

SIGSBEE PERFORMANCE EVALUATION and DEVELOPMENT SYSTEM (SPEDS)

History

The Florida Race To The Top (RTTT) initiative includes a stipulation that Districts create a revised performance evaluation system for teachers and principals in order to improve student achievement. With the passage of Senate Bill 736, the “Student Success Act”, charter schools are now required to adopt evaluation systems beginning with the 2012-2013 school year. This Bill revises current evaluation systems to focus on student performance; it requires that fifty percent (50%) of the evaluation for classroom teachers and other instructional personnel is based on students’ performance on standardized assessments and the other 50% of the evaluation is based on each of the criteria related to the *Florida Educator Accomplished Practices (FEAPS)*.

Senate Bill 736 requires that all personnel be fully informed of the procedures and criteria associated with the evaluation process before the evaluation takes place. A performance evaluation must be completed on each employee at least once a year, except that a classroom teacher, who is newly hired, must be evaluated at least twice in the first year of teaching at the school. The evaluation must be based on sound educational principles and contemporary research in effective educational practices and compiled to create a score classified into one of four performance categories (s.1012.34(3)(a),F.S.)

Evaluation System Requirements

In accordance with s. 1012,34, F.S., the evaluation systems must be designed to do the following:

- Be based on the performance of students assigned to teachers’ classrooms or schools, as appropriate. Student performance must be measured by the required state assessments as specified in Section 1008.22, Florida Statutes, and local assessments for subjects and grade levels not measured by the state.
- Support effective instruction and student learning growth; results will be used to develop the school improvement plan
- Provide appropriate instruments, procedures and criteria for the continuous quality improvement of the professional skills of the instructional staff and administrator(s); results will be used to identify professional development strategies
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input on employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance: highly effective, effective, needs improvement or, for instructional personnel in the first three years of teaching, developing; unsatisfactory.

Goal: The expectation of Sigsbee’s Performance Evaluation and Development System (SPEDS) is that all teachers will be able to enhance their expertise and effectiveness, ultimately improving student growth and achievement with a measureable cumulative effect.

The intent of the system is to develop and implement a rigorous, transparent, and fair evaluation system that differentiates teacher effectiveness with student growth and achievement data and includes timely and constructive feedback along with support and assistance.

OVERVIEW

The Sigsbee Performance Evaluation and Development System is part of a comprehensive management program with a focus of continuous improvement in the following areas:

1. Ensuring quality teaching through the use of a valid, fair, reliable instrument that measures teacher effectiveness
2. Providing timely and relevant feedback to support and assist the overall quality of instructional services that translates to student growth and achievement
3. Supporting and promoting school improvement
4. Enhancing individual and organizational growth

This system has been designed as a multi-metric instrument with emphasis on developing teacher effectiveness using an evaluation model aligned with the following research-based resources:

Performance Appraisal Instrument: Charlotte Danielson, *Framework for Teaching*

Observation Instrument for formative and summative observations: Charlotte Danielson, *Framework for Teaching*

Additional support resources: Dr. Robert Marzano, *Teacher Evaluation That Helps Teachers Improve*

In addition, the Sigsbee Performance Evaluation and Development System will include four (4) rating levels and descriptors which are based on Danielson's book entitled *Enhancing Professional Practice: A Framework for Teaching* (see table below).

IMPLEMENTATION OF THE DANIELSON FRAMEWORK FOR TEACHING

Charlotte Danielson's Framework for Teaching provides a common language for educators to reflect on and discuss their practice. This language is used to converse about effective practices, give and receive feedback, collect evidence of best practice and monitor data points.

The Danielson Framework is organized into four Domains (Planning and Preparation; Classroom Environment, Instruction, Professional Responsibilities), which provide the basis for the SPEDS. The levels of teaching performance (rubrics) describe each component in detail and provide a roadmap for teachers to improve their practice.

GENERIC OVERALL RATING LEVEL DESCRIPTORS

Level of Performance

Highly Effective

Teachers performing at the Highly Effective level are master teachers and make a contribution to the field both in and outside their school. Their classrooms operate at a qualitative and quantitative level different from those of other teachers, consistent of a community of learners with students highly motivated and engaged and assuming considerable responsibility for their own learning. All of the above themes are manifested as appropriate in the classroom of a teacher performing at a Highly Effective Level.

Effective

Teachers performing at the Effective level are professional educators. They thoroughly know their content, their students, and their curriculum. They have mastered the work of teaching and are working to improve their practice and serve as a resource to a community of learners.

Needs Improvement (Developing for years 1-2)

Teachers performing at the Needs Improvement level appear to understand the concepts underlying the component and attempts to implement its' elements. Implementation is sporadic, intermittent, or otherwise not entirely successful; it is characteristic of teachers new to the profession for whom virtually everything they do is being done for the first time. When experienced teachers try a new activity, the implementation may be rough or inconsistent because, like new teachers, they are doing it for the first time. This level is generally considered minimally competent.

Unsatisfactory

Teachers performing at the unsatisfactory level do not appear to understand the concepts of the component. They have demonstrated through their actions or inactions that they choose not to become proficient in the strategies, knowledge bases and skill sets needed to be effective. Fundamental practices are not evident.

SCS believes, through the implementation and utilization of this revised system along with the efforts of administrators, teachers, instructional coaches and team leaders that the revised instrument will result in improved teacher effectiveness which leads to greater student learning. The performance appraisal system will include the following qualities:

- Base the Essential Performance Functions and rating levels of performance upon a core of effective practices and contemporary research aligned with Charlotte Danielson's Framework for Teaching Domains, the Educator Accomplished Practices, 6A-5.065 Florida Administrative Rule, revised December 2010 and Legislative Findings defining Educator Quality, 1012.34, 1012.52, F.S.;
- Establish procedures for evidence collection and retrieval and review of student and teacher assessment data to provide useful feedback to an individual, a team, or on the appraisal system itself; use to determine performance appraisal ratings for student growth and achievement;
- Use a weighting scale factor (for Category I/new teachers and teachers in need of improvement) that includes a school-based administrator evaluation of 30%, a coach evaluation of 10%, and a teacher self-assessment of 10%; student surveys and parental input will also be considered as support evidence for both the teacher and administrator; for Modified Category I and Category II the administrator evaluation will be weighted 40% and the teacher self-assessment will be weighted 10%;
- Promote student assessment data-based human capital decisions including recognizing highly effective teaching practices and performance which results in increased student achievement through a variety of means;
- Value employee input, honest inquiry, and open discussion; ensure that the performance appraisal process remain transparent and employee participatory;
- Allocate time to plan, coach, and counsel to develop and enhance overall teacher effectiveness and individual performance areas where needed;
- Provide orientation on the system to all instructional staff within the first thirty (30) days of school and prior to the first observation;
- Further skill development for those serving as observers, coaches, team leaders, and aspiring administrators;

- Promote the development of the individual through formative and summative models for growth as well as the continuous improvement of the organization;
- Assess the system on an annual basis through review of teacher and student performance data as well as survey instruments and use the results to revise the system for continuous improvement.

ROLE OF THE ADMINISTRATOR

1. Prioritize and promote their role of instructional leader within the school and community;
2. Actively seek and share feedback and information with teachers through classroom observation; team, grade-level activities; and one-on-one discussion;
3. Direct and encourage teachers as leaders; prompt teachers to take an active role in collecting evidence, sharing, and discussing student data with administrators and curriculum leadership teams;
4. Provide training on the Performance Appraisal Guidelines and Instrument and other pertinent information relating to and/or impacting the teachers' responsibilities, practices or effectiveness (FEAP's, SIP, Portfolio Requirements, Standards when appropriate) within the first thirty (30) days of school;
5. Provide the opportunity for collaboration between the school's administrator and teachers to collect and review evidence and discuss teacher performance/student achievement data for the purpose of providing learning and growth opportunities, formative and developmental feedback when necessary to include prescriptive professional development; assign performance appraisal ratings;
6. Support each teacher in his/her efforts to become a highly effective educator by utilizing effective core practices, teaming, modeling, mentoring and accomplishing the goals of the school;
7. Encourage an environment that promotes professional growth opportunities, participation in professional learning communities and improving the school culture.
8. Understand that professional development and the teacher evaluation process are continuous.

ROLE OF THE INSTRUCTIONAL COACHES

1. Actively seek and share formative feedback information through classroom observation(s), and one-on-one conferences/discussion.
2. Prompt teachers to take an active role in collecting and sharing evidence and discussing student data with them as well as with their administrator and curriculum leadership teams.
3. Support training on the Performance Appraisal Guidelines and Instrument and other pertinent information relating to and/or impacting the teachers' responsibilities, practices or effectiveness (FEAP's, SIP, IPDP, Standards when appropriate).
4. Provide the opportunity for collaboration to collect and review evidence and discuss the teacher's performance/student achievement data for the purpose of providing learning and growth opportunities, formative feedback in areas of strength and development (where appropriate); include recommendations for prescriptive professional development.
5. Support each teacher in his/her efforts to become a highly effective educator by utilizing effective core practices, teaming, modeling, mentoring and accomplishing professional goals and the goals of the school.
6. Promote professional growth opportunities and participation in professional learning communities.
7. Meet with teachers' supervising administrators to discuss related data, processes, and/or identified needs where appropriate.
8. Maintain accurate records and required forms regarding the peer evaluator's responsibilities.

ROLE OF THE TEAM LEADER

1. Actively seek and share formative feedback information through classroom observation(s), team meetings and discussions.
2. Assist teachers in taking an active role in collecting and sharing evidence and discussing student data with them as well as with their administrator and curriculum leadership teams.
3. Schedule and facilitate team and individual meetings relating to the team's responsibilities, practices and effectiveness.
4. Collect evidence that provides information about learning and growth opportunities to administrators and instructional leadership teams.
5. Support each teacher in his/her efforts to become a highly effective educator by utilizing effective core practices, teaming, modeling, mentoring and accomplishing professional goals and the goals of the school.
6. Promote professional growth opportunities and ensure team participation in professional learning communities.
7. Meet with administrators and leadership teams to discuss related data, processes, and/or identified needs based on evidence collected, where appropriate.
8. Maintain accurate records and required forms regarding the team's responsibilities.

ROLE OF THE TEACHER

1. Take an active role in collecting and sharing student and performance data/evidence with instructional coaches, team leaders and administrators;
2. Actively seek ways to enhance effectiveness through the expansion of skills in teaching, leading, teaming and working to accomplish individual student achievement goals, professional practice goals, and the goals of the school;
3. Participate in professional development recommendations and/or opportunities as well as the community of learners within the school and district;
4. Collaborate with school leadership teams and committees to support school initiatives and strengthen curriculum and instruction;
5. Complete the formative Teacher Self-Assessment Summary form and learning plan to share with instructional coaches, team leaders and/or administrators to reflect and assess student achievement and professional learning goals; the final summative self-assessment and teacher portfolio will be used as 10% weighting on the final summative performance appraisal;
6. Collaborate with the supervising administrator to develop the Individual Professional Development Plan (IPDP) to determine student achievement and instructional practices goals to include prescriptive professional development where appropriate;
7. Collaborate and plan with grade level teammates and other staff members (when appropriate) during Common Planning Time.
8. Understand that professional development and the evaluation process are continuous.

OBSERVATION PROCESS

A critical component of identifying teacher effectiveness through the Performance Evaluation and Development System is the informal and formal observation process. Observations of instructional employees are an ongoing and open process within the contractual year. All informal observations are designed as a formative and supportive process. Formal observations used for evaluative purposes shall be conducted with the full knowledge of the employee. The School-Based Administrator and Instructional Coaches will be trained in the performance appraisal system model and calibration of ratings, the observation process and the observation instrument aligned with the model, and will adhere to the following methods of observation:

Informal/Formative for all instructional personnel:

- Classroom Walk-Throughs by the administrator and instructional coaches will be conducted regularly and often: 2-3 **per semester** for teachers in years 1 – 2; 2-3 **per year** for teachers with 2+ years and effective or higher performance appraisals, or as determined by administrator. When deemed necessary (observer notes areas of “needs improvement”), additional observations may be conducted with documented, formative, timely and constructive feedback to be shared with the employee to support both strengths and/or development in the area.
- Classroom Pop-Ins by the administrator and instructional coaches will be conducted to observe and share documented formative, timely and constructive feedback to support strengths and/or development in identified areas.
- Instructional Coaches and/or Team Leaders will conduct at least one informal/formative observation each semester for each New/Beginning teacher in his/her first year of teaching experience OR experienced teachers newly hired to the school; additional observations may be conducted if needed.
- Upon recommendation by the Supervising Administrator, trained Instructional Coaches may conduct observations for teachers with 2+ years of experience who have been assigned an overall Needs Improvement or lower performance appraisal rating(s) in a domain or majority of components in a domain; if development is needed in @ least one Domain area and the Domain rating is not a Needs Improvement or lower.

Formal Pre-Observation Form

A pre-observation form will be completed after notification of and prior to the formal observation. The observer/evaluator will review the form completed by the teacher (may also share the pre-observation guide), what will be observed, and ask questions if necessary.

Formal/Summative Observation for all instructional personnel:

- Employees will receive at least two (2) working days notification of scheduled formal observations.
- The school-based administrators will conduct @ least two (2) formal observations (for evaluative purposes) for teachers new to Sigsbee.
- The school-based administrators/evaluators will conduct @ least one (1) formal observation for returning teachers with 2+ years experience at Sigsbee Charter School.

- Additional observations may be conducted if there are issues of concern related to less than effective performance or noted performance deficiencies documented on the employee's performance appraisal.
- The administrator/evaluator will notify the employee in writing of such concerns within seven (7) days following the observation/formulation of said concerns and provide written recommendations for improvement.
- Trained Instructional Coaches will conduct @ least two (2) formal observations (for evaluative purposes - Domains 1 – 4) per contract year for each teacher new to Sigsbee.
- Trained Instructional Coaches may conduct formal observations for returning teachers with 2+ years of experience with overall NI ratings or lower in a Domain or **when recommended by the Supervising Administrator**; those may be used for evaluative purposes.
- Trained Instructional Coaches will conduct @ least one (1) formal evaluation of instructional staff during the contract year prior to a career changing event which is defined as consideration of promotion to a leadership position.

Formal Post-Observation Conference

A post-observation conference will be conducted ***within ten (10) working days*** of the formal observation and a written report of the observation shall be shared with the employee. If the employee feels the assessment of the observation is incomplete, inaccurate, or unjust, the employee may state specific objections in writing within ten (10) school days after the conference. These objections will be attached to the observation report placed in the administrator's or peer evaluator's evaluation file. The filing of such objections does not necessarily mean that the evaluator agrees with the objections, only that he/she is aware of them and will allow consideration of such.

PERFORMANCE APPRAISAL PROCEDURES FOR INSTRUCTIONAL PERSONNEL

The central purpose of the instructional performance appraisal system is to ensure effective teaching by enhancing teacher practices to increase student learning. Implementing a comprehensive growth program of support, training, and documentation of teaching practices and competencies will enhance and improve instructional practices over time which will ultimately and positively affect student growth and achievement.

A. Orientation

1. All evaluators will be trained in the use of the SPEDS. Training will be completed before an evaluator may conduct a formal assessment of instructional personnel. Specific training will include the research-based model (Framework for Teaching by Charlotte Danielson), the Performance Appraisal Guidelines, Performance Appraisal Instruments, Performance Appraisal Rubrics, Observation Forms, Individual Professional Development Plans (IPDP), and other related documents, forms, or support products that may impact the Performance Appraisal process. The training will be completed by the principal and paid consultants prior to staff returning from the summer break.
2. Prior to being formally evaluated and within the first thirty (30) days of each school year, all instructional personnel will receive an orientation training on the performance appraisal instrument delivered by the school's administrator. Training will include the system model (Framework for Teaching), who will be conducting the performance appraisals, the Performance Appraisal Guidelines (includes all processes, procedures and timelines), rubrics and instruments, Individual Professional Development Plans based on Charlotte Danielson (IPDP), and other related documents, forms, or support evidence/artifacts that may

impact the Performance Appraisal process. The school administrator will be responsible for providing this training.

3. Teachers with 2+ Years of Experience will receive at least one (1) formal summative performance appraisal per school year conducted by the immediate administrative supervisor or designee.

4. Category I: Teachers in their first year of teaching experience or newly hired to the school and experienced teachers with an overall needs improvement (or below) performance appraisal rating will receive at least two (2) formal summative performance appraisals per school year conducted by the immediate administrative supervisor/designee as well as separate appraisals conducted by Instructional Coaches.

Additional performance appraisals may be conducted with any of the above employees if further development is needed as determined by the supervising administrator, instructional coach, and/or appraised teacher.

Modified Category I: Teachers with 1-2 years of experience at Sigsbee will receive at least two (2) formal summative performance appraisals per school year conducted by the immediate administrative supervisor/designee. Additional performance appraisals may be conducted with the above employees if further development is needed as determined by the supervising administrator and/or employee. Teachers who have been identified through the observation or evaluation process to be in need of improvement in one or more Domain areas will follow the process outlined below:

Step 1: The administrator will counsel the employee regarding the performance in need of improvement and discuss the expectations for improvement using the performance appraisal rubrics.

Step 2: The administrator will issue a written warning if the area in need of improvement has not been corrected within the agreed upon revised timeline.

Step 3: If the expected progress and development has not occurred after the counseling session, the teacher will not be offered a contract for the following year.

Formal summative evaluations will be planned and conducted with the full knowledge of the employee. Teachers will also conduct a weighted Self-Assessment and Teacher Portfolio to be completed and submitted to the Administrator prior to the performance appraisal(s) due date. The final summative appraisal conducted at the end of the school year will be the appraisal that uses the State Student Growth Measure (VAM) calculation and/or other student assessment measures and learning targets.

4. Evaluators may amend the summative performance appraisal based upon assessment data from the current school year if the data is available within 90 days after the close of the school year; appropriate notification will be followed if this is the case. Where FCAT/assessment data is required to determine the student growth and achievement component, statutory timelines (and extensions where applicable) will be followed to complete summative performance appraisals for the school year and/or for the purposes of notification of tentative assignment (three weeks after receipt of standardized scores).

B. Planning Session for IPDP

1. Prior to October 1 and following the orientation of the appraisal instrument and other

pertinent training/information, the administrator will meet with individual instructional personnel to collaboratively establish goals and expectations for the current school year via the Individual Professional Development Plan (IPDP). The IPDP should address student growth and achievement goals that are aligned with School Improvement Plans as well as the performance appraisal instrument's domains and components to include recommendations for prescriptive professional development.

2. In order to support areas of teacher practices, the IPDP goals and objectives should include specific areas identified for growth and development. Enhancing specific areas of a teacher's practice will further support the teacher in his/her endeavor to document performance that meets effective ratings levels in student growth and achievement. In this way, teacher goals/objectives based on the domains and components of the performance appraisal will link to professional learning activities and help student outcomes to be quantifiable.

3. Concerns identified at the time of IPDP development and throughout the school year should be discussed continually along with strategies for improvement and prescriptive professional development that support the specific areas of concern. The supervisor may also tentatively schedule interim review(s) depending on the need for constructive and formative feedback. The IPDP should be viewed as ongoing, targeting student achievement and professional growth areas as appropriate based on observations and assessment data.

4. The IPDP should be finalized by the Supervising Administrator and the teacher by June 30 when possible; where the Value Added Measure (VAM) data is required to determine the student growth and achievement component, statutory timelines and/or extensions will be followed to complete IPDP's and summative performance appraisals. For the purposes of notification of tentative assignment, the last day of the teacher contract will be used unless notified otherwise

C. Instructional Practices: The Framework for Teaching Domains and Crosswalk of FEAP's

1. The Instructional Performance Appraisal's essential performance functions and practices are aligned with the Framework for Teaching by Charlotte Danielson with a crosswalk of the Florida Educator Accomplished Practices (**FEAP's**) outlined below. Performance ratings in each of the four Domains are based on the rubric that corresponds to each of the Domain's components which collectively have a 50% weighting and include observation(s) of instructional practices, experience of ongoing performance including communication and feedback, and documentation of behaviors or events.

2. The student achievement component is based on the state's assessment data (refer to Weighting Factor Scales) culminating in a Value Added Measure (VAM) score for the school and FCAT teachers. Other teachers' (non-FCAT and/or non-classroom) student achievement scores will be partially based on school-wide VAM scores and/or the school's learning targets, EOC's, or standardized assessments as illustrated on the IPDP's and Weighting Factor Scales in this document.

3. The Performance Appraisal Instrument for each of the instructional position categories include seven performance appraisal instruments for specialized areas (specialists and therapists) in addition to the Category I, Modified Category I, and Category II forms. The FEAP's are aligned with the Framework for Teaching Domains on each category of 39 performance appraisal.

6A-5.065 The Educator Accomplished Practices (revised December 2010)

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices.

Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

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 a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the 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; and

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.

(b) Continuous Improvement, Responsibility and Ethics.

1. 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. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and

e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. 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 State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10

D. Weighting Factor Scale: Instructional Practices and Student Achievement Measure for all Categories of Instructional Employees

Instructional staff may use student surveys in conjunction with their Self-Assessment Appraisal (5% weighting) as evidence to support their rating; parental input may be considered by both the teacher and Supervising Administrator as evidence to support ratings.

Weighting Factor Scales listed below are for all categories of instructional staff and include both the instructional practices 50% weighting measures and the student growth and achievement 50% weighting measures.

1: K-3 Classroom Teachers Weighting Factor Scale

Administrator's Appraisal 30%
Instructional Coach Appraisal 10%
Teacher Self Evaluation and Portfolio 10%
Approved Assessment 40% (DRA 20%; Star Math Assessment 20%)
FCAT R/M Whole School 10%

Category 1: Grade 4-8 Classroom Teachers (Includes all Non-FCAT Content Area Teaching Multiple Grades) Weighting Factor Scale

Administrator's Appraisal 30%
Instructional Coach Appraisal 10%
Teacher Self Evaluation and Portfolio 10%
FCAT- 40% Individual VAM Score; 10% FCAT R/M Whole School

Category 1: Non-Classroom School Level Teachers K-8 Weighting Factor Scale

Administrator Appraisal 30%
Instructional Coach Appraisal 10%
Teacher Self Evaluation and Portfolio 10%
IPDP 20%
FCAT R/M Whole School 30%

Category 2 and Modified Category 1: Grade K-3 Teachers Weighting Factor Scales

Administrator Appraisal 40%
Teacher Self Evaluation and Portfolio 10%
Approved Assessment 40% (DRA 30%; GoMath BOY/EOY 20%)
FCAT R/M Whole School 10%

Category 2 and Modified Category I: Non-Classroom Teachers and Coaches Weighting Factor Scale

Administrator Appraisal 40%

Teacher Self Evaluation and Portfolio 10%

IPDP 20%

FCAT R/M Whole School 30%

E. Rating Scale Definitions

Sigsbee Charter School has an expectation that teachers' instructional practices will meet the required competencies of effectiveness for each instructional position in addition to identified performance areas that improve over time with support and assistance. Levels of performance should be discussed by the employee and supervising administrator/evaluator during planning sessions.

When determining performance rating levels, specific rubrics defining each of the domain's component areas provided in this document should be carefully reviewed along with specific supportive evidence when relevant. Evaluators must be trained in the Framework for Teaching model and become familiar with the use of the rubric for each of the 22 components under the four (4) domain areas. The following rating levels will be used: **Highly effective, Effective, Needs Improvement, Unsatisfactory**

Continued performance at the unsatisfactory will result in contract non-renewal.

F. Rating Levels Points Value and Calculation of Overall Rating Level (ORL)

Rating levels points are assigned to each of the domain components on the appraisal instrument. Points from each of the four domains will be subtotaled to calculate the overall rating scale (ORL) using the weighting formula for each of the instructional employee categories (see Weighting Factor Scales above).

The State Adopted Standard for Student Growth Measure for FCAT (VAM) will be assigned a 40% weighting on the final Performance Appraisal. FCAT Scores in Reading and Math for students in grades 4-8 will be used to calculate the 10% FCAT Whole School data point. Alternate measures will be used for Non-FCAT teachers as indicated on the weighting factor scales. IPDPs will be revised to align with the new performance appraisal system and will become a system-wide document to establish rigorous student achievement and performance appraisal goals.

G. Data Collection Source Codes

The supervising administrator and employee will be responsible for collecting and sharing data regarding student achievement and performance for each of the Domain components. This data collection will reflect current status as well as the progress made by the employee toward established goals and identified areas of development. The data collected should reflect the source codes identified on the assessment instrument as follows:

1. Observation: direct observation by the supervising administrator or instructional coach of an instructional employee related to level of performance or conduct in any of the Domain components which may be confirmed (classroom visits/informal observation, participation in professional development meetings, presentations to parents or colleagues are examples).
2. Documentation: written material, evidence, products or artifacts that support any of the Domain components should be housed in the electronic teacher portfolio. This information, which is collected and shared by both the employee and the supervising administrator, may include the following information:
 - a. Self Evaluation
 - b. Team Reflection
 - c. Teacher's Attendance Record

- d. Lesson Plans
 - e. Curriculum Frameworks
 - f. Planning/preparation documentation
 - g. IPDP
 - h. Evidence of educational leadership outside of classroom and/or school
 - i. Student Assessments
 - i. Performance Assessments
 - ii. Spreadsheets of formative/summative evaluations
 - iii. Standardized Test results
 - j. Completed class data record sheet with BOY and EOY data
 - k. Evidence of student groupings based on formative and summative data
 - l. Evidence of Communication
 - m. Articulated homework policy
 - n. PLC attendance records
 - o. Evidence of implementation of Common Core State Assessments
 - p. Evidence of instructional technology integration and upgrades
 - q. Certification and professional development credits
 - r. Parent input, when appropriate, regarding instructional employee performance which may be used to support self-assessment
3. Conversation- dialogue that follows a direct line of communication or discussion that has occurred between the employee and the supervising administrator or peer evaluator which directly impacts performance expectations in any of the Domain components.
 4. Other- provides for the sharing of anything other than what has been presented via the three options above to support the evaluator's and/or the employee's input regarding the rating level for the specific Domain component area(s).

H. Parent Survey

As prescribed in F.S. 1012.34, instructional performance appraisal systems must include a mechanism for parental input. Parent input added to the teacher portfolio may be used to support a teacher. School policies for dealing with parent concerns may be used when necessary.

USE OF ASSESSMENT DATA FOR HUMAN CAPITAL DECISIONS

A. Overall Unsatisfactory Rating

Pursuant to 1012.34, F.S., failure to improve within the expected timeline will be grounds for non-renewal of the annual contract. If the employee receives two (2) consecutive overall annual performance evaluation ratings of needs improvement (developing), or two (2) overall annual performance evaluation ratings of needs improvement (developing) in a three year period, it will be grounds for non-renewal.

B. Professional Development Component

Secondary to the performance appraisal, an important use of assessment data will be to determine professional development growth. The professional development component is to be used in combination with the annual performance appraisal system described in this document. The procedure for determining prescriptive professional development is dependent upon annual school goals and an individual's particular Professional Improvement Plan. The process assumes the following:

- Each employee is a developing, growing professional and as such has a unique set of developmental needs.

- Each team is a growing, developing entity within the school with a mission-constancy of purpose and strategic plan and as such has a unique culture and set of needs. Effective team communication and collaboration is requisite to success as a SCS employee.
- Each employee, being knowledgeable of the school's needs, should conduct a comprehensive personal inventory of knowledge, skills, talents, strengths and interests with reference to the school's needs.

Conversations between the supervising administrator and the employee regarding this plan should be continuous. Likewise, the plan should be flexible, fluid and adjustable based on the changing needs of the school, research on best practice and the developing aspirations of the employee. Each year as a part of the annual assessment system, time should be taken to respond with a simple yes or no to indicate whether progress with the plan continues to be on track. Instructional coaches and team leaders should also be engaged in encouraging teachers to pursue the enhancement and further attainment of knowledge, skills, and abilities that impact their career choice.

Observation and Performance Appraisal Rubric for Each Domain and Related Components

Domain 1: Planning and Preparation

- a. Knowledge of Content and Pedagogy
- b. Knowledge of Students
- c. Setting Instructional Outcomes
- d. Knowledge of Resources
- e. Designing Coherent Instruction
- f. Designing Student Assessments

Domain 2: The Classroom Environment

- a. Environment of Respect and Rapport
- b. Establishing a Culture of Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

Domain 3: Instruction

- a. Communicating with Students
- b. Use of Questioning/Discussion
- c. Engaging Students in Learning
- d. Using Assessment in Instruction
- e. Demonstrating Flexibility

Domain 4: Professional Responsibilities

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Participating in Professional Community
- e. Growing/Developing Professionally
- f. Demonstrating Professionalism

Domain 1: Planning and Preparation				
	Unsatisfactory	Needs Improvement (1)	Effective (1.5)	Highly Effective (2)
1a. Demonstrating Knowledge of Content and Pedagogy	The teacher's <u>plans and practice</u> display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's <u>plans and practice</u> reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's <u>plans and practice</u> reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's <u>plans and practice</u> reflect extensive knowledge of the content, the structure of the discipline and instructional practices; the teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding; the teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.
<i>Elements include:</i> Knowledge of content and the structure of the discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy				
Domain 1: Planning and Preparation				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2)
1b. Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and attains this knowledge for the <u>class as a whole</u> .	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and attains this knowledge for <u>groups of students</u> .	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs from a variety of sources, and attains this knowledge of <u>individual students</u> .
<i>Elements include:</i> Knowledge of child and adolescent development Knowledge of students' interests and cultural heritage Knowledge of the learning process Knowledge of students' special needs Knowledge of students' skills, knowledge, and language proficiency				
Domain 1: Planning and Preparation				

		an instructionally appropriate amount of time for each unit.	allocating an instructionally appropriate amount of time for each unit.	instructionally appropriate amount of time for each unit.
<i>Elements include:</i> <i>Learning activities</i> <i>Instructional groups</i> <i>Instructional materials and resources</i> <i>Lesson and unit structure</i>				
Domain 1: Planning and Preparation				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2)
1f. Designing Student Assessments	The teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with instructional outcomes, or is inappropriate for many students; the results of assessment have minimal impact on the design of future instruction.	The teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and/or inappropriate for at least some students; the teacher intends to use assessment results to plan for future instruction for the class as a whole .	The teacher’s plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students; the teacher intends to use assessment results to plan for future instruction for groups of students .	The teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development; the teacher may have adapted assessment for individuals and the teacher intends to use assessment results to plan future instruction for individual students .
<i>Elements include:</i> <i>Congruence with instructional outcomes</i> <i>Design of formative assessments</i> <i>Criteria and standards</i> <i>Use for planning</i>				
Domain 2: The Classroom Environment				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2.0)
2a. Creating an Environment of Respect and Rapport	Classroom interactions both between the teacher and students are negative, inappropriate, or insensitive to students’ cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions both between the teacher and students and among students are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general concern and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are respectful, reflecting genuine concern and caring and sensitivity to student cultures and levels of development; students themselves ensure high levels of civility among members of the class.
<i>Elements include:</i> <i>Teacher interaction with students</i> <i>Student interactions with other students</i>				
Domain 2: The Classroom Environment				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2.0)
2b. Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher involvement and commitment to the subject, low expectations for student achievement, little or no evidence that students believe they can succeed if they work hard.	The teacher’s attempt to create a culture for learning is partially successful, with little teacher involvement and commitment to the subject, little evidence that students believe they can succeed if they work hard, modest expectations for student achievement, and little student pride in work; both teacher and students appear to be only “going through the motions.”	The classroom culture is characterized by high expectations for most students, the belief that students can succeed if they work hard, and genuine involvement and commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher enthusiasm for the subject creating a culture of learning in which everyone shares a belief in the importance of the subject and the belief that students can succeed if they work hard; all students hold themselves to high standards of performance, i.e., by initiating improvements to their work.
<i>Elements include:</i> <i>Importance of the content</i> <i>Expectations for learning and achievement</i> <i>Student pride in work</i>				
Domain 2: The Classroom Environment				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2.0)
2c. Managing	Much instructional time is lost because of inefficient	Some instructional time is lost because classroom routines	Little instructional time is lost because of classroom	Students contribute to the seamless operation of class-

Classroom Procedures	classroom routines and procedures for transitions, handling of supplies and materials, and performance of non-instructional duties.	and procedures for transitions, handling of supplies and materials, and performance of non-instructional duties are only partially effective.	routines and procedures for transitions, handling of supplies and materials, and performance of non-instructional duties, which occur smoothly.	room routines and procedures for transitions, handling of supplies and materials, and performance of non-instructional duties.
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Elements include:
Management of instructional groups *Performance of non-instructional duties*
Management of transitions *Supervision of volunteers and paraprofessionals* *Management of materials and supplies*

Domain 2: The Classroom Environment

	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2.0)
2d. Managing Student Behavior	<p>There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p> <p>The teacher does not reinforce positive behavior. The teacher does not address off-task, inappropriate, or challenging behavior efficiently.</p> <p>Inappropriate and off-task student behavior has significant negative impact on the learning of students in the class.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.</p> <p>The teacher reinforces positive behavior. The teacher addresses some off-task, inappropriate, or challenging behavior efficiently.</p> <p>Inappropriate and off-task student behavior has some negative impact on the learning of students in the class.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students.</p> <p>The teacher strategically reinforces positive behavior. The teacher addresses most off-task, inappropriate, or challenging behavior efficiently.</p> <p>Inappropriate and off-task student behavior has little negative impact on the learning of students in class.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p> <p>The teacher strategically reinforces positive behavior AND there is significant evidence that students reinforce positive classroom culture. The teacher addresses almost all off-task, inappropriate, or challenging behavior efficiently.</p> <p>Inappropriate and off-task student behavior has no negative impact on the learning of students in class.</p>

Elements include:
Expectations
Monitoring of student behavior
Response to student misbehavior

Domain 2: The Classroom Environment

	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2.0)
2e. Organizing Physical Space	<p>The physical environment is unsafe or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</p>	<p>The classroom is safe and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities with partial success.</p>	<p>The classroom is safe and learning is accessible to all students; the teacher ensures that the physical arrangement supports the learning activities. The teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use of adaptation on the physical environment to advance learning. The teacher manages the physical space to use technology skillfully as appropriate to the lesson.</p>

Elements include:
Safety and accessibility
Arrangement of furniture and use of physical resources

Domain 3: Instruction

	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2.0)
3a. Communicating with Students	The teacher has an inadequate presence in the classroom. The teacher unsatisfactorily develops students' understanding of the objective by not communicating it OR does not have a clear objective OR lesson does not connect to the objective.	The teacher has an adequate presence in the classroom. The teacher somewhat develops students' understanding of the objective by 1) communicating what students will know or be able to do by the end of the lesson and 2) connecting the objective to prior knowledge.	The teacher has a solid presence in the classroom. The teacher effectively develops students' understanding of the objective by 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; and 3) explaining the importance of the objective.	The teacher has a vital presence in the classroom. The teacher effectively develops students' understanding of the objective by 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; 3) explaining the importance of the objective; and 4) referring to the objective at key points during the lesson.

Elements include:

Expectations for learning

Explanations of content

Directions and procedures

Use of oral and written language

Domain 3: Instruction

	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2.0)
3b. Using Questioning and Discussion Techniques	<p>The teacher checks for understanding of content, but misses nearly all key moments and does not get an accurate pulse of the class's understanding from most checks; the teacher does not check for understanding.</p> <p>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. The teacher never responds to students' correct answers by probing for higher-level understanding in an effective manner.</p>	<p>The teacher checks for understanding of content, but misses several key moments and gets an accurate pulse of the class's understanding from most checks such that the teacher has enough information to adjust subsequent instruction if necessary.</p> <p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher rarely responds to students' correct answers by probing for higher-level understanding in an effective manner. The teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p>The teacher checks for understanding of content, but misses one or two key moments and gets an accurate pulse of the class's understanding from almost every check, such that the teacher has enough information to adjust subsequent instruction if necessary.</p> <p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. The teacher sometimes responds by probing for higher-level understanding in an effective manner. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>The teacher checks for understanding of content at all key moments and gets an accurate pulse of the class's understanding from every check such that the teacher has enough information to adjust subsequent instruction if necessary.</p> <p>Questions reflect high expectations and are culturally and developmentally appropriate. The teacher frequently responds to students' correct answers by probing for higher-level understanding in an effective manner. Students formulate many of the high-level questions and ensure that all voices are heard.</p>

Elements include:

Quality of questions

Discussion of techniques

Student participation

Domain 3: Instruction

	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2.0)
3c. Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully	Activities and assignments, materials and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent and	Students throughout the lesson are highly intellectually engaged in significant learning and make material and relevant contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals and the structure and pacing allow for student reflection and closure.

	paced.	maintained.	is appropriately paced.	
<i>Elements include:</i>				
<i>Activities and assignments</i>		<i>Use of instructional materials, resources and technology (as available)</i>		
<i>Grouping of students</i>		<i>Structure and pacing</i>		
Domain 3: Instruction				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2.0)
3d. Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students; students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. The assessments provide students with multiple ways to demonstrate mastery.	Assessment is routinely used in an intricate and comprehensive manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources. The assessments provide students with multiple ways to demonstrate mastery and multiple opportunities during the unit to demonstrate mastery.
<i>Elements include:</i>				
<i>Assessment criteria</i>		<i>Feedback to students</i>		
<i>Monitoring of student learning</i>		<i>Student self-assessment and monitoring of progress</i>		
Domain 3: Instruction				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2.0)
3e. Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' needs. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. The teacher does not re-teach.	The teacher attempts to modify the lesson when needed and to respond to student questions with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. In response to student progress data, the teacher re-teaches as appropriate.	The teacher promotes the successful learning of all students making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. In response to student progress data, the teacher 1) re-teaches as appropriate and 2) modifies long-term plans as appropriate.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. In response to student progress data, the teacher 1) re-teaches as appropriate, 2) modifies long-term plans, as appropriate, and 3) modifies practice, as appropriate.
<i>Elements include:</i>				
<i>Lesson adjustment</i>		<i>Persistence</i>		
<i>Response to students</i>				
Domain 4: Professional Responsibilities				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2)
4a. Reflecting on Teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is insightful and accurate citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
<i>Elements include:</i>				
<i>Accuracy</i>				
<i>Use in future teaching</i>				

Domain 4: Professional Responsibilities				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2)
4b. Maintaining Accurate Records	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's system for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. Students contribute to the maintenance of these systems.

Elements include:
Student completion of assignments *Non-instructional records*
Student progress in learning

Domain 4: Professional Responsibilities				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2)
4c. Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program; however, communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program as appropriate.

Elements include:
Information about the instructional program
Information about individual students
Engagement of families in the instructional program

Domain 4: Professional Responsibilities				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2)
4d. Participating in a Professional Community	The teacher avoids participating in a professional community or in school/district events and projects; rarely collaborates with colleagues and relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school/district events and projects when specifically asked, makes some effort to collaborate with colleagues and relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school/district events and projects, actively seeks out opportunities to collaborate with others, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school/district events and projects, collaborates with/coaches others through difficult situations, and assumes a leadership role among the faculty.

Elements include:
Relationships with colleagues *Service to the school*
Involvement in a culture of professional inquiry *Participation in school and district projects*

Domain 4: Professional Responsibilities				
	Unsatisfactory (.5)	Needs Improvement (1)	Effective (1.5)	Highly Effective (2)
4e. Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or	The teacher participates in professional development activities that are convenient or are required and makes limited contributions to the profession. The teacher accepts with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of needs and actively shares expertise with others. The teacher welcomes feedback from supervisors and	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.

OBSERVATION AND PERFORMANCE APPRAISAL FORMS GUIDE

Name of Form	Purpose	Who uses?	When is it used?	Who is it sent to?	Who sees it?
Pre-Observation Conference	Teacher completes form prior to pre-observation conference for formal observation; observer uses info to rate components in Domain 1; observations and artifacts/other evidence are also used to rate components in Domain 1.	Both the observer and the teacher.	<p>Prior to the pre-observation conference and formal observation.</p> <p>New Hires and teachers with 1-2 years of experience: 2 per year minimum</p> <p>Teachers with 3+ years of experience at SCS: 1 per year minimum</p>	Teacher sends to observer @ least 24 hours prior to pre-observation conference.	Teacher and observer(s); teacher may include mentor and observer may include Instructional Coach
Formal Classroom Observation	Used as a tool by observer to take notes, collect evidence, capture status of effectiveness to date during formal observation	Observer(s).	<p>During formal observation;</p> <p>New Hires and teachers with 1-2 years of experience: 2 per year minimum</p> <p>Teachers with 3+ years of experience at SCS: 1 per year minimum</p>	Form is not sent to anyone; observers use the form to compile info/data to be used for Performance Appraisal purposes.	Observer(s) see it to organize, plan and prepare for post-observation conference with teacher.
Post-Observation Conference Summary	Used to inform teachers of their lesson strengths, areas for development, and the next steps	Used by observer(s) / evaluators as a discussion guide during post-observation conference.	<p>Used during post-observation conference.</p> <p>New Hires and teachers with 1-2 years of experience: 2 per year minimum</p> <p>Teachers with 3+ years of experience at SCS: 1 per year minimum</p>	Form is not sent to anyone; kept by observer; teacher reviews but not required to acknowledge.	Observer(s) see it as well as teacher.

<p>Informal Observation Form (Classroom Walk-Throughs (CWT's) and Pop-Ins) MIS #09.991</p>	<p>Used by observer(s) to collect evidence specific to Domains 1-4; may be used for formative purposes and/or to document developmental areas; not subject to notification if used as informal instrument.</p>	<p>Used by administrative observers for Classroom Walk-Throughs; used by peer observers as Classroom Pop-Ins; may be used by all observers as informal instrument.</p>	<p>Used throughout the year to capture additional data related to a specific domain; classroom visits using this tool are shorter in length and not subject to notification. CWT's by administrator: 2-3 per semester minimum for 1-3 years of experience and 2-3 per year for 4+ years of experience (as determined by administrator); Pop-Ins by peer observers for 1-3 years of experience and as</p>	<p>This form is not sent to anyone; kept by observer(s).</p>	<p>All observer(s) see it as well as the teacher.</p>
<p>Performance Appraisal Instrument</p>	<p>Used by evaluator(s) to rate effectiveness levels for all Domains including Student Growth and Achievement using state or district student growth measure. Used by teacher as self-assessment and reflection of instructional practices; have weighted rating on performance appraisal instrument.</p>	<p>Administrator Evaluators and Instructional Coaches use/complete the instrument separately; Team Leaders may be involved at some level; evidence collected via observations will be used to make determinations on each rating component. Teacher will use and complete as self-assessment to be weighted on performance appraisal</p>	<p>Used by/for new to Sigsbee teachers at least two times per year minimum; for current teachers with at least 3 years SCS experience at least one time per year minimum</p>	<p>The Performance Appraisal Instrument is a confidential file for current and past year; copy is given to teacher and copy is retained by Administrator</p>	<p>Administrator, Instructional Coach, Teacher, HR Secretary.</p>

OBSERVATION AND EVALUATION PROCESS TIMELINE

Sigsbee Performance Evaluation and Development System

Begin Date	Process/Procedure	Form Name	Due Date	Notes
Aug. – Sept.	Formative - Reflective process by Teacher using Domains Rubric; shared with Admin and Coach (teacher may be added as E-folio)	Teacher Self Assessment Summary	Shared with Admin and Coach upon completion – prior to 9/30	Maintained by Teacher; shared with Administrator and Coach; NOT used as summative
9/1	Formative - may be developed by teacher and Admin/Coach to outline next steps, what’s working, what teacher feels needs work	N/A	After Self Assessment Summary and prior to 9/30	Maintained by Teacher; copies to Admin and Coach (may also be used by teacher on IPDP for PD) NOT used as summative
9/1	Formative – helps teacher track progress in areas of growth linked to specific Domains/Components (teacher may add to E-folio)	Individual Learning Plan	After Self Assessment and Collaborative Assessment Log; by 9/30	Maintained by Teacher; may be updated as progress is made (may also be used by teacher on IPDP for PD) NOT used as summative
8/15	Admin collaborates with Teacher on development of IPDP to be used for student g/a goals and prescriptive PD; translates to final summative student g/a computation (teacher and admin add to E-folio)	IPDP’s	Completed by 10/15	Maintained by Admin with copies to Teacher; progress monitoring by both with periodic dialogue and updates as necessary; used as summative for student g/a
Aug. – Apr.	Classroom Walkthroughs and Classroom Pop-Ins by Administrator and Coach Follow Perf Appr Guidelines for Cat. I and Cat II Teachers - #/semester (Admin/Coach add to E-folio – teachers may add also)	Informal Observation Form	Copy to Teacher within 48 hours (24 hrs preferred) to provide timely feedback and allow for response	Maintained by Admin and Coach; shared with Teacher for timely and constructive feedback; use to note strengths and areas of growth
10/1 Formal Observation Process	CAT I teachers: Pre-observation conference w/ admin and Coach; teacher completes pre-observ confer form and formal observ is scheduled <u>w/in 10 days after pre-observ confer</u> ; conducted @ least 2 times per year (admin, Coaches and teachers add to E-folio)	Pre-observation conference	Begin Pre-observ confer’s 10/1 and complete by 12/15	Maintained by Principal; shared with teacher; used as summative; invite teacher input and provide feedback

See dates above	CAT I teachers: Formal observation by admin and Coach w/in 10 days after pre-observ conf (admins , Coach, and teachers add to E-folio)	Formal classroom observation	Begin formal observations 10/1 (w/in 5 days after pre- observ conf) and complete by 12/15	Maintained by Principal/Coach; shared with teacher; used as summative component of evaluation; may be amended by Admin and PE ONLY if evidence is provided otherwise
See dates above	CAT I teachers: Post-observation conference scheduled w/in 10 days after formal observation; invite teacher input	Post observation conference summary	Conduct formal observation post conference summary w/in 10 days after formal observ and complete by 12/15	Maintained by Principal; shared with teacher; used as summative component of evaluation
11/1	CAT I teachers: 1 st Summative performance appraisal and conference by admin, Coach and teacher's self-assessment; student g/a on final summative performance appr @ end of yr (admin, coach and teachers add to E-folio)	Summative Performance	Admin, Coach performance appraisal and Teacher Self Assessment all copies due to principal by 1/16/12; Coach and Teachers have performance appraisal to Prin by 12/9	Maintained by admin and coaches; shared/discussed w/ teacher; 1 st summative performance appraisal with signatures required
11/15 May begin sooner for CAT II's if necessary	CAT I and CAT II teachers: 2nd and/or final observation process begins with pre/post and formal observation; admin, coach, for CAT I's; admin only for CAT II's (admin/coach and teachers add to E-folio)	Pre-observation confer, formal observation, and post observation conference	Admin and Coach complete by 5/15	Maintained by admin and Coaches for CAT I; admin only for CAT II; shared with teacher; used as summative; invite teacher input and provide feedback
4/1	IPDP goal review pending Student G/A		Sign off by 6/1 or TBA	Maintained by tchr/admin

<p>4/1 for CAT I 11/1 for CAT II</p>	<p>CAT I and CAT II teachers: Summative performance appraisal and conference by admin (coach for CAT I), and teacher self-assessment; student g/a required on final (admin/coach and teachers add to E-folio)</p>	<p>Summative performance appraisal instrument</p>	<p>Admin, Coach and Teacher self assessment all copies due to HR by 6/1 or TBD; PE's and Teachers have PA to Prin by 5/14</p>	<p>Maintained by admin and Coach for CAT I; admin only for CAT II; shared/discussed w/ teacher; summative perf appr w/ signatures req'd; student g/a added when available</p>
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Sigsbee Charter School: Pre-Observation Conference Form
(to be completed by teacher prior to Pre-Observation Conference
for discussion with observer)

Teacher Name: _____

Observer: _____

Date: _____

Learning Goals and Objectives

1. What is/are your lesson objective(s)? (Domain components 1a, 1c)
2. How is/are the lesson objective(s) aligned with curriculum standards? (1a, 1c)
3. What data did you use to design this lesson? How did the data influence the planning of this lesson? (1b, 1c, 1f)

Assessment

4. How will you know if your lesson objective(s) was/were achieved? (1f)

Instructional Strategies and Activities

5. What teaching strategies will you use to teach this lesson? What resources will be utilized? (1a, 1d)

- 5.(cont) Why did you choose these strategies and resources? (1a, 1b, 1d)

Connecting Learning

6) What is the academic relationship between this lesson with past or future lessons? (Why this lesson? Why now?) (1a, 1e)

Other

7) Please explain any special situations or circumstances of which the observer may need to be aware.

8) The observer will provide feedback on this lesson. Are there any specific areas you would like the observer to look for or focus on?

Additional Comments

9) Teacher

10) Observer



Sigsbee Charter School: INFORMAL TEACHER OBSERVATION FORM

(To be used by Administrators for Classroom Walk-Through Observations and/or by Instructional Coaches/Team Leaders for Classroom Pop-In Observations)

Teacher Name: _____

Observer Name: _____ Role: _____

Observation Date: _____ Subject/Grade Observed _____

Domain 1: Planning and Preparation

1d. Demonstrating Knowledge of Resources and Technology/1f. Designing Student Assessments

Effectively using technology to aid instruction and assessment Yes No

Effectively using appropriate resources to aid instruction/assessment Yes No

1e. Designing Coherent Instruction

Evidence of instruction aligned with Common Core State Standards or Subject Area Standards Yes No N/A

Instruction matches students level of understanding Yes No N/A

Domain 2: Classroom Environment

2b. Establishing a Culture for Learning

Relevant, rigorous, and current work displayed Yes No N/A

Students working on relevant and rigorous work: Yes No N/A

Productive, calm working tone in the classroom Yes No

2c. Managing Classroom Procedures

Effective procedures are routinized Yes No Not apparent

Transitions Smooth Disjointed

Instructional Time Lost: Yes No

2d. Managing Student Behavior

Management consistent with principles of Discipline with Dignity Yes No

Positive classroom community free of distractions: Yes No

Comments:

2e. Organizing Physical Space

Classroom space is organized to maximize flexibility of grouping Yes No

Displays match current instructional targets Yes No

Comments: _____

Domain 3: Instruction

3a. Communication with Students

Directions clearly presented Yes No

Effectively communicates lesson content Yes No

Checks for comprehension/refers to key points in lesson Yes No

3b. Using questioning and discussion techniques

Level of questioning High (apply info) Moderate (process info) Low (gather info)

Students participate in forming high level questions and inquiry Yes No

Student Talk vs. Teacher Talk ratio is appropriate Yes No

3c. Engaging students in learning

Students engagement level:

Highly Engaged (all students are highly intellectually engaged)

Engaged (most students are engaged in a high level of rigor)

Managed (students are on task/compliant but only moderately intellectually engaged)

Not engaged (students are off-task due to little intellectual engagement)

Instructional Practices (check all that apply):

<input type="checkbox"/> Coaching	<input type="checkbox"/> Lecture	<input type="checkbox"/> Teacher Pres.	<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Hands-On experience
<input type="checkbox"/> Centers	<input type="checkbox"/> Practice	<input type="checkbox"/> Student Pres.	<input type="checkbox"/> Modeling/Explaining	<input type="checkbox"/> Class Discussion
<input type="checkbox"/> Assessment	<input type="checkbox"/> Data Chat	<input type="checkbox"/> Conferring	<input type="checkbox"/> Differentiated Instruction	<input type="checkbox"/> Technology (Passive)
<input type="checkbox"/> None		<input type="checkbox"/> Teacher Q/A	<input type="checkbox"/> Directions/Instructions	<input type="checkbox"/> Technology (Active)

Teacher was:

- Circulating within class Interacting with students/academic need Conferring with student
 Teaching a lesson Interacting with students/non-academic Working at desk

Comments:

Notes

FORMAL OBSERVATION NOTE TAKING SHEET

Teacher Name: _____

Observer Name: _____ Date: _____

DOMAINS	NOTES
<p>1a. Knowledge of Content and Pedagogy *Knowledge of Content/Structure *Knowledge of Prerequisite Relationship *Knowledge of Related Pedagogy</p>	
<p>1b. Knowledge of Students *Know Child/Adolescent Development *Know the Learning Process *Students' needs, interest, proficiency</p>	
<p>1c. Selecting Instructional Outcomes *Value, Sequence, and Alignment *Clarity and Balance *Suitability for Diverse Learners</p>	
<p>1d. Knowledge of Resources *Resources for Classroom Use *Resources to Extend Knowledge *Resources for Students</p>	
<p>1e. Designing Coherent Instructions *Learning Activities/Materials *Instructional Groups *Lesson and Unit Structure</p>	
<p>1f. Designing Student Assessment *Congruence w/ Instructional Outcomes *Criteria and Standards *Design of Formative Assessment</p>	
<p>2a. Environment of Respect and Rapport *Teacher Interaction w/ Students *Students Interaction w/ one another</p>	
<p>2b. Establishing a Culture of Learning *Importance of the Content *Expectations for Learning *Student Pride in Work</p>	
<p>2c. Managing Classroom Procedures *Management of Instructional Groups, Transitions, and Materials *Performance of Non-instructional duties *Supervision of Volunteers and Paras</p>	
<p>2d. Managing Student Behavior *Expectations *Monitoring of Student Behavior *Response to Student Misbehavior</p>	
<p>2e. Organizing Physical Space *Safety and Accessibility *Arrangement of Furniture and use of Physical Resources</p>	
<p>3a. Communicating with Students *Expectations for Learning *Directions and Procedures *Explanations of Content *Use of Oral and Written Language</p>	

3b. Use of Questioning/Discussion *Quality of Questions *Discussion Techniques *Student Participation	
3c. Engaging Students in Learning *Activities and Assignments *Grouping of Students *Instructional Materials/Resources *Structure and Pacing	
3d. Using Assessment in Instruction *Assessment Criteria *Monitoring of Student Learning *Feedback to Students *Student Self-Assessment	
3e. Demonstrating Flexibility *Lesson Adjustment *Response to Students *Persistence	
4a. Reflecting on Teaching *Accuracy *Use in Future Teaching	
4b. Maintaining Accurate Records *Student Completion of Assignments *Student Progress in Learning *Non-instructional Records	
4c. Communicating with Families *Information on Instructional Program *Information on Individual Students *Engagement of Families in School	
4d. Participating in Profess. Community *Relationships with Colleagues *Service to School *Participation in School/District Project	
4e. Growing/ Developing Professionally *Enhancement of Content Knowledge *Receptivity to Feedback from Colleagues *Service to Profession	
4f. Demonstrating Professionalism *Integrity and Ethical Conduct *Service to Students/ Advocacy *Decision Making	

Post-Observation Summary Form

(To be completed by administrator/evaluator prior to post-observation conference)



Teacher Name _____

Observer Name: _____

Strengths of Lesson

--

Areas for Development

No more than three.

--

Next Step(s) (Recommendations for Support, Prescriptive Professional Development, etc.)

--

Date: _____

Subject: _____

PROFESSIONAL GROWTH PLAN (please choose two goals)

Sigsbee Charter School

TEACHER: _____

Principal's Signature: _____

Charlotte Danielson Component: _____

Please choose goals that directly relate to data from Beginning of Year assessments or data from your class last year. School initiatives include: RTI record keeping, implementation of math workshop, implementation of science inquiry in the classroom, implementation of writer's workshop model, curriculum mapping, technology integration

Describe your goal and reasons for choosing it:

Outline your plan to achieve this goal:

List the support or resources you need to achieve this goal:

How will you know the goal was successfully completed?

2013-2014

	Unsatisfactory	Basic	Proficient	Distinguished
Goal Setting	The teacher set goals but did not show evidence of working toward achieving them.	The teacher set goals that align with the school improvement plan and started to implement an action plan to achieve them.	The teacher set goals that align with the school improvement plan and fully implemented an action plan to achieve them.	The teacher set goals that align with the school improvement plan and worked diligently to achieve them. There is evidence of continuous growth in the teacher's development.
Enhancement of content knowledge and pedagogical skill	Teacher engages in few professional development activities to enhance knowledge or skill.	Teacher participates in professional activities when they are required.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research based on data from his/her classroom and current research.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so. The teacher is sometimes not attentive.	Teacher actively participates in a culture of professional inquiry, serving as an attentive participant.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Curriculum Map	The curriculum map has no clearly defined structure, or the structure is chaotic. Units do not follow an organized progression, and time allocations are unrealistic.	The curriculum map has a recognizable structure, although the contents are not uniformly understandable. Progression of units is uneven and/or content lacks depth of understanding of standards and expectations.	The curriculum map has a clearly defined structure around which units are organized. Progression of activities is even, with reasonable time allocations and strong understanding of content.	The curriculum map is clear and thorough, allowing for different pathways according to diverse student needs. The progression of units is highly coherent.
Instructional groups	Instructional groups are not supported by formative and summative assessments and offer no variety.	Instructional groups are partially supported by the formative assessments with an effort at providing some variety.	Instructional groups are varied and are appropriately developed to achieve different instructional outcomes based on formative and summative assessments.	Instructional groups are varied as appropriate to the students and the different assessment. There is evidence of student choice in selecting the different patterns of instructional groups in the classroom.
Demonstrating - knowledge of current trends in	Teacher demonstrates little or no familiarity with technology or trends in 21 st Century	Teacher demonstrates basic familiarity with technology and trends in 21 st Century Learning.	Teacher demonstrates thorough knowledge of technology and trends in 21 st Century	Teacher's knowledge of technology and trends in 21 st Century Learning is wide and

technology and 21st Century Learning	Learning.		Learning.	deep; teacher is regarded as an expert by colleagues.
Communication about the instructional program/ Classroom management	Teacher provides little or no information about the instructional program to families. Management does not align with Sigsbee principles.	Teacher participates in the school's activities for family communication but offers little additional information. Management usually aligns with Sigsbee principles.	Teacher provides frequent information to families, as appropriate, about the instructional program. Management aligns with Sigsbee principles.	Teacher provides frequent information to families, as appropriate, about the instructional program. Management is a model of Sigsbee principles

SPEDS SCORING DOCUMENT



Key: Rating levels and Points Value Chart –			
Rating Levels	Point Value Domains 1 -4	Point Value Conversion	FCAT Reading/Math Whole School 10%
Highly Effective		4	HE
Effective		3	E
Needs Improvement		2	NI
Unsatisfactory		1	U
Administrator’s TOTAL Rating Points (30%)		Instructional Coach’s TOTAL Rating Points (10%)	
Domain 1 _____		Domain 1 _____	
Domain 2 _____		Domain 2 _____	
Domain 3 _____		Domain 3 _____	
Domain 4 _____		Domain 4 _____	
<i>Subtotal Points:</i>		<i>Subtotal Points:</i>	
Subtotal:		Subtotal:	
Teacher’s Self-Evaluation/Portfolio (10%)		Individual VAM Rating Points (40%)	
Highly Effective	4	Highly Effective	4
Effective	3	Effective	3
Needs Improvement	2	Needs Improvement	2
Unsatisfactory	1	Unsatisfactory	1