The School District of Osceola County

Non-Classroom Instructional Personnel Evaluation System

The School District of Osceola County
Dr. Mark Shanoff, *District Superintendent*

Virginia Ramie, *District Contact Person*
Department of Professional Development
Director of Student Success & Instructional Improvement
407-518-2940

Rule 6A-5.030, F.A.C. (Effective November 2023)

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.

Table of Contents

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.

Non-Classroom Instructional Personnel Evaluation (NCIPE) System

The School District of Osceola County's Non-Classroom Instructional Personnel evaluation system has been adopted for the purpose of increasing student learning growth by improving the quality of instructional and supportive services. The evaluation is designed to:

- Support effective instruction and student learning growth
- Inform the development of district and school improvement plans
- Provide appropriate instruments, procedures, and criteria for continuous quality improvement of professional skills (i.e., professional development)

Florida Statute requires districts to incorporate student learning growth and instructional practices in performance evaluation systems for instructional personnel. The evaluation system must include the following components:

- Student learning growth
- Instructional practices
- Professional and job responsibilities

The evaluation system (i.e., combined components) must differentiate among four levels of performance. 35% of the evaluation will be based on data and indicators of student learning growth as assessed annually by statewide assessments or End of Course [EOC] exams) or district assessments. The remaining 65% of the evaluation must include instructional practices based on the Florida Educator Accomplished Practices (FEAPs) and the district's Non-Classroom Instructional Personnel Evaluation framework.

Non-classroom instructional personnel are classified as "instructional personnel" in Florida statutes (s. 1012.01(2)(b), F.S.) and subject to the evaluation system requirements. However, the statute differentiates between "classroom" and "non-classroom" instructional personnel. The Osceola's non-classroom instructional personnel disciplines or professions – school social work, school counseling, school psychology, deans, district level resource teachers, compliance specialists, academic coaches, media specialists, speech and language therapists, vision instructors, credit retrieval instructors, and athletic directors– fall in the non-classroom instructional personnel category.

Comprehensive System of Learning Supports and Student Services

A comprehensive system of student learning supports is fundamental to promoting student success, addressing the barriers to learning, and re-engaging disconnected students. Florida's multi-tiered system of supports (MTSS) focuses on increasing academic and behavioral outcomes for all students consistent with the State Board of Education mission by:

- Enhancing the capacity of all Florida school districts to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school
- Accelerating and maximizing student academic outcomes through the application of data-based problem solving used by effective leadership at all levels of the educational system
- Informing the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society

Osceola's non-classroom instructional personnel perform critical tasks in schools that support and contribute to positive student outcomes through a multi-tiered system of support that promotes student achievement by ameliorating barriers to learning and providing interventions and other supports matched to student need.

Non-classroom instructional personnel provide professional services that promote effective classroom learning and positive and safe school environments, and ensure all students receive high-quality instruction that is responsive to their diverse and developmental needs. Osceola's non-classroom instructional personnel coordinate and collaborate with teachers, administrators, families, and community-based professionals to provide the academic, behavioral, health, and mental health learning supports necessary for a positive school climate and student success. Non-classroom instructional personnel are integral to implementing school-wide initiatives, such as multi-tiered system of supports (MTSS), positive behavior interventions and supports, college and career planning, and bullying prevention. Some of the critical functions the Osceola's non-classroom instructional personnel perform include the following:

- Supporting effective teaching and improved student learning and facilitating collaboration among school staff, families, and the community
- Providing a variety of prevention and intervention services in schools that promote effective classroom learning and teaching
- Working together with teachers and administrators to develop a positive school climate, improving classroom management skills, providing behavioral interventions to reduce discipline infractions, improving school safety, and removing barriers to learning
- Providing educational programs and activities that support student learning and teaching, including consultation with teachers and families, assessments linked to instruction, individual and group counseling, problem-solving instruction, and remedial interventions
- Collaborating with teachers and school staff to ensure students receive high-quality instruction that is responsive to the diverse and developmental needs of all students, create a continuum of support services for all students, and provide various

instructional strategies to facilitate learning in all classrooms
- Participating, as members of the school team, in professional development to ensure high-quality learning
- Fostering collaboration between general and special education, and between community and schools, and schools and parents

Comprehensive Evaluation System Model for Osceola's Non-Classroom Instructional Personnel

The School District of Osceola County's comprehensive performance evaluation system for non-classroom instructional personnel serves multiple functions and is designed to accomplish the following:

- Establish the practices and expectations of the position or profession that are based on research and linked to student outcomes
- Develop evaluation procedures that align with professional standards and accomplished educator practices (FEAPs)
- Evaluate individual performance relative to expectations by assessing the quality and effectiveness of the services
- Provide feedback to the professional that recognizes effective performance, identifies areas for improvement, and directs professional growth activities
- Provide support to non-classroom instructional personnel not meeting performance expectations

A comprehensive, evidence-based evaluation system uses a Multi-Source, Multi-Method, Multi-Trait model. This model ensures no single source of data, single data type, or single trait or attribute will be used to evaluate complex patterns of human behavior. When a single element model is used, the probability of making errors in the interpretation of the data is high. In the evaluation of non-classroom instructional personnel, the Multi-Source refers to collecting data from multiple settings and/or individuals who are familiar with the work of the professional being evaluated. Examples of Multi-Source include the following:

- Reviewing permanent products (e.g., intervention plans)
- Interviewing stakeholders (e.g., teachers, administrators)
- Observing directly the professional at work (e.g., leadership meetings, problem-solving sessions)

The Multi-Method refers to using Review, Interview, and Observation methods to collect the data.

Finally, the Multi-Trait refers to assessing multiple areas of expertise and role function (e.g., consultation, assessment, professional behaviors, leadership). Consistent levels of performance across the sources, methods, and traits are clear indicators of the performance level. Inconsistent levels of performance across the sources, methods, and traits may indicate areas of strengths and weaknesses in skill sets (e.g., traits) and/or settings in which those skills are applied.

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 (FEAPs) adopted by the State Board of Education.

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on the FEAPs 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 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.

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.

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.

1. 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	Within 20 days of school or employment	• Staff Development Activities • Electronic resources
Newly Hired Classroom Teachers	Within 20 days of employment	• Staff Development Activities • Electronic resources
Late Hires	Within 20 days of employment	• Staff Development Activities • Electronic resources

2. 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
Non-Classroom Teachers			
Hired before the beginning of the school year	2	Once First Semester and once Second Semester	Not to exceed 10 days after the observation is conducted
Hired after the beginning of the school year ~~during first semester~~	2	Once First Semester and once Second Semester	Not to exceed 10 days after the observation is conducted
Hired after the beginning of the school year during second semester	1	Once Second Semester	Not to exceed 10 days after the observation is conducted

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
Non-Classroom Teachers			
Hired before the beginning of the school year	2	Mid-Year (December – January) and End of Year - Professional Practice Score Finalized (April – May) Summative Evaluation (Following Sept – Oct)	Within 10 days of the evaluation being conducted
Hired after the beginning of the school year	2	Mid-Year (December – January) and End of Year - Professional Practice Score Finalized (April – May) Summative Evaluation (Following Sept – Oct)	Within 10 days of the evaluation being conducted

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. The School District of Osceola County utilizes the terminology 'Professional Practice' for the instructional practice metric and accounts for 50% of the non-classroom instructional personnel performance evaluation.

Description of the Evaluation Rubric for Professional Practices

The primary responsibility of Osceola's non-classroom instructional personnel is to remove barriers to learning by providing a multi-tiered system of support that promotes positive academic, behavioral, and healthy outcomes for students and for teachers, school administration, and families.

Providing a multi-tiered system of supports depends on a multi-dimensional process. At the core of this process are four foundational skill sets:

- Problem Solving and Data-Based Decision Making—Expectations for student achievement are expressed in the collection and analysis of student, school, and district data to identify the barriers to learning.
- Instruction/Intervention Planning, Design, and Implementation—Ability to implement a multi-tiered system of supports by identifying research-based interventions and strategies that have a high probability of increasing student learning and engagement.
- Facilitation of Collaboration Through a Resource-Oriented Team Process—Use of skills to develop linkages with other district and community programs and facilitate relevant staff development.
- Professional Practice—Knowledge of unique professional skills, responsibility, and ethical practice in assessment and program development, and proficiency, self-reflection, professional growth planning, team learning, and collegial engagement.

The Evaluation Rubric for Professional Practices integrates these foundational skills within a multi-tiered system of support. The Evaluation Rubric is structured around five domains, sets of practice standards within each domain, and indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Emerging, and Ineffective). The Evaluation Rubric includes the following key components:

- **Domains**—Broad categories used to organize professional practices and structure evaluation criteria.
- **Practices**—Descriptive standards of a domain related to a specific area of professional skill.
- **Indicators**—A continuum of descriptive statements that assist in differentiating between levels of performance for each practice.

Mastery of professional skills is a career-long and continuous process achieved through

professional practices that focus on the five broad domains addressed in the Florida NCIPE:

- Data-Based Decision Making and Evaluation of Practices
- Instruction/Intervention Planning and Design
- Instruction/Intervention Delivery and Facilitation
- Learning Environment
- Professional Learning, Responsibility, and Ethical Practice

The five domains include 25 practice standards with indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Emerging, and Ineffective). The indicators for each practice standard include suggested artifacts or evidence that non-classroom instructional personnel may use to help demonstrate their level of performance for that indicator.

The indicator descriptors provide criteria that distinguish among the performance levels on each practice standard. It is important to clearly understand the indicator statements under each practice standard in order to find the level of proficiency that best describes the non-classroom instructional professional's performance related to the indicator. The indicators provide for a formative as well as a summative assessment of the non-classroom instructional personnel's strengths and weaknesses and contribute to the development of a plan for improving performance.

The "Effective" level describes performance that has school-wide impact and clearly makes a significant contribution to the school. In addition, the effective non-classroom instructional professional demonstrates a willingness to learn and apply new skills.

The "Highly Effective" level describes performance that is well above the Effective and results from consistent engagement with "professional practice." The highly effective non-classroom instructional professional frequently serves as a role model to others. Some professionals will be rated highly effective on some indicators, but few will be rated consistently highly effective on the summative evaluation.

The "Emerging" level describes non-classroom instructional professionals who show an understanding of what is required for success but require support and direction to become effective. Emerging personnel will require raising their expectations and their standards of practice made more specific. The addition of focused professional learning will assist emerging personnel toward more effective performance.

The "Ineffective" level describes student service professionals who are not demonstrating proficiency through their actions or inactions on the skill sets needed for improved student learning. Personnel at this level may require prescribed goal setting and professional development and in time may not be recommended for continued employment.

Scoring the Evaluation Rubric for Professional Practices

General Instructions

The Evaluation Rubric for Professional Practices should be completed using evidence from multiple methods and sources. An Evaluation Rubric Scoring Protocol is provided (Form 1). Prior to completing the Evaluation Rubric Scoring Protocol, the evaluator should be familiar with the five domains, the four levels of performance in each of the practices, and the methods and sources of evidence that will be used to determine the professional's level of performance (see Table 1, for examples). The performance expectations, performance criteria, and the evidence/documentation should be communicated to the professional being evaluated at the beginning of the evaluation cycle (e.g., pre-evaluation planning phase).

Completing the Evaluation Rubric Scoring Protocol

For each practice on the Evaluation Rubric for Professional Practices, the evaluator must determine the professional's performance level using the indicator statements as a guide. The evaluator will need to refer to the indicator statements on the Evaluation Rubric for Professional Practices when completing the scoring protocol. It is recommended that the evaluator start with the indicator statement for Effective, as this is the performance level most likely to capture the majority of non-classroom instructional personnel, and then move up or down the performance level/effectiveness scale as needed.

The indicator statements correspond to four levels of performance: Highly Effective, Effective, Emerging, and Ineffective. Each practice is scored 4, 3, 2, or 1—Highly Effective = 4, Effective = 3, Emerging = 2, and Ineffective = 1. Determine the indicator statement that best describes the level of performance for the professional being evaluated.

For each practice, identify the evidence used as documentation of performance under the practice statement. It is best to establish documentation evidence in the pre-evaluation phase. There is a comments section at the end of each domain. General comments about the domain may be captured here. Ratings of Emerging or Ineffective require a statement of the specific supports and activities (e.g., training, supervision, professional development) that will be implemented to move the professional to becoming Effective in that practice.

Scoring Instructions

- **For each practice statement:** Check the box that corresponds to the level of performance for the professional (4, 3, 2, 1). This is the practice rating score.
- **For each domain:** Sum the ratings (4, 3, 2, 1) for each of the practices; Divide by the number of practices. This is the domain score.
- **TOTAL:** Sum the scores from each of the five domains. This is the TOTAL score (1-4).

Summative Performance Level

The professional's summative performance level (Highly Effective, Effective, Emerging,

Ineffective) is based on the sum of the total scores from each of the domains.

Name:		**Employee ID#**:
Position:	**Assignment**:	
Evaluator:		**Date:**

Scoring Key:

HE (*Highly Effective*) = 4 **E** (*Effective*) = 3 **Em** (*Emerging*) **= 2** **InE** (*Ineffective*) **=** 1

Domain A: Data-Based Decision Making and Evaluation of Practices	**Rating Scores**			
	HE	**E**	**Em**	**InE**
A-1. Collects and uses data to develop and implement interventions within a problem-solving framework.	☐	☐	☐	☐
Evidence:				
A-2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.	☐	☐	☐	☐
Evidence:				
A-3. Uses data to monitor student progress and evaluate the effectiveness of services on student achievement.	☐	☐	☐	☐
Evidence:				
A-4. Shares student performance data in a relevant and understandable way with students, parents, and SEP administrators.	☐	☐	☐	☐
Evidence:				
TOTAL (Add the practice rating scores in Domain A, then divide by the amount of indicators scored.				
Domain A Section Comments:				

Domain B: Instruction/Intervention Planning and Design	**Rating Scores**			
	HE	**E**	**Em**	**InE**
B-1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic and behavioral interventions and supports.	☐	☐	☐	☐
Evidence:				
B-2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	☐	☐	☐	☐
Evidence:				
B-3. Applies evidence-based research and best practices to improve instruction/interventions.	☐	☐	☐	☐
Evidence:				
B-4. Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	☐	☐	☐	☐
Evidence:				
B-5. Engages parents and community partners in the planning and design of instruction/interventions.	☐	☐	☐	☐
Evidence:				
TOTAL (Add the practice rating scores in Domain B, then divide by the amount of indicators scored.				
Domain B Section Comments:				

Domain C: Instruction/Intervention Delivery and Facilitation	Rating Scores			
	HE	E	Em	InE
C-1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, and behavioral success and health of all students.	☐	☐	☐	☐
Evidence:				
C-2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	☐	☐	☐	☐
Evidence:				
C-3. Implements evidence-based practices within a multi-tiered framework.	☐	☐	☐	☐
Evidence:				
C-4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	☐	☐	☐	☐
Evidence:				
C-5. Promotes student outcomes related to career and college readiness.	☐	☐	☐	☐
Evidence:				
C-6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	☐	☐	☐	☐
Evidence:				
TOTAL (Add the practice rating scores in Domain C ,then divide by the amount of indicators scored				
Domain C Section Comments:				

Domain D: Learning Environment	Rating Scores			
	HE	E	Em	InE
D-1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	☐	☐	☐	☐
Evidence:				
D-2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	☐	☐	☐	☐
Evidence:				
D-3. Promotes safe school environments.	☐	☐	☐	☐
Evidence:				
D-4. Integrates relevant cultural issues and contexts that impact family–school partnerships.	☐	☐	☐	☐
Evidence:				
D-5. Provides a continuum of crisis intervention services.	☐	☐	☐	☐
Evidence:				
TOTAL (Add the practice rating scores in Domain D , then divide by the amount of indicators scored.				
Domain D Section Comments:				

Domain E: Professional Learning, Responsibility, and Ethical Practice	Rating Scores			
(All indicators in this section must be selected)	HE	E	Em	InE
E-1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	☐	☐	☐	☐
Evidence:				
E-2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	☐	☐	☐	☐
Evidence:				
E-3. Implements knowledge and skills learned in professional development activities.	☐	☐	☐	☐
Evidence:				
E-4. Demonstrates effective recordkeeping and communication skills.	☐	☐	☐	☐
Evidence:				
E-5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	☐	☐	☐	☐
Evidence:				
TOTAL (Add the practice rating scores in Domain E, then divide by the amount of indicators scored.				
Domain E Section Comments:				

EVALUATION RUBRIC TOTAL SCORE:

Domain A Score	
Domain B Score	
Domain C Score	
Domain D Score	
Domain E Score	
TOTAL	

OVERALL RATING for the *EVALUATION RUBRIC:*

☐ ***Highly Effective*** ☐ ***Effective*** ☐ ***Emerging*** ☐ ***Ineffective***

Total Score (range)*	Performance Level Rating
> 3.3-4.0	*Highly Effective*
2.3-3.29	*Effective*
1.7-2.29	*Emerging*
< 1.69	*Ineffective*

B. Measurable Student Growth Outcomes

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. In the School District of Osceola County, measurable student growth outcomes will account for 15% of the non-classroom instructional personnel performance evaluation.

The following will be considered when identifying the source and data utilized for measurable outcomes in the non-classroom instructional personnel performance evaluation:

- Identify the measurable outcomes related to student services (see Table 1).
- The measurable outcomes should reflect priorities in District Improvement Plans, School Improvement Plans, or professional growth goals.
- District and school plans should include priorities and goals that relate to the role of non-classroom instructional personnel in supporting student achievement and post-school outcomes.
- Identify the metrics/tools for measuring the outcomes.
- Select the population or group being measured. This could be the entire school or a disaggregated subgroup (e.g., intervention group, grade level, specific population of students, specific personnel, stake-holders, or project objectives being targeted).
- Calculate the impact of the measurable outcome using criteria based on standards or goals. Base the measurable outcome on a targeted goal (e.g., increase graduation rate by 5 percent). The district (or the evaluator and professional being evaluated) should establish criteria for the amount of growth needed to meet Effective and Highly Effective ratings.

The measurable outcome will vary based on individual assignment and/or responsibilities. The outcome and metric should be discussed and mutually determined at the beginning of the evaluation cycle.

A sample for planning and documenting measurable student outcomes is provided on page 33.

The Measurable Outcomes score must place the professional in one of four performance levels (i.e., Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory) and converted to a 4 point scale. Evaluators will rate the Measurable Outcomes score on a 4-point scale by assigning point values for each performance level. For example, Highly Effective = 4, Effective = 3, Needs Improvement/Developing = 2, and Unsatisfactory = 1. This score is entered on the Summative Evaluation Form (see Sample Form 3).

Highly Effective - 4	Exceeds goal
Effective - 3	Meets goal
Needs Improvement/Developing - 2	Improvement but short of goal
Unsatisfactory - 1	No progress or slippage

The following table illustrates possible student outcomes and metrics that the administrator and employee mutually agree upon be used for measuring student growth in each outcome.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Table 1

Measurable Outcome	Metric for Measuring	Measurement Tool
Student achievement	Standard Score State Assessment Developmental Scale Score Growth Scale Value (GSV) Number/percent achieving proficiency Grades	State & District Assessments, State & District Progress Monitoring Tools, Diagnostic assessments, SAT, ACT, AP Tests
Reductions in behavior problems	Referral rates Number of behavior incidences Standard score	Office Discipline Referrals (ODR) Behavior rating scales ODMS FOCUS
Attendance	Attendance rates	Attendance data (e.g., days present, absent, and tardy)
District Compliance	School / Facility Data	District approved tracking systems
State Compliance	District/ School/ Facility Data	District approved tracking systems
Reductions in suspensions	Number of suspension days	Discipline data
Student engagement	Time on task Percent work completed	Student engagement instruments Structured instructional observation
Academic efficiency	Fluency (WPM, digits correct)	Curriculum-based measurement (CBM) fluency measures
Academic skill development	Raw score Standard score	CBM progress monitoring
Retention	Retention rate	Retention data
Graduation	Graduation rate	Graduation data
Intervention-based student gains	MTSS supports & progress Pre-post intervention comparison	Intervention effectiveness

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

MSGOP Planning Document

Name:		**Employee ID#:**
Position:	**Yrs.:**	**Assignment:**
Evaluator/Title:		**Date Completed:**

Measurable Student Outcome Plan

Targeted outcome – What is the measurable outcome(s) that will be targeted?

Relationship to district or school priorities – How does the targeted outcome relate to district or school improvement plans?

Measurement tool and metric – What is the instrument/tool and the measurement metric?

Targeted group – Which and how many students are targeted (data will be collected on these students for the purpose of calculating measurable student outcomes)?

Present level – What is the current student outcome level?

Goal – What is the student growth goal?

Performance level – How does student growth on the measurable outcome correspond to the performance levels?

The numerical value of the goal should be based on the targeted outcome. The following table is rubric for equating student growth to performance level.

Summative Score (range)	Performance Level Rating
Exceeds goal	*Highly Effective - 4*
Meets goal	*Effective - 3*
Improvement but short of goal	*Needs Improvement/Developing - 2*
No progress or slippage	*Unsatisfactory - 1*

* Sample rubric

Measurable Outcome Score	/4

C. Performance of Students

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. In the School District of Osceola County, performance of students accounts for 35% of the instructional personnel performance evaluation.

Student Value-Added Metric (SVAM)

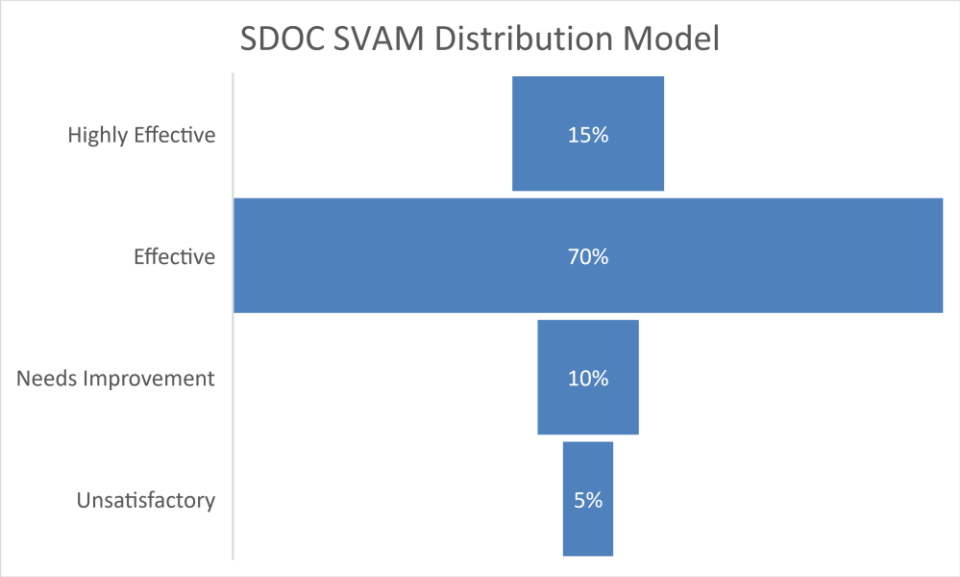
The following are guidelines for determining the SVAM portion of the summative evaluation is based on the results and achievement of district and statewide student assessments.

- Use school SVAM data (same as principal) – DO NOT use district-wide data if the professional is assigned to schools. Using district-wide data is inconsistent with the statutory requirement that student learning growth be based on students assigned to the professional and with the requirement that the evaluation system differentiate between levels of performance.
- Use SVAM data on students assigned to the professional (include direct and indirect services).
- For personnel assigned to multiple schools, calculate the SVAM based on the percentage of time assigned to each school, or the SVAM data on students assigned to the professional across school assignments.

Non-Classroom Instructional Personnel Student Value Added Metric (SVAM) Calculation Models

Non-Classroom Instructional Personnel will receive a SVAM rating based on the distribution (bell curve) of the students they serve receiving a Highly Effective (4), Effective (3), Needs Improvement (2), and Unsatisfactory (1) achievement and proficiency from their specific district and state progress monitoring results. Non-Classroom Instructional Personnel are then aligned along a bell curve based on the district wide distributions.

Step 1: Determine the distribution of all SDOC achievement and proficiency ratings based on the chart below:



Step 2: Identify the distribution of students they serve by school based on their students' SVAM ratings.
Step 3: Apply distributions (based on above chart) to Non-Classroom Instructional Personnel respective of the percentage of students scoring Highly Effective, Effective, Needs Improvement, and Unsatisfactory.

Regardless of which method is used, the School District of Osceola County must apply the criteria for determining the value-added component consistently across non-classroom instructional personnel.

The SVAM score must place the professional in one of four performance levels as defined in statute (i.e., Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory).

The professional receives a SVAM score for each school assignment. If multiple schools are served, the Total SVAM score is calculated based on the cumulative value divided by the number of schools. For example, if the SVAM is Highly Effective in School #1 and Effective in School #2, using the scoring rubric in the previous paragraph the Total SVAM = 7 (4+3= 7 ÷ 2 = 3.5). This score is entered on the Summative Evaluation Form (see Sample Form 3).

Student Growth Score:	
SVAM Score School #1	
SVAM Score School #2	
SVAM Score School #3	
SUM	
SVAM Score Total (Sum/# of schools)	(35%)

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.

The evaluation system for instructional personnel must differentiate among four levels of performance, which are identified in statute (s. 1012.34, F.S.) as: 1) Highly Effective, 2) Effective, 3) Needs Improvement or Developing (for instructional personnel in the first three years of employment), and 4) Unsatisfactory. The NCIPE Summative Evaluation that follows provides a **sample** form for documenting the summative performance level of the non-classroom instructional personnel being evaluated. The Summative Evaluation form includes the critical components of the NCIPE and point values for each component: Evaluation Rubric for Professional Practices, Student Value-Added Metric, and Measurable Student Outcomes related to job responsibilities. SDOC currently utilized iObservation, an online system, to capture and calculate evaluation ratings.

The NCIPE Summative Evaluation integrates ratings from Professional Practice (50%), Measurable Student Growth Outcome Goal (15%), and the Student Value-Added Metric (35%) into a final rating on the 4-point scale.

The district should monitor the NCIPE to ensure the model effectively differentiates among levels of performance. If the summative evaluation results in too many professionals obtaining Highly Effective, Needs Improvement, or Unsatisfactory, the score criteria may need adjustment.

The School District of Osceola County utilizes the electronic evaluation system located in iObservation for rating, providing feedback, and completing all components of the employee evaluation systems.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Name:			**Employee ID#:**
Position:	**Yrs.:**	**Assignment:**	
Evaluator/Title:			**Date Completed:**

NCIPE SUMMATIVE Score:

Evaluation Rubric Score	/4(50%)
Student Growth Score:	
SVAM Score School #1	
SVAM Score School #2	
SUM	
SVAM Score Total (Sum/# of schools)	(35%)
Measurable Outcomes Score	(15%)
NCIPE Summative Score(Evaluation Rubric + SVAM + Measurable Outcome):	(100%)

SUMMATIVE RATING for the **NCIPE:**

☐ ***Highly Effective*** ☐ ***Effective*** ☐ ***Needs Improvement/ Developing*** ☐ ***Unsatisfactory***

Summative Score (range)	Performance Level Rating
> 3.3-4.0	*Highly Effective*
2.3-3.29	*Effective*
1.7-2.29	*Needs Improvement/Developing*
< 1.69	*Unsatisfactory*

Implications for professional development and/or support (specify plans to address):

Non-Classroom Instructional Personnel's Signature:
Date:

Evaluator's Signature:
Date:

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Sample Evaluation for elementary teacher who supports two schools:

Name: Sample Teacher 2 (Highly Effective)			**Employee ID#: 00002**
Position: SPP	**Yrs.: 4**	**Assignment: Liberty & Discovery**	
Evaluator/Title: Principal 1			**Date Completed: April 15, 2023**

NCIPE SUMMATIVE Score:

Evaluation Rubric Score	*3.5*	(50%)
Student Growth Score:		
SVAM Score School #1	4	
SVAM Score School #2	3	
SUM	3.5	
SVAM Score Total (Sum/# of schools)		3.5 (35%)
Measurable Outcomes Score		4 (15%)
NCIPE Summative Score(Evaluation Rubric + SVAM + Measurable Outcome):		3.58 (100%)

SUMMATIVE RATING for the **NCIPE:**

☒ ***Highly Effective*** ☐ ***Effective*** ☐ ***Needs Improvement/ Developing*** ☐ ***Unsatisfactory***

Summative Score (range)	Performance Level Rating
> 3.3-4.0	*Highly Effective*
2.3-3.29	*Effective*
1.7-2.29	*Needs Improvement/Developing*
< 1.69	*Unsatisfactory*

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Sample Evaluation for elementary teacher who supports two schools:

Name: Sample Teacher 2 (Unsatisfactory)			**Employee ID#: 00001**
Position: SPP	**Yrs.: 4**	**Assignment: Highlands & Cypress**	
Evaluator/Title: Principal 1			**Date Completed: April 15, 2023**

NCIPE SUMMATIVE Score:

Evaluation Rubric Score		2 (50%)
Student Growth Score:		
SVAM Score School #1	2	
SVAM Score School #2	1	
SUM	1.5	
SVAM Score Total (Sum/# of schools)		1.5 (35%)
Measurable Outcomes Score		1 (15%)
NCIPE Summative Score(Evaluation Rubric + SVAM + Measurable Outcome):		1.68 (100%)

SUMMATIVE RATING for the **NCIPE:**

☐ ***Highly Effective*** ☐ ***Effective*** ☐ ***Needs Improvement/ Developing*** ☒ ***Unsatisfactory***

Summative Score (range)	Performance Level Rating
> 3.3-4.0	*Highly Effective*
2.3-3.29	*Effective*
1.7-2.29	*Needs Improvement/Developing*
< 1.69	*Unsatisfactory*

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).

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
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	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	B1 – B5
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	B1 – B5
c. Designs instruction for students to achieve mastery;	B1 – B5
d. Selects appropriate formative assessments to monitor learning;	B1 – B5
e. Uses diagnostic student data to plan lessons;	B1 – B5
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	B1 – B5
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.	B1 – B5
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	D1 – D5
b. Manages individual and class behaviors through a well-planned management system;	D1 – D5
c. Conveys high expectations to all students;	D1 – D5
d. Respects students' cultural linguistic and family background;	D1 – D5
e. Models clear, acceptable oral and written communication skills;	D1 – D5
f. Maintains a climate of openness, inquiry, fairness and support;	D1 – D5
g. Integrates current information and communication technologies;	D1 – D5
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.;	C4, D1 – D5
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	C4, D1 – D5
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	C4, D1 – D5

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	B1 – B5
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	B1 – B5
c. Identify gaps in students' subject matter knowledge;	B1 – B5
d. Modify instruction to respond to preconceptions or misconceptions;	B1 – B5
e. Relate and integrate the subject matter with other disciplines and life experiences;	B1 – B5
f. Employ questioning that promotes critical thinking;	B1 – B5
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	B1 – B5
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	B1 – B5
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	B1 – B5
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	B1 – B5
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	A1 – A4, C1 – C5
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	A1 – A4, C1 – C5
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	A1 – A4, C1 – C5
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	A1 – A4, C1 – C5
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	A1 – A4, C1 – C5
f. Applies technology to organize and integrate assessment information.	A1 – A4, C1 – C5
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	E1 – E3
b. Examines and uses data-informed research to improve instruction and student achievement;	E1 – E3
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;	D1, D2, E1 – E4
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	D1, D2, E1 – E4
e. Engages in targeted professional growth opportunities and reflective practices; and,	E1 – E3
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	E1 – E3

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

6. Professional Responsibility and Ethical Conduct	
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:	
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.;	E5
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	E5
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	E5

Appendix B – Observation Instruments for Non-Classroom Instructional Personnel

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

Domain A: Data-Based Decision Making and Evaluation of Practices			
Highly Effective	**Effective**	**Emerging**	**Ineffective**
1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
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 emerging 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.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision-making.			
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 emerging 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.
3. Uses data to monitor student progress and evaluate the effectiveness of services on student achievement.			
Uses school or district data to monitor the effectiveness of multi-tiered system of supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention OR ineffectively demonstrates the practice/skill required.
4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.			
Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.
Domain B: Instruction/Intervention Planning and Design			
Highly Effective	**Effective**	**Emerging**	**Ineffective**
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, or health interventions and supports.			
Provides a leadership role by training others or facilitating team members' ability to	Works with team and team members to identify, problem solve, and plan academic,	Practice is emerging but requires supervision, support,	Does not work with team to identify, problem solve, and plan academic or behavioral

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

identify, problem solve, and plan academic and behavioral interventions.	behavioral, or health interventions.	and/or training to be effective independently.	interventions OR ineffectively demonstrates the practice/skill required.
2. Plans and designs instruction or interventions based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction or interventions that are aligned with school improvement priorities or other mandates.	Uses multiple sources of data, including classroom, district, and state resources, to design and plan instruction or interventions that are aligned with school improvement priorities or other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction or interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
3. Applies evidence-based research and best practices to improve instruction or interventions.			
Applies evidenced-based research and best practices when developing and planning instruction or interventions, differentiating across all levels of multi-tiered systems of support (individual, targeted group, school, systems).	Applies evidence-based research and best practices when developing and planning instruction or intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based research and best practices when developing and planning instruction or intervention.
4. Develops intervention support plans that help the student, family, or other stakeholders and systems of support to reach a desired goal.			
Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student, family, or other stakeholders. Support of goal(s) is provided and seen to fruition.	Practice is emerging 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).

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Domain B: Instruction/Intervention Planning and Design			
Highly Effective	**Effective**	**Emerging**	**Ineffective**
5. Engages stakeholders (e.g. Parents, students, community members, district staff) in the planning and design of instruction or interventions.			
Develops systems-level strategies (e.g., validate participation, practice decision making, utilize 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 emerging 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.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain C: Instruction or Intervention Delivery and Facilitation			
Highly Effective	**Effective**	**Emerging**	**Ineffective**
1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered system of services (MTSS) to support the academic, or behavioral success and health of all students.			
Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction or intervention services.			
Consults and collaborates at the school/systems level to plan, implement, and evaluate academic or behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, behavioral, and health services.	Practice is emerging 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 and behavioral services.
3. Implements evidence-based practices within a multi-tiered framework.			
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 or targeted groups.	Practice is emerging 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 or targeted groups.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.			
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 emerging 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.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain C: Instruction/Intervention Delivery and Facilitation			
Highly Effective	**Effective**	**Emerging**	**Ineffective**
5. Promotes student outcomes related to career and college readiness.			
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 emerging 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.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.			
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 emerging 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.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain D: Learning Environment			
Highly Effective	**Effective**	**Emerging**	**Ineffective**
1. Collaborates with teachers, administrators, and/or district staff to develop and implement school-wide programs and services that evoke positive learning environments.			
Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a positive school climate.	Interacts with school personnel and/or students to promote and implement school-wide program or service that results in a positive learning experience.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not interact with school personnel or other stakeholders to promote or implement school-wide programs or services that result in positive learning experiences OR poorly demonstrates the practice/skill required.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and /or students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging 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.
3. Promotes safe school environments.			
Interacts with stakeholders 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 readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence etc.).	Practice is emerging 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.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
Creates and/or promotes multicultural understanding and dialogue through professional development and information dissemination 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 emerging 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.

Evaluation Rubric for Student Services Professional Practices in a Multi-Tiered System of Support

Domain D: Learning Environment			
Highly Effective	**Effective**	**Emerging**	**Ineffective**
5. Provides a continuum of crisis intervention services.			
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 emerging 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 E: Professional Learning, Responsibility, and Ethical Practice			
Highly Effective	**Effective**	**Emerging**	**Ineffective**
1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.			
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 emerging 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.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).			
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 emerging 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.
3. Implements knowledge and skills learned in professional development activities.			
Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is emerging 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.
4. Demonstrates effective recordkeeping and communication skills.			
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 emerging 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.

Domain E: Professional Learning, Responsibility, and Ethical Practice			
Highly Effective	**Effective**	**Emerging**	**Ineffective**
5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.			
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 emerging 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.

Appendix C – Student Performance Measures

In Appendix C, 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.

Measurable Outcome	Metric for Measuring	Measurement Tool
Student achievement	Standard Score State Assessment Developmental Scale Score Growth Scale Value (GSV) Number/percent achieving proficiency Grades	State & District Assessments, State & District Progress Monitoring Tools, Diagnostic assessments, SAT, ACT, AP Tests
Reductions in behavior problems	Referral rates Number of behavior incidences Standard score	Office Discipline Referrals (ODR) Behavior rating scales ODMS FOCUS
Attendance	Attendance rates	Attendance data (e.g., days present, absent, and tardy)
District Compliance	School / Facility Data	District approved tracking systems
State Compliance	District/ School/ Facility Data	District approved tracking systems
Reductions in suspensions	Number of suspension days	Discipline data
Student engagement	Time on task Percent work completed	Student engagement instruments Structured instructional observation
Academic efficiency	Fluency (WPM, digits correct)	Curriculum-based measurement (CBM) fluency measures
Academic skill development	Raw score Standard score	CBM progress monitoring
Retention	Retention rate	Retention data
Graduation	Graduation rate	Graduation data
Intervention-based student gains	MTSS supports & progress Pre-post intervention comparison	Intervention effectiveness

Appendix D – Summative Evaluation Forms

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

Final Evaluation for practice teacher7 ***Finished***

Learner:	Evaluator:	Evaluation Category:	Observation Period:	Date Submitted:
practice teacher7	JANICE FRANCESCHI	Non-Classroom Instructional Personnel	Feb 13, 2023 to Jun 9, 2023 America/New_York	Apr 11, 2023

Learner UUID:	Buildings:
20077777	PROFESSIONAL DEVELOPMENT [9203]

Final Score: 3.6 - Highly Effective

Professional Practice	Weight: 50.0%	Student Growth	Weight: 50.0%
3.9 Highly Effective		3.3	

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Formal	Apr 11, 2023 12:17:33 PM	Osceola School District Non-Classroom Instructional Protocols	KAREN VISLOCKY

Frequency Requirements	
Osceola School District Non-Classroom Instructional Protocols	Formal, expected 1, actual 1

Final Score Scale Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement/Developing	Ineffective
Details	3.3 - 4.0	2.4 - 3.29	1.7 - 2.39	0.0 - 1.69

Professional Practice: 3.9 - Highly Effective

Professional Practice Scale Weight: 50.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Emerging	Ineffective
Details	3.3 - 4.0	2.4 - 3.29	1.7 - 2.39	0.0 - 1.69

Domain A: Data-Based Decision Making and Evaluation of Practices

Score: 4.0 - Highly [redacted] **Weight:** 20.0%

	Count
Level 4.0 (Highly Effective)	2 (100.0%)
Level 3.0 (Effective)	0 (0.0%)
Level 2.0 (Emerging)	0 (0.0%)
Level 1.0 (Ineffective)	0 (0.0%)
Total Count:	2

Domain B: Instruction/Intervention Planning and Design

Score: 4.0 - Highly Effective **Weight:** 20.0%

Scale	Count
Level 4.0 (Highly Effective)	2 (100.0%)
Level 3.0 (Effective)	0 (0.0%)
Level 2.0 (Emerging)	0 (0.0%)
Level 1.0 (Ineffective)	0 (0.0%)
Total Count:	2

Domain C: Instruction or Intervention Delivery and Facilitation

Score: 4.0 - Highly Effective **Weight:** 20.0%

Scale	Count
Level 4.0 (Highly Effective)	2 (100.0%)
Level 3.0 (Effective)	0 (0.0%)
Level 2.0 (Emerging)	0 (0.0%)
Level 1.0 (Ineffective)	0 (0.0%)
Total Count:	2

Domain D: Learning Environment

Score: 3.5 - Highly Effective **Weight:** 20.0%

Scale	Count
Level 4.0 (Highly Effective)	1 (50.0%)
Level 3.0 (Effective)	1 (50.0%)
Level 2.0 (Emerging)	0 (0.0%)
Level 1.0 (Ineffective)	0 (0.0%)
Total Count:	2

Domain E: Professional Learning, Responsibility, and Ethical Practice

Score: 4.0 - Highly Effective **Weight:** 20.0%

Scale	Count
Level 4.0 (Highly Effective)	5 (100.0%)
Level 3.0 (Effective)	0 (0.0%)
Level 2.0 (Emerging)	0 (0.0%)
Level 1.0 (Ineffective)	0 (0.0%)
Total Count:	5

Student Growth: 3.3

VAM *Modified* Weight: 70.0%

3.0

MSGOP Weight: 30.0%

4.0

MSGOP: 4.0

Midpoint DP Score Weight: 0.0%

N/A

Final DP Score

Score: 4.0 - Highly Effective **Weight:** 100.0%

Target Elements	Growth Score
A1. Collects and uses data to develop and implement interventions within a problem-solving framework.	4.0 - Highly Effective
E1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	4.0 - Highly Effective
E5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards	4.0 - Highly Effective
B1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, or health interventions and supports.	4.0 - Highly Effective
C1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered system of services (MTSS) to support the academic, social, emotional, or behavioral success and health of all students.	4.0 - Highly Effective
E3. Implements knowledge and skills learned in professional development activities.	4.0 - Highly Effective
D1. Collaborates with teachers, administrators, and/or district staff to develop and implement school-wide programs and services that evoke positive learning environments.	4.0 - Highly Effective
D2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	3.0 - Effective
C2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction or intervention services.	4.0 - Highly Effective
E2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).	4.0 - Highly Effective
B2. Plans and designs instruction or interventions based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	4.0 - Highly Effective
E4. Demonstrates effective recordkeeping and communication skills.	4.0 - Highly Effective
A2. Analyzes multiple sources of qualitative and quantitative data to inform decision-making	4.0 - Highly Effective

Overall Evaluation Comments

Comments

Approval and Notifications

Signatures

This evaluation was finished by [redacted] on **Apr 11, 2023 2:54:28 PM.**
practice teacher7 acknowledged this evaluation on Apr 11, 2023 3:00:58 PM.

Additional Acknowledgment

[redacted] acknowledged the Professional Practice rating on Apr 11, 2023 2:54:28 PM.

practice teacher7 acknowledged receiving the Professional Practice rating **3.9 - Highly Effective** on Apr 11, 2023 3:00:58 PM.

☐ I, [redacted], acknowledge the Final Score rating for practice teacher7 of 3.6 - Highly Effective.

practice teacher7 has not yet acknowledged the Final Score rating.

☐ I, [redacted], acknowledge the Student Growth rating for practice teacher7 of 3.3.

practice teacher7 has not yet acknowledged the Student Growth rating.

Evaluator Signature: _____ **Date:** _____

Learner Signature: _____ **Date:** _____