rule 6A-5.030, F.A.C., Instructional Evaluation System Template, Form IEST-2015; Administrative Evaluation System Template, Form AEST-2015; and Florida VAM Course List

Facilitator/Presenter: Brian Dassler, Deputy Chancellor for Educator Quality

Rule 6A-5.030 is substantially rewritten to read (see Florida Administrative Code for present text).

6A-5.030 District Instructional Personnel and School Administrator Evaluation Assessment Systems.

Pursuant to Section 1012.34, Florida Statutes, this rule provides criteria; implementing procedures; format for the submission, review and approval of district instructional personnel and school administrator evaluation systems; and reporting requirements for the annual evaluation of instructional personnel and school administrators. This rule also establishes the process and requirements for monitoring district implementation of evaluation systems in accordance with Section 1012.34, F.S.

(1) Definitions.

(a) “Contemporary research” means professional research studies that provide evidence of the impact of instructional practice and instructional leadership. Research findings are considered “contemporary” when conducted within the last ten (10) years or where the continued validity of less recent findings is supported by research conducted within the last ten (10) years.

(b) “Courses associated with statewide, standardized assessments” or “courses associated with statewide, standardized assessments under Section 1008.22, F.S.,” are those courses which are assessed by statewide, standardized assessments and are listed in the publication, “Florida VAM Course List,” (effective _____), which is incorporated herein by reference (insert link). A copy of Florida VAM Course List may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(c) “Educator Accomplished Practices” mean those six (6) practices, including the descriptors within, described in Rule 6A-5.065(2), F.A.C., which is incorporated herein by reference (insert link). A copy of Rule 6A-5.065, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(d) An “indicator” is a description of a specific behavior or strategy.

(e) “Newly hired by the district” means the first year in which classroom teachers are employed by the district in a full-time instructional position. Such personnel are “newly hired” for their first year of employment in a district regardless of their prior work experience elsewhere or in the employing district.

(f) “Observation” means the monitoring actions in evaluation systems that contribute evidence of performance or the impact of performance on others. Evidence collected through observation contributes to the summative

evaluation rating and may be used for formative feedback. District evaluation systems may provide that observations are formal or informal, and announced or unannounced. District evaluation systems may provide that observations are contributed by supervisors, mentors, or peers who are trained in the evaluation system. The length of time of an observation event and the type of school activity observed may vary and is determined by the evidence of practice that is sought.

(g) "Performance standards" are the statements or cut points establishing how well individuals must perform on a given metric to achieve a designated level.

(h) "Principal Leadership Standards" mean those practices, including all domains and descriptors, described in Rule 6A-5.080, F.A.C., which is incorporated herein by reference (insert link). A copy of Rule 6A-5.080, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(i) "Research-based framework" means an approach used in an evaluation system to assess and provide feedback on either instructional practice or instructional leadership. A research-based framework is based on contemporary research and includes implementation procedures designed to support the successful use of the framework for evaluation and continuous improvement.

(j) "Rubric" means a set of criteria or descriptions of practice used to distinguish among proficiency levels or classify performance.

(k) "School administrator" means school administrator as defined in Section 1012.01(3)(c), F.S.

(l) "Summative evaluation rating" means the combined rating of performance for an annual evaluation. There are four (4) performance levels: highly effective; effective; needs improvement, or, for teachers in the first three (3) years of employment, developing; and unsatisfactory.

(m) "Value-added model" or "VAM" means a statistical model used for the purpose of determining an individual teacher's or school administrator's contribution to student learning, as established in Rule 6A-5.0411, F.A.C., which is incorporated herein by reference. A copy of Rule 6A-5.0411, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(2) Content of Approved Evaluation Systems. To receive approval of its evaluation system, the district must submit evidence of the following requirements:

(a) Performance of Students.

1. For all instructional personnel and school administrators, the percentage of the evaluation that is based on the performance of students criterion as outlined in Section 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined.

2. For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined.

3. For all instructional personnel and school administrators, confirmation of including student performance data for at least three (3) years, including the current year and the two (2) years immediately preceding the current year, when available. If less than the three (3) most recent years of data are available, those years for which data are available must be used. If more than three (3) years of student performance data are used, specify the years that will be used. The proportion of growth or achievement data included in the performance of students criterion may be determined by instructional assignment.

4. For classroom teachers of students for courses assessed by statewide, standardized assessments under Section 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation. If a teacher is 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 may be proportionally adjusted according to a methodology selected by the district, as long as the performance of students criterion remains at least one-third of the final evaluation.

5. For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s).

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

7. For school administrators the district-determined student performance measure(s).

(b) Instructional Practice.

1. For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in Section 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined.

2. Documentation that the district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

3. For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

4. For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

5. For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

6. For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice.

(c) Instructional Leadership.

1. For all school administrators, the percentage of the evaluation that is based on the instructional leadership criterion provided in Section 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined.

2. Documentation that the district evaluation framework for school administrators is based on contemporary research in effective educational practices.

3. For all school administrators, a crosswalk from the district's evaluation framework to the Principal Leadership Standards.

4. Observation or other data collection instrument(s) that includes indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in Section 1012.34(3)(a)3., F.S., including performance measures related to the effectiveness of classroom teachers in the school; the administrator's appropriate use of evaluation criteria and procedures; recruitment and retention of effective and highly effective classroom teachers; improvement in the percentage of instructional personnel evaluated at the highly effective or effective level; and other leadership practices that result in student learning growth, as identified by the district.

5. Procedures for observing and collecting data and other evidence of instructional leadership.

(d) Other Indicators of Performance. A description of additional performance indicators, if the district chooses

to include such additional indicators pursuant to Section 1012.34(3)(a)4., F.S., the percentage of the final evaluation that is based upon the additional indicators, along with the scoring method, including how it is calculated and combined.

(e) Summative Evaluation Rating. The documentation shall include the summative evaluation form(s) and 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 (4) performance levels provided in Section 1012.34(2)(e), F.S.

(f) Additional Requirements.

1. Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes pursuant to Section 1012.34(1)(a), F.S.

2. Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders.

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

4. Description of the processes for providing timely feedback to the individual being evaluated.

5. Description of how results from the evaluation system will be used for professional development.

6. Confirmation that the district will require participation in specific professional development programs by instructional personnel and school administrators who have been evaluated as less than effective as required by Section 1012.98(10), F.S.

7. Documentation that all instructional personnel and school administrators are evaluated at least once a year.

8. Documentation that all classroom teachers are observed and evaluated at least once a year, except for classroom teachers newly hired by the district, documentation that the teacher is observed and evaluated at least twice in the first year of teaching in the district pursuant to Section 1012.34(3)(a), F.S.

9. Documentation that the evaluation system for instructional personnel and school administrators include opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the district's criteria for inclusion, and the manner of inclusion of parental input. Where survey information from students and parents are used, such information shall be objectively reliable and based on teaching practices that are consistently associated with higher student achievement.

10. Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary.

11. 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.

12. If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation.

(g) District Evaluation Procedures. The district shall provide evidence that its evaluation procedures comply with the following statutory requirements in accordance with Section 1012.34(3)(c), F.S.:

1. The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

2. The evaluator must submit the written report to the employee no later than ten (10) days after the evaluation takes place.

3. The evaluator must discuss the written evaluation report with the employee.

4. 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.

(h) Notification of Unsatisfactory Performance. The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in Section 1012.34(4), F.S.

(i) Additional Notifications. Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel or school administrator who receives two (2) consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel or school administrators who are given written notice by the district of intent to terminate or not renew

their employment, as outlined in Section 1012.34(5), F.S.

(j) District Self-Monitoring. The district shall provide a description of its process for annually monitoring its evaluation system. The district's self-monitoring system shall determine the following:

1. Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;

2. Evaluators provide necessary and timely feedback to employees being evaluated;

3. Evaluators follow district policies and procedures in the implementation of evaluation system(s);

4. Use of evaluation data to identify individual professional development; and

5. Use of evaluation data to inform school and district improvement plans.

(3) Submission Process.

(a) Districts shall submit an evaluation system for review and approval at any time when a new system is established or when an existing evaluation system is revised. The Department's review and approval of a revised evaluation system is part of the Department's process for monitoring school district evaluation systems pursuant to Section 1012.34(1)(b) and (8), F.S.

(b) All evaluation systems shall be submitted using the Instructional Evaluation System Template, Form IEST-2015 or Administrative Evaluation System Template, Form AEST-2015.

(c) The Instructional Evaluation System Template, Form IEST-2015 or Administrative Evaluation System Template, Form AEST-2015 and all required supporting documentation shall be submitted electronically to the Department's Division of Educator Quality for review and approval to the address DistrictEvalSysEQ@fldoe.org.

(4) Review and Approval Process.

(a) The Department shall review the documentation submitted by the district to determine whether the district has submitted a complete evaluation system with the required content pursuant to subsection (2) of this rule and format pursuant to subsection (3) of this rule, using the Checklist for Approval, Appendix A to the Instructional Evaluation System Template, Form IEST-2015 and Administrative Evaluation System Template, Form AEST-2015.

(b) The Department shall provide each district a written notice within thirty (30) days of receipt of the evaluation system that identifies omitted elements or if there are no omitted elements, that notice that the

submission is complete.

(c) The Department shall provide written notification of the approval status to the district superintendent within sixty (60) days of the date the written notice in paragraph (4)(b) of this rule is provided to the district. The approval status designations and the effect of these designations are as follows:

1. Approved. An approved system meets all criteria found in subsection (2) of this rule. A district may implement the evaluation system(s) after receiving notification of Department approval.

2. Denied. A district evaluation system shall be denied if the district's evaluation system does not meet the requirements of subsection (2) of this rule. A district may not implement a denied evaluation system.

(5) Implementation Monitoring.

(a) In addition to the procedures described in subsections (3) and (4), the Department shall monitor each district's implementation of the evaluation systems pursuant to Section 1012.34(1)(b), F.S., once every five (5) years, with monitoring occurring more often based upon a request from the district or receipt of evidence of non-compliance with the requirements of Section 1012.34, F.S., or this rule. Monitoring shall include documentation that the district is in compliance with the required elements of the evaluation system listed in subsection (2), and that the district is implementing its system as approved.

(b) The Department shall notify each district at least sixty (60) days prior to the monitoring process described in paragraph (5)(a).

(c) Within thirty (30) days after receipt of the notification of monitoring, the district shall submit a report of the results of its annual self-monitoring of its evaluation systems pursuant to paragraph (2)(j) during the preceding five (5) years. The report shall include any improvements the district has made to its evaluation processes as a result of its own monitoring.

(d) Upon completion of monitoring, the Department shall provide the district with a report of the results of the monitoring, which includes the continued approval designation for the evaluation systems and any strengths and areas of noncompliance identified.

(6) The following forms are hereby incorporated by reference and made a part of this rule. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(a) Instructional Evaluation System Template, Form IEST-2015 (insert link), effective _____.

(b) Administrative Evaluation System Template, Form AEST-2015 (insert link), effective _____.

Rulemaking Authority ~~229.053, 231.29, 1012.34(8) 1012.98(8)~~, FS. Law Implemented ~~230.23(5)(c), 231.29,~~
1012.22(1)(c), 1012.34, 1012.98, FS. History–New 6-19-0, Formerly 6B-4.010.



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Please delete this logo and replace with the district logo

Place
School Year
Here

Instructional Evaluation System Template



Place District Name Here

Place District Superintendent Name Here

Place District Contact Person/Info Here

Rule 6A-5.030
Form IEST-2015
Effective Date: _____ 2015

Table of Contents

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

Directions:

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

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

1. Performance of Students

Directions:

The district shall provide:

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

Student Performance Measures

<u>Student Performance Measure:</u>		
All instructional personnel 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)		
Kindergarten (K)		
First Grade (1)		
Second Grade (2)		
Third Grade (3)		
Fourth Grade (4)		
Fifth Grade (5)		
Other (K-5), including non-classroom instructional personnel		
Math Courses (6-8)		
Science Courses (8)		
English/Language Arts/Reading Courses (6-8)		
Other (6-8), including non-classroom instructional personnel		
Civics		
English 1		
English 2		
English 3		
English 4		
AP English Comp		
Algebra 1; Algebra 1 Honors; Algebra 1B		
Pre-AICE Mathematics 1		
IB Middle Years Program – Algebra 1 Honors		
Geometry; Geometry Honors		

IB Middle Years Geometry Honors		
Pre-AICE Mathematics 2		
Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors		
Pre-AICE Biology		
IB Middle Years Program Biology Honors		
United States History		
ROTC		
Other (9-12), including non-classroom instructional personnel		
District Non-Classroom Instructional Personnel		

2. Instructional Practice

Directions:

The district shall provide:

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

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

f. Applies technology to organize and integrate assessment information.	
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	
b. Examines and uses data-informed research to improve instruction and student achievement;	
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	
e. Engages in targeted professional growth opportunities and reflective practices; and,	
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	

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
-

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.].
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5. Additional Requirements

Directions:

The district shall provide:

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

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.].



7. District Self-Monitoring

Directions:

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

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

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

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

For classroom teachers newly hired by the district:

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

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

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

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

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

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

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

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation system that is based on the instructional

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

For all instructional personnel:

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

For classroom teachers:

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

For non-classroom instructional personnel:

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

For all instructional personnel:

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

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

- Confirmation that the district provides instructional personnel the opportunity

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

Description of training programs:

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

Documented:

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

For instructional personnel:

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

District Evaluation Procedures

The district has provided and meets the following criteria:

- That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
 - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
 - That the evaluator must discuss the written evaluation report with the employee.
 - That the employee shall have the right to initiate a written response to the

evaluation and the response shall become a permanent attachment to his or her personnel file.

- That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

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

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



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Please delete this logo and replace with the district logo

Place
School Year
Here

Administrative Evaluation System Template



Rule 6A-5.030
Form AEST-2015
Effective Date: _____ 2015

Place District Name Here

Place District Superintendent Name Here

Place School Year Here

Table of Contents

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

Directions:

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

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

1. Performance of Students

Directions:

The district shall provide:

- For all school administrators, 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 all school administrators, 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 school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.].
-

2. Instructional Leadership

Directions

The district shall provide:

- For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.].
- Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].
- For all school administrators, a crosswalk from the district’s evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].
- Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].
- Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].

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

Alignment to the Florida Principal Leadership Standards (FPLS)	
Domain/Standard	Evaluation Indicators
Domain 1: Student Achievement:	
1. Student Learning Results:	
Effective school leaders achieve results on the school’s student learning goals.	
a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and,	
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	
2. Student Learning As a Priority:	
Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	
a. Enables faculty and staff to work as a system focused on student learning;	
b. Maintains a school climate that supports student engagement in learning;	
c. Generates high expectations for learning growth by all students; and,	
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	
Domain 2: Instructional Leadership	
3. Instructional Plan Implementation:	
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	
b. Engages in data analysis for instructional planning and improvement;	

c. Communicates the relationships among academic standards, effective instruction, and student performance;	
d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	
4. Faculty Development:	
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	
c. Employs a faculty with the instructional proficiencies needed for the school population served;	
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	
5. Learning Environment:	
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	
c. Promotes school and classroom practices that validate and value similarities and differences among students;	
d. Provides recurring monitoring and feedback on the quality of the learning environment;	
e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being; and,	
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	
Domain 3: Organizational Leadership	
6. Decision Making:	
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	
d. Empowers others and distributes leadership when appropriate; and,	
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	
7. Leadership Development:	
Effective school leaders actively cultivate, support, and develop other leaders within the organization.	
a. Identifies and cultivates potential and emerging leaders;	
b. Provides evidence of delegation and trust in subordinate leaders;	
c. Plans for succession management in key positions;	
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	
8. School Management:	
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	
b. Establishes appropriate deadlines for him/herself and the entire organization;	
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	

9. Communication:

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and,
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior

10. Professional and Ethical Behaviors:

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;
- e. Demonstrates willingness to admit error and learn from it; and,
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

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 Leadership Plan
 - Other indicators, as selected by the district
-

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.].
-

5. Additional Requirements

Directions:

The district shall provide:

- 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 the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that the evaluation system for school administrators 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.].
- Description of the district's peer assistance process, if any, for school administrators. 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 [Rule 6A-5.030(2)(f)11., F.A.C.].
- If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].

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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.].
 - Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].
-

7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district monitoring shall determine, at a minimum, the following:

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

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:

- 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 all school administrators 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 all school administrators:

- The district-determined student performance measure(s) used for personnel evaluations.

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:

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

For all school administrators:

- A crosswalk from the district's evaluation framework to the Principal Leadership Standards demonstrating that the district's evaluation contains indicators based upon each of the Principal Leadership Standards.

For all school administrators:

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

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

- Documented that the evaluator is the individual who is responsible for supervising the employee.
- Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

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

Documented:

- Processes for providing timely feedback to the individual being evaluated.
- Description of how results from the evaluation system will be used for professional development.
- Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- All school administrators must be evaluated at least once a year.

For school administrators:

- Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- Description of the district's criteria for inclusion of parental input.

- Description of manner of inclusion of parental input.
- Description of the district's peer assistance process, if any.
- Description of an opportunity for instructional personnel to provide input into a school administrator's evaluation, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
 - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
 - That the evaluator must discuss the written evaluation report with the employee.
 - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- That district evaluation procedures require the district school superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and to notify the Department of any school administrators 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 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.

Florida VAM Course List

For purposes of Rules 6A-5.030 and 6A-5.0411, F.A.C., the courses associated with the statewide, standardized assessment in English/Language Arts are:

0500960	Reading and Writing Across the Curriculum
1000000	M/J Intensive Language Arts (MC)
1000010	M/J Intensive Reading (MC)
1000020	M/J Intensive Reading and Career Planning
1000400	Intensive Language Arts
1000410	Intensive Reading
1001010	M/J Language Arts 1
1001020	M/J Language Arts, 1 Adv.
1001025	M/J English 1 Cambridge Secondary 1
1001030	M/J Language Arts 1, International Baccalaureate
1001040	M/J Language Arts 2
1001050	M/J Language Arts 2, Adv
1001055	M/J English 2 Cambridge Secondary 1
1001060	M/J Language Arts 2, International Baccalaureate
1001070	M/J Language Arts 3
1001080	M/J Language Arts 3, Adv
1001085	M/J English 3 Cambridge Secondary 1
1001090	M/J Language Arts 3, International Baccalaureate
1001300	English Skills I
1001310	English I
1001315	English 1 for Credit Recovery
1001320	English Honors I
1001330	English Skills II
1001340	English II
1001345	English 2 for Credit Recovery
1001350	English Honors II
1001550	AICE English Language
1001555	AICE English Language and Literature AS Level
1001560	Pre-AICE English Language
1001800	English I Pre-International Baccalaureate
1001810	English II Pre-International Baccalaureate
1001840	IB Middle Years Program English I
1001845	IB Middle Years Program English II
1001870	International Baccalaureate English B 1
1001875	International Baccalaureate English B 2
1001880	International Baccalaureate English Ab Initio 1
1001885	International Baccalaureate English Ab Initio 2
1002000	M/J Language Arts 1 through ESOL
1002010	M/J Language Arts 2 through ESOL
1002020	M/J Language Arts 3 through ESOL
1002180	M/J Developmental Language Arts Through ESOL (MC)
1002181	M/J Developmental Language Arts Through ESOL (Reading)
1002300	English I through ESOL
1002305	English 1 Through ESOL for Credit Recovery
1002310	English II through ESOL
1002315	English 2 Through ESOL for Credit Recovery

1002530	Pre-AICE English as a Second Language IGCSE Level
1005370	AICE English Literature I
1005375	AICE English Literature II
1005380	Pre-AICE English Literature
1005850	International Baccalaureate English Language & Literature 1
1005855	International Baccalaureate English Language & Literature 2
1005860	International Baccalaureate English Literature & Performance 1
1005865	International Baccalaureate English Literature & Performance 2
1007305	Speech 1
1007315	Speech 2
1008010	M/J Reading 1
1008020	M/J Reading 1, Advanced
1008040	M/J Reading 2
1008050	M/J Reading 2, Advanced
1008070	M/J Reading 3
1008080	M/J Reading, Advanced
1008300	Reading I
1008310	Reading II
1008320	Advanced Reading
1008330	Reading III
1009360	AICE GEN PAPER
1009365	AICE General Paper 2 AS Level
2400000	Sixth Grade
5010010	ESOL English for Speakers of Other Language-Elementary
5010020	Functional Basic Skills in Reading-Elementary
5010040	Language Arts-Elementary
5010045	Language Arts-Grade Four
5010046	Language Arts-Grade Five
5010050	Reading-Elementary
5010060	Integrated Language Arts-Elementary
7710010	Language Arts K-5
7710015	Access Language Arts- Grade 4
7710016	Access Language Arts- Grade 5
7710020	Reading: K-5
7810010	Language Arts 6-8
7810011	Access M/J Language Arts 1
7810012	Access M/J Language Arts 2
7810013	Access M/J Language Arts 3
7810020	Reading: 6-8
7910100	Reading 9-12
7910110	English 9-12
7910111	Access English 1/2
7910112	Access English 3/4

For purposes of Rules 6A-5.030 and 6A-5.0411, F.A.C., the courses associated with the statewide, standardized assessment in Mathematics are:

1200300	Pre-Algebra
1200395	International Baccalaureate Mid Yrs Program Algebra 2 Honors
1200400	Intensive Mathematics
1202371	Pre-AICE Additional Math III

1204000	M/J Intensive Mathematics (MC)
1205010	M/J Mathematics 1
1205020	M/J Mathematics 1, Advanced
1205030	M/J Mathematics 1 Cambridge Secondary 1
1205040	M/J Mathematics 2
1205050	M/J Mathematics 2, Advanced
1205055	M/J Mathematics 2 Cambridge Secondary 1
1205060	M/J Mathematics 3 Cambridge Secondary 1
1205070	M/J Mathematics 3
1205080	M/J Mathematics 3, Advanced
1205090	M/J Mathematics IB
1205100	M/J Pre-algebra IB
1209700	Pre-AICE International Mathematics-GCSE Level
1209810	Pre-AICE Mathematics 1
1209820	Pre-AICE Mathematics II
1209825	Pre-AICE Mathematics 3 IGCSE Level
2400000	Sixth Grade
5012020	Math Grade K
5012030	Math Grade 1
5012040	Math Grade 2
5012050	Math Grade 3
5012060	Math Grade 4
5012070	Math Grade 5
7712010	Mathematics K-5
7712050	Access Mathematics Grade 4
7712060	Access Mathematics Grade 5
7812015	Access M/J Mathematics 1
7812020	Access M/J Mathematics 2
7812030	Access M/J Mathematics 3

For purposes of Rules 6A-5.030 and 6A-5.0411, F.A.C., courses associated with the statewide, standardized end-of-course assessment in Algebra I are:

1200310	Algebra 1
1200315	Algebra 1 for Credit Recovery
1200320	Algebra 1 Honors
1200380	Algebra 1B
1200385	Algebra 1-B for Credit Recovery
1200390	IB Middle Years Program-Algebra 1 Honors
1209810	Pre-AICE Mathematics 1
7912075	Access Algebra 1
7912090	Access Algebra 1B

