

Florida Scholars Academy

Instructional Personnel Evaluation System



Instructional Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective November 2023.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

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

Instructional Evaluation System

Table of Contents

| | |
|---|-----------|
| Part I: Evaluation System Overview | 4 |
| Part II: Evaluation System Requirements | 7 |
| Part III: Evaluation Procedures | 10 |
| Part IV: Evaluation Criteria | 13 |
| A. Instructional Practice | 13 |
| B. Other Indicators of Performance | 18 |
| C. Performance of Students | 20 |
| D. Summative Rating Calculation | 21 |
| Appendices | 24 |
| Appendix A – Evaluation Framework Standards | 24 |
| Appendix B – Observation Instruments for Classroom Teachers | 33 |
| Appendix C – Observation Instruments for Non-Classroom Instructional Personnel | 38 |
| Appendix D – Student Performance Measures | 59 |
| Appendix E – Summative Evaluation Forms | 61 |

Instructional Evaluation System

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

In October 2023, the Florida Department of Juvenile Justice (DJJ) announced the selection of the Florida Virtual School (FLVS) as the operating education service provider for the Florida Scholars Academy (FSA), a new and unified education system providing in-person instruction for students committed to a DJJ residential program. Full operations will begin July 1, 2024.

The FSA will serve as a national model to improve youth educational opportunities and career pathways within DJJ's residential commitment programs. Florida Virtual School will emphasize and prioritize full-time direct instruction in the classroom for students. The FSA will primarily focus on the improvement of positive student outcomes through individualized educational pathways with an emphasis on the attainment of a high school or high school equivalency diploma, the attainment of industry-recognized credentials of value to start their career, and enrollment in a postsecondary program of study at a Florida college, university, or technical college.

FLVS, the district and its schools, are accredited by Cognia. Core courses are National Collegiate Athletics Association (NCAA) approved and courses are aligned with Florida and national standards.

In designing an instructional evaluation system based on the FSA model of instructional delivery, district leaders from FLVS and from FSA collaborated to create a tool that accurately and efficiently assesses the role of FSA instructors as well as their influence on student performance.

The procedure of evaluating FSA instruction is multi-step and continuous throughout the year. Each employee engages in a range of introspective exercises and opportunities for professional learning that result in genuine personal development. Each employee begins the year by creating professional learning objectives during the planning phase. This is followed by regular meetings with their supervisor to discuss their progress, concluding with the year-end assessment. Employees receive support all year long from professional learning communities, coaching for achievement, and professional development. The FSA evaluation mechanism is shown in the diagram below.

Instructional Evaluation System



As shown above, the evaluation system is a multi-step process involving opportunities for observation and collection of data.

Professional Learning Plan (PLP): Each employee, with feedback from their supervisor, will develop an individualized Professional Learning Plan (PLP) that focuses on targeted areas of improvement and growth that will have an impact on student learning. These areas of growth are tied directly to the Florida Educator Accomplished Practices, creating a true system of growth for FSA personnel.

Ongoing Professional Support: Throughout the year, administrators will meet with instructors they supervise in order to review classroom management practices and review student achievement data.

Similarly, supervisors of student services personnel meet throughout the year with employees to discuss and provide feedback on overall performance and impact on FSA students and programs.

Formal Observations: Formal observations provide an opportunity for administrators to evaluate an instructor's practices and effectiveness. The observations are directly aligned with the six standards of the Florida Educator Accomplished Practices (FEAP). The FEAPs provide six clear and concise standards that represent best practice outcomes for excellence in teaching and learning, including:

- Instructional Design
- The Learning Environment
- Instructional Delivery and Facilitation
- Assessment
- Continuous Professional Improvement

Instructional Evaluation System

- Professional Responsibilities and Ethical Conduct

Formal observations are conducted twice during the school year and observation ratings are used as part of the instructor's final summative evaluation, providing guidance to both FSA instructors and administrators regarding opportunities for professional growth.

When completing the final summative evaluation, administrators will use formal observations and student achievement data to evaluate teachers in the areas of instructional and professional practice.

Instructional Evaluation System

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAP) adopted by the State Board of Education.
- The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on the FEAP, and may include specific job expectations related to student support.

Training

- The district provides training programs and has processes that ensure
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data and Reporting

- The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.
- The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

District Procedures

- The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.
- The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include

Instructional Evaluation System

indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

- The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.
- The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- The district has procedures for how evaluation results will be used to inform the
 - Planning of professional learning; and
 - Development of school and district improvement plans.
- The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional learning programs, pursuant to section 1012.98(11), F.S.

Notifications

- The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.
- The district school superintendent shall annually notify the Department of Education of any instructional personnel who
 - Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

Instructional Evaluation System

District Self-Monitoring

- The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
 - Evaluators provide necessary and timely feedback to employees being evaluated;
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
 - Use of evaluation data to identify individual professional learning; and,
 - Use of evaluation data to inform school and district improvement plans.

Instructional Evaluation System

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

- Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

| Instructional Personnel Group | When Personnel are Informed | Method(s) of Informing |
|--------------------------------------|-----------------------------|---|
| Classroom and Non-Classroom Teachers | Annually, in July | Online webinar, hosted by Performance Management. Recording of meeting and all criteria, methodologies, and procedures are posted on internal SharePoint site for access any time during the school year. |
| Newly Hired Classroom Teachers | Annually, in July | Online webinar, hosted by Performance Management. Recording of meeting and all criteria, methodologies, and procedures are posted on internal SharePoint site for access any time during the school year. |
| Late Hires | New Hire Training | Evaluation is introduced during new hire training, then late hires are provided the link to the annual evaluation meeting recording to view at a time of their choosing. All criteria, methodologies, and procedures are posted on our internal SharePoint site for access any time during the school year. |

- Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

| Instructional Personnel Group | Number of Observations | When Observations Occur | When Observation Results are Communicated to Personnel |
|---|------------------------|-------------------------|--|
| Classroom and Non-Classroom Teachers | | | |

Instructional Evaluation System

| | | | |
|---|--|---|--|
| Hired before the beginning of the school year | Classroom Teacher: 2 | 1 formal observation during trimester 1; 1 formal observation during trimester 2 | within 10 days of completing the observation |
| | Non-Classroom Teacher: 2 | 1 Mid-Year Evaluation 1 EOY Evaluation | |
| Hired after the beginning of the school year | Classroom Teacher: If hired before January 1: 2 | 1 formal observation within 60 days of hire; 1 formal observation before April 1 | within 10 days of completing the observation |
| | Non-Classroom Teacher: 2 | 1 Mid-Year Evaluation 1 EOY Evaluation | |
| Newly Hired Classroom Teachers | | | |
| Hired before the beginning of the school year | Classroom Teacher: 2 | 1 formal observation during trimester 1; 1 formal observation during trimester 2 | within 10 days of completing the observation |
| | Non-Classroom Teacher: 2 | 1 Mid-Year Evaluation 1 EOY Evaluation | |
| Hired after the beginning of the school year | Classroom Teacher: If hired before January 1: 2 | 1 formal observation within 60 days of hire; 1 formal observation before April 1 | within 10 days of completing the observation |
| | Non-Classroom Teacher: 2 | 1 Mid-Year Evaluation 1 EOY Evaluation | |

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

| Instructional Personnel Group | Number of Evaluations | When Evaluations Occur | When Evaluation Results are Communicated to Personnel |
|---|-----------------------|------------------------|---|
| Classroom and Non-Classroom Teachers | | | |

Instructional Evaluation System

| | | | |
|---|---|------------------|--|
| Hired before the beginning of the school year | 1 | September - June | Once student performance results have been loaded, within 10 days. |
| Hired after the beginning of the school year | 1 | September - June | Once student performance results have been loaded, within 10 days. |
| Newly Hired Classroom Teachers | | | |
| Hired before the beginning of the school year | 2 | September - June | Once student performance results have been loaded, within 10 days. |
| Hired after the beginning of the school year | 2 | September - June | Once student performance results have been loaded, within 10 days. |

Instructional Evaluation System

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. At Florida Scholars Academy, instructional practice accounts for 65% of the instructional personnel performance evaluation for classroom teachers, 55% for non-classroom student services personnel, and 47% for school counselors.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Classroom Instructional

For Classroom Instructional staff the Instructional Practice scores are calculated based on an average of the six Florida Educator Accomplished Practice Standards. The FEAP standards 1-6 are scored using a four-point rubric for each standard. The average score will determine a rating for the instructional practice section of the summative evaluation.

Each FEAP standard is scored using a 1-4 rating shown below based on level of mastery observed.

| Rating | Score |
|------------------------------|-------|
| Highly Effective | 4 |
| Effective | 3 |
| Developing/Needs Improvement | 2 |
| Unsatisfactory | 1 |

The score earned on each of the 6 FEAP standards will be averaged for a final overall score for the Instructional Practice. The overall score will fall within an established range, aligning to an overall rating for the Instructional Practice section (Rounding rules apply i.e. 3.45 = HE).

| Instructional Practice Rating | |
|-------------------------------|-----------|
| Highly Effective | 3.5 - 4 |
| Effective | 2.5 - 3.4 |
| Needs Improvement | 1.5 - 2.4 |
| Unsatisfactory | 1 - 1.4 |

Instructional Evaluation System

The overall rating for the instructional practice will then align to an established point amount that will be used as the “Professional Practice” score for the overall summative evaluation.

| Professional Practice | |
|-----------------------|-------------------|
| Performance Rating | Points Allocation |
| Highly Effective | 65 |
| Effective | 54 |
| Needs Improvement | 42 |
| Unsatisfactory | 34 |

The professional practice section of the summative evaluation contributes a maximum of 65 points toward the 100 point total of the summative evaluation.

Non-Classroom Instructional

For Non-Classroom Instructional staff each indicator within each domain in the Instructional Practice section of the summative evaluation is weighed at a specific percentage. A point value is assigned to each indicator, and personnel earn a share of the points possible for each indicator based on the rating they earn. Once all ratings have been entered, calculations regarding the points earned will be determined for an overall summative instructional practice score. *(See Charts A, B, & C below.)*

Once a summative instructional practice score has been determined for each non-classroom instructor or school counselor, it will then be combined with the points earned in the “other indicators of performance” section of the evaluation, which is weighted at 10% for non-classroom student services personnel, and 18% for school counselors. Once the overall points earned in the instructional practice and other indicators of performance sections has been determined, titled collectively as “Professional Practice,” a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be assigned based on the total points earned. The summative evaluation uses a 100-point scale, with 55 total points possible for the instructional practice measure, and 10 points possible for the other indicators of performance section for non-classroom instructional personnel, and 47 points possible on instructional practice and 18 points possible for other indicators of performance for school counselors. *(See Section B for more details on other indicators of performance for non-classroom instructors and school counselors.)*

| Performance Rating | Points Earned |
|--------------------|---------------|
| Highly Effective | 55-65 |

Instructional Evaluation System

| | |
|-------------------|-------|
| Effective | 46-54 |
| Needs Improvement | 36-45 |
| Unsatisfactory | 0-35 |

The total points earned in instructional practice and other indicators of performance are then added to the points earned for the performance of students measure to determine the overall summative evaluation score.

Chart A - FSA Instructional Personnel Evaluation Instrument

| FSA Instructional Personnel Evaluation Model | | | | | | |
|---|-----------------|----|---|----|---|--|
| FEAP Standard | Standard Weight | HE | E | NI | U | |
| FEAP Standard 1 - Instructional Design and Lesson Planning | 10.83% | 4 | 3 | 2 | 1 | |
| FEAP Standard 2 - The Learning Environment | 10.83% | 4 | 3 | 2 | 1 | |
| FEAP Standard 3 - Instructional Delivery and Facilitation | 10.83% | 4 | 3 | 2 | 1 | |
| FEAP Standard 4 - Assessment | 10.83% | 4 | 3 | 2 | 1 | |
| FEAP Standard 5 - Continuous Professional Improvement | 10.83% | 4 | 3 | 2 | 1 | |
| FEAP Standard 6 - Professional Responsibility and Ethical Conduct | 10.83% | 4 | 3 | 2 | 1 | |

Chart B: FSA Student Services Personnel Evaluation Instrument: Domains 1-4

| FSA Student Services Personnel Evaluation Model (SSPEM) | | | | | | | |
|---|---------------|--|-----|-----|------|------|--|
| Domain | Domain Weight | Indicator | HE | E | NI | U | |
| 1. Data-Based Decision | | 1a. Collects and uses data to develop and implement interventions within a problem-solving framework | 2.5 | 1.9 | 1.53 | 0.65 | |
| | | 1b. Analyze multiple sources of qualitative and quantitative data to inform decision making | 2.5 | 1.9 | 1.53 | 0.65 | |

Instructional Evaluation System

| | | | | | | | |
|---|---|------------|---|-----|------|------|------|
| | Making and Evaluation of Practices | 10% | 1c. Uses data to monitor student progress (academic, social/emotional/behavioral) and health, and evaluate the effectiveness of services on student achievement | 2.5 | 1.9 | 1.53 | 0.65 |
| | | | 1d. Shares student performance data in a relevant and understandable way with students, parents, and administrators | 2.5 | 1.9 | 1.53 | 0.65 |
| | 2. Instruction/ Intervention Planning and Design | 15% | 2a. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports | 3 | 2.28 | 1.83 | 0.78 |
| | | | 2b. Plans and design instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates | 3 | 2.28 | 1.83 | 0.78 |
| | | | 2c. Applies evidence-based research and best practices to improve instruction/interventions | 3 | 2.28 | 1.83 | 0.78 |
| | | | 2d. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal | 3 | 2.28 | 1.83 | 0.78 |
| | | | 2e. Engages parents and community partners in planning and design of instruction/interventions | 3 | 2.28 | 1.83 | 0.78 |
| | 3. Instruction/ Intervention Delivery and Facilitation | 15% | 3a. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students | 2.5 | 1.9 | 1.53 | 0.65 |
| | | | 3b. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services | 2.5 | 1.9 | 1.53 | 0.65 |
| | | | 3c. Implements evidence-based practices within a multi-tiered framework | 2.5 | 1.9 | 1.53 | 0.65 |
| 3d. Identifies, provides, and/or refers for supports designed to help students overcome barriers that | | | | | | | |

Instructional Evaluation System

| | | | | | | | | |
|--|--------------------------------|------------|--|-----|------|------|------|--|
| | | | impede learning | 2.5 | 1.9 | 1.53 | 0.65 | |
| | | | 3e. Promotes student outcomes related to career and college readiness | 2.5 | 1.9 | 1.53 | 0.65 | |
| | | | 3f. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors | 2.5 | 1.9 | 1.53 | 0.65 | |
| | 4. Learning Environment | 15% | 4a. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports | 3 | 2.28 | 1.83 | 0.78 | |
| | | | 4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership) | 3 | 2.28 | 1.83 | 0.78 | |
| | | | 4c. Promotes safe school environments | 3 | 2.28 | 1.83 | 0.78 | |
| | | | 4d. Integrates relevant cultural issues and contexts that impact family-school partnerships | 3 | 2.28 | 1.83 | 0.78 | |
| | | | 4e. Provides a continuum of crisis intervention services (School Counselors only) | 3 | | | | |
| | | | 4e. Provides a continuum of support services to instructors to meet individual students' needs in the classroom environment. | | | | | |

Chart C: FSA School Counselor Evaluation Instrument: Domains 1-3 (Instructional Practice)

| FSA School Counselor Evaluation Framework | | | | | | | |
|--|---|----------------------|--|-----------|----------|-----------|----------|
| | Domain | Domain Weight | Indicator | HE | E | NI | U |
| | Domain 1: Planning and Preparation | 8% | 1a: Demonstrating Knowledge of Counseling Theory | 2 | 1.52 | 1.22 | 0.52 |
| | | | 1b: Demonstrating Knowledge of Students | 2 | 1.52 | 1.22 | 0.52 |
| | | | 1c: Establishing Outcomes | 2 | 1.52 | 1.22 | 0.52 |
| | | | 1d: Demonstrating Knowledge of Resources | 2 | 1.52 | 1.22 | 0.52 |
| | Domain 2: The Environment | 16% | 2a: Creating an Environment of Respect and Rapport | 5 | 3.8 | 3.05 | 1.3 |
| | | | 2b: Establishing a Culture for Learning | 5 | 3.8 | 3.05 | 1.3 |
| | | | 2c: Managing Routines and Procedures | 3 | 2.28 | 1.83 | 0.78 |
| | | | 2d: Managing Student Behavior | 3 | 2.28 | 1.83 | 0.78 |

Instructional Evaluation System

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|---|------------|--|---|------|------|------|
| Domain 3: Delivery of Services | 23% | 3a: Communicating with Stakeholders | 5 | 3.8 | 3.05 | 1.3 |
| | | 3b: Using Appropriate Counseling/Support Techniques | 4 | 3.04 | 2.44 | 1.04 |
| | | 3c: Engaging Students in the Formulation of Current and Future Plans | 5 | 3.8 | 3.05 | 1.3 |
| | | 3d: Assessing Student Needs | 5 | 3.8 | 3.05 | 1.3 |
| | | 3e: Implementing Responsive Services | 4 | 3.04 | 2.44 | 1.04 |

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. At Florida Scholar’s Academy, other indicators of performance account for 10% for non-classroom instructional personnel, and 18% for school counselors.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The FSA other indicators of performance measure for non-classroom instructors focus on professional growth, record keeping and communication, and compliance with state, national, and ethical standards, and school counselors focus on professional growth, record keeping, communication, and professionalism (*See Charts A, B*) The other indicators of performance measurement can be found in Domain 4 for school counselors and in Domain 5 for non-classroom instructional personnel.

Each indicator within the other indicators of performance section of the summative evaluation is weighted at a specific percentage. A point value is assigned to each indicator, and non-classroom instructional personnel earn a share of the points possible for each indicator based on the rating they earn. Once all ratings have been entered, the points earned are calculated and will determine an overall summative ‘other indicators of performance’ score.

Once a summative ‘other indicators of performance’ score has been determined for a non-classroom instructor, it will then be combined with the points earned in the instructional practice section of the evaluation, which is weighted at 55% for non-classroom instructional personnel, and 47% for school counselors. Once the overall points earned in the instructional practice and other indicators of performance sections have been determined, titled collectively as “Professional Practice,” a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be assigned based on the total points earned. The summative evaluation uses a 100-point scale, with 55 total points possible for the instructional practice measure, and 10 points possible for the other indicators of performance section for non-classroom instructional personnel, and 47 points possible on instructional practice and 18 points possible for other

Instructional Evaluation System

indicators of performance for school counselors. (See Section A for more details on instructional practice.)

Chart A: FSA Student Services Personnel Evaluation Instrument: Domains 5 (Other Indicators of Performance)

| FSA Student Services Personnel Evaluation Model | | | | | | | |
|---|---|------------|--|---|------|------|------|
| Other Indicators of Performance: | 5. Professional Learning, Responsibility, and Ethical Practice | 10% | 5a. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation | 2 | 1.52 | 1.22 | 0.52 |
| | | | 5b. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]) | 2 | 1.52 | 1.22 | 0.52 |
| | | | 5c. Implements knowledge and skills learned in professional development activities | 2 | 1.52 | 1.22 | 0.52 |
| | | | 5d. Demonstrates effective recordkeeping and communication skills | 2 | 1.52 | 1.22 | 0.52 |
| | | | 5e. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards | 2 | 1.52 | 1.22 | 0.52 |
| | | | | | | | |

Chart B: FSA School Counselor Evaluation Instrument: Domain 4 (Other Indicators of Performance)

| FSA School Counselor Evaluation Framework | | | | | | | |
|---|---|------------|---|---|------|------|------|
| Other Indicators of Performance: | 4. Professional Responsibilities | 18% | 4a: Reflecting on Practice | 2 | 1.52 | 1.22 | 0.52 |
| | | | 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice | 2 | 1.52 | 1.22 | 0.52 |
| | | | 4c: Communicating with Families, Staff, and Community | 5 | 3.8 | 3.05 | 1.3 |
| | | | 4d: Participating in the Professional Community | 2 | 1.52 | 1.22 | 0.52 |
| | | | 4e: Growing and Developing Professionally | 2 | 1.52 | 1.22 | 0.52 |
| | | | 4f: Showing Professionalism | 5 | 3.8 | 3.05 | 1.3 |

Instructional Evaluation System

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. At Florida Scholar's Academy, performance of students accounts for 35% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance

FSA Student Achievement Measure Based on Student Learning Gains

To assess teacher effectiveness based on student academic progress within FSA, a comprehensive evaluation methodology is implemented, which emphasizes both individual and aggregate data. This process begins by identifying students who demonstrate academic progress, defined as any improvement in test scores from pre-test to post-test. Additionally, students who earn a GED are considered to have made a learning gain for their teacher. This approach results in the calculation of the percentage of students showing improvement for each teacher, reflecting the proportion of students in each teacher's class who have made academic gains. It is important to note that students who do not meet the minimum inclusion criteria of 40 days are excluded from all calculations.

An FSA-wide average percentage of students making gains is then calculated, including all participating students who meet the minimum inclusion criteria. This average serves as a benchmark for comparative analysis. To accommodate variability in class sizes and the distribution of student performance, the standard deviation of each teacher's percentage of students showing improvement is calculated. This leads to the determination of the standard error (SE) for each teacher's percentage gain. This standard error is critical as it provides a measure of the statistical reliability of the teacher's percentage gain, reflecting the precision with which this average represents potential results under varying sample conditions. Teachers are then categorized into distinct performance bands based on their percentage gain relative to the FSA-wide average, adjusted by their standard error. The performance ratings are defined as follows:

- **Highly Effective (HE):** A teacher is rated as 'Highly Effective' if their percentage of student gains equals or exceeds the FSA-wide average minus one standard error.
- **Effective (E):** Teachers are rated as 'Effective' if their percentage of student gains falls within one to two standard errors below the FSA-wide average.
- **Needs Improvement (NI):** This rating is assigned to teachers whose percentage of student gains is between two and three standard errors below the FSA-wide average.
- **Unsatisfactory (U):** Teachers are deemed 'Unsatisfactory' if their percentage of student gains is more than three standard errors below the FSA-wide average.

Instructional Evaluation System

Once a student performance score has been determined for each classroom or non-classroom instructor, a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be given. Each rating will then be assigned a point value that is added to the overall point total for the year-end summative evaluation. The summative evaluation uses a 100-point scale, with 35 total points possible allocated for the student performance measure.

| FSA Student Performance Rating | | |
|--------------------------------|--------------------|------------------|
| District Performance Category | Performance Rating | Point Allocation |
| 4 | Highly Effective | 35 |
| 3 | Effective | 26.6 |
| 2 | Needs Improvement | 21.35 |
| 1 | Unsatisfactory | 9.1 |

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a second grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

To calculate the overall summative evaluation score, points earned in all sections of the evaluation are added together to determine a final, overall point total. As described above, each section within the instructional summative evaluation weighs a specific percentage:

- 35% for Performance of Students for all instructional employees;
- 65% for Instructional Practice for Classroom Instructional;
- 55% for Instructional Practice and 10% for Other Indicators of Performance for non-classroom instructional personnel;
- 47% for Instructional Practice and 18% for Other Indicators of Performance for school counselors.

A point value is assigned to each section, and instructional personnel earn a share of the points possible for each section based on the ratings they earn. Once all sections have been completed, our evaluation management system calculates the points earned to determine an overall summative evaluation score. The overall score maps to a performance rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory. This calculation is used for both classroom teachers and non-classroom instructional personnel.

Instructional Evaluation System

| Professional Practice 65% (Instructional Practice % + Other Indicators of Performance %) | |
|--|----------------------|
| Performance Rating | Points Earned |
| Highly Effective | 55-65 |
| Effective | 46-54 |
| Needs Improvement | 36-45 |
| Unsatisfactory | 0-35 |

| Performance of Students 35% | |
|------------------------------------|-------------------------|
| Performance Rating | Point Allocation |
| Highly Effective | 35 |
| Effective | 26.6 |
| Needs Improvement | 21.35 |
| Unsatisfactory | 9.1 |

| Final Summative Evaluation Score | |
|---|----------------------|
| Performance Rating | Points Earned |
| Highly Effective | 85-100 |
| Effective | 70-84 |
| Needs Improvement | 55-69 |
| Unsatisfactory | 0-54 |

To illustrate the summative rating calculation, two examples are presented below. The first example is of a Math teacher who received an overall evaluation rating of Highly Effective. The teacher earned 3.75 for the FEAP average which aligns with 65 points total for the Professional Practice Score, which aligns to a Highly Effective rating for that section. The teacher was Effective overall in Student Performance, so earned 26.6 points. After adding the Professional Practice Score and Student Performance score together, the teacher earned 91.6 points total, which maps to Highly Effective overall.

In the second example, a English/Language Arts teacher received an overall evaluation rating of Unsatisfactory. The teacher earned 1.2 for the FEAP average which aligns to 34 points total for the Professional Practice Score. This maps to an Unsatisfactory rating for the Professional Practice section. The teacher's student performance score was rated as Unsatisfactory, earning the teacher 9.1 points for that section, which results in an overall score (Professional Practice total + Student Performance score) of 43.1 points, which is an Unsatisfactory rating on the summative evaluation.

*Note: We have adjusted the examples to align with the grade levels represented within Florida Scholars Academy.

Instructional Evaluation System

| Employee Type | Instructional Practice Score | Total Professional Practice Score | Student Performance Score | Summative Evaluation Score and Rating |
|----------------------------|-------------------------------------|--|----------------------------------|--|
| Example 1: Math teacher | 3.75/HE | 65//HE | 26.6/E | 91.6/HE |
| Example 2: ELA teacher | 1.2/U | 34/U | 9.1/U | 43.1/U |

Instructional Evaluation System

Appendix A – Evaluation Framework Standards

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAP).

FSA Teacher Standards Crosswalk

| Alignment to the Florida Educator Accomplished Practices | |
|---|-----------------------|
| Foundational Principles | |
| <i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i> | |
| 1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement. | |
| 2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. | |
| 3. The effective educator exemplifies the standards of the profession. | |
| 4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S. | |
| Practice | Evaluation Indicators |
| 1. Instructional Design and Lesson Planning | |
| <i>Applying concepts from human development and learning theories, the effective educator consistently:</i> | |
| a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity; | FEAP Standard 1 |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge; | FEAP Standard 1 |
| c. Designs instruction for students to achieve mastery; | FEAP Standard 1 |
| d. Selects appropriate formative assessments to monitor learning; | FEAP Standard 1 |
| e. Uses diagnostic student data to plan lessons; | FEAP Standard 1 |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and | FEAP Standard 1 |
| g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. | FEAP Standard 1 |
| 2. The Learning Environment | |
| <i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i> | |
| a. Organizes, allocates, and manages the resources of time, space, and attention; | FEAP Standard 2 |
| b. Manages individual and class behaviors through a well-planned management system; | FEAP Standard 2 |
| c. Conveys high expectations to all students; | FEAP Standard 2 |

Instructional Evaluation System

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| d. Respects students’ cultural linguistic and family background; | FEAP Standard 2 |
| e. Models clear, acceptable oral and written communication skills; | FEAP Standard 2 |
| f. Maintains a climate of openness, inquiry, fairness and support; | FEAP Standard 2 |
| g. Integrates current information and communication technologies; | FEAP Standard 2 |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.; | FEAP Standard 2 |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and | FEAP Standard 2 |
| j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. | FEAP Standard 2 |
| 3. Instructional Delivery and Facilitation | |
| <i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i> | |
| a. Deliver engaging and challenging lessons; | FEAP Standard 3 |
| b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; | FEAP Standard 3 |
| c. Identify gaps in students’ subject matter knowledge; | FEAP Standard 3 |
| d. Modify instruction to respond to preconceptions or misconceptions; | FEAP Standard 3 |
| e. Relate and integrate the subject matter with other disciplines and life experiences; | FEAP Standard 3 |
| f. Employ questioning that promotes critical thinking; | FEAP Standard 3 |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; | FEAP Standard 3 |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; | FEAP Standard 3 |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and, | FEAP Standard 3 |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | FEAP Standard 3 |
| 4. Assessment | |
| <i>The effective educator consistently:</i> | |
| a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process; | FEAP Standard 4 |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; | FEAP Standard 4 |
| c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains; | FEAP Standard 4 |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; | FEAP Standard 4 |

Instructional Evaluation System

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| e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and, | FEAP Standard 4 |
| f. Applies technology to organize and integrate assessment information. | FEAP Standard 4 |
| 5. Continuous Professional Improvement | |
| <i>The effective educator consistently:</i> | |
| a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs; | FEAP Standard 5 |
| b. Examines and uses data-informed research to improve instruction and student achievement; | FEAP Standard 5 |
| c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; | FEAP Standard 5 |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement; | FEAP Standard 5 |
| e. Engages in targeted professional growth opportunities and reflective practices; and, | FEAP Standard 5 |
| f. Implements knowledge and skills learned in professional development in the teaching and learning process. | FEAP Standard 5 |
| 6. Professional Responsibility and Ethical Conduct | |
| <i>Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:</i> | |
| a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.; | FEAP Standard 6 |
| b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and | FEAP Standard 6 |
| c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. | FEAP Standard 6 |

FSA Student Services Personnel Standards Crosswalk

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| Alignment to the Florida Educator Accomplished Practices |
| Foundational Principles |
| <i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i> |

Instructional Evaluation System

| 1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement. | |
|---|-----------------------|
| 2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. | |
| 3. The effective educator exemplifies the standards of the profession. | |
| 4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S. | |
| Practice | Evaluation Indicators |
| 1. Instructional Design and Lesson Planning | |
| <i>Applying concepts from human development and learning theories, the effective educator consistently:</i> | |
| a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity; | 2b, 5a |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge; | 2c, 3c, 3d, 3e |
| c. Designs instruction for students to achieve mastery; | 2a, 2d, 2e, 3b |
| d. Selects appropriate formative assessments to monitor learning; | 1a, 5b |
| e. Uses diagnostic student data to plan lessons; | 1a, 1c, 5c |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and | 2c, 2d |
| g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. | 2b, 2d, 2e, 3b, 3f |
| 2. The Learning Environment | |
| <i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i> | |
| a. Organizes, allocates, and manages the resources of time, space, and attention; | 5d |
| b. Manages individual and class behaviors through a well-planned management system; | 3a, 4a, 4c |
| c. Conveys high expectations to all students; | 3a, 4b |
| d. Respects students’ cultural linguistic and family background; | 4b, 4d |
| e. Models clear, acceptable oral and written communication skills; | 1d, 4a |
| f. Maintains a climate of openness, inquiry, fairness and support; | 4b |
| g. Integrates current information and communication technologies; | 1d, 3c |

Instructional Evaluation System

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| h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.; | 3c, 3d, 3e |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and | 3d, 4b, 4e |
| j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. | 1c, 2a, 3d, 3f, 4a, 4c |
| 3. Instructional Delivery and Facilitation | |
| <i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i> | |
| a. Deliver engaging and challenging lessons; | 4b |
| b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; | 4b, 4e |
| c. Identify gaps in students' subject matter knowledge; | 1b |
| d. Modify instruction to respond to preconceptions or misconceptions; | 4b, 4e |
| e. Relate and integrate the subject matter with other disciplines and life experiences; | 4b, 4e |
| f. Employ questioning that promotes critical thinking; | 2c, 3a, 3b |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; | 3d, 4b, 4e |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; | 2b |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and, | 4e |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | 4e |
| 4. Assessment | |
| <i>The effective educator consistently:</i> | |
| a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process; | 1a, 1b |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; | 3d |
| c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains; | 1c |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; | 3d |
| e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and, | 1d |
| f. Applies technology to organize and integrate assessment information. | 5d |

Instructional Evaluation System

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| 5. Continuous Professional Improvement | |
| <i>The effective educator consistently:</i> | |
| a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs; | 5a, 5b |
| b. Examines and uses data-informed research to improve instruction and student achievement; | 5a, 5b |
| c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; | 1a, 1b, 1c, 1d |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement; | 3a, 3b, 4a, 4b |
| e. Engages in targeted professional growth opportunities and reflective practices; and, | 5a, 5b |
| f. Implements knowledge and skills learned in professional development in the teaching and learning process. | 5c |
| 6. Professional Responsibility and Ethical Conduct | |
| <i>Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:</i> | |
| a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.; | 1d, 2d, 3b, 3d, 3f, 4c, 5e |
| b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and | 1d, 2d, 2e, 3b, 3f, 5e |
| c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. | 5e |

FSA School Counselor Standards Crosswalk (6A-5.079)

****NOTE**** Chart below contains the school counselor state standards effective 2024-2025

| Practice | Evaluation Indicators |
|---|-----------------------|
| 1. Professional, Legal, and Ethical Expectations | |
| <i>School counselors act ethically and according to professional standards to promote the academic success and well-being of all students.</i> | |
| a. Hold self-accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., local school board, and governing board policies; | 2d, 4f |

Instructional Evaluation System

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| b. Adhere to the state and federal legal rights of students and parents or guardians with regard to student records per Rule 6A-1.0955, F.A.C. | 4b, 4f |
| c. Seek opportunities for professional learning applicable to the role of a school counselor. | 4d, 4e |
| 2. Data-Driven Planning | |
| <i>Effective school counselors utilize resources including available school data to guide decision making and counseling services</i> | |
| a. Gather and synthesize data from a variety of sources to inform the School Counseling Program | 2c, 3d, 4a, 4b |
| b. Communicate data from a variety of sources to students and parents or guardians | 2c, 3a, 3d, 4b, 4c |
| c. Apply appropriate use of data and technology in supporting student learning and development | 3d, 4b |
| 3. School Counseling Program | |
| <i>Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.</i> | |
| a. Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C. | 2b, 3c, 3d, 3e, 4a |
| b. Apply principles and practices of crisis planning, response, and preventative programs | 1a, 2d, 3b, 3e |
| c. Apply practices for identifying and closing gaps in student achievement | 1a, 1c, 3b, 3c |
| d. Apply strategies for progress monitoring and sharing School Counseling Program outcomes | 1a, 1c, 3c, 3d, 4a |
| 4. Consultation, Collaboration, and Coordination | |
| <i>Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students.</i> | |
| a. Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel and community partners | 2a, 3a, 4d, 4e, 4f |
| b. Maintain high visibility and accessibility, and actively listen to and respond to parents or guardians, students, district and school personnel and community partners | 2a, 2b, 2c, 3a, 3e |
| c. Recognize parents or guardians, students, district and school personnel and community partners for contributions and engagement that enhance the school community; and | 1c, 2a, 2b, 4f |
| d. Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance | 1d, 3a, 3d, 4b, 4c, 4f |
| e. Utilize state, local school board, and governing board policies and procedures to make appropriate community-based referrals | 1d, 4d, 4f |

Instructional Evaluation System

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|---|--------------------|
| f. Apply effective methods and skills for coordinating with community partners in the implementation of a school counseling program | 1d, 3a, 4c, 4f |
| 5. Counseling Services | |
| <i>Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students</i> | |
| a. Apply counseling skills when delivering evidence-based, direct and indirect services to individual students and groups | 1a, 1b, 3b, 3e, 4a |
| b. Assist with the provision of resiliency education, civic and character education, and life skill education in the classroom setting | 3b, 3d, 3e |
| c. Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation | 1a, 2a, 3b, 3e |
| 6. Academic Advising and Planning | |
| <i>Effective school counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students</i> | |
| a. Promote awareness of student progression, assessment requirements, appropriate educational placement, and high school graduation requirements | 1c, 2b, 3c, 3d |
| b. Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities | 1c, 2b, 3b, 3c, 3d |
| c. Provide all students with opportunities for academic enrichment | 1c, 2b, 3c |
| d. Support students who are identified as academically at-risk | 1b, 1c, 3b, 3c, 3d |
| 7. Academic Advising and Planning | |
| <i>Effective school counselors provide opportunities for all students to develop the behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic</i> | |
| a. Promote awareness of application and admission processes for various postsecondary options, including financial resources such as the Free Application for Federal Student Aid and Florida Financial Aid Application for all students and families | 1c, 2b, 3b, 3c |
| b. Apply school counseling strategies and activities that address students' college and career readiness across developmental levels, including decision-making approaches for students in various stages of career development; | 1a, 1b, 1c, 2b, 3c |
| c. Apply procedures of formal and informal career inventories and data-driven methods for evaluating students' college and career readiness | 1a, 1c, 3c, 3d, 4b |
| d. Apply college and career readiness counseling services and schoolwide approaches across all levels that promote lifelong learning and career success | 1a, 1c, 3c |

Instructional Evaluation System

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| e. Utilize resources that provide students with personalized information about postsecondary and career and technical educational opportunities and sources of financial assistance | 1d, 3b, 3c, 4c |
| f. Apply counseling services to address the challenges experienced by students | 1a, 1d, 2a, 3b, 3d |

Instructional Evaluation System

Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.

| 1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories | | | |
|---|--|--|---|
| Critical Skills: <ul style="list-style-type: none"> • Aligns instruction with state-adopted standards at appropriate level of rigor. • Sequences lesson and concepts to ensure coherence and required prior knowledge. • Designs instruction for students to achieve mastery. • Selects appropriate formative assessments to monitor learning. • 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. • Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. • Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. | | | |
| Highly Effective The educator exhibits outstanding performance by effectively implementing the accomplished practice. The educator consistently monitors effectiveness and adapts to cater to the evolving needs of learners. | Effective The educator exhibits commendable performance by implementing the accomplished practice effectively while actively monitoring effectiveness. | Developing/NI The educator endeavors to apply the accomplished practice but may misuse it and/or neglect to monitor its effectiveness. | Unsatisfactory The educator exhibits limited understanding and minimal implementation of the accomplished practice. |

| 2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative |
|--|
| Critical Skills: <ul style="list-style-type: none"> • Organizes, allocates, and manages the resources of time, space, and attention. |

Instructional Evaluation System

(Assessed and evaluated on the Lesson Plan-Management Techniques).

- Manages individual and class behaviors through a well-planned management system.
- Conveys high expectations to all students.
- Respects students’ cultural, linguistic and family background.
- Models clear, acceptable oral and written communication skills.
- Maintains a climate of openness, inquiry, fairness and support.
- Integrates current information and communication technologies.
 - Adapts the learning environment to accommodate the differing needs and diversity of students.
- Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
- Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.

| Highly Effective | Effective | Developing/NI | Unsatisfactory |
|---|---|---|---|
| <p>The educator exhibits outstanding performance by effectively implementing the accomplished practice. The educator consistently monitors effectiveness and adapts to cater to the evolving needs of learners.</p> | <p>The educator exhibits commendable performance by implementing the accomplished practice effectively while actively monitoring effectiveness.</p> | <p>The educator endeavors to apply the accomplished practice but may misuse it and/or neglect to monitor its effectiveness.</p> | <p>The educator exhibits limited understanding and minimal implementation of the accomplished practice.</p> |

3. Instructional Delivery and Facilitation

Utilizes a deep and comprehensive knowledge of the subject taught

Critical Skills:

- Deliver engaging and challenging lessons.
- Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
- Identify gaps in students’ subject matter knowledge.
- Modify instruction to respond to preconceptions or misconceptions.
- Relate and integrate the subject matter with other disciplines and life experiences.
- Employ higher-order questioning techniques.
- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.
- Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.
- Support, encourage, and provide immediate and specific feedback to students to

Instructional Evaluation System

| | | | |
|--|---|---|--|
| <p>promote student achievement.</p> <ul style="list-style-type: none"> Utilize student feedback to monitor instructional needs and to adjust instruction. | | | |
| <p>Highly Effective</p> <p>The educator exhibits outstanding performance by effectively implementing the accomplished practice. The educator consistently monitors effectiveness and adapts to cater to the evolving needs of learners.</p> | <p>Effective</p> <p>The educator exhibits commendable performance by implementing the accomplished practice effectively while actively monitoring effectiveness.</p> | <p>Developing/NI</p> <p>The educator endeavors to apply the accomplished practice but may misuse it and/or neglect to monitor its effectiveness.</p> | <p>Unsatisfactory</p> <p>The educator exhibits limited understanding and minimal implementation of the accomplished practice.</p> |

4. Assessment

| | | | |
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| <p>Critical Skills:</p> <ul style="list-style-type: none"> 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. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery. Uses a variety of assessment tools to monitor student progress, achievement and learning gains. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s). Applies technology to organize and integrate assessment information. | | | |
| <p>Highly Effective</p> <p>The educator exhibits outstanding performance by effectively implementing the accomplished practice. The educator consistently monitors</p> | <p>Effective</p> <p>The educator exhibits commendable performance by implementing the accomplished practice effectively while actively monitoring effectiveness.</p> | <p>Developing/NI</p> <p>The educator endeavors to apply the accomplished practice but may misuse it and/or neglect to monitor its effectiveness.</p> | <p>Unsatisfactory</p> <p>The educator exhibits limited understanding and minimal implementation of the accomplished practice.</p> |

Instructional Evaluation System

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| effectiveness and adapts to cater to the evolving needs of learners. | | | |
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5. Continuous Professional Improvement

Critical Skills:

- Designs purposeful professional goals to strengthen the effectiveness of instruction based on student needs.
- Examines and uses data-informed research to improve instruction and student achievement.
- 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
- Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement.
- Engages in targeted professional growth opportunities and reflective practices.
- Implements knowledge and skills learned in professional development in the teaching and learning process.

| Highly Effective | Effective | Developing/NI | Unsatisfactory |
|--|--|---|--|
| The educator exhibits strong implementation of the accomplished practice and expands their knowledge to improve teaching and learning. | The educator exhibits commendable implementation of the accomplished practice and attempts to expand their knowledge to improve teaching and learning. | The educator endeavors to apply the accomplished practice but does not utilize newfound knowledge to improve teaching and learning. | The educator exhibits limited understanding and minimal implementation of the accomplished practice. |

6. Professional Responsibilities and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

Critical Skills:

Instructional Evaluation System

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| <ul style="list-style-type: none"> • Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. • The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; • The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C | | | |
| Highly Effective The educator exhibits outstanding implementation of the accomplished practice. The educator always displays ethical behavior and meets obligations to students, the public, and the education profession. | Effective The educator exhibits commendable implementation of the accomplished practice. The educator consistently displays ethical behavior and meets obligations to students, the public, and the education profession. | Developing/NI The educator necessitates coaching to align their practices with professional responsibilities and ethical conduct. | Unsatisfactory The educator exhibits limited understanding and minimal implementation of professional responsibilities and ethical conduct. |

Instructional Evaluation System

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.

***Note: in all cases in the rubric below, parents = parents/guardians**

| Domain 1: Data-Based Decision Making and Evaluation of Practices | | | |
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| 1a. Collects and uses data to develop and implement interventions within a problem-solving framework. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level. | Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design. | Practice is evident but requires supervision, support, and/or training to be effective independently. | Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required. |
| 1b. Analyzes multiple sources of qualitative and quantitative data to inform decision-making. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions. | Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions. | Practice is evident but requires supervision, support, and/or training to be effective independently. | Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required. |
| 1c. Uses data to monitor student academic progress and evaluate the effectiveness of services on student achievement | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Uses school or district data to monitor the effectiveness of support and district intervention program outcomes. | Uses individual and group data to monitor student progress, evaluate the effectiveness of academic instruction/intervention, and modify interventions based on student data. | Practice is evident but requires supervision, support, and/or training to be effective independently. | Does not monitor student progress or evaluate the effectiveness of academic instruction/ intervention OR ineffectively demonstrates the practice/skill required. |
| 1d. Shares student performance data in a relevant and understandable way with students, parents, and administrators | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Trains or mentors others to provide feedback on student | Provides feedback on student performance and other assessment | Practice is evident but requires supervision, support, and/or training | Does not provide feedback on student performance and other |

Instructional Evaluation System

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| performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs. | data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs. | to be effective independently. | assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required. |
| Domain 2: Instruction/Intervention Planning & Design | | | |
| 2a. Uses a collaborative problem-solving framework as the basis for identification and planning for academic and reflective practices to support Instructional Personnel | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic interventions. | Works with team and team members to identify, problem solve, and plan academic interventions. | Practice is evident but requires supervision, support, and/or training to be effective independently. | Does not work with team to identify, problem solve, and plan academic interventions OR ineffectively demonstrates the practice/skill required. |
| 2b. Plans and designs academic support with instructors based on data and aligns efforts with the school and district improvement priorities, and state/federal mandates. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates. | Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates. | Practice is evident but requires supervision, support, and/or training to be effective independently. | Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates. |
| 2c. Applies evidence-based research and best practices to improve instruction/interventions | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of support. | Applies evidence-based and best practices when developing and planning instruction and intervention. | Practice is evident but requires supervision, support, and/or training to be effective independently. | Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention. |
| 2d. Develops intervention support plans that help the student, or other community agencies and systems of support to reach a desired goal | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |

Instructional Evaluation System

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| Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports. | Develops a support plan that reflects the goals of student/client systems and supports the goal. | Practice is evident but requires supervision, support, and/or training to be effective independently. | Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal). |
| 2e. Engages parents and community partners in the planning and design of instruction/interventions | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions. | Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans. | Practice is evident but requires supervision, support, and/or training to be effective independently. | Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention. |
| Domain 3: Instruction/Intervention Delivery & Facilitation | | | |
| 3a. Collaborates with school-based and district-level teams to develop and maintain a continuum of services to support the academic success of all students. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Facilitates the development of services at the district level by planning and implementing interventions that address systemic issues/concerns. | Facilitates the development of services at the school level by planning and implementing interventions whose intensity matches student, group, or school needs. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not contribute to the development and implementation of services at the school level OR ineffectively demonstrates the practice/skill required. |
| 3b. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Consults and collaborates at the school/systems level to plan, implement, and evaluate academic services. | Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic services. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic services. |
| 3c. Implements evidence-based practices within the school and district framework. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |

Instructional Evaluation System

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| Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports. | Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups. |
| 3d. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families. | Identifies barriers to learning and connects students with resources that support positive student outcomes/goals. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required. |
| 3e. Promotes student outcomes related to career and college readiness. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Develops/plans district-level or school-level policies/interventions/supports that address student postsecondary goal attainment. | Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required. |
| 3f. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors. | Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively. |
| Domain 4: Learning Environment | | | |
| 4a. Collaborates with teachers and administrators to develop and implement school-wide intervention and supports. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |

Instructional Evaluation System

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| Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate. | Interacts with school personnel to promote and implement school-wide intervention and supports. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not interact with school personnel to promote and implement school-wide intervention and supports OR poorly demonstrates the practice/skill required. |
| 4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership). | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Examines need and feasibility for systemic intervention to support and increase student engagement district-wide. | Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required. |
| 4c. Promotes safe school environments | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools. | Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence). | Practice is evident but requires supervision, support, and/or training to be independently effective. | Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff. |
| 4d. Integrates relevant cultural issues and contexts that impact family–school partnerships. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Creates and promotes multicultural understanding and dialogue through training to examine the broader context of cultural issues that impact family–school partnerships. | Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices. |
| 4e. Provides a continuum of support services to instructors to meet individual students’ needs in the classroom environment. (All other non-classroom instructional personnel) | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |

Instructional Evaluation System

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| Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination | Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/ evaluating programs. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services. |
| Domain 5: Professional Learning, Responsibility, and Ethical Practice | | | |
| 5a. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes. | Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill. |
| 5b. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]). | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers. | Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills. |
| 5c. Implements knowledge and skills learned in professional development activities. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Integrates acquired knowledge and training into practice for professional community. | Integrates and applies acquired knowledge and training into professional practice | Practice is evident but requires supervision, support, and/or training to be independently effective. | Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills. |
| 5d. Demonstrates effective recordkeeping and communication skills. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |

Instructional Evaluation System

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| Supports record/data management system impact on practice and facilitates active listening among professional learning community members | Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills. |
| 5e. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards. | | | |
| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
| Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members. | Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels. | Practice is evident but requires supervision, support, and/or training to be independently effective. | Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena. |

2024-2025 FSA School Counselor Evaluation Rubric

Domain 1: Planning and Preparation

| Indicator | Highly Effective | Effective | Needs Improvement | Unsatisfactory |
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Instructional Evaluation System

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| <p>1a: Demonstrating Knowledge of Counseling Theory</p> <p>Effective school counselors understand and utilize a variety of counseling techniques including services to address the challenges experienced by students. They apply principles and practices of crisis planning, response, and preventative programs.</p> | <p>Demonstrates deep and thorough understanding of school programming, counseling/support techniques and theory.</p> <p>Plans and practice reflect familiarity with a wide range of effective counseling approaches.</p> | <p>Demonstrates solid understanding of school programming, counseling techniques, and theory.</p> | <p>Demonstrates limited understanding of school programming, counseling techniques, and theory.</p> | <p>Demonstrates little or no understanding of school programming, counseling techniques, and theory.</p> |
| <p>1b: Demonstrating Knowledge of Students</p> <p>Effective school counselors understand the patterns of child development. They apply school counseling strategies and activities across developmental levels, including decision-making approaches for students in various stages of development.</p> | <p>In addition to the characteristics of “effective,” displays knowledge of the extent to which individual students follow the general patterns of development.</p> <p>Demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students’ knowledge, skills, special needs, interests and cultural heritages.</p> | <p>Demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development.</p> <p>Displays accurate and detailed knowledge of students’ skills, special needs, interests and cultural heritages.</p> | <p>Displays limited knowledge of child and adolescent development and some knowledge of the varied students’ skills, special needs, interests and cultural heritages.</p> | <p>Displays little or no knowledge of child and adolescent development nor of students’ skills, special needs, interests and cultural heritages.</p> |

Instructional Evaluation System

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| <p>1c: Establishing Outcomes</p> <p>Effective school counselors provide opportunities for all students to develop the behaviors necessary for long-term career success. They apply strategies for progress monitoring and sharing School Counseling Program outcomes.</p> | <p>Goals for the counseling/support program are highly appropriate to the situation in the school and the age of the students, and have been developed in consultation with students, parents/guardians, and colleagues.</p> <p>Outcomes represent high-level learning and achievement.</p> <p>Outcomes are differentiated and reflect multiple career and college ready paths based on student aspirations and input.</p> | <p>Goals for the counseling/support program are clear and appropriate to the situation in the school and to the age of the students.</p> <p>Outcomes represent rigorous and important expectations for student learning and placement.</p> | <p>Goals for the counseling/support program are rudimentary and are partially suitable to the situation and the age of the students.</p> <p>Outcomes represent moderate expectations and rigor.</p> | <p>No clear goals for the Counseling/support program are established, or goals are inappropriate to either the situation or the age of the students.</p> <p>Outcomes represent low expectations for students.</p> |
| <p>1d: Demonstrating Knowledge of Resources</p> <p>Effective school counselors utilize resources and data to guide decision making and counseling services. They utilize state, local school board, and governing board policies and procedures to make appropriate community-based referrals and coordinate with community partners in the implementation of a school counseling program.</p> | <p>Displays extensive knowledge of resources for stakeholders. These include school, district, community, and external resources.</p> <p>Makes extensive use of resources provided by professional organizations, universities and on the internet.</p> | <p>Displays knowledge of resources available to stakeholders through the school or district, as well as those in the community, on the internet, and other sources external to the school.</p> <p>Seeks resources to extend their own professional skills and knowledge.</p> | <p>Displays some awareness of resources available to stakeholders through the school, district, or community and for extending one's professional skills but does not seek to expand their knowledge.</p> | <p>Demonstrates little or no knowledge of resources available to stakeholders through the school, district or community, nor is the counselor aware of resources for expanding one's own professional skills.</p> |

Instructional Evaluation System

Domain 2: The Environment

| Indicator | Highly Effective | Effective | Needs Improvement | Unsatisfactory |
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| <p>2a: Creating an Environment of Respect and Rapport</p> <p>Effective school counselors model and support respectful collaboration practices between all stakeholders.</p> <p>They recognize stakeholders for contributions and engagement that enhance the school community.</p> | <p>Interactions with students, parents/guardians and staff are highly positive, respectful, and appropriate to the ages, cultures and developmental levels of the students, reflecting genuine warmth, caring and sensitivity.</p> <p>Successfully involves stakeholders in promoting positive interactions.</p> | <p>Interactions with students, parents/guardians and staff are respectful and appropriate to the ages, cultures, and developmental levels of the students.</p> <p>Actively promotes positive interactions.</p> <p>Stakeholders feel safe and respected.</p> | <p>Interactions with stakeholders are generally appropriate, but may reflect occasional inconsistencies and insensitivity.</p> <p>Makes occasional attempts to promote positive interactions among students, parents/guardians, or staff.</p> <p>Attempts to respond to disrespectful behavior with uneven results.</p> <p>Stakeholders feel somewhat safe and respected.</p> | <p>Interactions with stakeholders are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Does not promote positive interactions among students, parents/guardians, or staff.</p> <p>Does not deal with disrespectful behavior.</p> <p>Does not create an environment where stakeholders feel safe and respected.</p> |

Instructional Evaluation System

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| <p>2b: Establishing a Culture for Learning</p> <p>Effective school counselors cultivate a caring and supportive environment that promotes the success of all students. They provide all students with opportunities for academic enrichment.</p> | <p>The counseling/support program and environment are characterized by a high commitment of effort and investment of energy by all stakeholders.</p> <p>Stakeholders take an active role in upholding the importance of the counseling/support work.</p> <p>Interactions with students, staff, and families support attainment of success for all students and involves these stakeholders in ensuring all students are college and career ready.</p> | <p>The counseling/support program and environment are characterized by a consistent commitment of effort and investment of energy by all stakeholders.</p> <p>Stakeholders show positive regard for the importance of the counseling/support work.</p> <p>Interacts with all stakeholders to encourage hard work and support learning.</p> <p>Seeks to ensure that all students are college and career ready.</p> | <p>The counseling/support program and environment are characterized by an inconsistent commitment of effort or investment of energy by stakeholders.</p> <p>Stakeholders show little regard for the importance of the counseling/support work.</p> <p>Encourages some students to achieve at a higher level.</p> <p>Offers some students support for college and career readiness.</p> | <p>The counseling/support program and environment are characterized by little to no commitment of effort by stakeholders.</p> <p>Stakeholders show no regard for the importance of the counseling/support work.</p> <p>Makes no attempt to encourage students to work hard and achieve at their highest level.</p> <p>Does not offer students support for college and career readiness.</p> |
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Instructional Evaluation System

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| <p>2c: Managing Routines and Procedures</p> <p>Effective school counselors develop and communicate effective routines and procedures. They maintain high visibility and accessibility, and actively listen to and respond to stakeholders.</p> | <p>Routines and procedures for scheduling time with the counselor/support personnel are established with input from stakeholders and well communicated to them.</p> <p>Schedule and use-of-time data are detailed and used in a highly effective manner.</p> <p>Routines and procedures are well understood and may be initiated or improved by stakeholders.</p> | <p>Routines and procedures for scheduling time with the counselor/support personnel are established, communicated to stakeholders, and followed.</p> <p>Schedule and use-of-time data are available, used, and fully maintained.</p> <p>Stakeholders know and follow established routines with minimal guidance and prompting.</p> | <p>Routines and procedures for scheduling time with the counselor/support personnel are established, but have been communicated to only some stakeholders.</p> <p>Schedule and/or use-of-time data exist, but are not used or maintained.</p> <p>Stakeholders are aware of some routines and procedures, but they are only partially effective or are inconsistently followed.</p> | <p>There are no routines or procedures established for scheduling time with the counselor/support personnel.</p> <p>No schedule or use-of-time data is available.</p> <p>There is little evidence that stakeholders know or follow established routines.</p> |
| <p>2d: Managing Student Behavior</p> <p>Effective school counselors establish and uphold clear standards of conduct for themselves and stakeholders. School counselors act ethically and according to professional standards to promote the academic success and well-being of all students. They model and support respectful collaborations and apply principles and practices of crisis planning, response, and preventative programs.</p> | <p>Establishes clear standards of conduct for counseling/support and stakeholders contribute to maintaining them.</p> <p>Stakeholders take an active role in monitoring their own behavior and/or that of other stakeholders against standards of conduct.</p> <p>Takes a leadership role in providing assistance with student behavior and shares ideas with stakeholders.</p> | <p>Establishes clear standards of conduct for counseling/support sessions.</p> <p>Stakeholder behavior in counseling/support sessions is generally appropriate.</p> <p>Makes significant effort to offer assistance to staff or families with student behavior.</p> | <p>Efforts to establish standards of conduct for counseling/support sessions is partially effective.</p> <p>Inconsistently attempts to monitor stakeholder behavior and sometimes offers behavioral assistance to staff or families.</p> | <p>Has established no standards of conduct for students during counseling/support sessions.</p> <p>No assistance with student behavior is offered to staff or families.</p> |

Instructional Evaluation System

Domain 3: Delivery of Services

| Indicator | Highly Effective | Effective | Needs Improvement | Unsatisfactory |
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| <p>3a: Communicating with Stakeholders</p> <p>Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students. They Utilize appropriate technologies and other forms of communication with parents/guardians, students, district and school personnel and families on student expectations and academic performance.</p> <p>They actively listen to and respond to parents/guardians, students, district and school personnel and community partners.</p> | <p>Oral and written communications with stakeholders are ongoing, clear, precise, and expressive.</p> <p>Misconceptions are anticipated and prevented through use of well-honed communication skills.</p> <p>Uses opportunities to extend students’ knowledge of concepts and vocabulary.</p> <p>Students use correct vocabulary.</p> <p>Frequently uses multiple means of soliciting input from, and communicating with, stakeholders.</p> | <p>Regularly communicates with stakeholders.</p> <p>Oral and written communications are clear and accurate.</p> <p>Use of academic and counseling vocabulary is precise and serves to extend understanding.</p> <p>Makes regular efforts at two-way communication with stakeholders.</p> | <p>Attempts to communicate with stakeholders.</p> <p>Spoken and written communications contain some errors or are partially clear, requiring clarification.</p> <p>Spoken communication may be correct, but vocabulary is not fully appropriate for students.</p> <p>Does not take opportunities to explain academic or counseling vocabulary.</p> <p>Makes minimal efforts at two-way communication with stakeholders.</p> | <p>Rarely communicates with stakeholders.</p> <p>Communications contain major errors and/or are unclear.</p> <p>Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>Communication is strictly one-way.</p> |

Instructional Evaluation System

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| <p>3b: Using Appropriate Counseling/Support Techniques</p> <p>Effective school counselors utilize and apply various counseling services to address the challenges experienced by students. They administer principles and practices of crisis planning, response, and preventative programs.</p> | <p>Uses an extensive range of counseling/support techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.</p> | <p>Uses a range of counseling/support techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.</p> | <p>Displays a narrow range of counseling/support techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.</p> | <p>Has few counseling/support techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.</p> |
| <p>3c: Engaging Students in the Formulation of Current and Future Plans</p> <p>Effective school counselors assist students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities. They apply practices for identifying and closing gaps in student achievement and counseling services to address the challenges experienced by students.</p> | <p>Supports students as they formulate personal academic, social/ emotional, and career plans.</p> <p>The process has a clearly defined structure and provides students with the time needed to engage with and reflect on their planning.</p> | <p>Assists the students in formulating clear, purposeful, and personalized plans.</p> | <p>Attempts to assist some students in formulating personalized plans, but efforts are inconsistent.</p> | <p>Does not assist students in formulating personalized plans.</p> |

Instructional Evaluation System

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| <p>3d: Assessing Student Needs</p> <p>Effective school counselors assess needs to develop, implement, and evaluate programs. They apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.</p> | <p>Consistently assesses students' progress using multiple measures and regularly consults with students, parents/guardians, and team members to discuss students' needs.</p> <p>A variety of forms and methods are used to provide accurate and specific feedback.</p> <p>Students self-assess and monitor their progress, and use the data to identify appropriate improvement strategies.</p> <p>Successfully assesses individual students' needs and differentiates services to address them.</p> | <p>Consistently assesses the student progress and consults with team members to discuss students' needs.</p> <p>Feedback to students is accurate and specific; students frequently engage in self-assessment.</p> <p>Uses assessment to determine appropriate school-wide services to address the needs of the student population.</p> | <p>Inconsistently assesses student progress or limits consultation with team members to address students' needs.</p> <p>Feedback to students is general, and few students assess their own work.</p> <p>Sometimes uses assessments to determine services that will address students' needs.</p> | <p>Neither assesses student progress nor consults with team members to address students' needs.</p> <p>Feedback is absent or of poor quality.</p> <p>Does not use assessment to determine services that will address students' needs.</p> <p>Students do not engage in self-assessment.</p> |
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Instructional Evaluation System

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| <p>3e: Implementing Responsive Services</p> <p>Effective school counselors apply counseling skills when delivering evidence-based, direct, and indirect services to individual students and groups that support the safety, mental health, and well-being of all students.</p> | <p>Holds individual and/or small group counseling/support sessions, that help students identify problems, causes, alternatives, and possible consequences.</p> <p>Students make thoughtful decisions and take appropriate actions in response to emergent needs and concerns.</p> | <p>Holds individual and/or small group counseling/support sessions to assist students with academic, career, and personal/social issues in response to emergent student needs and concerns.</p> | <p>Makes an attempt to meet with some individual students and/or small groups in response to emergent student needs and concerns.</p> <p>Sessions are not goal-focused and offer only moderate assistance.</p> | <p>Does not provide counseling/support sessions for individual students and/or small groups to help them overcome issues that arise.</p> |
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Domain 4: Professional Responsibilities

| Indicator | Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|--|--|---|
| <p>4a: Reflecting on Practice</p> <p>Effective school counselors reflect on and evaluate their practice. They apply strategies for progress monitoring and sharing School Counseling Program outcomes. They gather and synthesize data from a variety of sources to inform the School Counseling Program</p> | <p>Reflection on practice is thoughtful and accurate, citing specific examples of practices and the reasons for their degree of success.</p> <p>Draws on an extensive body of evidence-based practices to suggest alternative practice strategies according to the American School Counselor Association (ASCA) Model (as appropriate by role).</p> | <p>Reflection on practice is accurate and objective, based on evidence-based standards, and cites both positive and negative characteristics.</p> <p>Makes specific suggestions for improving practice based on the ASCA Model (as appropriate by role).</p> | <p>Reflection on practice is sometimes accurate and objective, but not based on evidence-based standards.</p> <p>Reflection includes some general suggestions for how counseling services might be improved.</p> | <p>Reflection on practice is inaccurate and not based on evidence-based standards.</p> <p>Has no suggestions for how counseling services could be improved.</p> |

Instructional Evaluation System

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| <p>4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice</p> <p>Effective school counselors utilize data from a variety of sources to inform the School Counseling Program. They maintain and adhere to the state and federal legal rights of students and parents/guardians, regarding student records per Rule 6A-1.0955, F.A.C. They apply appropriate use of data and technology in supporting student learning and development.</p> | <p>Practices related to record keeping are highly systematic and efficient.</p> <p>Maintenance and safekeeping practices serve as a model for colleagues.</p> <p>Engages parents/guardians and students in using student data to guide decision-making.</p> | <p>Reports, records, and documentation are accurate and are submitted in a timely manner.</p> <p>Practices related to safekeeping and maintenance of student records are consistent with district and national standards.</p> <p>Uses student data to guide decision-making.</p> | <p>Reports, records, and documentation are uneven and occasionally late.</p> <p>Has a rudimentary understanding of the safekeeping and maintenance of student information.</p> <p>Makes scant use of student data to guide decision-making.</p> | <p>Reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.</p> <p>Does not understand the importance of safekeeping and maintenance of student records.</p> <p>Does not use student data to guide decision-making.</p> |
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Instructional Evaluation System

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| <p>4c: Communicating with Families, Staff, and Community</p> <p>Effective school counselors utilize appropriate technologies and other forms of communication with parents/guardians, students, district and school personnel and families on student expectations and academic performance to effectively communicate with and engage stakeholders.</p> | <p>Proactive in providing information to families about the counseling/support program and about individual students through a variety of means.</p> <p>Makes certain that community, staff, parents/guardians, and students are aware of and contribute to the vision and mission statement of the program.</p> <p>Engages families in using and contributing to the resources of the counseling/support department.</p> <p>Consistently maintains and models confidentiality for all while appropriately communicating student needs with family, staff and community.</p> <p>Responds to concerns in a timely and clear manner.</p> | <p>Provides thorough and accurate information to families, staff, or the community about the counseling/support program as a whole and about individual students.</p> <p>Successfully communicates the vision and mission statement of the program.</p> <p>Frequently engages families in the programs offered by the counseling/support department.</p> <p>Consistently follows confidentiality guidelines.</p> <p>Communications are conveyed in a clear manner.</p> | <p>Provides limited though accurate information to families, staff, or community about the counseling/support program as a whole and about individual students.</p> <p>Shares vision and mission statement of the program if asked.</p> <p>Attempts to engage families in the programs offered by the counseling department.</p> <p>Is somewhat familiar with confidentiality guidelines.</p> <p>Communication may not be conveyed in a clear manner.</p> | <p>Provides little, if any, information to families, staff, or community about the counseling/support program as a whole or about individual students.</p> <p>Does not publicize vision and mission statement of the program.</p> <p>Does not attempt to engage families in the programs offered by the counseling/support department.</p> <p>Communications with staff and families violate confidentiality guidelines.</p> <p>Some communications are misunderstood due to being poorly conveyed.</p> |
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Instructional Evaluation System

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| <p>4d: Participating in the Professional Community</p> <p>Effective school counselors model and support respectful collaboration practices.</p> | <p>Interactions are characterized by mutual support and collaboration, with the counseling/support employee taking initiative in assuming leadership among other counselors and colleagues.</p> <p>Volunteers to participate in school/district events and projects, making a substantial contribution and assuming a leadership role in at least one aspect of school/district life.</p> <p>Takes a leadership role in promoting a professional learning community.</p> | <p>Interactions with other counselors and colleagues are characterized by mutual support and collaboration.</p> <p>Volunteers to participate in school events and school/district projects, making a substantial contribution.</p> <p>Actively participates in a professional learning community.</p> | <p>Interacts with other counselors and/or colleagues to fulfill required duties.</p> <p>Participates in school events, district projects, and professional learning communities when specifically asked or invited.</p> | <p>Interactions with other counselors and/or other colleagues in the school/district are negative.</p> <p>Avoids becoming involved in school or district events or projects.</p> <p>Does not participate in a professional learning community.</p> |
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Instructional Evaluation System

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| <p>4e: Growing and Developing Professionally</p> <p>Effective school counselors seek opportunities for professional learning.</p> | <p>Actively pursues individual and/or collaborative professional development opportunities based on individual or departmental assessment of need, and makes a substantial contribution to the profession.</p> <p>Takes a leadership role in organizing opportunities for professional conversation, including feedback about practice.</p> <p>Initiates important research or activities that contribute to the profession.</p> | <p>Seeks out opportunities for individual and/or collaborative professional development based on an individual assessment of need.</p> <p>Actively engages with colleagues and supervisors in professional conversations about practice, including feedback about practice.</p> <p>Frequently contributes to the collective knowledge of colleagues.</p> | <p>Participates in limited individual and/or collaborative professional development activities.</p> <p>Engages in limited professional conversations with colleagues and supervisors.</p> <p>Rarely assists other colleagues or contributes to the profession.</p> | <p>Does not participate in individual and/or collaborative professional development activities even when such activities are clearly needed for the development of professional skills.</p> <p>Actively avoids professional conversations with colleagues and supervisors.</p> <p>Does not contribute to the collective knowledge of colleagues or the profession.</p> |
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Instructional Evaluation System

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| <p>4f: Showing Professionalism</p> <p>Effective school counselors act ethically and according to professional standards to promote the academic success and well-being of all students. They hold themselves accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare pursuant to Section 1001.42(8), F.S., the rights of students and parents/guardians enumerated in Sections 1002.20 and 1014.04, F.S., local school board, and governing board policies.</p> | <p>Models the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families and community members.</p> <p>Provides leadership to colleagues in advocating for families' or students' social, behavioral or academic needs.</p> <p>Takes on a leadership role regarding implementation of school, district, and professional regulations.</p> | <p>Displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community.</p> <p>Consistently advocates for families' or students' social, behavioral or academic needs.</p> <p>Fully complies with school, district, and professional regulations.</p> | <p>School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community.</p> <p>School Counselor inconsistently advocates for families' or students' social, behavioral or academic needs.</p> <p>School Counselor requires prompting to comply with school, district, and professional regulations.</p> | <p>School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community.</p> <p>School Counselor does not advocate for families or for the students' social, behavioral or academic needs.</p> <p>School Counselor does not comply with school, district, and professional regulations even when directed.</p> |
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Instructional Evaluation System

Appendix D – Student Performance Measures

In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

| Classroom Teachers | | | |
|---------------------------|---------------------------------------|--|-----------------------------|
| Program | Course | Performance Measure for Evaluation | Performance Standard |
| FSA | All available courses for FSA setting | Measure of student performance based on student growth on a predetermined pre-test to post-test, as well as students who earn a GED. | Student Performance Rubric |

| Non-Classroom Instructional Personnel | | | |
|--|---|--|-----------------------------|
| Program | Position | Performance Measure for Evaluation | Performance Standard |
| All FSA Programs | All Student Services/School Counselor/Non-Classroom Instructional | Measure of student performance based on student growth on a predetermined pre-test to post-test, as well as students who earn a GED. | Student Performance Rubric |

Instructional Evaluation System

Student Performance Rubric

| Performance Rating | Performance Definition |
|---------------------------|--|
| Highly Effective | Percentage Teacher Gain \geq Percentage DJJ/FSA gain - (1 x SE Teacher) |
| Effective | Percentage DJJ/FSA gain - (2 x SE Teacher) \leq Percentage Teacher Gain < Percentage DJJ/FSA gain - (1 x SE Teacher) |
| Needs Improvement | Percentage DJJ/FSA gain - (3 x SE Teacher) \leq Percentage Teacher Gain < Percentage DJJ/FSA gain - (2 x SE Teacher) |
| Unsatisfactory | Percentage Teacher Gain < Percentage DJJ/FSA gain - (3 x SE Teacher) |

Instructional Evaluation System

Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.

| FSA Teacher Evaluation Summative Evaluation Form | | | |
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| Instructional Practice 65% | | | |
| FEAP Standard | FEAP Indicators | Rating (drop down menu option: HE, E, NI, U) | Comments (text field for IL to enter comments regarding individual rating) |
| <p>1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories (10.83%)</p> | <p>Critical Skills:</p> <ul style="list-style-type: none"> a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity; b. Sequences lessons and concepts to ensure coherence and required prior knowledge; c. Designs instruction for students to achieve mastery; d. Selects appropriate formative assessments to monitor learning; e. Uses diagnostic student data to plan lessons; f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and | | |

Instructional Evaluation System

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| | <p>g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate & aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.</p> | | |
| <p>2. The Learning Environment</p> <p>Maintaining a student-centered learning environment that is safe, organized, equitable, flexible, inclusive & collaborative</p> <p>(10.83%)</p> | <p>a. Organizes, allocates, and manages the resources of time, space, and attention;</p> <p>b. Manages individual and class behaviors through a well-planned management system;</p> <p>c. Conveys high expectations to all students;</p> <p>d. Respects students’ cultural linguistic and family background;</p> <p>e. Models clear, acceptable oral and written communication skills;</p> <p>f. Maintains a climate of openness, inquiry, fairness and support;</p> <p>g. Integrates current information and communication technologies;</p> <p>h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;</p> <p>i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and,</p> <p>j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.</p> | | |
| | <p>a. Deliver engaging and challenging lessons;</p> | | |

Instructional Evaluation System

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| <p>3. Instructional Delivery and Facilitation</p> <p>Utilizing a deep and comprehensive knowledge of the subject taught</p> <p>(10.83%)</p> | <p>b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</p> <p>c. Identify gaps in students' subject matter knowledge;</p> <p>d. Modify instruction to respond to preconceptions or misconceptions;</p> <p>e. Relate and integrate the subject matter with other disciplines and life experiences;</p> <p>f. Employ questioning that promotes critical thinking;</p> <p>g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</p> <p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</p> <p>i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,</p> <p>j. Utilize student feedback to monitor instructional needs and to adjust instruction.</p> | | |
| <p>Assessment</p> | <p>a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;</p> <p>b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;</p> | | |

Instructional Evaluation System

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| (10.83%) | <p>c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;</p> <p>d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;</p> <p>e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and,</p> <p>f. Applies technology to organize and integrate assessment information.</p> | | |
| Continuous Professional Improvement (10.83%) | <p>a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;</p> <p>b. Examines and uses data-informed research to improve instruction and student achievement;</p> <p>c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;</p> <p>d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;</p> <p>e. Engages in targeted professional growth opportunities and reflective practices; and,</p> <p>f. Implements knowledge and skills learned in professional development in the teaching and learning process.</p> | | |
| Professional Responsibility and Ethical Conduct | <p>a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental,</p> | | |

Instructional Evaluation System

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| Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession (10.83%) | emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and, c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. | | |
| Performance of Students Measure 35% | | | |
| Rating | | Points Earned | |
| Manager Final Comments/Overall Score | | | |
| Professional Practice | | Points Earned/Rating Earned | |
| Performance of Students Measure | | Points Earned/Rating Earned | |
| Overall Score | | Total Points Earned/ Overall Rating Earned | |
| Text Box for Manager Summative Evaluation Comments | | | |
| Employee Acknowledgment | | | |
| Employee Comment Area | | | |
| Electronic Signature | | Date of Acknowledgement | |

Instructional Evaluation System

| FSA Student Services Personnel Evaluation Summative Evaluation Form | | | |
|--|---|--|---|
| Instructional Practice 55% | | | |
| Domain | Element | Rating (drop down menu option: HE, E, NI, U) | Comments (text field for IL to enter comments regarding individual rating) |
| 1. Data- Based Decision (10%) | 1a. Collects and uses data to develop and implement interventions within a problem-solving framework. | | |
| | 1b. Analyze multiple sources of qualitative and quantitative data to inform decision making | | |
| | 1c. Uses data to monitor student progress (academic, social/emotional/behavioral) and health, and evaluate the effectiveness of services on student achievement | | |
| | 1d. Shares student performance data in a relevant and understandable way with students, parents, and administrators | | |

Instructional Evaluation System

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| <p>2. Instructional/ Intervention Planning and Design (15%)</p> | <p>2a. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports</p> | | |
| | <p>2b. Plans and design instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates</p> | | |
| | <p>2c. Applies evidence-based research and best practices to improve instruction/interventions</p> | | |
| | <p>2d. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal</p> | | |
| | <p>2e. Engages parents and community partners in planning and design of instruction/interventions</p> | | |
| | <p>3a. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students</p> | | |

Instructional Evaluation System

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| <p>3. Instructional/ Intervention Delivery and Facilitation (15%)</p> | <p>3b. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services</p> | | |
| | <p>3c. Implements evidence-based practices within a multi-tiered framework</p> | | |
| | <p>3d. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning</p> | | |
| | <p>3e. Promotes student outcomes related to career and college readiness</p> | | |
| | <p>3f. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors</p> | | |
| | <p>4a. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports</p> | | |
| | <p>4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership)</p> | | |

Instructional Evaluation System

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| 4. Learning Environment (15%) | 4c. Promotes safe school environments | | |
| | 4d. Integrates relevant cultural issues and contexts that impact family-school partnerships | | |
| | 4e. Provides a continuum of crisis intervention services (School Counselors only) 4e. Provides a continuum of support services to instructors to meet individual students' needs in the classroom environment. | | |
| Other Indicators of Performance 10% | | | |
| 5. Professional Learning | 5a. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation | | |
| | 5b. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]) | | |
| | 5c. Implements knowledge and skills learned in professional development activities | | |

Instructional Evaluation System

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| (10%) | 5d. Demonstrates effective recordkeeping and communication skills | | |
| | 5e. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards | | |
| Performance of Students Measure 35% | | | |
| Rating | | Points Earned | |
| Manager Final Comments/Overall Score | | | |
| Professional Practice (includes Instructional Practice and Other Indicators of Performance) | | Points Earned/Rating Earned | |
| Performance of Students Measure | | Points Earned/Rating Earned | |
| Overall Score | | Total Points Earned/ Overall Rating Earned | |
| Text Box for Manager Summative Evaluation Comments | | | |
| Employee Acknowledgment | | | |
| Employee Comment Area | | | |
| Electronic Signature | | Date of Acknowledgement | |

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| FSA School Counselor Summative Evaluation Form |
| Instructional Practice 47% |

Instructional Evaluation System

| Domain | Component | Rating (drop down menu option: HE, E, NI, U) | Comments (text field for IL to enter comments regarding individual rating) |
|--|---|--|---|
| 1. Planning and Preparation (8%) | 1a: Demonstrating Knowledge of Counseling Theory | | |
| | 1b: Demonstrating Knowledge of Students | | |
| | 1c: Establishing Outcomes | | |
| | 1d: Demonstrating Knowledge of Resources | | |
| 2. The Environment (16%) | 2a: Creating an Environment of Respect and Rapport | | |
| | 2b: Establishing a Culture for Learning | | |
| | 2c: Managing Routines and Procedures | | |
| | 2d: Managing Student Behavior | | |
| 3. Delivery of Services (23%) | 3a: Communicating with Stakeholders | | |
| | 3b: Using Appropriate Counseling/Support Techniques | | |

Instructional Evaluation System

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| | 3c: Engaging Students in the Formulation of Current and Future Plans | | |
| | 3d: Assessing Student Needs | | |
| | 3e: Implementing Responsive Services | | |
| Other Indicators of Performance 18% | | | |
| 4. Professional Responsibilities (18%) | 4a: Reflecting on Practice | | |
| | 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice | | |
| | 4c: Communicating with Families, Staff, and Community | | |
| | 4d: Participating in the Professional Community | | |
| | 4e: Growing and Developing Professionally | | |
| | 4f: Showing Professionalism | | |
| Performance of Students Measure 35% | | | |
| Rating | | Points Earned | |
| Manager Final Comments/Overall Score | | | |
| Professional Practice (includes Instructional Practice and Other indicators of Performance) | | Points Earned/Rating Earned | |

Instructional Evaluation System

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| Performance of Students Measure | Points Earned/Rating Earned |
| Overall Score | Total Points Earned/ Overall Rating Earned |
| Text Box for Manager Summative Evaluation Comments | |
| Employee Acknowledgment | |
| Employee Comment Area | |
| Electronic Signature | Date of Acknowledgement |

Screen Shot of Summative Evaluation used as the FSA Performance Management System for Classroom Instructional Staff:

| Florida Scholars Academy Instructor Evaluation 2024-2025 | | | | |
|--|--------------|--------------------------------------|-----------------------|-------|
| Instructor Name: | | | | |
| Supervisor Name: | | | | |
| Professional Practice Value: 65% | | | | |
| Observations | Total Points | Points Possible | Calculation | Score |
| Formal Observation 1 | 0 | 24 | (Total Points/6) x .5 | 0.00 |
| Formal Observation 2 | 0 | 24 | (Total Points/6) x .5 | 0.00 |
| Observation Total | | | | 0.00 |
| Rating | | | | 0.00 |
| Point Value | | | | 0.00 |
| Formal Observation Calculated Score Chart | | Performance Rating Points Allocation | | |
| Highly Effective | 3.5 - 4 | Highly Effective | 65 | |
| Effective | 2.5 - 3.4 | Effective | 54 | |
| Needs Improvement | 1.5 - 2.4 | Needs Improvement | 42 | |
| Unsatisfactory | 1 - 1.4 | Unsatisfactory | 34 | |
| SAM Value: 35% | | | | |
| Performance Rating | Point Value | Performance Rating Points Allocation | | |
| Highly Effective | 0.00 | Highly Effective | 35 | |
| Effective | | Effective | 26.6 | |
| Needs Improvement | | Needs Improvement | 21.35 | |
| Unsatisfactory | | Unsatisfactory | 9.1 | |
| End of Year Calculation | | | | |
| Professional Practice | Points | Final Summative Evaluation Score | | |
| Professional Practice | 0.00 | Performance Rating | Points Earned | |
| SAM | 0.00 | Highly Effective | 85-100 | |
| Total Points | 0.00 | Effective | 70-84 | |
| EOY Rating | | Needs Improvement | 55-69 | |
| | | Unsatisfactory | 0-54 | |
| End of Year Manager Comments | | End of Year Employee Comments | | |
| | | | | |
| End of Year Employee Acknowledgement | | | | |
| By completing this appraisal step, I acknowledge that I have access to a copy and have reviewed my final performance appraisal with my FLVS manager. | | | | |
| Employee Digital Signature | | Calendar Date (MM/DD/YYYY) | | |
| | | | | |

Instructional Evaluation System

Screen Shot of Summative Evaluation Steps in Pathways, the FSA Performance Management System for Non-Classroom Instructional Staff:

