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October 27, 2011

Dr. John Ruis
Superintendent
Nassau County School District
1201 Atlantic Avenue
Fernandina Beach, Florida 32034-3403

Dear Superintendent Ruis:

Thank you for submitting your Teacher Evaluation System information for the September 30 deliverable. Your evaluation system has been approved for the 2011-12 school year. Your documentation clearly reflects your commitment to continuous improvement in teaching and learning in your district, and you, your staff and your teachers are to be congratulated for completing this major accomplishment.

Please continue to contact me or my staff with any questions that arise and continue to take full advantage of the technical assistance offered by the Department under Race to the Top. We will be providing information very soon regarding the development of State Board of Education Rules that will continue implementation of personnel evaluation systems under the Student Success Act (2011). As an instructional leader in this state, your district's continued efforts, input and participation in these initiatives are vital to the success of our students and our state.

If you have any questions, please do not hesitate to contact Kathy Hebda (Kathy.Hebda@fldoe.org) or (850-245-0891), Juan Copa (Juan.Copa@fldoe.org) or (850-245-0744), or John Moore (John.Moore@fldoe.org) or (850-245-0546).

Sincerely,

A handwritten signature in cursive that reads "Pam Stewart".

Pam Stewart

PS/khl

PAM STEWART
CHANCELLOR OF PUBLIC SCHOOLS

Nassau County School District

Serving Bryceville, Callahan, Hilliard, Yulee and Fernandina Beach

RACE TO THE TOP Teacher Evaluation System Document

Submitted to the Nassau County School Board 05/26/2011

Submitted to the Department of Education 06/01/2011

Resubmitted to the Department of Education 09/30/2011

Dr. John L. Ruis, Superintendent

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The Nassau County School District

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“Empowering others through a commitment to excellence”



John L. Ruis, Ed.D.
Superintendent of Schools

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A Message From The Superintendent

In the era of educational accountability that we are pioneering, the evaluation of instructional performance is of primary importance. Instructional personnel need assurances that their performance is being evaluated accurately, fairly, and honestly. The administration has the responsibility, in this area, to meet pertinent legal requirements as well as to ensure that established educational purposes are being served. To ensure that our children are receiving quality instruction is our joint responsibility in service to the community.

The Teacher Evaluation System specified in this document provides a process for feedback on instructional performance and a basis for expanding one's teaching repertoire. It is based on contemporary research and proven techniques and indicators of effective instructional processes.

It is my goal and challenge that Nassau County teachers and administrators utilize this system in a professional and positive manner, in order to provide the highest quality instruction for our children. For if we continually seek to improve ourselves as educators, we have attained the highest calling of our profession.

John L Ruis, Ed.D.

Teacher Evaluation Philosophy

Core of Effective Practices

The Nassau County teacher evaluation process is designed to improve teachers' pedagogical skills with an ultimate goal of improving students' performance. Research has shown that teacher expertise is causally linked to student achievement (Marzano, 2011). Therefore, the evaluation process focuses on improving the quality of instruction, enhancing teacher performance, and enriching the professional growth of teachers throughout their careers.

We believe that an effective evaluation system will result in improved effectiveness of our school system and will continue to better position us in meeting the educational needs of our students. To that end, the teacher evaluation system will serve to:

- promote teacher effectiveness resulting in incremental instructional improvements;
- improve student performance;
- inform staff development needs;
- promote professional growth;
- provide information to support decisions regarding promotion, transfer, reappointment, and termination; and
- build teacher morale.

Teacher evaluation is a positive and continuous process requiring considerable time, effort, and openness on the part of both the teachers and the administrators evaluating them. The process is positive when individuals become more effective teachers and is continuous when it occurs throughout the entire school year. In this evaluation system, strong emphasis is placed on improving all teachers' knowledge, skills, and motivation. The components of this system include teacher orientation, administrative training, due process procedures, and instruments, which provide documentation of performance of established criteria.

Positive results from teacher evaluations are highly dependent upon an environment in which open, honest, and respectful communication exists between teachers and the administrators evaluating them. Each evaluator is responsible for establishing this rapport with his/her teachers. The opportunity must be provided for either party to express concern along with logical reasons and suggested means for improvement. Furthermore, the evaluation process should be viewed by both teachers and administrators as a helping process that will result in improved teacher effectiveness, professional development, and morale. Most importantly, the process must seek to improve student achievement. Finally, each evaluator must and will be trained in classroom observation skills and in the implementation of the Marzano Research Framework and Evaluation System Protocol.

Teacher Evaluation System Description

Core of Effective Practices

The Nassau County Teacher Evaluation System will mirror that which has been recommended by the Florida Department of Education (FLDOE) and is built on the premise that effective teaching and teacher expertise is causally linked to student achievement. Furthermore, it is based on the work of Dr. Robert J. Marzano, which is supported by contemporary research in effective educational practices as depicted in Appendix 3.

The Marzano Observation and Feedback Evaluation System Protocol model recommends walk-throughs, instructional rounds, and observations to monitor and support the use of research-based strategies for effective teaching in every classroom. It identifies **41 key strategies** revealed by research for effective teaching. Furthermore, feedback loops based on instructional evidence on the use of research-based strategies support teachers' growth in their instructional effectiveness. Additionally, reports show progress in instructional improvements.

Instructional leaders use the protocol to provide meaningful feedback and to support teachers' growth through an on-going professional development program. Companion professional development for teachers supports the implementation and growth in use of research-based instructional strategies as evidenced by student achievement gains.

In summary, the Marzano Research Framework and Evaluation System Protocol:

- monitors and supports implementation of research-based strategies into classroom instruction;
- identifies 41 key strategies revealed by research for effective teaching;
- identifies the appropriate strategies for different types of lessons to maximize student learning; and
- provides a common language/model of instruction for effective teaching. See Appendix 2.

The Marzano Evaluation System Protocol is comprised of 4 Domains as depicted below:

- Domain 1 – Classroom Strategies and Behaviors
- Domain 2 – Planning and Preparation
- Domain 3 – Reflecting on Teaching
- Domain 4 – Collegiality and Professionalism

The evaluation protocol is also aligned with the Florida Educator Accomplished Practices (FEAPS) as shown in Appendix 4. Additionally, it addresses the requirements set forth in Florida's Race to the Top (RTTT) plan and Memorandum of Understanding and FS 1012.34.

Teacher Evaluation Procedures, Forms & Calendar

Core of Effective Practices

In fulfillment of Florida Statute 1012.34, Personnel Evaluation Procedures and Criteria, the Superintendent has established administrative procedures for evaluating the performance of classroom teachers and other instructional personnel who are employed by the school district under a collective bargaining agreement. These procedures are outlined on the following pages. **Nothing in this section shall be construed to grant a probationary employee a right to continued employment beyond the terms of his/her contract.**

1. All teaching personnel, as defined in the above referenced Statute, will have access to a copy of the Instructional Evaluation System Handbook, which includes forms to be used during the evaluation process, the Professional Development Plan (PDP) form and the procedures for conducting the evaluation.

Instructional personnel, specifically classroom teachers, will also have access to electronic forms on the iObservation Platform. These electronic forms will not be a part of the above referenced handbook, but are a part of the evaluation process and will be used for observation and evaluation purposes.

The administrator/evaluator will provide for the orientation of his/her instructional personnel to the forms and procedures and shall allow for questions and discussion regarding those. Additionally, information with regard to informing all personnel of the criteria and procedures associated with the evaluation process, before the evaluation takes place, in compliance with FS 1012.34(3) 4 (b) can be found under the heading ***Process For Informing Teachers About The Evaluation Process***.

2. The school or site administrator responsible for supervising the employee must evaluate the employee's performance. This can be the principal, assistant principal or immediate supervisor, such as a district level coordinator or director. However, any teacher may request that the principal conduct his/her observation.

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

3. Teaching/instructional personnel will be formally observed and evaluated at least twice annually if they are in their first year of teaching in the District, returning to teaching in the District, or returning from a leave of absence of one year or more. All other teaching/instructional personnel, except struggling teachers, will be observed and evaluated at least once annually. Struggling teachers will be formally observed and evaluated at least three (3) times per year. A struggling teacher is one who has received an Unsatisfactory Evaluation and is on a Professional Development Plan.

See Table 2 for the applicable number of observations and Table 3 for the formal evaluation schedule for the Marzano Evaluation System Protocol.

A designated evaluator will conduct a direct observation of each teacher in the performance of his/her classroom or instructional duties of not less than thirty (30) consecutive minutes prior to the completion of the formal evaluation form.

- Prior to each announced formal observation of a classroom teacher, pre-observation information may be requested from the teacher. Suggested forms are the ***Planning Conference Structured Interview Form A or B***, whichever is appropriate. See Appendices 8 & 9.
 - The purpose of the initial, formal observation of any classroom teacher in the district is to collect baseline classroom performance evidence while observing demonstrated strategies outlined in Domain 1, which are described in Appendix 1.
 - The District intends to select certain classroom strategies and behaviors to concentrate on in the first year of our experience with the protocol, which will result in addressing the entire 41 strategies by the end of the second year of our experience with the protocol.
 - Additional formal observations and informal observations and classroom walk-throughs will also be conducted, throughout the year, for the purpose of gathering evidence. See Table 2 for the specified number of observations.
 - Domain 2 - Planning and Preparing, Domain 3 - Reflecting on Teaching and Domain 4 – Collegiality and Professionalism must also be addressed and rated for the purposes of the evaluation. These domains can be rated throughout the school year, and teachers will be responsible for providing evidence and artifacts in support of the three (3) domains.
 - A classroom teacher who returns from a leave of absence of one year or more, transfers to another school, or returns to the district after separation of employment will undergo an initial formal observation as described above.
4. In the second and subsequent years of a teacher's exposure to the Marzano protocol, the teacher and principal will also decide upon at least three (3) strategies and behaviors to be targeted, throughout the year, for the purposes of instructional improvement through deliberate practice and professional development.
- A deliberate practice score will not be assigned to the teacher in the first year of employment or his/her first year of exposure to the evaluation protocol, but will be assigned in all subsequent years.
 - Deliberate practice is a mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what's working and what's not and to determine why students are learning or not. In deliberate practice, teachers, in collaboration with principals, identify at least three (3) thin

slices of teaching on which to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focus area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement.

5. The designated evaluator will conduct a post-observation/reflection conference with the teacher, after each formal observation, and will provide the teacher with a written report no later than 10 days after the evaluation takes place. The requirement of a written report is set forth in FS 1012.34(3)4(c). Nassau County has designated those 10 days as 10 teacher work days.
 - Any noted successes and deficiencies should be addressed during this conference so as to facilitate individual continuous improvement. Additionally, any collected evidence must be discussed and the form on which the evidence was collected should be signed before it is placed in the teacher's file in the principal's or supervisor's office. Such signature by the teacher only acknowledges that he/she has read the form and that its content has been discussed with him/her. It does not necessarily indicate agreement with the content.
6. At the end of each school year, the **Annual Evaluation Report**, referred to as the Summative, and the **Final Summative Evaluation Form** must be completed. See Appendices 13 - 15 and 17. The Summative is not an instrument or an observation form; it is the document that contains the compilation of all the evidence gathered over the course of the year through the use of formal and informal observations and other documented evidence and artifacts.
7. The original, signed Annual Evaluation Report and Final Summative Evaluation Form must be sent to the Personnel Department to be placed in the employee's personnel file. The principal / supervisor must retain a copy and a copy must be given to the employee. No teacher will be required to sign a blank or incomplete Summative or Final Summative Evaluation form.
8. The other evaluation forms, if used, (snapshot, short form, long form, planning conference structured interview forms, and the reflection conference structured interview form) must be maintained at the school level (Appendices 5 -10). Copies must be provided to the teacher.

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

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

Roles of Observers & Teachers (Table 1)

	Observer	Teacher
Pre-conference	To support and guide the teacher in planning and preparation.	To provide evidence regarding their skills in planning and alignment of their lessons to the state and district standards and curricula.
Post-conference	To provide a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine the next steps.	To reflect upon the impact that the lesson had on student learning.
Written feedback	To provide objective, actionable and timely feedback within 10 teacher work days of the observation.	To reflect upon, engage in dialogue with observers, and take appropriate action.

Category of Teachers and Applicable # of Observations In Each Evaluation Cycle – Marzano Protocol (Table 2)

Category of Teachers	Formal Observations Announced or Unannounced	Informal Observations Announced or Unannounced	Walk-Throughs
<p>Category I, II, or III Teachers A teacher in the first year of employment in the District, regardless of the number of years of teaching experience.</p>	<ul style="list-style-type: none"> • Minimum of 1 per evaluation cycle (Minimum of 2 per year) 	<ul style="list-style-type: none"> • Minimum of 2 per evaluation cycle (Minimum of 4 per year) 	<ul style="list-style-type: none"> • Varied
<p>Category I Teacher 1-3 years of teaching experience, but not in year one (1) of employment with the District.</p>	<ul style="list-style-type: none"> • Minimum of 1 • More is preferred 	<ul style="list-style-type: none"> • Minimum of 2 • More is preferred 	<ul style="list-style-type: none"> • Varied
<p>Category II Teacher 4 or more years of teaching experience, but not in year one (1) of employment in the District</p>	<ul style="list-style-type: none"> • Minimum of 1 • More is preferred 	<ul style="list-style-type: none"> • Minimum of 2 • More is preferred 	<ul style="list-style-type: none"> • Varied
<p>Category III Teacher 10 or more years of teaching experience.</p>	<ul style="list-style-type: none"> • Same As Category II immediately above 	<ul style="list-style-type: none"> • Same As Category II immediately above 	<ul style="list-style-type: none"> • Same As Category II immediately above
<p>Struggling Teacher Teacher with Unsatisfactory Evaluation and on a Professional Development Plan</p>	<ul style="list-style-type: none"> • Minimum of 3 (3 during the course of the PDP) 	<ul style="list-style-type: none"> • 4-6 • 2 announced (Minimum of 4 during the course of the PDP) 	<ul style="list-style-type: none"> • Varied

- After each formal observation of a struggling teacher, an **Annual Evaluation Report**, (Summative) must be completed.
- Administrators may conduct more observations than provided in the table above.

**District Timeline for Formal Evaluation Schedule – Marzano Protocol
(Table 3)**

Month	Category I (0-3 years)	Category I (1–3 years)	Category III (10 years or more)	Struggling Teachers	
	Category II (4 years or more)	Category II (4 years or more)			
	Category III (10 years or more)	Category III (10 years or more)			
	In First Year of Employment in the District, Regardless of the Designated Category	Not In First Year Of Employment In The District			
August			Same as Category I and Category II Not In First Year of Employment In The District		
September					
October					
November					
December	No Later Than December 15 th				
January					
February					
March	No Later Than March 15 th	No Later Than Mar 15 th			No Later Than Mar 15 th
April					
May					
June					

Description of Types of Observations and Forms - Marzano Protocol (Table 4)

Type	Announced	Unannounced
Formal	<ul style="list-style-type: none"> ▪ Class Period, but not less than 30 min ▪ Pre-observation dialogue ▪ Post-observation / Reflection Conference ▪ Results used for annual evaluation ▪ Written feedback provided to the teacher in person 	<ul style="list-style-type: none"> ▪ Class Period, but not less than 30 min ▪ No planning or reflection conference is required ▪ Results used for annual evaluation ▪ Written feedback provided to the teacher in person
	Forms/Documentation	Forms/Documentation
	<ul style="list-style-type: none"> ▪ Pre-observation Information ▪ Formal Observation Form/ iObservation Platform ▪ Reflection Conference Documentation 	<ul style="list-style-type: none"> ▪ Formal Observation Form/ iObservation Platform ▪ Reflection Conference Documentation
Informal	<ul style="list-style-type: none"> ▪ At least 10 minutes long ▪ Teacher is informed of the observation ▪ Results may be used for annual evaluation ▪ Feedback provided, which can be electronic 	<ul style="list-style-type: none"> ▪ At least 10 minutes long ▪ The observer does not inform the teacher ▪ Results may be used for annual evaluation ▪ Feedback provided, which can be electronic
	Forms/Documentation	Forms/Documentation
	<ul style="list-style-type: none"> ▪ Formal Observation Form/ iObservation Platform 	<ul style="list-style-type: none"> ▪ Formal Observation Form/ iObservation Platform
Walkthroughs	<ul style="list-style-type: none"> ▪ Usually 3-10 minutes ▪ Teacher is informed ▪ Results may be used for annual evaluation 	<ul style="list-style-type: none"> ▪ Usually 3-10 minutes ▪ The observer does not inform the teacher ▪ Results may be used for annual evaluation
	Forms/Documentation	Forms/Documentation
	<ul style="list-style-type: none"> ▪ iObservation Walk-through Process 	<ul style="list-style-type: none"> ▪ iObservation Walk-through Process

- An announcement in a faculty meeting that informal and/or formal observations will be conducted during a designated time serves as a means of notification of announced observations.
- The evaluator may also choose to announce observations by scheduling the observation with instructional personnel.

Sources of Evidence - Marzano Protocol (Table 5)

<p style="text-align: center;">Domain 1: Classroom Strategies & Behaviors</p> <ul style="list-style-type: none"> ▪ Formal Observations(s), announced or unannounced ▪ Informal Observations, announced or unannounced ▪ Walkthroughs (3-10 minutes max) ▪ Artifacts 	<p style="text-align: center;">Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> ▪ Planning or Pre-Observation Conferences ▪ Lesson Planning Documents ▪ Artifacts
<p style="text-align: center;">Domain 3: Reflecting on Teaching</p> <ul style="list-style-type: none"> ▪ Self-Assessment ▪ Pre And Post-Conferences ▪ Professional Growth Plan ▪ Professional Development ▪ Student Work Samples 	<p style="text-align: center;">Domain 4: Collegiality & Professionalism</p> <ul style="list-style-type: none"> ▪ Professional Learning Community Artifacts ▪ Participation in School Activities Log ▪ Lesson Study Agendas ▪ Professional Development Record ▪ Sharing of Best Practices ▪ Mentor Activities ▪ Parent Surveys

- An announcement in a faculty meeting that informal and/or formal observations will be conducted during a designated time serves as a means of notification of announced observations.
- The evaluator may also choose to announce observations by scheduling the observation with instructional personnel.
- The above lists of **Sources of Evidence** are suggestions and are not exhaustive.

Other Instructional Personnel & Non-Classroom Teachers Evaluation Procedures, Forms & Calendar

- The procedures for evaluating other instructional personnel who are non-classroom teachers are generally the same as those outlined for classroom teachers.
- The exceptions to the above procedures, forms, and calendar are as noted below.
- The evaluation instruments, specific to each instructional category as listed below, currently in place will be used. The Marzano protocol will not be used.
 - Behavior Specialist, ESE
 - Curriculum Resource, Elementary
 - Curriculum Resource, 6-12
 - Dean of Students
 - Guidance Counselor
 - Media Specialist
 - Occupational/Physical Therapist
 - Reading Coach
 - School Psychologist
 - Social Worker
 - Speech Language Pathologist
 - Staffing Specialist
- The above listed evaluation instruments accommodate the requirements, as set forth in FS 1012.34 for instructional personnel performance evaluations to be based on data indicators of student learning growth and to differentiate among four (4) levels of performance.
- Since the Marzano protocol will not be used to determine the instructional practice score of these employees, a need to collect baseline data based upon classroom strategies and behaviors does not exist.
- Instructional personnel will be formally observed and evaluated at least twice annually if they are in their first year of employment in the District or returning to employment in the District. All other instructional personnel, except those who are designated as struggling instructional personnel, will be formally observed and evaluated at least once annually. Those who are designated as struggling instructional personnel will be formally observed and evaluated three (3) times per year. A struggling instructional personnel member is one who has received an Unsatisfactory Evaluation and is on a Professional Development Plan.
- The first observation and evaluation for instructional personnel who are in their first year of employment in the District, returning to employment in the District, or returning from a leave of absence of one year or more must be completed by December 15th and the second by March 15th.
- Instructional personnel, in their second and subsequent years of employment in the District, must be evaluated by March 15th.
- Struggling instructional personnel will be evaluated based upon their PDP at least three (3) times during the course of the PDP.

Concerns/unsatisfactory performance that may result in a Needs Improvement or Unsatisfactory rating must be documented on the *Notification of Less Than Satisfactory Performance Form*, prior to the evaluation taking place. This form must be completed and given to the teacher/instructional employee in sufficient time, prior to the formal evaluation, so as to provide the teacher/instructional employee with time for improvement. This requirement does not apply to student performance data, misconduct or safety concerns.

District Timeline for Formal Observation and Evaluation Schedule of Other Instructional Personnel (Table 6)

Month	Category I (0 - 3 years) Category II (4 years or more) Category III (10 years or more)	Category I (1–3 years) Category II (4 years or more) Category III (10 years or more)	Struggling Teachers
	In First Year of Employment in the District, Regardless of the Designated Category	Not In First Year Of Employment In The District	
August			<p>Depends On PDP Schedule</p> <p>At least 3 observations and evaluations per year.</p>
September			
October			
November			
December	No Later Than December 15 th		
January			
February			
March	No Later Than March 15 th	No Later Than Mar 15 th	
April			
May			
June			

Professional Development Plan For Teachers And Other Instructional Personnel On A Professional Service Contract

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

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

- A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services. The hearing shall be conducted within 60 days after receipt of the written appeal in accordance with chapter 120. The recommendation of the administrative law judge shall be made to the school board. A majority vote of the membership of the school board shall be required to sustain or change the administrative law judge's recommendation.
- The determination of the school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

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

Nothing in this section shall be construed to grant a probationary employee a right to continued employment beyond the term of his/her contract.

Professional Development Plan Completion Procedures

- The Professional Development Plan must be completed by the designated evaluator during a conference with the teacher who has received an unsatisfactory rating. A copy of the Professional Development Form is in Appendix 19.
- The principal or supervisor must record desired expectations and improvement strategies and resources along with completion dates (both anticipated and actual).
- Teacher-requested strategies and resources should also be included if the teacher presents some for consideration.
- Additionally, an observation/evaluation schedule must be completed. Both the employee and principal/supervisor must sign the form.
- One of the three observations/evaluations must be conducted by someone other than the site administrator(s), such as a district level director or coordinator as a means of informing the evaluation.
- The Personnel Department must receive the original and the principal/supervisor and the employee must each retain a copy.
- The Due Process provisions as described in the section entitled, *Professional Development Plan For Teachers And Other Instructional Personnel On A Professional Service Contract* must be adhered to as mandated by Statute.

Multiple & Annual Evaluations for First Year & Experienced Teachers

- Annual Evaluations of all instructional personnel will be comprised of classroom observations and review of student learning growth data. The types of assessment data are presented in Appendix 21.
- Teachers in their first year of employment in the district will receive multiple observations within two (2) evaluation cycles. More experienced teachers will all undergo multiple observations within one (1) evaluation cycle. However, all teachers will be exposed to the same evaluation process and protocol. It should be noted that first year teachers and those new to the district are observed more frequently than more experienced teachers, resulting in more frequent feedback. See the section entitled ***Teacher Evaluation Procedures, Forms And Calendar*** and Table 2.
- The school or site administrator responsible for supervising the employee will evaluate the employee's performance. This can be the principal, assistant principal or immediate supervisor, such as a district level coordinator or director.
- After each formal evaluation, the designated evaluator will conduct a post-observation/reflection conference with the teacher and will provide the teacher with a written report no later than 10 days following the observation/evaluation FS1012.34(3)4(c). Nassau County has designated those 10 days as 10 teacher work days.
- During these conferences, any noted successes must be celebrated and deficiencies must be addressed by providing information specific to improvements and level of progress toward effective teaching. Additionally, any collected evidence must be discussed and the form on which the evidence was collected should be signed before it is placed in the teacher's file in the principal's or supervisor's office. Such signature by the teacher only acknowledges that he/she has read the form and that its content has been discussed with him/her. It does not necessarily indicate agreement with the content.
- The type of feedback provided to new and experienced teachers will not differ, except as it relates to the frequency of the feedback.

Process Of Informing Teachers About The Evaluation Process

- The administrator/evaluator will provide for the orientation of his/her instructional personnel to the forms and procedures and shall allow for questions and discussion regarding those.
- The Instructional Evaluation System Handbook will be posted on the Personnel Department's website page for easy access by all instructional personnel. This handbook will contain a description of the teacher evaluation system protocol and will house hard copies of some of the forms to be used throughout the process. Electronic forms that are used will be available on-line for access by all teachers.

- The District also envisions developing a webcast presentation, which will afford instructional personnel an opportunity to become more familiar with the redeveloped teacher evaluation system at any time.
- Two area meetings were conducted in the district to explain the reasons for the redevelopment process, to present the components of the evaluation system protocol, and to allow for questions. Meetings were also conducted at every school location and at the Nassau Juvenile Residential Facility (NJRF). The purpose of these meetings was to address the requirements set forth in Senate Bill 736, to expose teachers to the Marzano Research Framework and Evaluation Protocol, and to ensure that instructional personnel are fully informed of the redeveloped evaluation system.
- Going forward, new teachers will be introduced to the evaluation protocol during a one-day Instructional Employment Meeting and again during a New Teacher Orientation, which all new instructional employees are required to attend.
- New instructional employees that start after school has begun will have an opportunity to view the webcast mentioned above, if already developed. They will also receive additional training during a one-day Teacher Orientation conducted later in the school year, which is designed specifically for those teachers who began work after the start of school.

Teaching Fields Requiring Special Procedures

- District and school level instructional personnel, specifically curriculum resource teachers, teachers on special assignment, in-school suspension (ISS) and in-school detention (ISD) teachers, and other instructional coaches are identified in this category as they are not assigned to specific students or grades and in some cases not to specific schools. Teachers at the Nassau Juvenile Residential Facility (NJRF) and ESE teachers serving the visually impaired and hearing impaired may also require special procedures.
- Curriculum resource teachers, teachers on special assignment, teachers serving the visually and hearing impaired, and other instructional coaches will be evaluated using the Curriculum Resource Teacher Evaluation instrument, currently in place. The Marzano protocol will be used with the ISS and ISD teachers and teachers at the NJRF.
- Their evaluation will take into account the following calculation:

Instructional Practice Score (50%) and Student Learning Growth Score for either reading and/or math (50%).
- The Student Learning Growth will be based on either FCAT reading and/or math. The students included will encompass the district or school population or those students (e.g. specific grade level) for whom the staff member has responsibility.

Evaluation Assessments, Rating Scale Definitions And Calculation Descriptions

Evaluation Rating Criteria

The final evaluation rating for teachers and other instructional personnel will include the instructional practice score and the student learning growth score as outlined and described below.

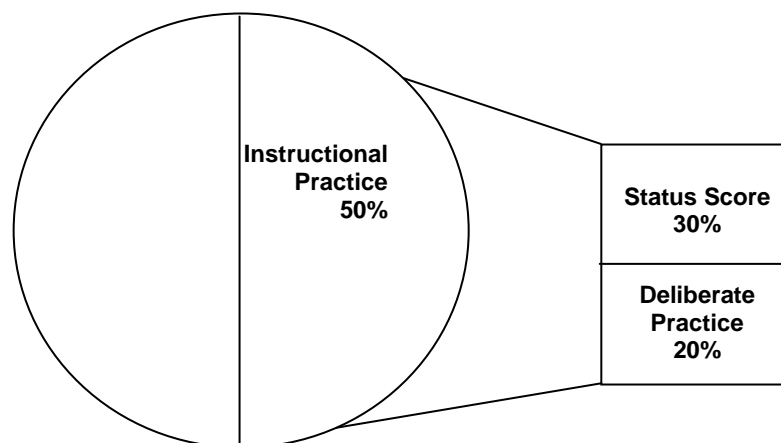
Instructional Practice Score

The art of teaching is complex and as a result it takes time to develop expertise. Research has shown that it takes approximately 10 years or 10,000 hours of deliberate practice to develop expertise. For this reason, it is to the advantage of districts to put an evaluation system in place which recognizes that expertise is acquired incrementally. The evaluation system, based on the Marzano Research Framework protocol, addressed in this document takes this premise into account.

The Instructional Practice Score:

- reflects teachers' performances across elements within the Marzano Evaluation Protocol (Domains 1-4);
- accounts for teachers' experience levels; and
- acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on specific elements within the Evaluation Protocol.

Instructional Practice Score = Status Score combined with Deliberate Practice Score (Florida's Model)



- In the first year of a teacher’s exposure to the Marzano Protocol, the Instructional Practice score is comprised of the Status score of 50%.
- In the second and subsequent years, the Instructional Practice score is comprised of a Status Score of 30% and a Deliberate Practice Score of 20%.
- The Status Score aggregates the teacher’s ratings across observed elements within the framework to result in a score.
- The Deliberate Practice Score results from engaging in Deliberate Practice, which is a mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what’s working and what’s not and to determine why students are learning or not. In deliberate practice, teachers, in collaboration with principals, identify at least three (3) thin slices of teaching on which to focus their efforts to improve.

Domain Elements (Marzano Scale) (Table 7)

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

Instructional Practice Score (FLDOE Scale) (Table 8)

	4	3	2	1
Rating Used For Each Domain Element	Highly Effective	Effective	Needs Improvement / Developing	Unsatisfactory

Proficiency Scale for Categories I & II Teachers (Table 9)

CI	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1 D2 D3 D4	At least 65% at Level 4 and 0% at Level 1 or 0	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and less than 50% at Level 1 and 0	Greater than or equal to 50% at Level 1 or 0

CII	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1 D2 D3 D4	At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and less than 50% at Level 1 and 0	Greater than or equal to 50% at Level 1 or 0

Instructional Practice Status Score for Classroom Teachers – Marzano Model (Table 10)

Highly Effective	Effective	Needs Improvement / Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

- The Instructional Practice Score is automatically calculated within the iObservation System.

Instructional Practice Score for Other Instructional Personnel District Model (Table 11)

4	3	2	1
Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
74-100	52-73	22-51	0-21

- The above table is based on the District’s current evaluation instruments for other instructional personnel, not including classroom teachers.
- These evaluation instruments accommodate the requirements, as set forth in FS 1012.34, for instructional personnel’s performance evaluations to be based on data indicators of student learning growth and to differentiate among four (4) levels of performance.
- Revisions will be made to these instruments in the following two years to meet statutory requirements.

Student Learning Growth Measure and Evaluation Rating Criteria

- Appendix 21, ***Assessments and Proficiency Levels/Cut Points for Measuring Student Performance***, identifies the list of student assessments and/or other achievement/proficiency instruments to be used in determining student learning growth for each subject and grade level in 2011-2012 and beyond.
- The state-adopted student growth measure for courses associated with the FCAT will be used starting in 2011-2012.
- As additional student learning growth measures are adopted by the Commissioner, the district will adopt them as required by Statute.

- On the assessments, as identified in Appendix 21, where FLDOE student learning growth measure data is not available, achievement/proficiency data will be used to determine student performance. These achievement/proficiency levels have been set as denoted in Appendix 21.
- For grade levels and subjects not assessed by statewide assessments, the district will utilize district selected and/or district developed assessments. The process for the development and/or selection of these assessments began in the spring of 2011 and is a work in progress. In the absence of the aforementioned, measurable learning targets that are based upon the goals of the School Improvement Plan and approved by the principal will be utilized as a means to measure student learning growth.
- Note, that for the purposes of Appendix 21, “District Assessment” refers to both district selected/developed end of course or final exams and/or measurable learning targets based upon the goals of the School Improvement Plan, which are approved by the principal.
- By 2014-2015, the district’s identification of assessments and growth measures for each grade level and subject not assessed by statewide assessments will be complete. These assessments and growth measures will be used for evaluation purposes. Additionally, by 2014-2015, the district will measure growth in these courses using an equally rigorous formula as those used for FCAT and other state assessed courses as required by FS 1012.34.

Classroom Teachers Who Teach FCAT Tested Courses or Other State Assessed Courses

- Instructional Practice (50%) and Student Learning Growth (50%).
- Student Learning Growth will be based on the State approved Value Added formula, effective 2011-2012.
- Nassau County will use the State provided student learning growth data element identified as ***“Percent of Students Meeting Expectation”*** as the learning growth indicator.

Teachers Who Teach Non-FCAT Tested Courses Or Courses For Which Other State Assessment Student Growth Data Is Not Available At Grade Levels Impacted By FCAT

- Instructional Practice (50%) and Student Learning Growth (50%).
- Student Learning Growth will be based on the State approved Value Added formula, effective 2011-2012.
- Nassau County will use the State provided student learning growth data element identified as ***“Percent of Students Meeting Expectation”*** as the learning growth indicator.

- Since classroom teachers in grades 4-10 directly or indirectly impact the reading and/or math state assessed scores of students assigned to them, the student learning growth will be based on either reading and/or math state assessed data of students assigned to the teacher. This may include FCAT or other state assessment data.
- Nassau County School District is proposing to use FCAT data in the absence of local assessments. However, the district is working toward developing appropriate assessments and measures of student learning to be completed and fully implemented by 2014-2015.

Teachers Who Teach Courses Where No FCAT or Other State Assessed Student Learning Growth Data is Available

- Instructional Practice (50%) and Student Learning Growth (50%).
- Student Learning Growth will be based on district selected/developed tests and/or measurable learning targets that are based upon the goals of the School Improvement Plan and approved by the principal, effective 2011-2012.
- Nassau County School District requests to use achievement/proficiency data in the absence of student learning growth data. Achievement/proficiency levels have been set subsequent to the district's review of the FLDOE's Value Added Model as identified in Appendix 21.

Instructional Personnel Who Are Not Classroom Teachers

- Instructional Practice (50%) and Student Learning Growth (50%).
- Student Learning Growth will be based on either FCAT reading and/or math. The students included will encompass the district or school population or those students (e.g. specific grade level) for whom the staff member has responsibility.
- Nassau County will use the State provided student learning growth data element identified as "**Percent of Students Meeting Expectation**" as the learning growth indicator.
- Measurable learning targets that are based upon the goals of the School Improvement Plan and approved by the principal may also be utilized with this category of instructional personnel for the purpose of identifying student learning growth.
- The Marzano Research Framework and Evaluation Protocol will not be used with this group of personnel.

See the attached assessment instruments labeled as Appendix 16. These Appendices reflect Nassau County's current evaluation instruments, which accommodate the requirements, as set forth in FS 1012.34, for instructional personnel's performance evaluations to be based on data indicators of student learning growth and to differentiate among four (4) levels of performance.

Instructional Personnel in Teaching Fields Requiring Special Procedures

- Instructional Practice (50%) and Student Learning Growth (50%).
- The Student Learning Growth will be based on either student, school or district reading and/or math data which these instructional personnel serve; measurable learning targets that are based upon the goals of the School Improvement Plan and approved by the principal may also be used.
- Curriculum resource teachers, teachers on special assignment, in-school suspension (ISS) and in-school detention (ISD) teachers, and other instructional coaches are identified in this category as they are not assigned to specific students or grades and in some cases not to specific schools. Teachers at the Nassau Juvenile Residential Facility (NJRF) and ESE teachers serving the visually impaired and hearing impaired are also identified in this category.
- Curriculum resource teachers, teachers on special assignment, teachers serving the visually and hearing impaired, and other instructional coaches will be evaluated using the Curriculum Resource Teacher Evaluation instrument, currently in place. The Marzano Evaluation protocol will be used with the ISS and ISD teachers and the teachers at the NJRF.

The Nassau County model of evaluations for classroom teachers in FCAT covered courses does not make use of the options, available through FS 1012.34 and RTTT, to reduce the weighting of the student learning growth portion to 40% of the assessment for classroom teachers with less than three (3) years of student learning growth data. Likewise, the option is not employed with other instructional groups to reduce that portion of the evaluation to 20% if three (3) years of student learning growth data is not available.

District's Student Learning Growth Measure Description

(Effective 2011-2012)

- The student learning growth measure rating to be used by Nassau County will be derived by determining the percentage of students demonstrating growth according to the FLDOE Value Added model's student learning growth data element identified as ***"Percent of Students Meeting Expectation"*** and will be based on the scale on the following page.
- On assessments where FLDOE student learning growth measure data is not available, achievement/proficiency will be used to determine student learning. Achievement /Proficiency levels are noted in Appendix 21.

District Student Learning Growth Measure (Table 12)

	Highly Effective (4)	Effective (3)	Needs Improvement Or Developing (2)	Unsatisfactory (1)
% of Students Meeting Expectation and/or Demonstrating Achievement/Proficiency	80-100	40-79	20-39	0-19

Calculation Of Final Evaluation Score And Rating

- The final evaluation score and rating for classroom teachers and all other instructional personnel will take into account the instructional practice score (50%) and the student learning growth measure score (50%).

District's Calculation of Final Evaluation Score and Rating (Table 13)

<u>Calculation For Classroom Teachers</u>	<u>Calculation For Other Instructional Personnel – Not Classroom Teachers</u>
Instructional Practice Score Multiply by 0.50 PLUS Student Learning Growth Measure Score Multiply by 0.50 EQUALS Final Evaluation Score and Rating	Instructional Practice Score Multiply by 0.50 PLUS Student Learning Growth Measure Score Multiply by <u>0.50</u> EQUALS Final Evaluation Score and Rating

District's Final Evaluation Rating Rubric (Table 14)

Highly Effective	Effective	Needs Improvement Or Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

As noted in the table above, a teacher's Final Evaluation Rating Score can fall into one of four (4) levels of performance as required by and delineated in FS 1012.34 (2)(e) 1- 4.

- Highly Effective
- Effective
- Needs Improvement/Developing. The *Developing* level addresses instructional personnel in the first three (3) years of employment.
- Unsatisfactory

Persons Responsible For Calculating The Final Summative Evaluation Rating Score

- The administrator who evaluated the teacher is responsible for calculating the final summative evaluation rating score and reviewing the data.
- Student data will also be reviewed at the district level and disseminated to the principals who will in turn make that information available to the assistant principals or other individuals with evaluation responsibilities.
- The evaluator will complete all necessary formative documents and the appropriate Annual Evaluation Report (Summative) (Appendix 13) in the case of classroom teachers and the Teacher Final Summative Evaluation Form – Marzano Protocol (Appendix 15) or the Instructional Personnel Final Summative Evaluation Form - District Protocol (Appendix 17), whichever is appropriate.
- The Annual Evaluation Report (Summative) and the appropriate Final Summative Evaluation Form, addressed above, along with the appropriate Performance Appraisal Form for non-classroom teachers must be sent to the Personnel Department and will be maintained on file as the official evaluation document for the teacher.
- All formative documents must be maintained at the school level as supporting documentation for the official Annual Evaluation Report (Summative) and Final Summative Evaluation Forms.
- The aforementioned will be randomly reviewed by district-level staff for quality assurance.
- The Annual Evaluation Reports (Summative) and the Final Summative Evaluation Forms may be revised as the district gains experience in using the evaluation protocol.

Additional Metric Evaluation Element

Nassau County School District is employing the Deliberate Practice Score as an additional metric evaluation element to be included in the final evaluation score and rating calculation, effective 2012-2013. This will be applied to all classroom teachers. The Deliberate Practice Score (20%) will be combined with the Instructional Status Practice Score (30%) for a total Instructional Practice Score of 50%.

Milestone Career Event(s)

- Nassau County School District has not identified milestone career events because the additional metric, deliberate practice will be applied to all classroom teachers effective 2012-2013.
- In the future, if the need arises to identify milestone career events, Nassau County will regard the movement from a Category I Teacher to a Category II teacher as the milestone career event. This will occur at the end of the instructional personnel's first three years of employment in the district.

Teacher And Principal Involvement

- To facilitate teacher and principal involvement in the process, a Teacher Redevelopment Evaluation Team comprised of teachers, a dean, an assistant principal, principals, and district level administrators was formed. The team's purpose was to redevelop the teacher evaluation system.
- The team attended workshops, hosted by the Department of Education and Learning Sciences International, and duly-noticed meetings throughout the process, resulting in the collaborative preparation of this document.
- Presentations were made at principals' meetings for the purposes of presenting information and soliciting input into the process.
- Duly-noticed district area meetings were held after school to present information and to provide for questions by teachers and other stakeholders regarding the proposed evaluation system.
- Presentations were also made at all 15 school locations and at the Nassau Juvenile Residential Facility.
- Evidence of collective bargaining is reflected in the signed Memorandum of Understanding (MOU).
- To ensure continued involvement of teachers, the Teacher Redevelopment Evaluation team will become a standing committee that will meet on a regular basis to monitor the implementation, evolution, and enhancement of the system. The Committee will address issues as they arise regarding the evaluation process to ensure that on-going review resulting in continual improvement of the system takes place. The committee will also be responsible for deciding upon changes and enhancements made to the system, if necessary, that are submitted to the Superintendent for submission to the School Board for approval, if it is regarded as a substantial revision in compliance with FS 1012.34 (6).
- Continued principal involvement in the review and enhancement of the Instructional Evaluation System will be facilitated by regular presentations at principals' meetings.

School And District Improvement Plans

- As is currently the practice, administrators review and study numerous data sources to identify the school's needs and to determine what should be addressed in their school improvement plans.
- Administrators pay close attention to student test data and also identify those standards and benchmarks in which student performance is not satisfactory.
- Administrators further identify those subgroups of students who did not perform at an adequate level.

- These indicators become the basis for the school improvement plans in which strategies to improve the aforementioned are identified. .
- In like manner, the administrators will be expected to review the results of the evaluations and identify the areas of instructional strengths and weaknesses. The evaluation data will then be used to inform the Professional Growth Plans (PGPs)/ Individual Professional Development Plans (IPDPs) and School Improvement Plans.
- However, because a teacher's evaluation is not public record until the end of the following school year, the administrator will compile the evaluation evidence in a non-identifiable manner to present in School Advisory Council meetings where school improvement plans are being developed.
- Evaluation data and trends from schools across the district will also be used to develop the District Improvement Plans and District Assistance and Intervention Plan goals.

Continuous Professional Improvement

- As previously stated, the evaluator must provide the teacher with written feedback during a post-observation/reflection conference within 10 teacher work days after each formal observation. The written feedback requirement is set forth in FS 1012.34 (3) 4 (c).
- Feedback should also be provided following informal observations, but does not have to be in person; it may be provided electronically.
- The ***Reflection Conference Structured Interview Form*** (Appendix 10) should be completed by the teacher and brought to the post-observation conference and should be used as the basis for discussion during the conference.
- The evaluator should also discuss observations made and evidence collected during the formal observation and should celebrate any successes and also offer suggestions for improvement, if any deficiencies were noted.
- The main purpose of the reflection conference is to address observed behaviors and provide feedback with the ultimate goal of realizing individual continuous improvement.

**Timeline For Using Evaluation Results To Inform Individual Professional Development
(Professional Growth Plan Developed On iObservation Platform) (Table 15)**

Years I-2 Activity	Category I Teacher	Category II Teacher	Category III Teacher
Self-assessment on 3 of the designated Domain I elements for development of 2011-2012 Professional Growth Plan.	By Nov. 15, 2011 <i>(pending availability of PGP on iObservation platform)</i>	By Nov. 15, 2011 <i>(pending availability of PGP on iObservation platform)</i>	Not applicable at this time.
Baseline Domain I formal observation ratings on designated elements.	By Dec. 15, 2011	By Mar. 15, 2012	Not applicable at this time.
Based on formal observation ratings, identification of the teacher's target Domain I element(s) for improvement in 2012-2013.	By May 15, 2012	By May 15, 2012	Not applicable at this time.
Completion of 2012-2013 Professional Growth Plan (Individual Professional Development Plan).	By Sept. 15, 2012	By Sept. 15, 2012	Not applicable at this time.
Teacher engages in professional development activities aligned to target Domain I elements identified for improvement throughout the school year.	School Year 2012-2013	School Year 2012-2013	Not applicable at this time.
Classroom walk-throughs and informal observations by administrator and self-reflection by teacher to gauge progress in use of Domain I target elements.	Sept. 2012 - Feb. 2013	Sept. 2012 - Feb. 2013	Not applicable at this time.
Domain I formal observation ratings for Deliberate Practice for instructional staff not new to the district OR Baseline Domain I formal observation ratings for instructional staff in year one (1) of employment in the district.	By Mar. 15, 2013 By Dec. 15, 2012	By Mar. 15, 2013 By Dec. 15, 2012	Not applicable at this time.
Administrator uses iObservation to compute the teacher's overall Domain I Instructional Status Score for annual summative evaluation report.	Mar. 2012 - May, 2012 and in each subsequent year	Mar. 2012 - May, 2012 and in each subsequent year	Not applicable at this time.
Beginning with Year 2, use prior year summative Instructional Status Rating for new year professional development planning and for documentation of incremental growth via the Professional Growth Plan.	Sept.-Oct.	Sept.-Oct.	Not applicable at this time.

- Professional development for Struggling Teachers will be addressed through the Professional Development / Improvement Plan process and timeline.

Evaluator Training

Initial Training Process

Initial training for evaluators will take place during the summer and fall of 2011 and will be conducted by Learning Sciences International (LSI) consultants in conjunction with NEFEC and the Nassau County Directors of Staff Development and Personnel Services. The training will include:

- The Marzano research base, domains and elements; the concepts of deliberate practice and continuous improvement in practice.
- The Marzano Observation and Feedback Protocol.
- Guided and independent practice for accuracy and inter-rater reliability for observers as they develop skill in the use of data collection as the basis for collegial conversation.
- Skills for constructing effective feedback and conferring with teachers regarding deliberate practice.
- Skills for analyzing data on teacher practice for trends and patterns.
- Skills for identifying artifacts and data sources for evaluating elements in Domains II, III, and IV.
- Understanding of the summative report and of ratings for deliberate practice.
- Skills for connecting teacher practice to professional development resources and to student achievement.

This same training will be offered to new administrators and staff persons with evaluation responsibilities in subsequent years, but will be conducted by Nassau County District staff members who have undergone trainer certification through LSI.

On-going Training Of Evaluators

- In consultation with LSI, the district will establish norms for acceptable levels of evaluator accuracy.
- The district will conduct observer refresh training annually or as needed, including guided and independent practice for inter-rater reliability for observers as they continue to develop skill.
- New administrators will attend initial observer/evaluator training as outlined above.

Annual Monitoring of Evaluator Performance And Consistency Results

The effectiveness of the system will be monitored by engaging in the activities below:

- Monitoring and maintaining records of results of practice observations for a high level of accuracy (per established norms) during initial or refresh training.
- Providing follow-up support, training and consultation to an evaluator whose level of accuracy in initial or refresh training is not acceptable.

- Encouraging evaluators from different schools to engage in cooperative and collaborative independent practice with sharing/discussion of ratings during video or live (practice) observations.

Annual Review By The District

- Each year, the evaluation system will be reviewed by the Teacher Evaluation System Redevelopment Committee, which will be renamed the Instructional Evaluation System Committee, to ensure compliance with Statute and other pertinent laws and regulations.
- As previously mentioned, this committee will remain an active committee and will meet on a regular basis to discuss the status of the evaluation process and protocol and to provide input into improvement of the system.
- Feedback regarding effectiveness of the system will be solicited from principals during the monthly Principals' Meetings, which will be incorporated into the annual review.
- All substantial revisions to the evaluation system will be submitted to the Superintendent for submission to the School Board for approval as required by Statute.
- The process for evaluating the effectiveness of the evaluation system has not been clearly outlined at this time, but it will be one of the tasks brought before the aforementioned committee.

Parent Input

- A parent survey will be administered to the parents/guardians of students attending Nassau County District schools.
- The results of the parent survey will be used to further the information gathered by the evaluator and may be used to inform Domain 4 (Collegiality and Professionalism).
- It is anticipated that the respondent of the survey will answer questions from a Likert Scale as follows: Strongly Agree (5); Agree (4); Neutral (3); Disagree (2); Strongly Disagree (1).

Peer Review Option

- Peer review will not be a part of Nassau County's Teacher Evaluation System at this time.

Input Into The Evaluation By Trained Personnel Other Than The Supervisor

- School administrators and district level administrators will give input into the evaluation of instructional personnel under their supervision.
- District level directors and coordinators who hold Florida Teaching certificates will also provide input into the evaluation of a struggling teacher who is on a Professional Development Plan (PDP) in accordance with FS 1012.34.
- The District's Professional Development Plan procedure requires that one of three (3) formal observations be conducted by a professional other than the school level administrators. Generally, this has been a director or a coordinator who the principal and teacher have mutually agreed upon.
- Instructional directors and other directors who may be called upon to inform the evaluation will undergo the same training as the school level administrators.

Amending Evaluations

Evaluations of instructional personnel may be amended based upon assessment data from the current school year, if the data becomes available within 90 days after the close of the school year per FS 1012.34 (3) 4 (d). Since the district will have access to multiple years of data in many cases, it is not expected that amendments will make a considerable difference on the evaluation rating of instructional personnel. However, in the event that an amendment makes the difference between two ratings, the provision for amending evaluations will be implemented.

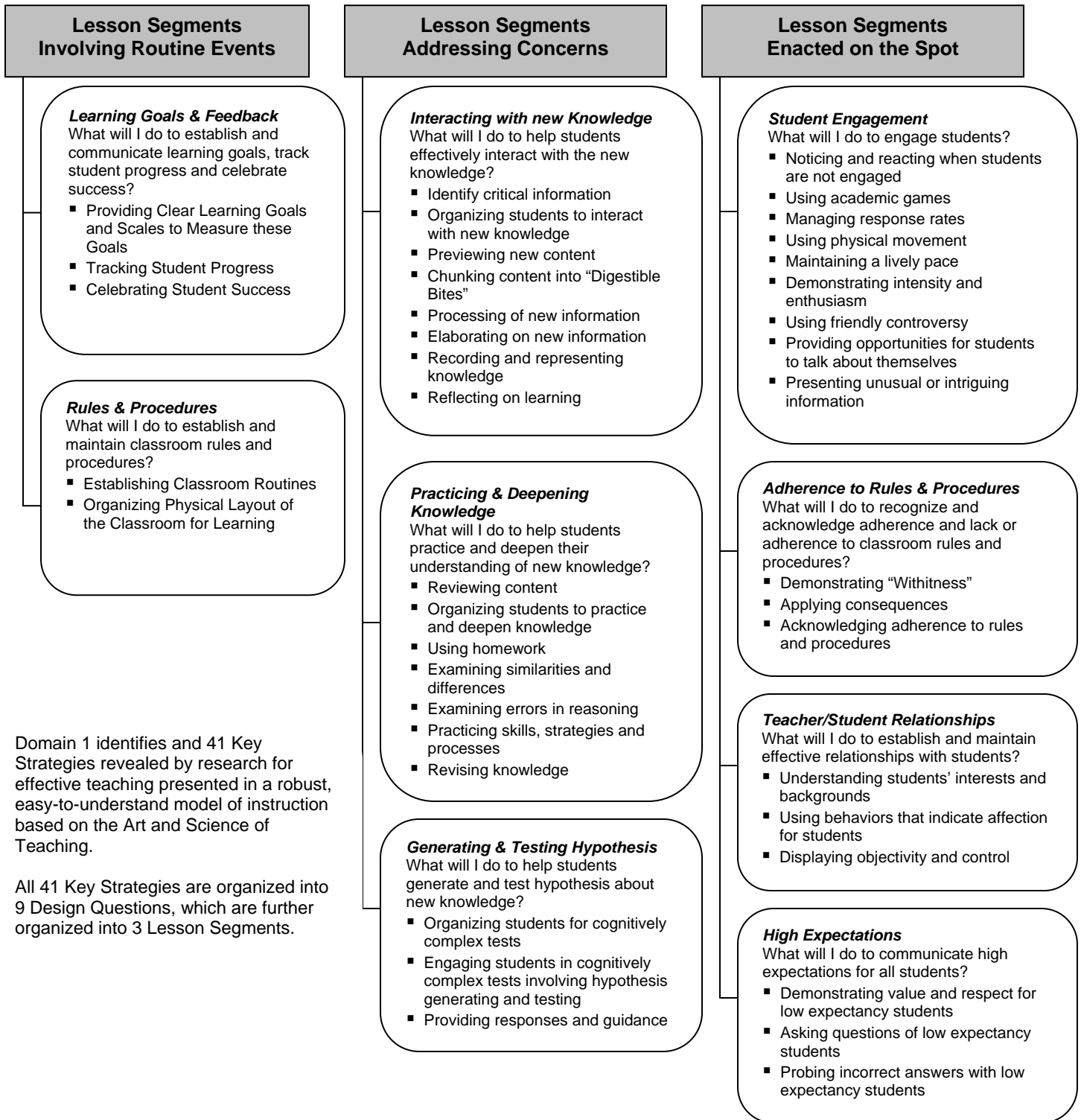
Nassau County School District

**Marzano Protocol
Learning Map
Domains I-IV**

APPENDIX 1

Nassau County School District Marzano Teacher Evaluation Model: Domain 1

DOMAIN 1: Classroom Strategies & Behaviors



Nassau County School District
Marzano Teacher Evaluation Model: Domains 2-4

DOMAIN 2
Planning & Preparing

Planning and Preparing for Lessons and Units

1. Effective scaffolding of information within lessons
2. Lessons within units
3. Attention to established content standards

Planning and Preparing for Use and Resources and Technology

1. Use of available traditional resources
2. Use of available technology

Planning and Preparing for Students with Special Needs

1. Needs of English Language learners
2. Needs to special education students
3. Needs to students who lack support for schooling

DOMAIN 3
Reflecting on Teaching

Evaluating Personal Performance

1. Identifying areas of pedagogical strength and weakness
2. Evaluating the effectiveness of individual lessons and units
3. Evaluating the effectiveness of specific pedagogical strategies and behaviors

Developing & Implementing a Professional Growth Plan

1. Developing a written growth and development plan
2. Monitoring progress relative to the professional growth and development plan

DOMAIN 4
Collegiality & Professionalism

Promote a Positive Environment

1. Promoting positive interactions with colleagues
2. Promoting positive interactions about students and parents

Promoting Exchange of Ideas and Strategies

1. Seeking mentorship for areas of need or interest
2. Mentoring other teachers and sharing ideas and strategies

Promoting District and School Development

1. Adhering to district and school rules and procedures
2. Participating in district and school initiatives

Nassau County School District

**Marzano Evaluation
Framework Glossary**

APPENDIX 2

Nassau County School District
Marzano Evaluation Framework Glossary

TERM	Description
Causal Model of Teacher Evaluation	Describes the link between classroom practices and behaviors that have a direct impact on student learning. In the Marzano Evaluation Framework, Domain 1 Classroom Strategies and Behaviors have the most direct link to student learning.
Common Language	<p>A transparent way to talk about instruction that is shared by everyone. It is a well-articulated knowledge base that describes the complexity of teaching and describes key strategies revealed by the research to have a high probability of impacting student learning. It should also describe the instructional context for appropriate use of instructional strategies to have the highest probability for raising student learning. The common language represents what a school or district defines as effective instruction.</p> <p>A common language enables teachers to engage in decision making, professional conversations and deliberate practice aimed at improving student achievement.</p> <p>For administrators, a common language provides the means to offer focused formative and summative feedback. It supports administrators in making decisions regarding hiring and selection of teachers, the induction of new teachers, professional development, coaching and support for struggling teachers as well as opportunities to develop career ladders for teachers. A common language is a key improvement strategy that provides the context for aligning all instructional programs.</p>
Contemporary Research	Recent research conducted within the last five to seven years.
Deliberate Practice	A mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify up to three thin slices of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focus area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement.
Design Questions	10 Questions that teachers ask themselves when planning a lesson or unit of instruction.
Domain	A body of knowledge defined by research representing a particular aspect of teaching.

**Nassau County School District
Marzano Evaluation Framework Glossary**

TERM	Description
FEAPs	<p>Florida Educator Accomplished Practices embody 3 essential principles:</p> <ol style="list-style-type: none"> 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. There are 6 accomplished practices: 1.) Quality Instruction 2.) The Learning Environment 3.) Instructional Delivery and Facilitation 4.) Assessment 5.) Continuous Improvement, Responsibility and Ethics 6.) Professional Responsibility and ethical conduct.
Focused Feedback	<p>Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective and actionable. Feedback is generally provided by administrators, coaches, and peers.</p>
Focused Practice	<p>Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.</p>
Formal Observation	<p>The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following the observation).</p>

Nassau County School District
Marzano Evaluation Framework Glossary

TERM	Description
High Probability Strategies	Research can never identify the instructional strategies that work with every student in every class. The best research can tell us is which strategies have a good chance of working well. Teacher must determine which strategies to use with the right students at the right time. Research-based strategies have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.
Informal Observation	The informal observation can be announced or unannounced and may or may not include an observation of the full class period. There is no planning or reflection conference. An informal announced may be scheduled prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations.
Lesson Segment	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: Lesson Segments Addressing Routine Events, Lesson Segments Addressing Content, and Lesson Segments Enacted on the spot.
Planning (Pre) Conference	The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.
Scales	Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: Not Using, Beginning, Developing, Applying, and Innovating.

**Nassau County School District
Marzano Evaluation Framework Glossary**

TERM	Description
Reflection (Post) Conference	The reflection or post-'conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post)conference form as a guide for reflection and feedback.
Student Evidence	Specific observable behaviors that students engage in response to the teacher's use of particular instructional strategies.
Teacher Evidence	Specific observable behaviors that teachers engage in when using a particular instructional strategies.
Thin Slices of Behavior	Notable teaching moves that can be observed in a classroom.
Walkthroughs	As in the informal observation, walkthroughs can be announced or unannounced. Walkthroughs generally consist of very brief classroom observations of 3 -10 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughs provide opportunities for individual feedback as well as trend and pattern data over time. Walkthroughs also inform professional development needs for individual and groups of teachers and provide a means to gauge the implementation of professional development against individual professional development plans and school improvement plans.

Nassau County School District

Contemporary Research Reference List

APPENDIX 3

CONTEMPORARY RESEARCH
ON THE
SUPERVISION AND EVALUATION OF TEACHERS

Reference List

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Developed by Learning Sciences International 2011

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Nassau County School District

FEAPs Crosswalk

APPENDIX 4

Nassau County School District
FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>1a Aligns instruction with state-adopted standards at the appropriate level</p>		<p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards</p> <p>2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>		

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>1b Sequences lessons and concepts to ensure coherence and required prior knowledge</p>	<p>Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p>	<p>2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards</p>		
<p>1c Designs instruction for students to achieve mastery</p>	<p>Content C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks</p>	<p>2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		

Nassau County School District
FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>1d Selects appropriate formative assessments to monitor learning</p>	<p>Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p>			
<p>1e 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</p>	<p>Routine Events RE 2 Tracking student progress RE 3 Celebrating success</p> <p>Content C 11 Homework</p> <p>Enacted on the Spot EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students</p>	<p>2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>3.1 Evaluating Personal Performance 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)</p> <p>3.2 Developing a Professional Growth Plan 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan</p>	<p>4.1 Promoting a Positive Environment 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents</p> <p>4.2 Promoting Exchange of Ideas and Strategies 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies</p> <p>4.3 Promoting District and School Development 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives</p>

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>1f Develops learning experiences that requires students to demonstrate a variety of applicable skills and competencies</p>	<p>Content</p> <p>C 2 Organizing students to interact with new knowledge</p> <p>C 10 Organizing students to practice and deepen knowledge</p> <p>C 16 Organizing students for cognitively complex tasks</p>	<p>2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of special education students</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		

Nassau County School District
FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>2a Organizes, allocates, and manages the resources of time, space, and attention</p>	<p>Routine Events RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom</p> <p>Enacted on the Spot EOS 13 Understanding students' interests and backgrounds EOS 10 Demonstrating "withitness" EOS 15 Displaying objectivity and control</p>	<p>2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards</p> <p>2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		
<p>2b Manages individual and class behaviors through a well-planned management system</p>	<p>Routine Events RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom</p> <p>Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 15 Revising knowledge</p>			

Nassau County School District
FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2c Conveys high expectations to all students	<p>Routine Events</p> <p>RE 2 Tracking student progress RE 3 Celebrating success</p> <p>Content</p> <p>C 1 Identifying critical information</p> <p>Enacted on the Spot</p> <p>EOS 6 Demonstrating intensity and enthusiasm EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students</p>			
2d Respects students' cultural, linguistic and family background	<p>Routine Events</p> <p>RE 2 Tracking student progress RE 3 Celebrating success</p> <p>Content</p> <p>C 1 Identifying critical information</p> <p>Enacted on the Spot</p> <p>EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students</p>			

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

- A. Quality of Instruction
2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>2e Models clear, acceptable oral and written communication skills</p>	<p>Routine Events</p> <p>RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures</p> <p>Content</p> <p>C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites"</p> <p>Enacted on the Spot</p> <p>EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures</p>	<p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p>		

Nassau County School District
FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>2f Maintains a climate of openness, inquiry, fairness and support</p>	<p>Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p> <p>Content C 1 Identifying critical information</p> <p>Enacted on the Spot EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students</p>			
<p>2g Integrates current information and communication technologies</p>		<p>2.2 Planning and Preparing for Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>		

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>2h Adapts the learning environment to accommodate the differing needs and diversity of students</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Routine Events</div> <p>RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Content</div> <p>C 1 Identifying critical information C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen new knowledge C 16 Organizing students for cognitively complex tasks</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Enacted on the Spot</div> <p>EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence and adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">2.1 Planning and Preparing for Lessons and Units</div> <p>2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">2.3 Planning and Preparing for Special Needs Students</div> <p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">4.2 Promoting Exchange of Ideas and Strategies</div> <p>4.2.2 Mentoring other teachers and sharing ideas and strategies</p>

Continued on following page

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

2. The Learning Environment. To maintain a student centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p><i>Continued from previous page</i></p> <p>2h Adapts the learning environment to accommodate the differing needs and diversity of students</p>	<p>Enacted on the Spot</p> <p>EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students</p>			
<p>2i Utilizes current and emerging assistive technology that enables students to participate in high quality communication interactions and achieve their educational goals</p>		<p>2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>		

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>3a Delivers engaging and challenging lessons</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Routine Events</div> <p>RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Content</div> <p>C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites" C 5 Processing new information C 7 Recording and representing knowledge C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">2.1 Planning and Preparing for Lessons and Units</div> <p>2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">2.2 Planning and Preparing for the Use of Materials and Technology</div> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">2.3 Planning and Preparing for Special Needs Students</div> <p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>3b Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Enacted on the Spot</div> <p>EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students</p>			
<p>3c Identifies gaps in student's subject matter</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Enacted on the Spot</div> <p>EOS 18 Probing incorrect answers with low expectancy students</p>			
<p>3d Modifies instructions to respond to preconceptions or misconceptions</p>				

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

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INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>3e Relates and integrates the subject matter with other disciplines and life experiences</p>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Routine Events</div> <p>RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Enacted on the Spot</div> <p>EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students</p>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">2.1 Planning and Preparing for Lessons and Units</div> <p>2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">2.2 Planning and Preparing for the Use of Materials and Technology</div> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">2.3 Planning and Preparing for Special Needs Students</div> <p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">4.2 Promoting Exchange of Ideas and Strategies</div> <p>4.2.2 Mentoring other teachers and sharing ideas and strategies</p>	

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>3f Employs high order questioning techniques</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">Content</div> <p>C 1 Identifying critical information C 5 Processing new information C 6 Elaborating on new information C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">Enacted on the Spot</div> <p>EOS 3 Managing response rates EOS 7 Using friendly controversy</p>			
<p>3g Applies varied instructional strategies and resources including appropriate technology to provide comprehensible instruction, and to teach for student understanding</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">Routine Events</div> <p>RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">Content</div> <p>C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">2.2 Planning and Preparing for the Use of Materials and Technology</div> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">2.3 Planning and Preparing for Special Needs Students</div> <p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

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<p>3h Adapts the learning environment to accommodate the differing needs and diversity of students</p>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <p>Enacted on the Spot</p> </div> <p>EOS 13 Understanding students' interests and backgrounds</p>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"> <p>2.1 Planning and Preparing for Lessons and Units</p> </div> <p>2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"> <p>2.2 Planning and Preparing for the Use of Materials and Technology</p> </div> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <div style="border: 1px solid black; padding: 2px;"> <p>2.3 Planning and Preparing for Special Needs Students</p> </div> <p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

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INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>3i Supports and encourages immediate feedback</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Routine Events</div> <p>RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Content</div> <p>C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into "digestible bites"</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Enacted on the Spot</div> <p>EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">2.1 Planning and Preparing for Lessons and Units</div> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p>		
<p>3j Utilizes student feedback to monitor instructional needs and to adjust instruction</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Enacted on the Spot</div> <p>EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">2.3 Planning and Preparing for Special Needs Students</div> <p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

4. Assessment. The effective educator consistently:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>4a 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</p>	<p style="background-color: #d9ead3; padding: 2px;">Routine Events</p> <p>RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures</p> <p style="background-color: #d9ead3; padding: 2px;">Content</p> <p>C 2 Organizing students to interact with new knowledge C 3 Managing response rates C 5 Processing new information C 6 Elaborating on new information C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance</p>	<p style="background-color: #d9ead3; padding: 2px;">2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p style="background-color: #d9ead3; padding: 2px;">2.2 Planning and Preparing for the Use of Materials and Technology</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p style="background-color: #d9ead3; padding: 2px;">2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		

Continued on following page

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

4. Assessment. The effective educator consistently:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p><i>Continued from previous page</i></p> <p>4a 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</p>	<div style="background-color: #d9ead3; padding: 2px;">Enacted on the Spot</div> <p>EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students</p>			
<p>4b Designs and aligns formative and summative assessments that match learning objectives and lead to mastery</p>	<div style="background-color: #d9ead3; padding: 2px;">Routine Events</div> <p>RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p>	<div style="background-color: #d9ead3; padding: 2px;">2.1 Planning and Preparing for Lessons and Units</div> <p>2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards</p>		

Nassau County School District FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

A. Quality of Instruction

4. Assessment. The effective educator consistently:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
4c Uses a variety of assessment tools to monitor student progress, achievement and learning gains	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">Routine Events</div> <p>RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p>			
4d Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">Enacted on the Spot</div> <p>EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">2.3 Planning and Preparing for Special Needs Students</div> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		
4e Shares the importance and outcomes of student assessment data with the student and the student's parents/caregiver(s)	<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">Routine Events</div> <p>RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; margin-top: 10px;">Enacted on the Spot</div> <p>EOS 3 Managing response rates</p>			
4f Applies technology to organize and integrate assessment information		<div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">2.2 Planning and Preparing for the Use of Materials and Technology</div> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>		

FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

B. Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
<p>1a Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs</p>	<p>Routine Events RE 2 Tracking student progress RE 3 Celebrating success</p> <p>Content C 11 Homework</p> <p>Enacted on the Spot EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students</p>	<p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>3.1 Evaluating Personal Performance</p> <p>3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)</p> <p>3.2 Developing a Professional Growth Plan</p> <p>3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan</p>	<p>4.1 Promoting a Positive Environment</p> <p>4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents</p> <p>4.2 Promoting Exchange of Ideas and Strategies</p> <p>4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies</p> <p>4.3 Promoting District and School Development</p> <p>4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives</p>

Nassau County School District
FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

B. Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
1b Examines and uses data-informed research to improve instruction and student achievement				
1c Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement				
1d Engages in targeted professional growth opportunities and reflective practices				
1e Implements knowledge and skills learned in professional development in the teaching and learning process				

FEAPS Alignment with the Marzano Teacher Evaluation System Protocol

- B. Continuous Improvement, Responsibility and Ethics**
- 2. Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in the 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-1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
<p>2a Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida</p>	<p>Enacted on the Spot</p> <p>EOS 16 Demonstrating value and respect for low expectancy students</p> <p>EOS 17 Asking questions of low expectancy students</p>			<p>4.1 Promoting a Positive Environment</p> <p>4.1.1 Promoting positive interactions with colleagues</p> <p>4.1.2 Promoting positive interactions with students and parents</p> <p>4.3 Promoting District and School Development</p> <p>4.3.1 Adhering to district and school rules and procedures</p> <p>4.3.2 Participating in district and school initiatives</p>

Nassau County School District

Domain I
Observation Form
(Sample)

APPENDIX 5

Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

2. Tracking Student Progress	
The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.	
Teacher Evidence	
<input type="checkbox"/> Teacher helps student track their individual progress on the learning goal <input type="checkbox"/> Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal <input type="checkbox"/> Teacher charts the progress of the entire class on the learning goal	
Student Evidence	
<input type="checkbox"/> When asked, students can describe their status relative to the learning goal using the scale or rubric <input type="checkbox"/> Students systematically update their status on the learning goal	
Scale Levels: (choose one)	
<input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable	

3. Celebrating Success	
The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.	
Teacher Evidence	
<input type="checkbox"/> Teacher acknowledges students who have achieved a certain score on the scale or rubric <input type="checkbox"/> Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal <input type="checkbox"/> Teacher acknowledges and celebrates the final status and progress of the entire class <input type="checkbox"/> Teacher uses a variety of ways to celebrate success <ul style="list-style-type: none"> • Show of hands • Certification of success • Parent notification • Round of applause 	
Student Evidence	
<input type="checkbox"/> Student show signs of pride regarding their accomplishments in the class <input type="checkbox"/> When asked, students say they want to continue to make progress	
Scale Levels: (choose one)	
<input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable	

4. Student Interviews
Student Questions:
<ul style="list-style-type: none"> • What learning goal did today's lesson focus on? • How well are you doing on that learning goal? • Describe the different levels you can be at on the learning goal.

Nassau County School District

**Domain I
Short Form**

APPENDIX 6

Art and Science of Teaching Observation and Feedback Protocol

Short Form - Lesson Segments Involving Routine Events

_____/_____
Teacher's Name (Please Print) / Teacher's Signature

Date

_____/_____
Observer's Name (Please Print) / Observer's Signature

____:____^{AM} / ____:____^{AM}
Time Started / Time Ended

LESSON SEGMENTS INVOLVING ROUTINE EVENTS

LEARNING GOALS & FEEDBACK

1. Providing clear learning goals and scales to measure those goals (e.g., provide or remind students about a specific learning goal)

I A D B NU

2. Tracking student progress (e.g., use formative assessments to help students chart individual/group progress on a learning goal)

I A D B NU

3. Celebrating student success (e.g., help students acknowledge and celebrate current status on a learning goal as well as knowledge gain)

I A D B NU

RULES & PROCEDURES

4. Establishing classroom routines (e.g., remind students of rules/procedures or establishes new rules/procedures)

I A D B NU

5. Organizing the physical layout of the classroom for learning (e.g., organize materials/traffic patterns/displays to enhance learning)

I A D B NU

Art and Science of Teaching Observation and Feedback Protocol

Short Form - Lesson Segments Addressing Content

_____/_____
 Teacher's Name (Please Print) / Teacher's Signature

 Date

_____/_____
 Observer's Name (Please Print) / Observer's Signature

_____:____:____
 Time Started AM PM Time Ended AM PM

LESSON SEGMENTS ADDRESSING CONTENT

INTERACTING WITH NEW KNOWLEDGE	1. Identifying critical information (e.g., provide cues) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU	PRACTICING & DEEPENING KNOWLEDGE	10. Organizing students to practice and deepen knowledge (e.g. organize students to review or practice skills) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	2. Organizing students to interact with new knowledge (e.g., organize students into dyads/triads) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		11. Using homework (e.g., use homework for independent practice or to elaborate on information) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	3. Previewing new content (e.g., use K-W-L, advance organizers, and preview questions strategies) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		12. Examining similarities and differences (e.g. engage students in comparing/classifying/creating analogies and metaphors) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	4. Chunking content into "digestible bites" (e.g., present content in small portions tailored to individual students) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		13. Examining errors in reasoning (e.g., ask students to examine informal fallacies, propaganda, and bias) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	5. Group processing of new information (e.g., ask students to summarize and clarify what they have experienced) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		14. Practicing skills, strategies, and processes (e.g., use massed and distributed practice) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	6. Elaborating on new information (e.g., ask questions that require students to make and defend inferences) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		15. Revising knowledge (e.g., ask students to revise entries in notebooks to clarify/add to previous information) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	7. Recording and representing knowledge (e.g., ask students to summarize, take notes, use nonlinguistic representation) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		16. Organizing students for cognitively complex tasks (e.g., organize students into small groups to facilitate tasks) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	8. Reflecting on learning (e.g., ask students to reflect on their understanding or what they are still confused about) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g., engage students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	9. Reviewing content (e.g., review related content addressed previously) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		18. Providing resources and guidance (e.g., make resources available specific to tasks and help students execute tasks) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU

Art and Science of Teaching Observation and Feedback Protocol

Short Form - Lesson Segments Enacted On the Spot

_____/_____
 Teacher's Name (Please Print) / Teacher's Signature

_____/_____
 Observer's Name (Please Print) / Observer's Signature

 Date

_____:____:____
 Time Started AM PM Time Ended AM PM

LESSON SEGMENTS ENACTED ON THE SPOT

STUDENT ENGAGEMENT	1. Noticing and reacting when students are not engaged (e.g., scan classroom to monitor student engagement level) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU	ADHERENCE TO RULES & PROCEDURES	10. Demonstrating "withitness" (e.g., aware of variations in student behavior and attend to potential disruptions) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	2. Using academic games (e.g., adapt popular games to re-engage students and focus their attention on academic content) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		11. Applying consequences (e.g., apply consequences to lack of adherence to rules/procedures consistently and fairly) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	3. Managing response rates during questioning (e.g., ensure multiple students respond to questions) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		12. Acknowledging adherence to rules and procedures (e.g., acknowledge consistently and fairly) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	4. Using physical movement (e.g., require students to move physically) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU	TEACHER/STUDENT RELATIONSHIPS	13. Understanding students' interests and backgrounds (e.g., seek out knowledge about students to engage them) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	5. Maintaining a lively pace (e.g., slow/quicken pace of instruction in such a way as to enhance engagement) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		14. Using verbal and nonverbal behaviors that indicate affection for students (e.g., use humor and friendly banter appropriately) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	6. Demonstrating intensity and enthusiasm (e.g., use verbal/nonverbal signals to indicate enthusiasm about content) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		15. Displaying objectivity and control (e.g., behave in ways that indicate s/he does not take infractions personally) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	7. Using friendly controversy (e.g., require students to take and defend a position about content) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		16. Demonstrating value and respect for low expectancy students (e.g., demonstrate the same positive affective tone with low as well as high expectancy students) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	8. Providing opportunities for student to talk about themselves (e.g., allow students to relate content to personal lives) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		17. Asking questions of low expectancy students (e.g., ask questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	9. Presenting unusual or intriguing information (e.g., provide/encourage identification of intriguing information about content) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		18. Probing incorrect answers with low expectancy students (e.g., inquire into incorrect answers with the same depth and rigor as with high expectancy students) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	HIGH EXPECTATIONS		

Nassau County School District

**Domain I
Snapshot Form**

APPENDIX 7

Art and Science of Teaching Observation and Feedback Protocol Snapshot Form

_____/_____
Teacher's Name (Please Print) / Teacher's Signature

Date

_____/_____
Observer's Name (Please Print) / Observer's Signature

____:____^{AM} / ____:____^{AM}
Time Started / Time Ended

SNAPSHOT FORM

ROUTINE EVENTS

1. What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?

2. What is the teacher doing to establish or maintain classroom rules and procedures?

ADDRESSING CONTENT

1. What is the teacher doing to help students effectively interact with new knowledge?

2. What is the teacher doing to help students practice and deepen their understanding of new knowledge?

3. What is the teacher doing to help students generate and test hypotheses about new knowledge?

ENACTED ON THE SPOT

1. What is the teacher doing to engage students?

2. What is the teacher doing to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

3. What is the teacher doing to establish and maintain effective relationships with students?

4. What is the teacher doing to communicate high expectations for all students?

Nassau County School District

**Planning Conference
Structured Interview
Form A**

APPENDIX 8

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

Classroom Demographics		
Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.)		
Answer:		
Routine Events		
1. What will you do to establish learning goals, track student progress and celebrate success for this lesson?		
Answer:		
2. What will you do to establish or maintain classroom rules and procedures for this lesson?		
Answer:		
Content		
Please consider the following questions as appropriate for the lesson being observed		
3. What will you do to help students effectively interact with new knowledge?	4. What will you do to help students practice new knowledge?	5. What will I do to help students generate and test hypothesis about new knowledge?
Answer:		

Enacted on the Spot	
6. What will you do to engage students in the lesson?	
Answer:	
7. What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures?	
Answer:	
8. What will I do to establish and maintain effective relationships with students during this lesson?	
Answer:	
9. What will I do to communicate high expectations to students within the lesson?	
Answer:	
10. How will this lesson be organized as part of a cohesive unit?	
Answer:	

Nassau County School District

**Planning Conference
Structured Interview
Form B**

APPENDIX 9

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

Classroom Demographics
1. Briefly describe the students in your classroom (e.g., number of students, gender, special needs, etc.)
Answer:
Planning and Preparing for Lessons and Units
2. How will you scaffold the content within the lesson? Please describe: <ul style="list-style-type: none">• the rationale for how the content of the lesson is organized• the rationale for the sequence of instruction• how the content is related to previous lessons, units or other content• possible confusions that may impact the lesson
Answer:
3. How does this lesson progress within the unit over time? Please describe: <ul style="list-style-type: none">• how lessons within the unit progress toward deep understanding and transfer of content• describe how students will make choices and take initiative• how learning will be extended
Answer:

4. How will you align this lesson with established content standards identified by the district and the manner in which that content should be sequenced?

Please describe:

- important content (scope) identified by the district
- sequence of the content to be taught as identified by the district

Answer:

Planning and Preparing for Use of Resources and Technology

5. How will the resources and materials that you select be used to enhance students' understanding of the content?

Please describe the resources that will be used:

- traditional resources
- technology

Answer:

Planning and Preparing for the Special Needs of Students

6. How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling?

Please describe:

- specific accommodations that will be made

Answer:

Nassau County School District

**Reflection Conference
Structured Interview
Form A**

APPENDIX 10

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

Instructions: Please bring student work, assessments, scoring guides, and/or rubrics to the reflection conference and be prepared to discuss the following questions

General Reflection		
Overall, how do you think the lesson went and why?		
Answer:		
Routine Events		
1. In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?		
Answer:		
2. To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?		
Answer:		
Content		
3. How did the strategies you used to introduce new content to students support student learning?	4. How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?	5. How did the strategies you used to help students generate and test hypotheses about new knowledge support student learning?
Answer:	Answer:	Answer:

Enacted on the Spot
6. Which techniques for engaging students were most successful? Which techniques were not successful?
Answer:
7. How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures?
Answer:
8. What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationships with students?
Answer:
9. What specific actions did you take to communicate high expectations for students? How did these impact students learning?
Answer:
10. How will this lesson inform changes to your instructional plan?
Answer:

Nassau County School District

**Category I Teacher
Calculation Worksheet**

APPENDIX 11

Teacher Name: _____

STATUS SCORE

- Directions:**
 1. Using the Domain Forms, count the number of times each scale level has been recorded
 2. Enter the frequency in the yellow highlighted cells

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
Total Elements Used	-	-	-	-

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	0%	0%	0%	0%

3. Adjust weights in gray highlighted cells; must add up to 100%

Category I Teachers (View Scale)	D1	D2	D3	D4
Status Score				
Weight	68%	13%	8%	10%
Weighted Score				
Overall Status Score:	0.00			
Overall Status:				

Total
100%

DELIBERATE PRACTICE SCORE

- Directions:**
 4. Enter *final* scale level of each target Element in yellow highlighted cells

Deliberate Practice	Final Rating
D1 Target Element 1	
D1 Target Element 2	
D1 Target Element 3	

Category I Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
Overall Deliberate Practice Score:	0.00
Overall Deliberate Practice:	

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category I Instructional Practice Score, Year 1	Score	Weight	Final
Overall status score	0.00	100%	-
Overall deliberate practice score	0.00	0%	-
Final Score:			-
Final Proficiency Level:			

Category I Instructional Practice Score, Year 2	Score	Weight	Final
Overall status score	0.00	60%	-
Overall deliberate practice score	0.00	40%	-
Final Score:			-
Final Proficiency Level:			

Nassau County School District

**Category II Teacher
Calculation Worksheet**

APPENDIX 12

Teacher Name: _____

STATUS SCORE

- Directions:**
 1. Using the Domain Forms, count the number of times each scale level has been recorded
 2. Enter the frequency in the yellow highlighted cells

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
Total Elements Used	-	-	-	-

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	0%	0%	0%	0%

3. Adjust weights in gray highlighted cells; must add up to 100%

Category II Teachers (View Scale)	D1	D2	D3	D4
Status Score				
Weight	68%	13%	8%	10%
Weighted Score				
Overall Status Score:	0.00			
Overall Status:				

Total

100%

DELIBERATE PRACTICE SCORE

- Directions:**
 4. Enter *final* scale level of each target Element in *yellow* highlighted cells

Deliberate Practice	Final Rating
D1 Target Element 1	
D1 Target Element 2	
D1 Target Element 3	

Category II Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
Overall Deliberate Practice Score:	0.00
Overall Deliberate Practice:	

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category II Instructional Practice Score, Year 1	Rating	Weight	Final
Overall status score	0.00	100%	-
Overall deliberate practice score	0.00	0%	-
Final Score:			-
Final Proficiency Level:			

Category II Instructional Practice Score, Year 2	Rating	Weight	Final
Overall status score	0.00	60%	-
Overall deliberate practice score	0.00	40%	-
Final Score:			-
Final Proficiency Level:			

Nassau County School District

**Annual Evaluation
Report (Summative) for
Category I Teachers**

APPENDIX 13

**Annual Evaluation Report for
Category I Teachers: 1-3 Years of Service
*Instructional Practice Score***

Teacher: _____	Current Assignment: _____
District: _____	Grade/Subject: _____
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's **instructional practice** using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status and deliberate practice scores, and ultimately the overall performance score.

1. Status Score

The teacher’s status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

Directions: Use the accompanying spreadsheet to compute the teacher’s overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **green** in the spreadsheet.

Domain 1 Sources of Evidence (select all that applies):

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts: _____
- Other: _____

Domain 2 Sources of Evidence (select all that applies):

- Planning (Pre) Conference
- Artifacts: _____
- Other: _____

Domain 3 Sources of Evidence (select all that applies):

- Self-Assessment
- Reflection (Post) Conference
- Professional Growth Plan
- Artifacts: _____
- Other: _____

Domain 4 Sources of Evidence (select all that applies):

- Conferences
- Discussions
- Artifacts: _____
- Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Status Score of 3.5 – 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4

2. Deliberate Practice Score

The teacher’s deliberate practice score reflects his/her progress against specific Elements in the Four Domains of the Art and Science of Teaching framework.

Directions: Identify the teacher’s target Element(s) for improvement. Then use the accompanying spreadsheet to compute the teacher’s overall deliberate practice score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **purple** in the spreadsheet.

Domain 1 Target Elements:

Routine Segments: _____

Content Segments: _____

On the Spot Segments: _____

Domain 1 Sources of Evidence (select all that applies):

- Professional Growth Plan
- Artifacts: _____
- Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Deliberate Practice Score of 3.5 – 4.0	Overall Deliberate Practice Score of 2.5 – 3.4	Overall Deliberate Practice Score of 1.5 – 2.4	Overall Deliberate Practice Score of 1.0 – 1.4

3. Final Score

The final score reflects the teacher’s overall performance and includes both the status and deliberate practice score calculations. The district determines the weight of the status and deliberate practice scores toward overall score.

Directions: Use the accompanying spreadsheet to compute the teacher’s overall score that includes both status and deliberate practice scores. Reference the Final Score number in the cell highlighted in **orange** in the spreadsheet.

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

4. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his or her **instructional practice**.

Evaluator's Signature: _____

Date: _____

Evaluator's Title: _____

Evaluator Comments:

Teacher: I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature: _____

Date: _____

Teacher Comments:

Nassau County School District

**Annual Evaluation
Report (Summative) for
Category II Teachers**

APPENDIX 14

**Annual Evaluation Report for
Category II Teachers: 4 or More Years of Service
*Instructional Practice Score***

Teacher: _____	Current Assignment: _____
District: _____	Grade/Subject: _____
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's **instructional practice** using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status and deliberate practice scores, and ultimately the overall performance score.

1. Status Score

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **green** in the spreadsheet.

Domain 1 Sources of Evidence (select all that applies):

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts: _____
- Other: _____

Domain 2 Sources of Evidence (select all that applies):

- Planning (Pre) Conference
- Artifacts: _____
- Other: _____

Domain 3 Sources of Evidence (select all that applies):

- Self-Assessment
- Reflection (Post) Conference
- Professional Growth Plan
- Artifacts: _____
- Other: _____

Domain 4 Sources of Evidence (select all that applies):

- Conferences
- Discussions
- Artifacts: _____
- Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Status Score of 3.5 – 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4

2. Deliberate Practice Score

The teacher’s deliberate practice score reflects his/her progress against specific Elements in the Four Domains of the Art and Science of Teaching framework.

Directions: Identify the teacher’s target Element(s) for improvement. Then use the accompanying spreadsheet to compute the teacher’s overall deliberate practice score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **purple** in the spreadsheet.

Domain 1 Target Elements:

Routine Segments: _____

Content Segments: _____

On the Spot Segments: _____

Domain 1 Sources of Evidence (select all that applies):

- Professional Growth Plan
- Artifacts: _____
- Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Deliberate Practice Score of 3.5 – 4.0	Overall Deliberate Practice Score of 2.5 – 3.4	Overall Deliberate Practice Score of 1.5 – 2.4	Overall Deliberate Practice Score of 1.0 – 1.4

3. Final Score

The final score reflects the teacher’s overall performance and includes both the status and deliberate practice score calculations. The district determines the weight of the status and deliberate practice scores toward overall score.

Directions: Use the accompanying spreadsheet to compute the teacher’s overall score that includes both status and deliberate practice scores. Reference the Final Score number in the cell highlighted in **orange** in the spreadsheet.

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

4. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his or her **instructional practice**.

Evaluator’s Signature: _____ Date: _____

Evaluator’s Title: _____

Evaluator Comments:

Teacher: I acknowledge the receipt of this Annual Evaluation Form.

Teacher’s Signature: _____ Date: _____

Teacher Comments:

Nassau County School District

**Teacher Final
Summative Evaluation
Form**

APPENDIX 15

**THE NASSAU COUNTY SCHOOL DISTRICT
TEACHER FINAL SUMMATIVE EVALUATION FORM
MARZANO PROTOCOL**

NAME:			
SCHOOL:		SCHOOL YEAR:	
EVALUATOR:		GRADE/SUBJECT:	

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period.

MARZANO PROTOCOL (For Classroom Teachers)				
EVALUATION OF INSTRUCTIONAL PRACTICE	TOTAL POSSIBLE SCORE/POINTS	DISTRIBUTION OF POINTS		OVERALL INSTRUCTIONAL PRACTICE (IP) SCORE EARNED
Performance Of Classroom Teacher Based On Marzano Protocol	4.0	Highly Effective	3.5 – 4.0	IP Points _____
		Effective	2.5 – 3.4	<i>Multiply by 0.50</i>
		Needs Improvement/ Developing	1.5 – 2.4	Total IP Score: _____
		Unsatisfactory*	1.0 – 1.4	

STUDENT LEARNING GROWTH /ACHIEVEMENT (SLG)				
EVALUATION OF STUDENT PERFORMANCE	TOTAL POSSIBLE PERCENTAGE POINTS	DISTRIBUTION OF PERCENTAGE POINTS & ASSIGNED SCORE		OVERALL STUDENT LEARNING GROWTH/ACHIEVEMENT (SLG) PERCENTAGE POINTS & SCORE EARNED
Performance Of Instructional Personnel Based On Student Learning Growth / Achievement Data	100	Highly Effective	80 – 100 (Assign a 4)	Total SLG Percentage Points: _____
		Effective	40 – 79 (Assign a 3)	
		Needs Improvement/ Developing	20 – 39 (Assign a 2)	Assigned SLG Score: _____
		Unsatisfactory	0 – 19 (Assign a 1)	<i>Multiply by 0.50</i>
				Total SLG Score: _____

LEVEL OF PERFORMANCE & FINAL EVALUATION SCORE			
Total of Instructional Practice (IP) Score & Student Learning Growth (SLG) Score: _____ (Final Evaluation Score)			
<i>Please check the appropriate box which reflects the Level of Performance & Final Evaluation Score.</i>			
<input type="checkbox"/> Highly Effective (3.5 – 4.0)	<input type="checkbox"/> Effective (2.5 – 3.4)	<input type="checkbox"/> Needs Improvement/ Developing (1.5 – 2.4)	<input type="checkbox"/> Unsatisfactory (1.0 – 1.4)
Signature of Administrator: _____		Date: _____	
Signature of Teacher: _____		Date: _____	

**A Professional Development Plan Must Be Prepared If The Overall Level of Performance & Final Evaluation Score Is Unsatisfactory.*

Nassau County School District

Other Instructional Personnel Performance Evaluations

APPENDIX 16

- Behavioral Specialist
- Curriculum Resource Teacher, 6-12
- Curriculum Resource Teacher, Elementary
- Dean, High School
- Guidance Counselor
- Media Specialist
- Occupational / Physical Therapist
- Program Specialist
- Reading Coach
- School Psychologist
- Social Worker
- Speech / Language Pathologist
- Staffing Specialist

The Nassau County School District, Florida, Behavioral Specialist Performance Appraisal

Name _____ Position _____

School/Dept. _____ School Year _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation.

Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions 1. PLANNING / PREPARATION

- Establish long and short range plans designed specifically to support the District Exceptional Student Education Plan.
- Establish priorities and schedules for services and programs.
- Participate in planning and developing programs and/or services to students.
- Assist in preparing for changing curriculum and service needs.
- Coordinate the provision of special services to exceptional student education students.
- Design and train for specific behavior programming with individual students and/or classes.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (6) Needs Improvement (2) Unsatisfactory (0)

Source Code(s): _____

Essential Performance Functions 2. PROGRAM MANAGEMENT

- Prepare and maintain thorough and accurate records.
- Review and approve IEPs, ESE referral packets, and staffing folders to assure completeness and accuracy.
- Demonstrate organizational skills.
- Manage time effectively.
- Assist in enforcement of school rules, administrative regulations, and Board policy.
- Prepare behavior interventions (charts, graphs) to be used for managing excessive behaviors.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (7) Needs Improvement (3) Unsatisfactory (0)

Source Code(s): _____

Essential Performance Functions 3. ASSESSMENT / MANAGEMENT

- Assure that parents have been appropriately informed of recommended assignments and their due process rights.
- Assist in reviewing recommendations of evaluation specialists determining students eligibility for special programs.
- Exercise confidentiality in sharing of student data.
- Participate in evaluation of the effectiveness of programs and services.
- Assist with the educational assessment of students with learning problems.
- Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting actions.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)

Source Code(s): _____

The Nassau County School District, Florida, Behavioral Specialist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **4. INTERVENTION / DIRECT SERVICES**

- Serve as designee for the Director in Individual Education Plan conferences, eligibility and placement staffings, and reassignments or dismissal staffings.
- Provide technical assistance to teachers, guidance counselors, and administrators on ESE procedures, programs and services, including information and interpretation of the State, Federal and District guidelines, rules and laws.
- Assist in recommending intervention strategies for ESE students upon request.
- Assist teachers in the development/revisions/implementation of individual education plans and behavior plans for exceptional students.
- Assist ESE teachers with curriculum, methods and techniques, and selection of appropriate materials and equipment.

Comments: _____

Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **5. TECHNOLOGY**

- Use appropriate technology in delivery of behavioral services.
- Use technology to enhance student learning.
- Use technology to gather and share information with parents, teachers and students.
- Access technology in order to conduct Functional Behavioral Assessments.
- Use technology for direct student assessment.
- Use technology to review student assessment data.
- Use technology for administrative tasks.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **6. COLLABORATION**

- Confer with principals, teachers, counselors, and school specialists about ways to facilitate the learning and adjustment of children eligible for ESE programs.
- Use effective consultative behaviors.
- Interpret educational policies, programs, and procedures related to Exceptional Student Education.
- Collaborate with peers to create a quality instructional environment.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Behavioral Specialist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **7. STAFF DEVELOPMENT**

- Provide information and/or in-service to teachers, administrators, and other school staff.
- Engage in continuing improvement of professional knowledge and skills.
- Conduct a personal assessment periodically to determine professional development needs.
- Participate in district sponsored staff development programs.
- Manage within an organizational context a personal professional development program by setting specific goals and timetables.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **8. PARENTAL INPUT**

- Assure that parents have been appropriately informed of recommended student assignments and their due process rights.
- Explain eligibility criteria and implications, academic and behavioral, to parents and school personnel.
- Help ensure parent understanding of decisions, procedures, and meetings affecting their children.
- Communicate effectively, both orally and in writing, with other professionals, students, parents, and community agencies.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **9. PROFESSIONAL RESPONSIBILITIES**

- Act in a professional and ethical manner and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times.
- Perform and fulfill professional responsibilities.
- Support school improvement activities, services, and programs through active participation.
- Contribute to the overall school mission by supporting various school committees and services such as PTO, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation.

- Share experience and new learning by mentoring new colleagues.
- Uphold the best interest of students, staff and community in support of the District's Mission Statement.
- Perform other incidental tasks consistent with the goals and objectives of this position.

Comments: _____

Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Curriculum Resource Teacher 6-12 Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a√^m beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	1. PLANNING / PREPARATION
<ul style="list-style-type: none"> ▪ Assist teachers in the selection, development and modification of instructional materials to enhance learning consistent with the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs. ▪ Assist teachers in the planning and preparation of work for students which is clear, compelling and engaging. ▪ Demonstrate instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences. ▪ Assist in preparing for changing curriculum needs and continuous improvement. 	<p>Comments: _____</p> <p>_____</p> <p>_____</p>
<p>Rating Code and Rating Score: <input type="checkbox"/> Outstanding (15) <input type="checkbox"/> Above Satisfactory (10) <input type="checkbox"/> Satisfactory (6) <input type="checkbox"/> Needs Improvement (2) <input type="checkbox"/> Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	2. PROGRAM MANAGEMENT
<ul style="list-style-type: none"> ▪ Provide teachers with assistance in maintaining a positive, organized and safe learning environment. ▪ Demonstrate effective time management techniques. 	<p>Comments: _____</p> <p>_____</p> <p>_____</p>
<p>Rating Code and Rating Score: <input type="checkbox"/> Outstanding (15) <input type="checkbox"/> Above Satisfactory (10) <input type="checkbox"/> Satisfactory (7) <input type="checkbox"/> Needs Improvement (3) <input type="checkbox"/> Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	3. ASSESSMENT / MANAGEMENT
<ul style="list-style-type: none"> ▪ Assist teachers in the development and use of assessment strategies (traditional and alternative) to assist in the continuous development of learners. ▪ Provide interpretation for the use of data (including, but not limited to standardized and other test results) for diagnosis, instructional planning, and program evaluation. ▪ Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction and planning. ▪ Maintain specific records of data collection. 	<p>Comments: _____</p> <p>_____</p> <p>_____</p>
<p>Rating Code and Rating Score: <input type="checkbox"/> Outstanding (10) <input type="checkbox"/> Above Satisfactory (7) <input type="checkbox"/> Satisfactory (5) <input type="checkbox"/> Needs Improvement (2) <input type="checkbox"/> Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Curriculum Resource Teacher 6-12 Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	4. INTERVENTION / DIRECT SERVICES
<ul style="list-style-type: none"> ▪ Demonstrate knowledge and understanding of curriculum content. ▪ Apply principles of learning and effective teaching in instructional delivery. ▪ Share a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs. ▪ Share appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students. ▪ Use appropriate materials, technology, and resources to help meet learning needs of all students. ▪ Assist teachers in the development of quality work for students, focused on meaningful, relevant, and engaging learning experiences. ▪ Assist teachers in the development of a positive environment in which students are encouraged to be actively engaged in the learning process. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	5. TECHNOLOGY
<ul style="list-style-type: none"> ▪ Use appropriate technology in instructional delivery. ▪ Use technology to establish an atmosphere of active learning. ▪ Provide students with opportunities to use technology to gather and share information with others. ▪ Facilitate student access to the use of electronic resources. ▪ Explore and evaluate new technologies and their educational impact. ▪ Use technology to review student assessment data. ▪ Use technology for administrative tasks. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	6. COLLABORATION
<ul style="list-style-type: none"> ▪ Communicate effectively, both orally and in writing, with other professionals, students, parents, and community members. ▪ Collaborate with peers to create a quality instructional environment. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Curriculum Resource Teacher 6-12 Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a ^v beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **7. STAFF DEVELOPMENT**

- Assist others in acquiring knowledge and understanding of particular areas of responsibility.
- Engage in continuing improvement of professional knowledge and skills in an ongoing and consistent manner.
- Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs.
- Participate in district sponsored staff development programs.
- Manage within an organizational context a personal professional development program by setting specific goals and timetables.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **8. PARENTAL INPUT**

- Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.
- Maintain effective communication with parents to solicit input in relation to student needs.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **9. PROFESSIONAL RESPONSIBILITIES**

- Act in a professional and ethical manner and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times.
- Perform and fulfill professional responsibilities.
- Support school improvement activities, services, and programs through active participation.
- Share experience and new learning by mentoring new colleagues at various assigned schools.
- Uphold the best interest of students, staff and community in support of the District's Mission Statement.
- Perform other incidental tasks consistent with the goals and objectives of this position.

Comments: _____

Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Curriculum Resource Teacher, Elementary Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Evaluation Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation.

Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **1. PLANNING / PREPARATION**

- Establish long and short range plans based on student needs and District and State curriculum requirements.
- Identify, select, develop, or modify instructional materials to enhance learning consistent with the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.

- Assist teachers in the planning, implementation and evaluation of assigned programs or service areas.
- Assist in preparing for changing curriculum needs and continuous improvement.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (6) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **2. PROGRAM MANAGEMENT**

- Maintain a positive, organized and safe learning environment.
- Establish routines and procedures for the use of materials.
- Manage time effectively.
- Manage materials and equipment effectively.
- Instruct and supervise the work of volunteers and aides when assigned.
- Establish and maintain effective and efficient record keeping procedures.
- Use appropriate student behavior management techniques.
- Assist in enforcement of school rules, administrative regulations, and Board policy.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (7) Needs Improvement (3) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **3. ASSESSMENT / MANAGEMENT**

- Develop and use assessment strategies (traditional and alternative) to assist in the continuous development of learners.
- Determine the entry level of knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records.
- Interpret and use data (including, but not limited to standardized and other test results) for diagnosis, instructional planning, and program evaluation.
- Carry out responsibilities of test administrators, i.e., handle materials in a secure manner.
- Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction and planning.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Curriculum Resource Teacher, Elementary Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **4. INTERVENTION / DIRECT SERVICES**

- Demonstrate knowledge and understanding of curriculum content.
- Apply principles of learning and effective teaching in instructional delivery.
- Exhibit knowledge of a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- Exhibit knowledge of appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
- Identify and use appropriate materials, technology, and resources to help meet learning needs of all students.
- Assist teachers in providing appropriate instruction and modifications for students with special needs.
- Assist teachers in providing quality work for students, focused on meaningful, relevant, and engaging learning experiences.
- Assist teachers in providing a positive environment in which students are encouraged to be actively engaged in the learning process.
- Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Comments: _____

Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **5. TECHNOLOGY**

- Use appropriate technology in instructional delivery.
- Use technology to establish an atmosphere of active learning.
- Provide students with opportunities to use technology to gather and share information with others.
- Facilitate student access to the use of electronic resources.
- Explore and evaluate new technologies and their educational impact.
- Use technology to review student assessment data.
- Use technology for administrative tasks.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **6. COLLABORATION**

- Communicate effectively, both orally and in writing, with other professionals, students, parents, and community members.
- Collaborate with peers to create a quality instructional environment.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Curriculum Resource Teacher, Elementary Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Evaluations; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **7. STAFF DEVELOPMENT**

- Assist others in acquiring knowledge and understanding of particular areas of responsibility.
- Engage in continuing improvement of professional knowledge and skills in an ongoing and consistent manner.
- Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs.
- Participate in district sponsored staff development programs.
- Manage within an organizational context a personal professional development program by setting specific goals and timetables.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **8. PARENTAL INPUT**

- Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.
- Maintain effective communication with parents to solicit input in relation to student needs.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **9. PROFESSIONAL RESPONSIBILITIES**

- Act in a professional and ethical manner and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times.
- Perform and fulfill professional responsibilities.
- Support school improvement activities, services, and programs through active participation.
- Contribute to the overall school mission by supporting various school committees and services such as PTO, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation.

- Share experience and new learning by mentoring new colleagues.
- Uphold the best interest of students, staff and community in support of the District's Mission Statement.
- Perform other incidental tasks consistent with the goals and objectives of this position.

Comments: _____

Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Dean, High School Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{\text{m}}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	1. PLANNING / PREPARATION
<ul style="list-style-type: none"> ▪ Establish long and short range plans based on student needs and school, District and State requirements and priorities. ▪ Assist principal in developing and maintaining a philosophy of discipline for the school designed to create and preserve conditions essential to the orderly conduct of the school and to prepare the student for effective participation in adult life. ▪ Schedule and conduct school-site safety programs and appropriate drills, including completion of follow-up paperwork and recommendations for change. ▪ Plan and prepare intervention strategies that contribute to a safe and orderly environment. ▪ Assist in preparing for curriculum and service needs. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (6) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	2. PROGRAM MANAGEMENT
<ul style="list-style-type: none"> ▪ Process discipline referrals from teachers in a timely manner and in accordance with District and school guidelines. ▪ Monitor and enforce the attendance policy. ▪ Maintain student discipline files. ▪ Prepare and maintain reports as required. ▪ Complete investigative and due process procedures. ▪ Assist in enforcement of school rules, administrative regulations and School Board policy. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (7) Needs Improvement (3) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	3. ASSESSMENT / MANAGEMENT
<ul style="list-style-type: none"> ▪ Evaluate effectiveness of discipline programs and procedures. ▪ Use evaluation to improve service. ▪ Access individual student records as appropriate to assess academic and behavioral progress. ▪ Observe and interview students individually and in groups for evaluation and improvement purposes. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Dean, High School Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a ^v beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **4. INTERVENTION / DIRECT SERVICES**

- Supervise students on campus, including hallways, parking lots, restrooms, athletic events, social activities, programs, and assemblies.
- Enforce the discipline code to promote student learning and maintain a safe environment.
- Provide guidance to, and instruction for, teachers in the implementation of discipline policies.
- Handle bus discipline referrals to support safe transportation of students.
- Investigate and recommend students for suspension and/or expulsion in coordination with Principal.
- Interact positively with students to help them resolve problems.
- Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Comments: _____

Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **5. TECHNOLOGY**

- Use appropriate technology to monitor student attendance and discipline, and when performing related procedures.
- Use technology to establish an atmosphere of active learning.
- Use technology to gather and share information with others.
- Explore and evaluate new technologies and their educational impact.
- Use technology to review student assessment data.
- Use technology for administrative tasks.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **6. COLLABORATION**

- Maintain liaison with city, state, juvenile, federal and legal authorities and coordinate with Principal.
- Use available resources and itinerant personnel to support student and staff needs.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Dean, High School Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a ^v beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	7. STAFF DEVELOPMENT
<ul style="list-style-type: none"> ▪ Provide information and/or in-service to teachers, administrators, and other school staff. ▪ Engage in continuing improvement of professional knowledge and skills. ▪ Conduct a personal assessment periodically to determine professional development needs. ▪ Assist others in acquiring knowledge and understanding of particular areas of responsibility. ▪ Participate in district sponsored staff development programs. ▪ Manage within an organizational context a personal professional development program by setting specific goals and timetables. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: <input type="checkbox"/> Outstanding (10) <input type="checkbox"/> Above Satisfactory (7) <input type="checkbox"/> Satisfactory (5) <input type="checkbox"/> Needs Improvement (2) <input type="checkbox"/> Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	8. PARENTAL INPUT
<ul style="list-style-type: none"> ▪ Work closely with students, parents, and staff to correct discipline problems when they occur. ▪ Communicate and interpret District and building policies to students, parents, and staff. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: <input type="checkbox"/> Outstanding (8) <input type="checkbox"/> Above Satisfactory (6) <input type="checkbox"/> Satisfactory (4) <input type="checkbox"/> Needs Improvement (2) <input type="checkbox"/> Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	9. PROFESSIONAL RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ Act in a professional and ethical manner and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times. ▪ Perform and fulfill professional responsibilities. ▪ Support school improvement activities, services, and programs through active participation. ▪ Contribute to the overall school mission by supporting various school committees and services such as PTO, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation. ▪ Share experience and new learnings by mentoring new colleagues. ▪ Uphold the best interest of students, staff and community in support of the District's Mission Statement. ▪ Perform other incidental tasks consistent with the goals and objectives of this position. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: <input type="checkbox"/> Outstanding (6) <input type="checkbox"/> Above Satisfactory (5) <input type="checkbox"/> Satisfactory (4) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Guidance Counselor Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	1. PLANNING / PREPARATION
--	----------------------------------

- Develop counseling programs by taking into consideration developmental needs of students, needs assessments, and School Improvement Plan goals.
- Establish priorities and an implementation schedule for counseling and student service programs.
- Participate in multidisciplinary conferences concerning individual cases of special need, including academic, social, cultural, emotional, and economic.
- Select an appropriate variety of materials for a well-balanced counseling program.
- Assist with curriculum development.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (6) Needs Improvement (2) Unsatisfactory (0)

Source Code(s): _____

Essential Performance Functions	2. PROGRAM MANAGEMENT
--	------------------------------

- Implement, coordinate, and monitor school-wide counseling services and activities.
- Maintain student records according to established guidelines.
- Contribute to the effective operation of the school including participation in school-wide events, committees, and supervisory responsibilities to assure student safety.
- Organize and create an environment for an effective counseling program.
- Implement District Guidance Plan.
- Use technology resources effectively.
- Conduct class registration.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (7) Needs Improvement (3) Unsatisfactory (0)

Source Code(s): _____

Essential Performance Functions	3. ASSESSMENT / MANAGEMENT
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- Demonstrate knowledge of theories, techniques, and instruments used for assessment.
- Administer tests, interpret scores, and communicate results.
- Exercise confidentiality in the sharing of test results.
- Assess attainment of counseling program objectives, including using feedback from students, parents, and staff.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)

Source Code(s): _____

The Nassau County School District, Florida, Guidance Counselor Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a ^v beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Evaluations; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **4. INTERVENTION / DIRECT SERVICES**

- Provide personal/social growth counseling including individual and group concerning academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution, goal setting, and effective coping skills necessary to refuse participation in substance abuse and physical violence.
- Recognize, appreciate, and serve the cultural differences and special needs of individuals and families.
- Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
- Provide crisis intervention services, including follow-up services as appropriate.
- Provide interventions for at-risk students and those with special learning and behavioral needs.
- Provide students with programs for career awareness and development of work/study skills.
- Develop with each student (at the secondary level) a comprehensive educational/career plan which targets high school completion, exploration and requirements of post-secondary opportunities, criteria for scholarships, and financial aid information.
- Employ data driven counseling by identifying school critical data elements and demonstrating how guidance program impacts those elements through the use of MEASURE.

Comments: _____

Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **5. TECHNOLOGY**

- Use appropriate technology in instructional delivery and / or counseling services.
- Use technology to establish an atmosphere of active learning.
- Provide students with opportunities to use technology to gather and share information with others.
- Facilitate student access to the use of electronic resources.
- Explore and evaluate new technologies and their educational impact.
- Use technology to review student assessment data.
- Use technology for administrative tasks.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Guidance Counselor Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a√^m beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	6. COLLABORATION
<ul style="list-style-type: none"> ▪ Consult with students, teachers, and other school staff to assist in meeting needs of students. ▪ Participate in Child Study Teams to help meet the needs of identified students. ▪ Serve as an advocate for students. ▪ Develop a communications link and rapport with outside services and make appropriate referrals for psychological, social work, health or community services. 	
Comments: _____	
Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)	
Source Code(s): _____	

Essential Performance Functions	7. STAFF DEVELOPMENT
<ul style="list-style-type: none"> ▪ Provide information and/or in-service to teachers, administrators, and other school staff. ▪ Keep abreast of current trends in counseling and guidance. ▪ Engage in continuing improvement of professional knowledge and skills in an ongoing and consistent manner. ▪ Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs. ▪ Manage within an organizational context a personal professional development program by setting specific goals and timetables. ▪ Participate in district sponsored staff development programs. 	
Comments: _____	
Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)	
Source Code(s): _____	

Essential Performance Functions	8. PARENTAL INPUT
<ul style="list-style-type: none"> ▪ Communicate goals and services of the counseling programs to school administration, staff, students, and parents. ▪ Explain the nature and purpose of assessment in an understandable manner, including its uses and limitations, and provide feedback to appropriate individuals. ▪ Develop transitional services by orienting new students and their parents and assisting students moving from grade to grade or school to school. ▪ • Consult with parents to assist in meeting needs of students. ▪ Work effectively with parents. 	
Comments: _____	
Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)	
Source Code(s): _____	

The Nassau County School District, Florida, Guidance Counselor Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a√^m beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Evaluation Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **9. PROFESSIONAL RESPONSIBILITIES**

- Maintain professional and ethical standards as outlined by the American School Counselor Association and the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times.
- Keep abreast of student/school legal issues and follow established procedures.
- Perform and fulfill professional responsibilities.
-
- Contribute to the overall school mission by supporting various school committees and services such as PTO, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation.
- Share experience and new learning by mentoring new colleagues.
- Uphold the best interest of students, staff and community in support of the District's Mission Statement.
- Perform other incidental tasks consistent with the goals and objectives of this position.

Comments: _____

Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)

Source Code(s): _____

The Nassau County School District, Florida, Media Specialist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{\text{m}}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Evaluations; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **1. PLANNING / PREPARATION**

- Develop long and short range goals and objectives for the media program based on student, faculty, and curriculum needs.
- Plan with teachers and instructional leaders to develop curriculum and integrate media/information skills into the school program.
- Develop schedules and organize resources to allow easy access to information and services.
-
- Select library and other instructional support materials to enhance learning consistent with the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.
- Review the School Improvement Plan, and search out and plan for the procurement of materials necessary to support the media needs of students and staff.
- Participate in the preparation for changing curriculum and continuous improvement requirements.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (6) Needs Improvement (2) Unsatisfactory (0)

Source Code(s): _____

Essential Performance Functions **2. ADMINISTRATION / MANAGEMENT**

- Develop and implement policies and procedures necessary for the efficient and effective operation of the media center.
- Prepare, submit, and administer the media center budget based on program goals and objectives.
- Create an inviting, attractive and safe atmosphere conducive to learning.
- Maintain complete and accurate records as required by law, District policy, and administrative regulations.
- Instruct, assign, and supervise support staff and volunteers.
- Coordinate the selection and acquisition process of media resources and equipment.
- Provide for the use, maintenance, repair, and inventory of all media center materials and equipment.
- Ensure accessibility to resources.
- Manage student conduct in a positive manner.
- Establish an operating environment which is inviting, stimulating and contemporary.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (7) Needs Improvement (3) Unsatisfactory (0)

Source Code(s): _____

The Nassau County School District, Florida, Media Specialist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a√^m beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **3. ASSESSMENT / MANAGEMENT**

- Evaluate the efficiency and effectiveness of the media program.
- Use evaluation results to improve media services.
- Solicit ongoing feedback from members of the school staff regarding the availability, use, and impact of media instructional support materials.
- Develop a system of records which provides an appropriate database for evaluating the use and distribution of the media collection and supporting materials.
- Provide feedback to classroom teachers regarding students and their media center habits with the intent of providing additional evidence of student growth and developmental needs.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **4. INTERVENTION / DIRECT SERVICES**

- Teach library media skills in collaboration with teachers to support classroom instruction.
- Provide instruction in use of resources, services, and equipment.
- Encourage and train faculty to incorporate library media resources into the curriculum.
- Provide reference assistance.
- Demonstrate knowledge and understanding of a broad curriculum base.
- Apply principles of learning and effective teaching in instructional delivery.
- Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
- Use appropriate materials, technology, and resources to help meet learning needs of all students.
- Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
- Provide instruction on safety procedures and proper handling of materials and equipment.
- Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Comments: _____

Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Media Specialist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a√^m beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	5. TECHNOLOGY
<ul style="list-style-type: none"> ▪ Use appropriate technology in instructional delivery. ▪ Use technology to establish an atmosphere of active learning. ▪ Provide students with opportunities to use technology to gather and share information with others. ▪ Facilitate student access to the use of electronic resources. ▪ Explore and evaluate new technologies and their educational impact. ▪ Use technology to review student assessment data. ▪ Use technology for administrative tasks. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	6. COLLABORATION
<ul style="list-style-type: none"> ▪ Collaborate with teachers to support instructional goals and objectives. ▪ Participate in overall school curriculum planning and development. ▪ Develop an effective public relations program to promote media resources and programs. ▪ Maintain contact with other library, education, and information agencies. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	7. STAFF DEVELOPMENT
<ul style="list-style-type: none"> ▪ Develop, maintain, and promote a collection of current professional resources for administrators and teachers. ▪ Provide faculty training on the use of media resources and equipment. ▪ Update professional skills and knowledge and keep abreast of recent developments in education, technology, and media. ▪ Assist others in acquiring knowledge and understanding of particular areas of responsibility. ▪ Engage in continuing improvement of professional knowledge and skills in an ongoing and consistent manner. ▪ Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs. ▪ Manage within an organizational context a personal professional development program by setting specific goals and timetables. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Media Specialist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a√^m beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **8. PARENTAL INPUT**

- Communicate goals and services of the media program to parents.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)

Source Code(s): _____

Essential Performance Functions **9. PROFESSIONAL RESPONSIBILITIES**

- Perform and fulfill professional responsibilities.
- Comply with copyright laws and inform faculty and students of the laws and their application to educational institutions.
- Act in a professional and ethical manner and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times.
- Support and actively participate in school improvement initiatives services and programs.
-
- Contribute to the overall school mission by supporting various school committees and services such as PTO, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation.
- Market the use of the media center as a learning resource opportunity.
- Uphold the best interest of students, staff and community in support of the District's Mission Statement.
- Perform other incidental tasks consistent with the goals and objectives of this positon.

Comments: _____

Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)

Source Code(s): _____

The Nassau County School District, Florida, Occupational / Physical Therapist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a ^v beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Evaluations; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **1. PLANNING / PREPARATION**

- Establish long and short range plans based on student needs and school, District and State requirements.
- Select materials/equipment to support learning/therapy goals and to meet the needs of students with diverse backgrounds and special needs.
- Plan a therapy program for eligible students, including implementation and annual review of the Individual Education Plan.
- Participate in school-level child study teams as appropriate.
- Plan and prepare lessons and instructional delivery systems with clear linkage to a functional learning environment.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (6) Needs Improvement (2) Unsatisfactory (0)

Source Code(s): _____

Essential Performance Functions **2. PROGRAM MANAGEMENT**

- Provide statistical information for therapy planning, on a monthly basis, to include attendance information, schedules, Medicaid billing, and other relevant data.
- Schedule students for therapy programs taking into account the total educational setting.
- Order materials, equipment and supplies for program implementation.
- Prepare and maintain therapy files on all eligible OT/PT students.
- Maintain a positive, organized, and safe learning environment.
- Manage time efficiently.
- Manage materials and equipment effectively.
- Notify the ESE Office / school of any change in schedule to include absences, late arrivals or assigned duty elsewhere.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (7) Needs Improvement (3) Unsatisfactory (0)

Source Code(s): _____

The Nassau County School District, Florida, Occupational / Physical Therapist Performance Appraisal

Name _____ **Position** _____
School/Dept. _____ **School Year** _____

For each job context service category, please place a ^v beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **3. ASSESSMENT / MANAGEMENT**

- Perform tests, measurements, and evaluations such as functional activities /self help range of motion, manual muscle test, posture control, sensation, coordination, neuromuscular control and visual perception.
 - Plan programs involving practices in functional skills including prevocational, vocational and homemaking skills and activities of daily living.
 - Determine eligibility for therapy programs.
 - Analyze/interpret results of screening or diagnostic assessments.
 - Develop and use assessment information to assist in the development of Individual Education Plans and Educational Plans.
- Comments:** _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **4. INTERVENTION / DIRECT SERVICES**

- Review and evaluate referrals and student records to determine eligibility for services.
 - Plan and prepare written plans of care based on evaluation of available student data.
 - Conduct therapy programs for eligible students, including implementation and annual review of Individual Education Plans.
 - Use appropriate materials, technology, and resources to help meet students' related service needs.
 - Use strategies appropriate for working with students from diverse backgrounds.
 - Provide a positive environment in which students are encouraged to be actively involved in the learning process.
 - Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
 - Confer with physicians and other health practitioners to obtain additional student information and/or to discuss revisions in the treatment program.
 - Use effective, positive intercommunication skills.
 - Interpret educational policies, programs, and procedures relative to the OT/PT program (s).
- Comments:** _____

Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Occupational / Physical Therapist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a√^m beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **5. TECHNOLOGY**

- Use appropriate technology in the instructional delivery of OT/PT treatment plans.
- Utilize assistive technology to establish an atmosphere of active learning as indicated on the IEP.
- Provide students with opportunities to use technology to gather and share information with others.
- Facilitate student access to the use of assistive technology and/or electronic resources as appropriate.
- Explore and evaluate new technologies and their educational impact to include the online IEP.
- Use technology to review student assessment data.
- Use technology for administrative tasks.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **6. COLLABORATION**

- Communicate effectively, both orally and in writing, with other professionals, students, parents, and community members.
- Collaborate with peers to create a quality instructional environment.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **7. STAFF DEVELOPMENT**

- Provide information and/or in-service to teachers, administrators, and other school staff.
- Engage in continuing improvement of professional knowledge and skills.
- Participate in district/state sponsored staff development programs.
- Maintain professional license /credentials.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Occupational / Physical Therapist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Evaluations; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	8. PARENTAL INPUT
<ul style="list-style-type: none"> ▪ Consult with parents, teachers, principals, and others as appropriate concerning general guidelines of human growth and development and specifically students enrolled in the program. ▪ Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	9. PROFESSIONAL RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ Act in a professional and ethical manner and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times. ▪ Perform and fulfill professional responsibilities. ▪ Contribute to the overall school mission by supporting various school activities. ▪ Provide adequate guidance and supervision to the therapist assistant, optimize use of the therapist assistant, and periodically review the performance of the therapist assistant. ▪ Uphold the best interest of students, staff and community in support of the District's Mission Statement. ▪ Perform other incidental tasks consistent with the goals and objectives of this position. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Program Specialist (Nassau Community Academy) Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{\text{m}}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Evaluations; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **1. PLANNING / PREPARATION**

- Assist teachers in the selection, development and modification of instructional materials to enhance learning consistent with the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.
- Assist teachers in the planning and preparation of work for students which is clear, compelling and engaging.
- Assist in preparing for changing curriculum needs and continuous improvement.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (6) Needs Improvement (2) Unsatisfactory (0)

Source Code(s): _____

Essential Performance Functions **2. PROGRAM MANAGEMENT**

- Provide teachers with assistance in maintaining a positive, organized and safe learning environment.
- Demonstrate effective time management techniques.
- Assist in overseeing the adherence to on-the-job training and/or cooperative education program guidelines.
- Evaluate staff performance.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (7) Needs Improvement (3) Unsatisfactory (0)

Source Code(s): _____

Essential Performance Functions **3. ASSESSMENT / MANAGEMENT**

- Assist teachers in the development and use of assessment strategies (traditional and alternative) to assist in the continuous development of learners.
- Provide interpretation for the use of data (including, but not limited to standardized and other test results) for diagnosis, instructional planning, and program evaluation.
- Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction and planning.
- Maintain specific records of data collection.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)

Source Code(s): _____

The Nassau County School District, Florida, Program Specialist (Nassau Community Academy) Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a ^v beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **4. INTERVENTION / DIRECT SERVICES**

- Demonstrate knowledge and understanding of curriculum content.
- Share a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- Share appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
- Assist teachers in the use of appropriate materials, technology, and resources to help meet learning needs of all students.
- Assist teachers in the development of quality work for students, focused on meaningful, relevant, and engaging learning experiences.
- Assist teachers in the development of a positive environment in which students are encouraged to be actively engaged in the learning process.

Comments: _____

Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **5. TECHNOLOGY**

- Assist teachers in the use of technology to establish an atmosphere of active learning.
- Facilitate student access to the use of electronic resources.
- Explore and evaluate new technologies and their educational impact.
- Use technology to review student assessment data.
- Use technology for administrative tasks.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **6. COLLABORATION**

- Communicate effectively, both orally and in writing, with other professionals, students, parents, and community members.
- Conduct student placement activities and enrollment conferences.
- Assist students with dual enrollment placement.
- Collaborate with peers to create a quality instructional environment.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Program Specialist (Nassau Community Academy) Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a ^v beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	7. STAFF DEVELOPMENT
<ul style="list-style-type: none"> ▪ Assist others in acquiring knowledge and understanding of particular areas of responsibility. ▪ Keep abreast of current trends in Adult Education and General Equivalency Diploma (GED) and Test of Adult Basic Education (TABE) test administration trends. ▪ Engage in continuing improvement of professional knowledge and skills in an ongoing and consistent manner. ▪ Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs. ▪ Participate in district sponsored staff development programs. ▪ Manage within an organizational context a personal professional development program by setting specific goals and timetables. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	8. PARENTAL INPUT
<ul style="list-style-type: none"> ▪ Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs. ▪ Maintain effective communication with parents to solicit input in relation to student needs. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	9. PROFESSIONAL RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ Act in a professional and ethical manner and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times. ▪ Perform and fulfill professional responsibilities. ▪ Support program activities and services through active participation. ▪ Uphold the best interest of students, staff and community in support of the District's Mission Statement. ▪ Perform other incidental tasks consistent with the goals and objectives of this position. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Reading Coach Performance Appraisal

Name _____ **Position** _____
School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	1. PLANNING / PREPARATION
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- Co-plan long and short range lessons based on student needs.
- Assist colleagues in the development of strategy and skill-based lessons.
- Assist teachers in the implementation and evaluation of the reading curriculum.
- Assist teachers in the planning of the appropriate use of time in the extended learning block.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (6) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions	2. PROGRAM MANAGEMENT
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- Maintain a positive, organized, and safe learning environment.
- Establish routines and procedures for the use of materials.
- Manage time effectively.
- Manage materials and equipment effectively.
- Instruct and supervise the work of volunteers and aides when assigned.
- Establish and maintain effective and efficient record keeping procedures.
- Use appropriate student behavior management techniques.
- Assist in enforcement of school rules, administrative regulations, and Board policy.

Comments: _____

Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (7) Needs Improvement (3) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions	3. ASSESSMENT / MANAGEMENT
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- Develop and assist with the use of assessment strategies.
- Determine the entry level of knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records.
- Interpret and use data (including, but not limited to standardized and other test results) for diagnosis, instructional planning, progress monitoring, and program evaluation.
- Carry out responsibilities for test administrators, i.e., handle materials in a secure manner.
- Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction and planning.
- Maintain specific records of data collection.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Reading Coach Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a ^v beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev: Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **4. INTERVENTION / DIRECT SERVICES**

- Demonstrate an in-depth knowledge of the five elements of reading acquisition (phonemic awareness, phonics, fluency, vocabulary, comprehension) and how each impacts student learning.
- Apply principles of learning and effective teaching in instructional delivery.
- Exhibit knowledge of differentiated instruction which includes a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.

- Exhibit knowledge of appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
- Identify and use appropriate materials, technology, and resources to help meet learning needs of all students.
- Assist teachers in best practices which provide appropriate instruction and modifications for students with special needs.
- Assist teachers in providing quality work for students, focused on meaningful, relevant, and engaging learning experiences.
- Assist teachers in the development of a positive environment in which students are encouraged to be actively engaged in the learning process.
- Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Comments: _____

Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **5. TECHNOLOGY**

- Use appropriate technology in instructional delivery.
- Use technology to establish an atmosphere of active learning.
- Provide students with opportunities to use technology to gather and share information with others.
- Facilitate student access to the use of electronic resources.
- Explore and evaluate new technologies and their educational impact.
- Use technology to review student assessment data.
- Use technology for administrative tasks.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **6. COLLABORATION**

- Develop open, trusting relationships with teachers in order to serve effectively in a coaching role.
- Listen and learn about teacher's needs and concerns and respond appropriately.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Reading Coach Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a√^m beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **7. STAFF DEVELOPMENT**

- Assist others in acquiring knowledge and understanding of particular area of responsibility.
- Engage in continuing improvement of professional knowledge and skills in an ongoing and consistent manner.
- Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs.
- Participate in district sponsored staff development programs.
- Manage within an organizational context a personal professional development program by setting specific goals and timetables.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **8. PARENTAL INPUT**

- Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting students' needs.
- Maintain effective communication with parents to solicit input in relation to student needs.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **9. PROFESSIONAL RESPONSIBILITIES**

- Act in a professional and ethical manner and adhere at all times to the Professional Code of Ethics.
- Perform and fulfill professional responsibilities.
- Make professional development presentations to teachers.
- Observe and model teaching in the classroom and provide feedback to instructors.
- Lead teacher groups to facilitate reflection and change for participants.
- Uphold the best interest of students, staff and community in support of the District's Mission Statement.
- Perform other incidental tasks consistent with the goals and objectives of this position.

Comments: _____

Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)
 Source Code(s): _____

The Nassau County School District, Florida, Reading Coach Performance Appraisal

Name _____ Position _____
 School/Dept. _____ School Year _____

Scores and Ratings

<p align="center">Total Instructional Practice Score</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> <p>The Total Instructional Practice Score is the total of all Rating Scores in each of the Job Context Service Categories.</p>	<p align="center">Instructional Practice Performance Level Rating Number (1-4)</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> <p>Total Instructional Practice Scores 74-100= 4 Highly Effective Total Instructional Practice Scores 52-73= 3 Effective Total Instructional Practice Scores 22-51= 2 Needs Improvement/Developing Total Instructional Practice Scores 0-21= 1 Unsatisfactory*</p>
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Notes

Unsatisfactory Scores and Ratings

- The principal must provide written communication describing the concern prior to the assignment of a Needs Improvement rating or the assignment of an Unsatisfactory rating.
- Assignment of an unsatisfactory rating in any job context service category shall constitute an unsatisfactory overall evaluation rating regardless of the number of overall points attained.
- F.S. 1012.34 requires evaluators to confer with all employees receiving an unsatisfactory evaluation. During the conference, specific recommendations for correction of performance deficiencies will be made. The employee shall be placed on performance probation for 90 calendar days from receipt of the unsatisfactory evaluation during which the performance deficiencies must be corrected.

Comments of Evaluatee:

Comments of Evaluator:

Discussion:	Signatures:
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This Evaluation Has Been Discussed With Me: _____ Yes _____ No	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="border-top: 1px solid black; width: 70%;"></td> <td style="border-top: 1px solid black; width: 30%;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">Signature of Evaluatee</td> <td style="border-bottom: 1px solid black;">Date</td> </tr> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">Signature of Evaluator</td> <td style="border-bottom: 1px solid black;">Date</td> </tr> </table>			Signature of Evaluatee	Date			Signature of Evaluator	Date
Signature of Evaluatee	Date								
Signature of Evaluator	Date								

NOTE: PLEASE SUBMIT THE NCSB FINAL SUMMATIVE EVALUATION FORM WITH THIS PERFORMANCE APPRAISAL .

The Nassau County School District, Florida, School Psychologist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a√^m beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	1. PLANNING / PREPARATION
<ul style="list-style-type: none"> ▪ Participate in needs assessment activities, planning and development of interventions, programs, and/or service to students. ▪ Participate in Child Study, Eligibility, and IEP committees to help meet the needs of identified students. ▪ Establish long and short range plans designed specifically to support the District Exceptional Student Educational Plan. ▪ Select, develop or modify psychological assessment materials which identify learning needs of students with diverse cultural and socio-economic backgrounds, learning styles and special needs. ▪ Plan and prepare intervention strategies for parents and teachers that are effective and contribute to a climate where students become engaged in meaningful learning experiences. ▪ Assist in preparing or changing curriculum needs and continuous growth. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (6) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	2. PROGRAM MANAGEMENT
<ul style="list-style-type: none"> ▪ Maintain and prepare periodic records as required. ▪ Implement and coordinate School-wide and District-wide psychological services and activities. ▪ Manage time efficiently. ▪ Use appropriate intervention and integration of services techniques. ▪ Manage materials and equipment effectively. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (7) Needs Improvement (3) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	3. ASSESSMENT / MANAGEMENT
<ul style="list-style-type: none"> ▪ Assist in early identification of students' school-related problems. ▪ Conduct valid psychological and psycho-educational assessments according to professional standards. ▪ Analyze and interpret information to make diagnoses and recommendations regarding needs for services. ▪ Seek out new data sources which will provide evidence of student growth and/or the identification of developmental needs. Share these findings with principals and other instructional leaders. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, School Psychologist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a√^m beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	4. INTERVENTION / DIRECT SERVICES
<ul style="list-style-type: none"> ▪ Suggest realistic and effective intervention strategies for teachers to use with students. ▪ Work effectively with students, parents, colleagues, community agencies and staff. ▪ Demonstrate knowledge and understanding of a broad curriculum base. ▪ Use a variety of instructional strategies to formulate recommendations appropriate for students from diverse backgrounds with different learning styles and special needs. ▪ Design techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students. ▪ Specialize in recognizing overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions. ▪ Provide direct observation and/or crises intervention as necessary and/or requested. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	5. TECHNOLOGY
<ul style="list-style-type: none"> ▪ Use appropriate technology in delivery of psychological services. ▪ Use technology to enhance student learning. ▪ Utilize technology to gather and share information with parents, teachers and students. ▪ Access technology in order to analyze student psycho-educational data. ▪ Use technology for direct student assessment. ▪ Use technology to review student assessment data. ▪ Use technology for administrative tasks. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	6. COLLABORATION
<ul style="list-style-type: none"> ▪ Use effective consultative behaviors. ▪ Interpret educational policies, programs, and procedures related to psychological services. ▪ Enlist the cooperation of parents in examining the family situation and together assess the strengths and problem areas. ▪ Interpret educational policies, programs, and procedures related to psychological services. ▪ Communicate effectively, both orally and in writing, with other professionals, students, parents and community service agencies. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, School Psychologist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	7. STAFF DEVELOPMENT
<ul style="list-style-type: none"> ▪ Conduct in-service training for faculty and staff. ▪ Demonstrate professional growth. ▪ Assist others in acquiring knowledge and understanding of particular areas of responsibility. ▪ Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs. ▪ Participate in district sponsored staff development programs. ▪ Manage within an organizational context a personal professional development program by setting specific goals and timetables. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	8. PARENTAL INPUT
<ul style="list-style-type: none"> ▪ Provide follow-up conferences with parents and teachers to interpret and develop alternative instructional strategies for students with special needs. ▪ Consult with parents, other school staff, and teachers about ways to facilitate the learning and adjustment of students. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	9. PROFESSIONAL RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ Act in a professional and ethical manner and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times. ▪ Perform and fulfill professional responsibilities. ▪ Support district and local school improvement initiatives, services and programs. ▪ Contribute to the overall district and school mission by supporting various school committees and services such as PTO, School Advisory Committee, student activities, and accreditation. ▪ Share experience and new learning by mentoring new colleagues. ▪ Uphold the best interest of students, staff and community in support of the District's Mission Statement. ▪ Perform other incidental tasks consistent with the goals and objectives of this position. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Social Worker Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	1. PLANNING / PREPARATION
<ul style="list-style-type: none"> ▪ Participate in planning and developing programs and/or services to students. ▪ Participate in IEP committees as needed to help meet the needs of identified students. ▪ Use time efficiently. ▪ Establish long and short range plans based on student needs, District, State and Federal requirements. ▪ Plan and prepare intervention and integrated strategies that contribute to a climate where students are actively engaged in meaningful learning experiences. ▪ Assist in preparing for changing curriculum needs and continuous growth. 	<p>Comments: _____</p> <p>_____</p> <p>_____</p>
<p>Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (6) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	2. PROGRAM MANAGEMENT
<ul style="list-style-type: none"> ▪ Prepare and maintain records as required. ▪ Write and maintain social services reports pertaining to referrals for special programs. ▪ Demonstrate organizational skills. ▪ Assist in enforcement of school rules, administrative regulations and Board policy. ▪ Use appropriate intervention and service coordination techniques that meet the specific needs of the learner. 	<p>Comments: _____</p> <p>_____</p> <p>_____</p>
<p>Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (7) Needs Improvement (3) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	3. ASSESSMENT / MANAGEMENT
<ul style="list-style-type: none"> ▪ Assist in early identification of students' school related problems. ▪ Prepare and interpret social and developmental histories and assessments. ▪ Participate in evaluation of the effectiveness of programs and services. ▪ Observe and interview children in school and/or home settings, individually and in groups, for evaluative and remedial purposes. ▪ Periodically review the comprehensive assessment records, IEPs, and cumulative folders of assigned students. Access these records on a need-to-know basis and protect their confidentiality accordingly. 	<p>Comments: _____</p> <p>_____</p> <p>_____</p>
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Social Worker Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	4. INTERVENTION / DIRECT SERVICES
<ul style="list-style-type: none"> ▪ Serve as liaison between home and school to obtain, share, clarify, and coordinate information. ▪ Suggest intervention strategies for teachers to use with students. ▪ Work cooperatively with appropriate community health, education, and welfare resources, sharing, obtaining and coordinating information, reports, recommendations, and activities for maximum use of all resources. ▪ Help to improve students' attendance at school, which may include coordinating services with the Department of Children and Families, school office staff, parents and students. ▪ Provide individual and group counseling with children and parents when necessary. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	5. TECHNOLOGY
<ul style="list-style-type: none"> ▪ Use appropriate technology in order to facilitate relevant instruction. ▪ Use technology to enhance student learning. ▪ Utilize technology to gather and share information with parents, teachers and students. ▪ Access technology in order to explore educational opportunities relevant to students. ▪ Facilitate student and parental access to the use of electronic resources. ▪ Use technology to review student assessment data. ▪ Use technology for administrative tasks. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	6. COLLABORATION
<ul style="list-style-type: none"> ▪ Confer regularly with principals, teachers, other student service disciplines, and school specialists regarding children with learning and behavior problems. ▪ Enlist the cooperation of parents in examining the family situation and together assess the strengths and problem areas. ▪ Use effective consultative behaviors. ▪ Interpret educational policies, programs, and procedures related to social work services. ▪ Communicate effectively, both orally and in writing, with other professionals, student, parents and community service agencies. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Social Worker Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	7. STAFF DEVELOPMENT
<ul style="list-style-type: none"> ▪ Initiate and/or participate in in-service training, studies and research relevant to social work provided to schools. ▪ Demonstrate professional growth. ▪ Assist others in acquiring knowledge and understanding of particular areas of responsibility. ▪ Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs. ▪ Participate in district sponsored staff development programs. ▪ Manage within an organizational context a personal professional development program by setting specific goals and timetables. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	8. PARENTAL INPUT
<ul style="list-style-type: none"> ▪ Develop and maintain a directory of service agencies and specific contacts and make it available to staff, students and their families. ▪ Help families understand and accept services from other community agencies when such specialized assistance is necessary. ▪ Help ensure participation of parents in school conferences affecting their children through home visits, telephone contact, correspondence, and other means. ▪ Help ensure parents' understanding of decisions, procedures, and meetings affecting their children. ▪ Consult with parents, other school staff, and teachers about ways to facilitate the learning and adjustment of students. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	9. PROFESSIONAL RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ Act in a professional and ethical manner and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times. ▪ Perform and fulfill professional responsibilities. ▪ Support district and local school improvement initiatives, services, and programs. ▪ Contribute to the overall district and school mission by supporting various school committees and services such as PTO, School Advisory Committee, curriculum development, student activities, and accreditation. ▪ Share experience and new learnings by mentoring new colleagues. ▪ Uphold the best interest of students, staff and community in support of the District's Mission Statement. ▪ Perform other incidental tasks consistent with the goals and objectives of this position. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Speech / Language Pathologist Performance Appraisal

Name _____ **Position** _____
School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Evaluation Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	3. ASSESSMENT / MANAGEMENT
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of techniques and instruments used to diagnose speech/language impairments. ▪ Determine eligibility for the Speech/Language Impaired Program. ▪ Analyze/interpret results of screening or diagnostic assessments. ▪ Develop and use assessment strategies (traditional and alternative) to assist in the continuous development of learners. 	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)	
Source Code(s): _____	

Essential Performance Functions	4. INTERVENTION / DIRECT SERVICES
<ul style="list-style-type: none"> ▪ Demonstrate knowledge and understanding of assigned area (speech/language pathology). ▪ Apply principles of learning and effective teaching. ▪ Conduct a therapy program for eligible students, including implementation and annual review of the Individual Education Plan. ▪ Use appropriate materials, technology, and resources to help meet students' needs. ▪ Use strategies appropriate for working with students from diverse backgrounds. ▪ Provide a positive environment in which students are encouraged to be actively involved in the learning process. ▪ Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions. ▪ Assist the audiologist in conducting hearing screenings and medical follow-up for referred students. ▪ Use effective, positive intercommunication skills. ▪ Interpret educational policies, programs, and procedures relative to the Speech/Language Program. 	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)	
Source Code(s): _____	

The Nassau County School District, Florida, Speech / Language Pathologist Performance Appraisal

Name _____ **Position** _____
School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	5. TECHNOLOGY
<ul style="list-style-type: none"> ▪ Use appropriate technology in delivery of speech and language services. ▪ Use technology to establish an atmosphere of active learning. ▪ Provide students with opportunities to use technology and share information with others. ▪ Utilize assistive technology to establish an atmosphere of active learning as indicated on the IEP. ▪ Explore and evaluate new technologies and their educational impact. ▪ Use technology to review student assessment data. ▪ Use technology for administrative tasks. 	<p>Comments: _____</p> <p>_____</p> <p>_____</p>
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	6. COLLABORATION
<ul style="list-style-type: none"> ▪ Communicate effectively, both orally and in writing, with other professionals, students, parents, and community members. ▪ Collaborate with peers to create a quality instructional environment. 	<p>Comments: _____</p> <p>_____</p> <p>_____</p>
<p>Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	7. STAFF DEVELOPMENT
<ul style="list-style-type: none"> ▪ Provide information and/or in-service to teachers, administrators, and other school staff. ▪ Engage in continuing improvement of professional knowledge and skills. ▪ Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs. ▪ Participate in district sponsored staff development programs. ▪ Manage within an organizational context a personal professional development program by setting specific goals and timetables. 	<p>Comments: _____</p> <p>_____</p> <p>_____</p>
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Speech / Language Pathologist Performance Appraisal

Name _____ **Position** _____
School/Dept. _____ **School Year** _____

For each job context service category, please place a ^v beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	8. PARENTAL INPUT
<ul style="list-style-type: none"> ▪ Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction and planning. ▪ Consult with parents, teachers, principals, and others as appropriate, concerning general guidelines of speech and language development and specifically about students enrolled in the program. ▪ Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	9. PROFESSIONAL RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ Act in a professional and ethical manner and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times. ▪ Perform and fulfill professional responsibilities. ▪ Support school improvement activities, services, and programs through active participation. ▪ Contribute to the overall school mission by supporting various school committees and services such as PTO, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation. ▪ Share experience and new learning by mentoring new colleagues. ▪ Uphold the best interest of students, staff and community in support of the District's Mission Statement. ▪ Perform other incidental tasks consistent with the goals and objectives of this position. 	
<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Staffing Specialist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a ^v beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	1. PLANNING / PREPARATION
<ul style="list-style-type: none"> ▪ Establish long and short range plans designed specifically to support the District Exceptional Education Plan. ▪ Establish priorities and schedules for services and programs. ▪ Participate in planning and developing programs and/or services to students. ▪ Assist in preparing for changing curriculum and service needs. ▪ Coordinate the provision of special services to Exceptional Student Education students. 	
Comments: _____	
Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (6) Needs Improvement (2) Unsatisfactory (0)	
Source Code(s): _____	

Essential Performance Functions	2. PROGRAM MANAGEMENT
<ul style="list-style-type: none"> ▪ Prepare and maintain thorough and accurate records. ▪ Review and approve IEPs, ESE referral packets, and staffing folders to assure completeness and accuracy. ▪ Demonstrate organizational skills. ▪ Manage time effectively. ▪ Assist in enforcement of school rules, administrative regulations, and Board policy. 	
Comments: _____	
Rating Code and Rating Score: Outstanding (15) Above Satisfactory (10) Satisfactory (7) Needs Improvement (3) Unsatisfactory (0)	
Source Code(s): _____	

Essential Performance Functions	3. ASSESSMENT / MANAGEMENT
<ul style="list-style-type: none"> ▪ Assist in reviewing recommendations of evaluation specialists in determining students' eligibility for special programs. ▪ Explain eligibility criteria to parents and school personnel. ▪ Exercise confidentiality when sharing student data. ▪ Participate in evaluation of the effectiveness of programs and services. ▪ Assist with the educational assessment of students with learning problems. ▪ Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting actions. 	
Comments: _____	
Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)	
Source Code(s): _____	

The Nassau County School District, Florida, Staffing Specialist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a√^m beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions	4. INTERVENTION / DIRECT SERVICES
<ul style="list-style-type: none"> ▪ Serve as designee for the Director in Individual Education Plan conferences, eligibility and placement staffings, and reassignment or dismissal staffings. ▪ Provide technical assistance to teachers, guidance counselors, and administrators on ESE procedures, programs and services, including information and interpretation of state, federal and District guidelines, rules and laws. ▪ Assist in recommending intervention strategies for ESE students upon request. ▪ Assist teachers in the development/revisions/implementation of individual education plans for exceptional students. ▪ Assist ESE teachers with curriculum, methods and techniques, and selection of appropriate materials and equipment. ▪ Help ensure parents understanding of decisions, procedures, and meetings affecting their children. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (18) Above Satisfactory (15) Satisfactory (11) Needs Improvement (6) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	5. TECHNOLOGY
<ul style="list-style-type: none"> ▪ Use appropriate technology in preparation for eligibility staffings. ▪ Facilitate student access to assistive technology as appropriate. ▪ Use technology to enhance student learning. ▪ Utilize technology to gather and share information with parents, teachers and students. ▪ Explore and evaluate new technologies and their educational impact. ▪ Use technology to review student assessment data. ▪ Use technology for administrative tasks. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

Essential Performance Functions	6. COLLABORATION
<ul style="list-style-type: none"> ▪ Confer with principals, teachers, counselors, and school specialists about ways to facilitate the learning and adjustment of children eligible for ESE programs. ▪ Use effective consultative behaviors. ▪ Interpret educational policies, programs, and procedures related to Exceptional Student Education. ▪ Collaborate with peers to create a quality instructional environment. 	
<p>Comments: _____</p>	
<p>Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)</p> <p>Source Code(s): _____</p>	

The Nassau County School District, Florida, Staffing Specialist Performance Appraisal

Name _____ **Position** _____

School/Dept. _____ **School Year** _____

For each job context service category, please place a $\sqrt{\text{m}}$ beside the appropriate rating code and score. Identify the source codes used in each job service context category using the following guide: (A) Behavioral Ev; Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided; (F) Confirmed Observation. Comments are required for categories rated unsatisfactory, needs improvement, or outstanding.

Essential Performance Functions **7. STAFF DEVELOPMENT**

- Provide information and/or in-service to teachers, administrators, and other school staff.
- Engage in continuing improvement of professional knowledge and skills.
- Conduct a personal assessment periodically to determine professional development needs.
- Participate in district sponsored staff development programs.
- Manage within an organizational context a personal professional development program by setting specific goals and timetables.

Comments: _____

Rating Code and Rating Score: Outstanding (10) Above Satisfactory (7) Satisfactory (5) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **8. PARENTAL INPUT**

- Assure that parents have been appropriately informed of recommended student assignments and their due process rights.
- Communicate effectively, both orally and in writing, with other professionals, students, parents, and community agencies.

Comments: _____

Rating Code and Rating Score: Outstanding (8) Above Satisfactory (6) Satisfactory (4) Needs Improvement (2) Unsatisfactory (0)
 Source Code(s): _____

Essential Performance Functions **9. PROFESSIONAL RESPONSIBILITIES**

- Act in a professional and ethical manner and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession at all times.
- Perform and fulfill professional responsibilities.
- Support school improvement activities, services, and programs through active participation.
- Contribute to the overall school mission by supporting various school committees and services such as PTO, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation.

- Share experience and new learning by mentoring new colleagues.
- Uphold the best interest of students, staff and community in support of the District's Mission Statement.
- Perform other incidental tasks consistent with the goals and objectives of this position.

Comments: _____

Rating Code and Rating Score: Outstanding (6) Above Satisfactory (5) Satisfactory (4) Needs Improvement (1) Unsatisfactory (0)
 Source Code(s): _____

Nassau County School District

**Other Instructional
Personnel Final
Summative Evaluation
Form**

APPENDIX 17

**THE NASSAU COUNTY SCHOOL DISTRICT
INSTRUCTIONAL PERSONNEL FINAL SUMMATIVE EVALUATION FORM
DISTRICT PROTOCOL**

NAME: _____

SCHOOL: _____ SCHOOL YEAR: _____

EVALUATOR: _____ GRADE/SUBJECT: _____

POSITION: BEHAVIOR SPECIALIST CURRICULUM RESOURCE TEACHER PROGRAM SPECIALIST
 DEAN OCCUPATIONAL/PHYSICAL THERAPIST STAFFING SPECIALIST
 GUIDANCE COUNSELOR SCHOOL PSYCHOLOGIST OTHER: _____
 READING COACH SPEECH/LANGUAGE PATHOLOGIST
 SOCIAL WORKER OTHER INSTRUCTIONAL COACHES
 MEDIA SPECIALIST HEARING / VISION IMPAIRED TEACHER

This form is to serve as a permanent record of an administrator's evaluation of an instructional personnel's performance during a specific period.

DISTRICT PROTOCOL (For Other Instructional Personnel and Teachers Requiring Special Procedures)					
EVALUATION OF INSTRUCTIONAL PRACTICE	TOTAL POSSIBLE POINTS	DISTRIBUTION OF POINTS & ASSIGNED SCORE			OVERALL INSTRUCTIONAL PRACTICE (IP) POINTS & SCORE EARNED
Performance Of Classroom Teacher Based On District Protocol	100	Highly Effective	74 – 100	(Assign a 4)	IP Points _____
		Effective	52 – 73	(Assign a 3)	Assigned IP Score: _____
		Needs Improvement/ Developing	22 – 51	(Assign a 2)	<i>Multiply by 0.50</i>
		Unsatisfactory*	0 – 21	(Assign a 1)	Total IP Score: _____
		<i>Regardless of the total points, any rating of "U" will result in an overall rating of "U".</i>			

STUDENT LEARNING GROWTH /ACHIEVEMENT (SLG)					
EVALUATION OF STUDENT PERFORMANCE	TOTAL POSSIBLE PERCENTAGE POINTS	DISTRIBUTION OF PERCENTAGE POINTS & ASSIGNED SCORE			OVERALL STUDENT LEARNING GROWTH/ACHIEVEMENT (SLG) PERCENTAGE POINTS & SCORE EARNED
Performance Of Instructional Personnel Based On Student Learning Growth / Achievement Data	100	Highly Effective	80 – 100	(Assign a 4)	Total SLG Percentage Points: _____
		Effective	40 – 79	(Assign a 3)	Assigned SLG Score: _____
		Needs Improvement/ Developing	20 – 39	(Assign a 2)	<i>Multiply by 0.50</i>
		Unsatisfactory	0 – 19	(Assign a 1)	Total SLG Score: _____

LEVEL OF PERFORMANCE & FINAL EVALUATION SCORE

Total of Instructional Practice (IP) Score & Student Learning Growth (SLG) Score: _____ (Final Evaluation Score)

Please check the appropriate box which reflects the Level of Performance & Final Evaluation Score.

Highly Effective (3.5 – 4.0) **Effective** (2.5 – 3.4) **Needs Improvement/ Developing** (1.5 – 2.4) **Unsatisfactory** (1.0 – 1.4)

Signature of Administrator: _____ Date: _____

Signature of Teacher: _____ Date: _____

**A Professional Development Plan Must Be Prepared If The Overall Level Of Performance & Final Evaluation Score Is Unsatisfactory Or If An Unsatisfactory Rating Has Been Assigned To Any Job Context Service Category.*

Nassau County School District

**Professional
Development Plan Cover**

APPENDIX 18

NASSAU COUNTY SCHOOL DISTRICT
CLASSROOM TEACHER & OTHER INSTRUCTIONAL PERSONNEL PROFESSIONAL DEVELOPMENT PLAN

Name: _____ Date: _____

School/Dept: _____

Professional Development Plan Conference	
Performance Probation Period	Start Date: <input style="width: 100px; height: 20px;" type="text"/>
	End Date: <input style="width: 100px; height: 20px;" type="text"/>
_____ Teacher's Signature	_____ Date
_____ Principal's Signature	_____ Date

Post-Observation Conference #1	
This evaluation has been discussed with me?	Yes <input type="checkbox"/> No <input type="checkbox"/>
_____ Teacher's Signature	_____ Date
_____ Evaluator's Signature, Title	_____ Date

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

Post-Observation Conference #3	
This evaluation has been discussed with me?	Yes <input type="checkbox"/> No <input type="checkbox"/>
_____ Teacher's Signature	_____ Date
_____ Evaluator's Signature, Title	_____ Date

Performance Probation Period Completion Conference	
Have the performance deficiencies been corrected?	Yes <input type="checkbox"/> No <input type="checkbox"/>
_____ Teacher's Signature	_____ Date
_____ Principal's Signature	_____ Date

Nassau County School District

**Classroom Teacher
Professional
Development Plan
(PDP)**

APPENDIX 19

NASSAU COUNTY SCHOOL DISTRICT
CLASSROOM TEACHER PROFESSIONAL DEVELOPMENT PLAN (PDP)

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

	Domain 1: Classroom Strategies and Behaviors
	Domain 2: Planning and Preparation
	Domain 3: Reflecting on Teaching
	Domain 4: Collegiality and Professionalism
	Student Learning Growth

SECTION I – DEFICIENCIES.	
List the deficient Domain(s) and strategies as specified on the Summative Report the Final Summative Evaluation Form	
1.)	
2.)	
3.)	

SECTION II – DESCRIBE DESIRED EXPECTATIONS RELATING TO THE ABOVE LISTED DEFICIENCIES.			
Source Codes to be used in documenting expectations met/not met: (A) Behavioral Event Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided or (F) Confirmed Observation.		Expectation Met?	
		Source Code	Yes "Y"
1.)			

SECTION III – IMPROVEMENT STRATEGIES AND RESOURCES		
Item	Anticipated Completion Date	Actual Completion Date
1.)		
Teacher Requested Strategies <i>(The administrator reserves the right to approve or suggest revisions of the Teacher Requested Strategies):</i>		
1.)		

SECTION IV – OBSERVATION SCHEDULE. Three (3) observations within the 90 day period, one of which should be conducted by a district level administrator.		
Observer	Title	Date
1.)		
2.)		
3.)		

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

Employee's Signature

Date

Administrator's Signature

Date

Nassau County School District

**Other Instructional
Personnel Professional
Development Plan
(PDP)**

APPENDIX 20

NASSAU COUNTY SCHOOL DISTRICT

OTHER INSTRUCTIONAL PERSONNEL PROFESSIONAL DEVELOPMENT PLAN (PDP)

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

Check the appropriate deficient Job Context Service Category:			
1. Planning / Preparation		6. Collaboration	
2. Classroom Management		7. Staff Development	
3. Assessment / Management		8. Parental Input	
4. Intervention / Direct Services		9. Professional Responsibilities	
5. Technology		Student Learning Growth	

SECTION I – DEFICIENCIES.
List the deficient Essential Performance Function(s) as it appears on the Performance Appraisal.
1.)

SECTION II – DESCRIBE DESIRED EXPECTATIONS RELATING TO THE ABOVE LISTED DEFICIENCIES.			
Source Codes to be used in documenting expectations met/not met: (A) Behavioral Event Interviews; (B) Direct Documentation; (C) Indirect Documentation; (D) Training Programs, Competency Acquisition; (E) Evaluatee Provided or (F) Confirmed Observation.	Expectation Met?		
	Source Code	Yes "Y"	No "N"
1.)			

SECTION III – IMPROVEMENT STRATEGIES AND RESOURCES		
Item	Anticipated Completion Date	Actual Completion Date
1.)		
Teacher Requested Strategies <i>(The administrator reserves the right to approve or suggest revisions of the Teacher Requested Strategies):</i>		
1.)		

SECTION IV – OBSERVATION SCHEDULE. Three (3) observations within the 90 day period, one of which should be conducted by a district level administrator.		
Observer	Title	Date
1.)		
2.)		
3.)		

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

Employee's Signature

Date

Administrator's Signature

Date

Nassau County School District

**Assessments for
Measuring Student
Performance**

APPENDIX 21

Assessments and Proficiency Levels/Cut Points for Measuring Student Performance (PreK-5)

Subject /Groups of Teachers	Grade Level	Assessments	Achievement / Proficiency / Cut Points
Reading / Language Arts	Pre-K	Early Learning Literacy Mastery Assessment (ELLM)	60%
Mathematics	Pre-K	Early Learning Literacy Mastery Assessment (ELLM)	60%
Reading / Language Arts	K	District EOC	60%
Reading / LA - ESE Teachers Co-Teachers / Self contained / Gifted	K	District EOC	60%
Mathematics	K	District EOC	60%
Mathematics - ESE Teachers Co-Teachers / Self contained	K	District EOC	60%
Reading & Mathematics ESE Teachers Access Points	K	Unique Learning Systems Assessment Reading & Mathematics	A Learning Gain
Reading / Language Arts	1	Stanford 10	45%
Reading / LA - ESE Teachers Co- Teachers / Self contained / Gifted	1	Stanford 10	45%
Mathematics	1	Stanford 10	45%
Mathematics - ESE Teachers Co-Teachers / Self contained	1	Stanford 10	45%
Reading & Mathematics - ESE Teachers Access Points	1	Unique Learning Systems Assessment Reading & Mathematics	A Learning Gain
Reading / Language Arts	2	Stanford 10	45%
Reading / LA -ESE Teachers Co-Teachers / Self contained / Gifted	2	Stanford 10	45%
Mathematics	2	Stanford 10	45%
Mathematics - ESE Teachers Co-Teachers / Self contained	2	Stanford 10	45%
Reading & Mathematics - ESE Teachers Access Points	2	Unique Learning Systems Assessment Reading & Mathematics	A Learning Gain
Reading / Language Arts	3	District EOC	60%
Reading / LA - ESE Teachers Co-Teachers / Self contained / Gifted	3	District EOC	60%
Mathematics	3	District EOC	60%
Mathematics - ESE Teachers Co-Teachers / Self contained	3	District EOC	60%

Assessments and Proficiency Levels/Cut Points for Measuring Student Performance (PreK-5)

Subject /Groups of Teachers	Grade Level	Assessments	Achievement / Proficiency / Cut Points
Reading & Mathematics- ESE Teachers Access Points	3	Unique Learning Systems Assessment Reading & Mathematics	A Learning Gain
Reading / Language Arts	4-5	FCAT Reading	Meeting Expectation
Reading / LA - ESE Teachers Co-Teachers / Self contained / Gifted	4-5	FCAT Reading	Meeting Expectation
Mathematics	4-5	FCAT Math	Meeting Expectation
Mathematics - ESE Teachers Co-Teachers / Self contained	4-5	FCAT Math	Meeting Expectation
Reading & Mathematics ESE Teachers Access Points	4-5	Unique Learning Systems Assessment Reading & Mathematics	A Learning Gain
ESE STARRS Teachers	K-5	FCAT Reading / Math	Meeting Expectation
Reading / LA & Mathematics ESE Teachers Access Points	PreK-12	Unique Learning Systems Assessment Reading & Mathematics	A Learning Gain
Behavioral Specialists	K-5	FCAT Reading District Data	Meeting Expectation
Occupational Specialists, Occupational & Physical Therapists	K-5	FCAT Reading District Data	Meeting Expectation
School Psychologists	K-5	FCAT Reading District Data	Meeting Expectation
School Social Workers	K-5	FCAT Reading District Data	Meeting Expectation
Speech/Language Pathologists	K-5	FCAT Reading District Data	Meeting Expectation
Staffing Specialists	K-5	FCAT Reading District Data	Meeting Expectation
Visually / Hearing Impaired Teaches	K-5	FCAT Reading District Data	Meeting Expectation
Curriculum Resource Teachers	K-5	FCAT Reading Student / School Data	Meeting Expectation
Guidance	K-2	Stanford 10	45%
Guidance	K-5	FCAT Reading Student / School Data	Meeting Expectation
Guidance	3-5	FCAT Reading Student / School Data	Meeting Expectation
Media Specialists	K-2	Stanford 10	45%
Media Specialists	K-5	FCAT Reading Student / School Data	Meeting Expectation
Media Specialists	3-5	FCAT Reading Student / School Data	Meeting Expectation

Assessments and Proficiency Levels/Cut Points for Measuring Student Performance (PreK-5)

Subject /Groups of Teachers	Grade Level	Assessments	Achievement / Proficiency / Cut Points
Reading Coaches	K-2	Stanford 10	45%
Reading Coaches	K-5	FCAT Reading School Data	Meeting Expectation
Reading Coaches	3-5	FCAT Reading School Data	Meeting Expectation
Other Instructional Coaches	K-5	FCAT Reading District Data	Meeting Expectation
Music	PreK - 5	FCAT Reading Student / School Data	Meeting Expectation
Music	K-2	Stanford 10	45%
Music	3-5	FCAT Reading Student / School Data	Meeting Expectation
PE	PreK - 5	FCAT Reading Student / School Data	Meeting Expectation
PE	K-2	Stanford 10	45%
PE	3-5	FCAT Reading Student / School Data	Meeting Expectation
School Administrators	PreK - 5	FCAT Reading and Mathematics School Data	Meeting Expectation
School Administrators	K-2	Stanford 10	45%
School Administrators	3-5	FCAT Reading and Mathematics School Data	Meeting Expectation

Assessments for Measuring Student Performance (6 - 8)

Subject	Grade Level	Assessments	Achievement/ Proficiency/ Cut Points
LA/Reading	6-8	FCAT Reading	Meeting Expectation
LA/Reading - ESE Teachers Co-Teachers / Self contained / Gifted	6-8	FCAT Reading	Meeting Expectation
Mathematics	6-8	FCAT Mathematics	Meeting Expectation
Algebra I	8	FCAT Mathematics/ State EOC	Meeting Expectation
Mathematics - ESE Teachers Co-Teachers / Self contained	6-8	FCAT Mathematics	Meeting Expectation
LA/Reading/Mathematics ESE Teachers - Access Points	6-8	Unique Learning Systems Assessment - Reading & Math	A Learning Gain
LA/Reading/Mathematics ESE Teachers - Access Points	PreK-12	Unique Learning Systems Assessment - Reading & Math	A Learning Gain
ESE STARRS Teachers	6-8	FCAT Reading / Mathematics	Meeting Expectation
In-School Suspension / In-School Detention	6-8	FCAT Reading Student / School Data	Meeting Expectation
Nassau Juvenile Residential Facility (NJRF)	6-8	EdOptions Final Exams English and Mathematics	60%
Science	6-8	FCAT Reading Student / School Data	Meeting Expectation
Social Studies	6-8	FCAT Reading Student / School Data	Meeting Expectation
Art	6-8	FCAT Reading Student / School Data	Meeting Expectation
Music	6-8	FCAT Reading Student / School Data	Meeting Expectation
PE	6-8	FCAT Reading Student / School Data	Meeting Expectation
Behavioral Specialists	6-8	FCAT Reading District Data	Meeting Expectation
Occupational / Physical Therapists	6-8	FCAT Reading District Data	Meeting Expectation
School Psychologists	6-8	FCAT Reading District Data	Meeting Expectation
School Social Workers	6-8	FCAT Reading District Data	Meeting Expectation
Speech/Language Pathologists	6-8	FCAT Reading District Data	Meeting Expectation
Staffing Specialists	6-8	FCAT Reading District Data	Meeting Expectation
Visually / Hearing Impaired Teaches	6-8	FCAT Reading District Data	Meeting Expectation
Curriculum Resource Teachers	6-8	FCAT Reading Student / School Data	Meeting Expectation

Assessments for Measuring Student Performance (6 - 8)

Subject	Grade Level	Assessments	Achievement/ Proficiency/ Cut Points
Dean	6-8	FCAT Reading Student / School Data	Meeting Expectation
Guidance	6-8	FCAT Reading Student / School Data	Meeting Expectation
Media Specialists	6-8	FCAT Reading Student / School Data	Meeting Expectation
Reading Coaches	6-8	FCAT Reading School Data	Meeting Expectation
Other Instructional Coaches	6-8	FCAT Reading District Data	Meeting Expectation
School Administrators	6-8	FCAT School Data	Meeting Expectation

Assessments for Measuring Student Performance (9-12)

Subject /Groups of Teachers	Grade Level	Assessments	Achievement / Proficiency / Cut Points
English / Reading	9-10	FCAT Reading	Meeting Expectation
English / Reading ESE Teachers Co-Teachers / Self contained/ Support Facilitators / Gifted	9-10	FCAT Reading	Meeting Expectation
English / Reading	11-12	District EOC	60%
English / Reading ESE Teachers Co-Teachers / Self contained/ Support Facilitators / Gifted	11-12	District EOC/ FCAT Reading	60% Meeting Expectation
Mathematics (Algebra)	9	State EOC	Meeting Expectation/ State Cut Score
Mathematics (Geometry)	10	State EOC	Meeting Expectation/ State Cut Score
Mathematics (Alg 2, Pre Cal, Cal, Stat, etc.)	11-12	District EOC	60%
Mathematics - ESE Teachers Co-Teachers / Self contained	9-10	State EOC	Meeting Expectation/ State Cut Score
English / Reading / Mathematics ESE Teachers - Access Points	PreK-12	Unique Learning Systems Assessment-Reading & Math	A Learning Gain
Science	9-10	FCAT Reading / Mathematics Student / School Data	Meeting Expectation
Science	11-12	District EOC	60%
Biology (Science)	9-10	State EOC	Meeting Expectation/ State Cut Score
Social Studies	9-10	FCAT Reading Student / School Data	Meeting Expectation
Social Studies	11-12	District EOC	60%
Art	9-10	FCAT Reading Student / School Data	Meeting Expectation
Art	11-12	District EOC	60%
Foreign Language (Spanish & French)	9-10	FCAT Reading Student / School Data	Meeting Expectation
Foreign Language (Spanish & French)	11-12	District EOC	60%
Music	9-10	FCAT Reading Student / School Data	Meeting Expectation
Music	11-12	District EOC	60%
PE	9-10	FCAT Reading Student / School Data	Meeting Expectation
PE	11-12	District EOC	60%

Assessments for Measuring Student Performance (9-12)

Subject /Groups of Teachers	Grade Level	Assessments	Achievement / Proficiency / Cut Points
Technical / Career Education	9-12	District EOC/ Industry Certification	60% / Receipt of Certification
Dual Enrollment	9-12	College Final Exams	60%
Advanced Placement (AP)	9-12	College Board - AP Assessments	Level 2
ESE STARRS Teachers	9-12	FCAT Reading / Mathematics	Meeting Expectation
In-School Suspension / In-School Detention	9-12	FCAT Reading Student / School Data	Meeting Expectation
Nassau Juvenile Residential Facility (NJRF)	9-12	NJRF - EdOptions Final Exams in English and Mathematics	60%
Behavioral Specialists	9-12	FCAT Reading District Data	Meeting Expectation
Occupational Therapists / Physical Therapists	9-12	FCAT Reading District Data	Meeting Expectation
School Psychologists	9-12	FCAT Reading District Data	Meeting Expectation
School Social Workers	9-12	FCAT Reading District Data	Meeting Expectation
Speech / Language Pathologists	9-12	FCAT Reading District Data	Meeting Expectation
Staffing Specialists	9-12	FCAT Reading District Data	Meeting Expectation
Visually / Hearing Impaired Teaches	9-12	FCAT Reading District Data	Meeting Expectation
Curriculum Resource Teachers	9-12	FCAT Reading Student / School Data	Meeting Expectation
Dean	9-12	FCAT Reading Student / School Data	Meeting Expectation
Guidance	9-12	FCAT Reading Student / School Data	Meeting Expectation
Media Specialists	9-12	FCAT Reading Student / School Data	Meeting Expectation
Reading Coaches	9-12	FCAT Reading Student / School Data	Meeting Expectation
Other Instructional Coaches	9-12	FCAT Reading District Data	Meeting Expectation
School Administrators	9-12	FCAT School Data	Meeting Expectation