



FLORIDA DEPARTMENT OF  
**EDUCATION**  
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# Instructional Evaluation System Template



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### **Directions:**

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

[DistrictEvalSysEQ@fldoe.org](mailto:DistrictEvalSysEQ@fldoe.org).

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

# 1. Performance of Students

## Directions:

The district shall provide:

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

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The following optional chart is provided for your convenience. Other ways to display information are acceptable. This chart is intended to address some of the bullets listed above, but additional documentation may be needed.

Student Performance Measures

<u>Student Performance Measure:</u>		
All instructional personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.		
Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
Pre-Kindergarten (PK)		
Kindergarten (K)		
First Grade (1)		
Second Grade (2)		
Third Grade (3)		
Fourth Grade (4)		
Fifth Grade (5)		
Other (K-5), including non-classroom instructional personnel		
Math Courses (6-8)		
Science Courses (8)		
English/Language Arts/Reading Courses (6-8)		
Other (6-8), including non-classroom instructional personnel		
Civics		
English 1		
English 2		
English 3		
English 4		
AP English Comp		
Algebra 1; Algebra 1 Honors; Algebra 1B		
Pre-AICE Mathematics 1		
IB Middle Years Program – Algebra 1 Honors		
Geometry; Geometry Honors		

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

## 2. Instructional Practice

### Directions:

The district shall provide:

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

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

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



### 3. Other Indicators of Performance

#### Directions:

The district shall provide:

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

Examples include the following:

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

**Directions:**

The district shall provide:

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

### Directions:

The district shall provide:

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

## 6. District Evaluation Procedures

### Directions:

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

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

### Directions:

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

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

### **Performance of Students**

The district has provided and meets the following criteria:

For all instructional personnel:

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

For classroom teachers newly hired by the district:

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

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

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

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

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

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

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

### **Instructional Practice**

The district has provided and meets the following criteria:

For all instructional personnel:

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

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

For all instructional personnel:

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

For classroom teachers:

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

For non-classroom instructional personnel:

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

For all instructional personnel:

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

### **Other Indicators of Performance**

The district has provided and meets the following criteria:

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

### **Summative Evaluation Score**

The district has provided and meets the following criteria:

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

### **Additional Requirements**

The district has provided and meets the following criteria:

- Confirmation that the district provides instructional personnel the opportunity

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

Description of training programs:

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

Documented:

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

For instructional personnel:

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

**District Evaluation Procedures**

The district has provided and meets the following criteria:

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



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

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

### **District Self-Monitoring**

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

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