

**Calhoun County  
School District  
Teacher  
Evaluation System**

**2013-2014**



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August 8, 2014

Mr. Ralph Yoder  
Superintendent  
Calhoun County School District  
20859 Central Avenue East, Room G-20  
Blountstown, Florida 32424-6202

Dear Superintendent Yoder:

Thank you for submitting amendments to your district's Instructional Personnel Evaluation System. Your amendments to Calhoun County School District's evaluation system for instructional personnel have been approved for 2013-14 only. The documentation your staff provided clearly reflects your district's commitment in the redevelopment of evaluation systems that focus on improving proficiency on instructional practices that impact student learning. Your leadership in your district and throughout the state is vital to the success of all of our students

Please note, if any aspects of your district's plan impact 2014-15, these have not been reviewed or approved due to legislation that was recently passed by the Florida Legislature. School districts will need to review technical assistance memoranda that will be distributed in the near future to determine if changes need to be made to their evaluation systems for 2014-15. If changes are made, please submit them to the department for review and approval.

At your earliest convenience, please ensure that district staff update your district's website with the 2013-14 revised Instructional Personnel Evaluation System that was approved by the department and send the URL link to this site to either of the email addresses listed below.

For questions or concerns, please contact Eileen McDaniel ([Eileen.McDaniel@fldoe.org](mailto:Eileen.McDaniel@fldoe.org)/850-245-0562) or Dr. John Moore ([John.Moore@fldoe.org](mailto:John.Moore@fldoe.org)/850-245-0546).

Sincerely,

Eileen L. McDaniel

cc: Ms. Vicki Davis, Assistant Superintendent

Eileen L. McDaniel  
Bureau Chief, Educator Recruitment, Development & Retention

## **ACKNOWLEDGMENTS**

The following personnel assisted in the development and review of the Calhoun County Teacher Evaluation System, 2013-2014.

Pam Bozeman, Principal, Blountstown Elementary School  
Stephanie Brogden, Assistant Principal, Altha Public School  
Vicki Davis, Assistant Superintendent  
Ladona Kelley, Principal, Director of Alternative Education  
Neva Miller, Principal, Blountstown Middle School  
Darryl Taylor, Principal, Carr School  
Tracie Taylor, Assistant Principal, Blountstown Elementary School  
Debbie Williams, Principal, Blountstown High School

Ralph Yoder, Superintendent  
School Board Members  
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Kelly King  
Danny Ryals  
Tim Smith  
Kenneth Speights, Chairman

## Calhoun County School District Instructional Personnel Evaluation System

*Calhoun County School District is committed to excellence,  
ensuring each student achieves his or her potential in a global society.*

Calhoun County School District has a long tradition of academic success. The District believes that effective teachers and leaders are the real reasons we have been able to consistently maintain a high level of student achievement. Calhoun County School District has demonstrated its “Committed to Excellence” motto by receiving an “A” each year in which a district grade has been awarded by the state. The District has also been designated as High Performing by the Florida Department of Education.

### **Core of Effective Practices**

Florida Statute 1021.34 requires the Superintendent in each school district to establish procedures for assessing the performance of all instructional, administrative and supervisory personnel. The statute establishes the primary purpose of the assessment and supporting procedures as improving the quality of instructional, administrative and supervisory services. School Improvement Plans are linked to the evaluation process as teacher and student performance is studied to determine strengths and weaknesses. School Improvement goals, strategies and activities are based on student performance.

The Calhoun County School District Teacher Evaluation System is built upon the Florida Educator Accomplished Practices as revised December 17, 2010. (FEAPs Crosswalk) The evaluation system uses *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* (Robert J. Marzano, ASCD, 2007) as the standard against which effective teaching will be measured and professional goals developed. One of the greatest barriers to school improvement is the lack of an agreed upon definition of what high quality instruction looks like (Elmore 2010). Dr. Marzano’s research<sup>1</sup> will provide the district with a common language or framework for instruction based upon sound educational principles and contemporary research<sup>2</sup> in effective educational practices for the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory service.

All Calhoun County instructional personnel will be evaluated based on this redeveloped system. The system provides for an on-going evaluation that will foster continued improvement and opportunity for professional growth. A rubric has been created that will enable both the teacher and administrator to clearly distinguish between performance at each level. The

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<sup>1</sup> FEAPs Crosswalk to Marzano Model

[http://www.marzanoevaluation.com/files/FEAPs\\_Crosswalk\\_Marzano.pdf](http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf)

<sup>2</sup> Research Base and Validation Studies on the Marzano Evaluation Model

[http://www.marzanoevaluation.com/files/Research\\_Base\\_and\\_Validation\\_Studies\\_Marzano\\_Evaluation\\_Model.pdf](http://www.marzanoevaluation.com/files/Research_Base_and_Validation_Studies_Marzano_Evaluation_Model.pdf)

principal, direct supervisor and any other individual performing the observation will be able to appropriately rank a teacher’s performance. It is our desire to continually “raise the bar” to encourage continual professional development geared toward improving student performance. Throughout the process, the primary focus of the evaluation will be to increase student learning. Additionally, the evaluation system provides linkage to the School Improvement Plan through careful study and review of student performance and teacher involvement in and compliance with the objectives established in the school’s plan.

**Student Growth Measures**

A teacher’s performance evaluation is based on the student growth measures of students for which the employee has assigned responsibility.

At least 50% of the teacher’s performance evaluation must be based upon data and indicators of student learning growth assessed annually and measured by statewide assessments or, for students not measured by statewide assessments, by district assessments. Beginning in 2011-2012, the District will measure student learning growth on the FCAT using a formula approved by the Commissioner of Education. The formula will take into consideration each student’s prior academic performance and not set different expectations for student learning growth based upon a student’s gender, race, ethnicity, or socioeconomic status. Additional student learning growth measures for other statewide assessments will be used as they become available from FLDOE.

Three years of student learning growth data is optimal, but if less than three years of data is available, student growth will be determined with available data. At least 50% of a performance evaluation will be based on student learning growth for all teachers, including classroom and instructional personnel who are not classroom teachers.

For subjects and grades not assessed by statewide assessments, the District will have in place district assessment by 2014-2015. The District will be developing and/or selecting growth measures for additional grades and subjects as they are made available.

Grade Level/Subject	Assessment Used in 2013-2014 <i>A teacher’s performance evaluation is based on the student growth measures of students for which the teacher has assigned responsibility.</i>
<b>Elementary School</b>	
Pre-K	Proficiency on Florida VPK Assessment for students who are 4 years old Proficiency on DIAL-3 for students who are 3 years old
Kindergarten- Second Grade	Proficiency on District developed benchmark test in reading and math
Third Grade	Average of proficiency on FCAT Reading and Math over the past three year
Fourth Grade Self contained Math Reading Language Arts Science	Combined FCAT Reading and Math VAM FCAT Math VAM FCAT Reading VAM FCAT Reading VAM Proficiency on District developed benchmark test in science

Fifth Grade Self contained Math Reading Language Arts Science	Combined FCAT Reading and Math VAM FCAT Math VAM FCAT Reading VAM FCAT Reading VAM Proficiency on FCAT Science over the past three years
PE Music Guidance Media Curriculum Coaches ESE Inclusion Resource Teachers Speech/Language	FCAT Reading and Math VAM for the students they teach FCAT Reading and Math VAM for the students they teach FCAT Reading and Math VAM for the students they have assigned responsibility FCAT Reading VAM for the students they have assigned responsibility FCAT Reading and Math VAM for the students they have assigned responsibility FCAT Reading and Math VAM for the students they teach FCAT Reading and Math VAM for the students they teach FCAT Reading VAM for the students they teach
<b>Middle School</b>	
Math Reading Language Arts Science Social Studies	FCAT Math VAM FCAT Reading VAM FCAT Reading VAM Proficiency on FCAT Science over the past three years FCAT Reading VAM
PE Music Guidance Media Curriculum Coaches ESE Inclusion Resource Teachers Speech/Language Wheel	FCAT Reading and Math VAM for the students they teach FCAT Reading and Math VAM for the students they teach FCAT Reading and Math VAM for the students they have assigned responsibility FCAT Reading VAM for the students they have assigned responsibility FCAT Reading and Math VAM for the students they have assigned responsibility FCAT Reading and Math VAM for the students they teach FCAT Reading and Math VAM for the students they teach FCAT Reading VAM for the students they teach FCAT Reading and/or Math VAM for the students they teach
<b>High School</b>	
PE Music Guidance Media Curriculum Coaches ESE Inclusion Resource Teachers Speech/Language	FCAT Reading and Math VAM for the students they teach FCAT Reading and Math VAM for the students they teach FCAT Reading and Math VAM for the students they have assigned responsibility FCAT Reading VAM for the students they have assigned responsibility FCAT Reading and Math VAM for the students they have assigned responsibility FCAT Reading and Math VAM for the students they teach FCAT Reading and Math VAM for the students they teach FCAT Reading VAM for the students they teach
Reading English I English II English III English IV Speech Journalism	FCAT Reading VAM FCAT Reading VAM FCAT Reading VAM Proficiency on District developed benchmark test in reading Proficiency on District developed benchmark test in reading Proficiency on District developed benchmark test in reading Proficiency on District developed benchmark test in reading
Algebra I Geometry Other Math Courses	Proficiency level on Algebra I EOC Proficiency level on Geometry I EOC In grades not tested by FCAT, STAR Math will be used to determine a proficiency level
American History World History Other Social Studies Foreign Languages	Proficiency level on American History EOC FCAT Reading VAM—In grades not tested by FCAT, STAR Reading will be used to determine a proficiency level

Biology I Other Science Courses	Proficiency on Biology EOC Proficiency on District developed benchmark test for the science course
<u>Agriculture</u> 9 <sup>th</sup> grade 10 <sup>th</sup> grade 11 <sup>th</sup> grade 12 <sup>th</sup> grade <u>Technology</u> 9 <sup>th</sup> grade 10 <sup>th</sup> grade 11 <sup>th</sup> grade 12 <sup>th</sup> grade <u>Cabinetmaking</u> 9 <sup>th</sup> grade 10 <sup>th</sup> grade 11 <sup>th</sup> grade 12 <sup>th</sup> grade <u>Culinary</u> 9 <sup>th</sup> grade 10 <sup>th</sup> grade 11 <sup>th</sup> grade 12 <sup>th</sup> grade	Proficiency level on Algebra I EOC and FCAT Reading Proficiency level on Biology EOC and FCAT Reading In grades not tested by FCAT, STAR Reading will be used to determine a proficiency level In grades not tested by FCAT, STAR Reading will be used to determine a proficiency level FCAT Reading VAM FCAT Reading VAM In grades not tested by FCAT, STAR Reading will be used to determine a proficiency level In grades not tested by FCAT, STAR Reading will be used to determine a proficiency level Proficiency level on Algebra I EOC Proficiency level on Geometry EOC In grades not tested by FCAT, STAR Math will be used to determine a proficiency level In grades not tested by FCAT, STAR Math will be used to determine a proficiency level FCAT Reading VAM FCAT Reading VAM In grades not tested by FCAT, STAR Reading will be used to determine a proficiency level In grades not tested by FCAT, STAR Reading will be used to determine a proficiency level

<b>Proficiency Value Score Determination using Percentile Scores</b>	
75 <sup>th</sup> to 99 <sup>th</sup> percentile- 4 points	50 <sup>th</sup> to 74 <sup>th</sup> percentile- 3 points
25 <sup>th</sup> to 49 <sup>th</sup> percentile- 2 points	0 to 24 <sup>th</sup> percentile-1 point
Points will be averaged together to determine a Proficiency Value Score (PVS)	
<b>Proficiency Value Score Determination using Average Test Scores</b>	
80 to 100-4 points	70 to 79-3 points
60 to 69-2 points	0 to 59-1 point
Points will be averaged together to determine a Proficiency Value Score (PVS)	
<b>Proficiency Value Score Determination using FCAT Scores</b>	
Level 4 or 5-4 points	Level 3-3 points
Level 2-2 points	Level 1-1 point
Points will be averaged together to determine a Proficiency Value Score (PVS)	

### Evaluation Rating Criteria

The Student Success Act requires that the evaluations of all instructional personnel and school administrators must be based on sound educational principles and contemporary research in effective educational practices. Included in the evaluation criteria is performance of students, instructional practice or instructional leadership, and professional and job responsibilities. At least 50% of the evaluation will be based on student learning growth assessed annually and measured by statewide assessments or, for students not measured by statewide assessments, by district assessments. The other 50% will be based on the classroom and professional performance of the teachers. The four levels of performance are Highly Effective, Effective, Needs Improvement or Developing (developing will be used for instructional personnel in the

first 3 years of employment who need improvement) and Unsatisfactory. The principal of each school or direct supervisor will assign the teacher’s final evaluation rating.

**Teacher Performance**

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
Status Score of 3.5-4.0	Status Score of 2.5-3.4	Status Score of 1.5-2.4	Status Score of 1.0-1.4
<b>Category I Teachers: 1-3 Years of Service</b>			
At least 65% at Level 4 and 0% at Level 1 or 0	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and less than 50% at Level 1 or 0	Greater than or equal to 50% at Level 1 or 0
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Category II Teachers: 4 or More Years of Service</b>			
At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and less than 50% at Level 1 or 0	Greater than or equal to 50% at Level 1 or 0
<b>Category III Teachers: 10 or More Years of Service</b>			
At least 85% at Level 4 and 0% at Level 1 or 0	At least 85% at Level 3 or higher	Less than 85% at Level 3 or higher and less than 50% at Level 1 or 0	Greater than or equal to 50% at Level 1 or 0

**Student Performance**

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
FCAT VAM 4.0-3.1	FCAT VAM 3.0-2.1	FCAT VAM 2.0-1.1	FCAT VAM 1.0-0
PVS 4.0-3.50	PVS 3.49-2.50	PVS 2.49-1.50	PVS 1.49-0

**Final Performance Evaluation Score**

<b>Determination of Final Evaluation Score</b>	<b>Final Evaluation Score</b>	<b>Final Evaluation Rating</b>
Average of Teacher Performance Score and Student Performance Score	3.5-4.0	Highly Effective
	2.5-3.4	Effective
	1.5-2.4	Needs Improvement/ Developing(Category I)
	1.0-1.4	Unsatisfactory

Unsatisfactory indicates performance that does not meet the minimum requirements of the position and is not acceptable. Two consecutive annual performance evaluation ratings of unsatisfactory under F.S. 1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under F.S 1012.34, three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under F.S. 1012.34 will be grounds for dismissal.

If an employee who holds a professional service contract as provided in s. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The evaluator must make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time. The employee will be placed on performance probation for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. During the 90 calendar days, the employee will be evaluated periodically and apprised of their progress as outlined in F.S. 1012.34. The School District will remain particularly sensitive to the appeal rights of employees identified in F.S. 1012.34.

**Teacher and Principal Involvement**

Calhoun County School District is committed to implement an evaluation system with teacher and principal involvement. A committee was formed and was chaired by the Assistant Superintendent. The committee members included a principal or assistant principal from each school along with a teacher representative from each school. The committee met regularly through the evaluation redevelopment process. As parts of the evaluation system were designed, the principals and teachers would share this information with their schools.

This teacher evaluation system is a work in progress and will need continual review and improvements. The principal and teacher committee will continue to review and work on this process throughout the next school year.

Calhoun County School District does not have a union. Collective bargaining is not required.

### **Multiple Evaluations for First Year Teachers**

First year and newly hired teachers will be evaluated once during each semester of their first year teaching for a total of two evaluations during their first year of working in the District. The observation will be conducted by the principal, peer or mentor teacher, and district staff members. Benchmark assessment data, FAIR data and various local district assessment data will be reviewed with the first year teachers. First year and newly hired teachers will be observed with the same observation instrument as other teachers. Their rating is based on the Category I rubric shown on page 7. Feedback for these teachers will be ongoing during the first year. The principal will be responsible for making the determination of the final evaluation rating. The semester evaluation will be combined to determine of the final end of year evaluation rating.

First year teachers will be part of the Calhoun County Teacher Induction Program. This beginning teacher support program was developed to support and retain new teachers to insure that students in Calhoun County will have access to highly qualified and accomplished teachers. The program involves mentoring, principal support, teacher collaboration, participation in learning communities and guided reflection.

### **Additional Metric Evaluation Element**

The District will use additional metrics to help as part of evaluation data. Examples of additional metric evaluation elements include parent survey information, peer mentor observations, and observations by district staff.

Category I teachers will be formally observed twice during year 3 of their employment. Category II teachers will be formally observed twice during year 9 of their employment. The Principal and Director of Curriculum and Instruction will conduct these observations. The results of the observation will be used as input into Domain 1 of the teacher's evaluation.

First year teachers, newly hired teachers and employees in the Peer Assistance Program are assigned a peer mentor. The peer mentor will support these teachers in reflecting on their practice, assessing their skills, and setting goals to facilitate professional growth. The peer mentor may be scheduled by the principal to conduct a formal observation. The results of these observations will be used as input into Domain 1 of the teacher's evaluation.

Surveys will be sent home on the first day of the 2<sup>nd</sup> semester (January) to give parents an opportunity to provide feedback on their child's teacher as a way to improve the quality of instruction. Surveys signed and submitted by February 1<sup>st</sup> will be considered as input into Domain 4 of a teacher's evaluation. Surveys returned unsigned will be used to the teacher feedback only and be given directly to the teacher.

### **Milestone Career Event(s)**

There are three classifications of teachers in the Calhoun County School District. As the District moves to a more differentiated salary schedule in 2014, these teachers will be compensated for their promotion to the next classification category.

<b>Classification</b>	<b>Description</b>	<b>Requirements to move to Next Level</b>	<b>Multi-Metric Evaluation Schedule</b>
Category I	1-3 Years of Service	Must have a Final Evaluation Rating of Effective or Highly Effective otherwise contracts will not be renewed at the end of the 3 year period	Year 3-One evaluation will take place each semester. Two formal observations will be conducted by the Principal and Director of Curriculum and Instruction each semester as part of the evaluation.
Category II	4 or more Years of Service	Must have a Final Evaluation Rating of Effective or Highly Effective	Year 9-One evaluation will take place each semester. Two formal observations will be conducted by the Principal and Director of Curriculum and Instruction each semester as part of the evaluation.
Category III	10 or more Years of Service		

### **Annual Evaluation Procedures**

#### **Step 1-Orientation: Completed by September 1**

Each year, all instructional personnel will be fully apprised of the Calhoun County School Board Teacher Evaluation System procedures. This orientation will be scheduled during pre-planning and will be documented by a meeting sign-in sheet and agenda. During the initial orientation, all instructional personnel will receive a printed copy of the assessment instrument, observation instruments, and supporting procedures. Teachers employed after the pre-planning period shall be similarly scheduled for an orientation session as previously described prior to the implementation of such procedures relative to the evaluation of said teacher. A record will be maintained at the building level indicating the attendance and satisfactory completion of the orientation session.

#### **Step 2-Self-Assessment and Professional Development Conference: Completed by November 1**

The purpose of a Professional Development Plan is to enhance professional growth and to improve student achievement. The Professional Development Plan provides opportunities for significant growth. Qualitative change requires time to grow, reflection, and risk taking.

All teachers will complete a self-assessment of Domain I: Classroom Strategies and Behaviors by September 15. Using the results of the self-assessment, the teacher's previous year final evaluation results, and student achievement data, the teacher and principal will develop at least two (2) professional development goals. The teacher's professional development plan will be completed by November 1.

At the conclusion of the meeting, the dates for the year's formal observations will be planned.

**Step 3-Formal Observations: Notice is given at least 7 days before the observation**

First Year and Newly Hired Teachers-at least 1 formal observation each semester

Category I Teachers-at least 1 formal observation each year

Category II and III Teachers-at least 1 formal observation once every three years for teachers with a performance rating of Effective or Highly Effective

During the first year of implementation, all teachers will receive a formal observation.

**Pre-Observation Conference: At least 2 working days prior to the observation.** A conference is held with the principal at least two working days before the observation. The teacher will bring to the meeting the completed Planning Conference Worksheet, lesson plan, assessment, scoring guides, and/or rubrics.

**Post-Observation Conference: Within 10 days after the observation.** After the observation the teacher will complete the Reflection Conference Worksheet. A post-observation conference will be held within 10 days of the observation. The purpose of the conference will be for the evaluator and teacher to examine the teacher's strengths and weaknesses. Assistance will be given if needed and a means for improvement of those weaknesses and strengths.

**Step 4- Informal Observations-Ongoing**

Classroom walkthroughs will be conducted on a regular basis by the principal or other designated trained evaluators. Other designed evaluators may include the assistant principal, assigned peer teacher, district staff, or administrators from other schools.

**Step 5-Observation of Domain 2: Planning: Once each semester**

Lesson Plans will be evaluated by the principal or designee at least once each semester.

**Step 6-Parental Input: January**

Surveys will be sent home on the first day of the 2<sup>nd</sup> semester (January) to give parents an opportunity to provide feedback on their child's teacher as a way to improve the

quality of instruction. Surveys signed and submitted by February 1<sup>st</sup> will be considered as input into Domain 4 of a teacher's evaluation. Surveys returned unsigned will be used to the teacher feedback only and be given directly to the teacher.

### **Step 7–Final Evaluation: Prior to the last day of school**

The Final Assessment Instrument will be completed by the teacher and principal during the Final Evaluation Conference, scheduled prior to the end of the school year. At this meeting the results of Domain 4 artifacts will be rated. The results of the professional development plan goals will be reviewed. The teacher's performance on Domain 1-4 will be evaluated. This rating will count 50% of the teacher's final evaluation. If student achievement data is available, the other 50% of the teacher's final evaluation will be added to calculate the final evaluation rating.

The evaluator will amend and evaluation based upon assessment data from the current school year if the data becomes available 90 days after the close of the school year. The evaluator must submit a written report to the employee no later than 10 days after amending the evaluation and discuss the results with the employee. The employee has the right to submit a written response to the evaluator. This response will become a permanent attachment to the teacher's personnel file.

### **Improvement Plans**

The School Improvement Team evaluates teacher and student performance data to determine school wide strengths and weaknesses. The goals, strategies, and activities for the School Improvement Plan are based on this analysis.

The Teacher Evaluation System Development Team will annually look at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel will be disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level. School grades and FCAT data will also be reviewed by school and district and compared to the performance evaluation data. The results of this data analysis will be used to set goals and plan professional development strategies and activities for the District.

### **Continuous Professional Improvement**

The Calhoun County School District Teacher Evaluation System uses a continuous quality improvement model to enhance professional growth to improve student achievement. Performance and student evaluation results are used to identify professional development needs and goals.

Dr. Robert Marzano states in his book, *Effective Supervision*, "in the research on schooling...student achievement in classes with highly skilled teachers is better than student achievement in classes with less skilled teachers. To this end, the Calhoun County Teacher Evaluation System provides for an on-going evaluation that will foster continued improvement and opportunity for professional growth thus creating highly skilled teachers.

<b>District Timeline for Professional Improvement</b>	
September 1	Beginning Teachers and teachers new to the district will be observed once between September 1 and October 15 by the principal and mentor teacher. This observation has a diagnostic purpose, and is not evaluative. Observation evidence collected is analyzed to establish a baseline of classroom strategies and behaviors (Domain I).
September 15	All teachers will complete a self of Domain 1: Classroom Strategies and Behaviors
November 1	All teachers will complete a Professional Development Plan. Each teacher will participate with his/her principal or supervisor in a planning session to develop goals and strategies based on the previous year's data. Using the results of the self-assessment, the teacher's previous year final evaluation results, and student achievement data, the teacher and principal will develop at least two (2) professional development goals based on a school improvement initiative tied to student performance and a teacher's individual areas of improvement.
Ongoing	Evaluation of the effectiveness of the professional development activities will be ongoing through the year and will be determined by a teacher evaluation of each activity. In addition, student achievement data is indicative of teacher quality and the effectiveness of professional development efforts. Student achievement data will be monitored and reviewed continuously. Professional Development Plans can be modified as teacher and student needs change throughout the school year.

### **Teaching Fields Requiring Special Procedures**

The Teacher Evaluation System Redevelopment Team will identify teaching fields that will need special procedures and/or criteria. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices. By June 2012, evaluation criteria will be developed to include specific job expectations related to their area of student support.

<b>Teaching Fields Requiring Special Procedures</b>	
Curriculum Coaches	Guidance Counselors
Media Specialist	School Psychologist
Speech/Language Specialist	Therapeutic Specialist such as OT/PT, Vision

### **Evaluator Training**

Principals, assistant principals, district staff, and mentor/peer teachers will initially be trained in the Marzano's *Art and Science of Teaching* by an outside consultant. The consultant and Assistant Superintendent will work with the evaluators in the proper use of assessment criteria

and appraisal procedures and responsibilities. The Assistant Superintendent will monitor evaluator performance and consistency of results.

The consultant will provide train-the-trainer instruction in the *Art and Science of Teaching* to the Assistant Superintendent and Director of Curriculum and Instruction. After the initial training they will provide training to individuals who move into the evaluator roles.

### **Process of Informing Teachers about the Evaluation Process**

Each year, all instructional personnel will be fully apprised of the Calhoun County School Board Teacher Evaluation System procedures. This orientation will be scheduled during pre-planning and will be documented by a meeting sign-in sheet and agenda. During the initial orientation, all instructional personnel will receive a printed copy of the assessment instrument, data collection forms, and supporting procedures. Teachers employed after the pre-planning period shall be similarly scheduled for an orientation session as previously described prior to the implementation of such procedures relative to the evaluation of said teacher. A record will be maintained at the building level indicating the attendance and satisfactory completion of the orientation session.

### **Parent Input**

Parents will have an opportunity to provide input into teacher's performance evaluations. Surveys will be sent home on the first day of the 2<sup>nd</sup> semester (January) to give parents an opportunity to provide feedback on their child's teacher as a way to improve the quality of instruction. Surveys signed and submitted by February 1<sup>st</sup> will be considered as input into the teacher's evaluation, Domain 4. Surveys returned unsigned will be used as feedback only and be given directly to the teacher.

### **Annual Review by the District**

The Teacher Evaluation System Development Team will annually review the teacher evaluation system to determine compliance of the Florida Statute. The Team will meet in July of each year to evaluate the effectiveness of the system.

The Team will look at the performance evaluation results for the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel will be disaggregated by classroom teachers and all other instructional personnel; by school site; and by instructional level. School grades and FCAT data will also be reviewed by school and district and compared to the performance evaluation data.

Changes and revisions to the Teacher Evaluation System will be recommended. All substantial revisions will be reviewed and approved by the district school board in August before being used to evaluate teachers.

### **Peer Review**

A peer assistance program will help employees placed on performance probation, newly hired classroom teachers, or employees who request assistance. A peer mentor will be assigned to

support these teachers in reflecting on their practice, assessing their skills, and setting goals to facilitate professional growth. Peer mentors will also be trained in the evaluation/observation process to give mentees formative feedback in area of weaknesses. The peer mentor may be scheduled by the principal to conduct a formal observation. The results of these observations will be used as input into Domain 1 of the teacher's evaluation.

Mentors will be selected using the following criteria:

- Must hold a valid Florida Teaching Certificate in the field that will be mentored.
- Must have successfully completed the Clinical Educator training.
- Must have 5 years of successful teaching experience.
- Must have been ranked effective or highly effective on yearly teacher evaluation for 5 consecutive years.
- Must be willing to mentor interns or serve as peer mentor.

Mentor teachers will receive differentiated pay to compensate for their additional duties.

### **Evaluation by Supervisor**

The individual responsible for supervising the employee must evaluate the employee's performance. In most cases the principal of the school will be responsible for evaluating the performance of teachers. Teachers on special assignment in an area other than a school will be evaluated by their supervisor.

### **Input into Evaluation by Trained Personnel Other Than the Supervisor**

The principal of each school makes the determination of each employee's final evaluation rating. The principal may consider input from other trained observers. Other evaluators may include the assistant principal, peer or mentor teachers, district staff, and administrators from other schools in the district. Trained personnel who observe teachers will review the results of their observation with the principal.

### **Amending Evaluations**

The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The evaluator must submit a written report to the employee no later than 10 days after amending the evaluation and discuss the results. The employee has the right to submit a written response to the evaluator. This response will become a permanent attachment to the teachers' personnel file.

## Appendix A

### How to Determine a Teacher's Performance based on Student Learning Growth

Section 1012.34(3)(a)1., Florida Statutes states: At least 50% of a performance evaluation must be based upon data and indicators of student learning growth assessed annually and measured by statewide assessment or, for subjects and grade levels not measured by statewide assessment, by district assessments. In response to this statute, the Department of Education convened a committee of stakeholders (Student Growth Implementation committee, of SGIC) to identify the type of model and factors that should be accounted for in Florida's value-added models.

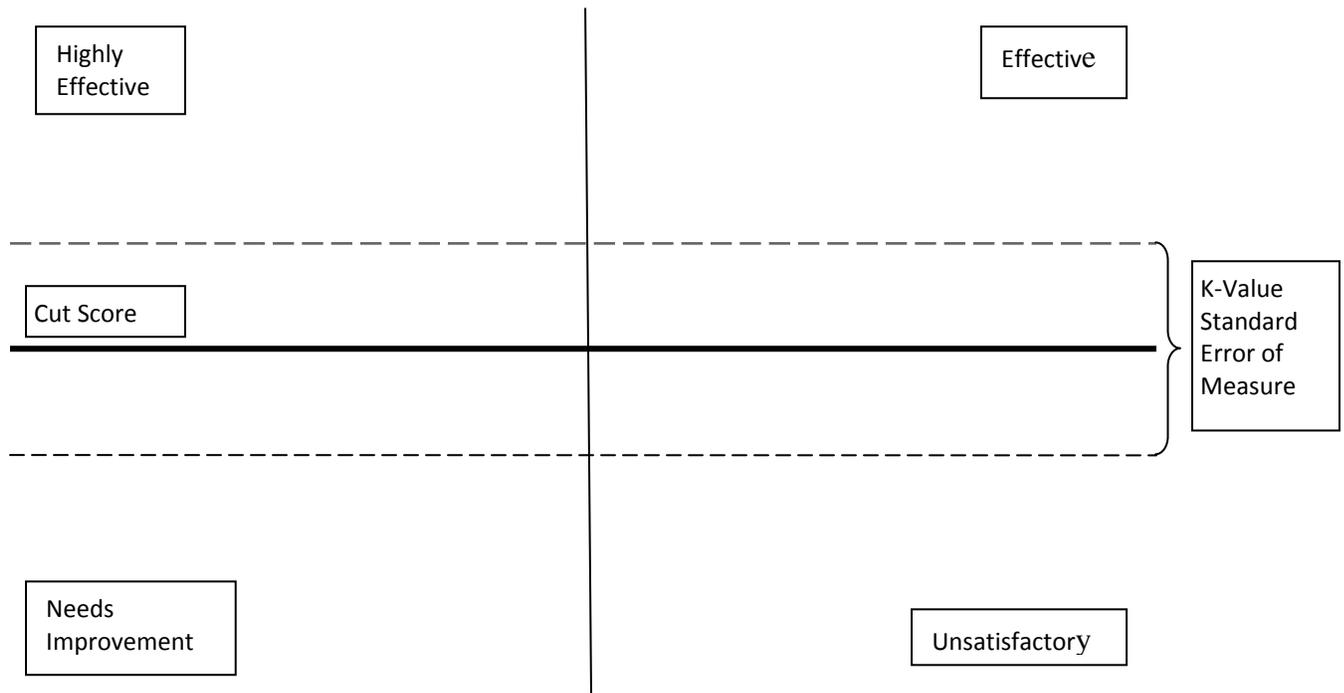
A value-added model is a statistical model that uses student-level growth scores to differentiate teacher performance in the area of student learning growth. Value-added models are designed to mitigate the influence of differences among the entering classes; teachers do not have advantages or disadvantages simply as a result of the students who attend a school and are assigned to a class.

Florida's Value-added Model or VAM uses the following student-level characteristics:

- Up to two prior years of achievement scores (the strongest predictor of student growth)
- Number of subject-relevant courses
- Disability status
- ELL status
- Gifted status
- Mobility (number of school transfers)
- Attendance (course level attendance)
- Difference from modal age (accounts for retention and/or acceleration)
- Class size
- Homogeneity of prior test scores (accounts for variability of students)
- School Effect (amount of learning that differs from the statistical prediction that is common to all students in a school)

Each teacher who teaches a FCAT tested subject in grades 4-10 will receive Teacher VAM score. The Teacher VAM score is a prediction based on the students in her/his class taking into account the student-level characteristics. Teachers will also receive a Teacher VAM Standard Error of Measure score. The standard errors are used to construct confidence intervals around the Teacher VAM score.

The state has left the job of classifying teachers according to their VAM scores to the Districts for the first couple of years. Using state examples, Greg Alford who developed the PAEC DashBoard, has developed a tool to help determine the classification. Teachers are classified using the following rationale.



Each grade, each year, each subject has a state average growth, and standard deviation growth. From these scores standard error of measure can be calculated.

Cut Score is the State Average Growth.

K-Value (Standard Error of Measure) is equal to 1. A standard deviation of 1 has a statistical confidence level of 68%.

If a teacher's VAM score is above the cut score, the teacher will be classified Highly Effective or Effective. VAM scores that fall within the K-Value will be classified as Effective. VAM scores above the K-Value will be classified as Highly Effective.

If the teacher's VAM score is below the cut score the teacher will be classified Needs Improvement or Unsatisfactory. VAM scores that fall within the K-Value will be classified as Needs Improvement. VAM scores below the K-Value will be classified as Unsatisfactory.

## Appendix B

### How to Compute the Student Performance Score for Teachers with more than one Value Added Record

In order to compute the Student Performance Score for teachers with more than one value added record you must determine the percentage of the students in each grade level and multiply that percentage by the points awarded the Teacher for each classification. Points are awarded based on the following classification: Unsatisfactory = 1 point, Needs improvement = 2 points, Effective = 3 points, and Highly Effective = 4 points.

Example #1: Teacher has four Value Added Classifications. One for each of the four grade levels taught. The teacher teaches a total of 72 students. In the following example the teacher will be awarded a Student Performance Score of 2 (Needs Improvement).

Grade	Number of Students	Classification	Computation	Points Awarded
10	11	Needs Improvement (2 points)	$(11/72)*2$	0.30
9	11	Highly Effective (4 points)	$(11/72)*4$	0.61
8	36	Unsatisfactory (1 point)	$(36/72)*1$	0.50
6	14	Effective (3 points)	$(14/72)*3$	0.58
Total Points Awarded				1.99 Needs Improvement
Highly Effective (4)		Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
3.1-4.0		2.1-3.0	1.0-2.0	0-1.0

Example #2: Teacher has two Value Added Classifications. One for each of the two grade levels taught. The teacher teaches a total of 65 students. In the following example the teacher will be awarded a Student Performance Score of 3 (Effective).

Grade	Number of Students	Classification	Computation	Points Awarded
9	37	Effective (3 points)	$(37/65)*3$	1.70
8	28	Needs Improvement (2 points)	$(28/65)*2$	0.86
Total Points Awarded				2.56 Effective
Highly Effective (4)		Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
3.1-4.0		2.1-3.0	1.0-2.0	0-1.0

Example #3: Teacher has only one Value Added Classifications. Therefore, no computation is needed. The teacher will be awarded a Student Performance Score of 3 (Effective).

Grade	Number of Students	Classification	Computation	Points Awarded
5	27	Effective (3 points)	----	3.0
Total Points Awarded				3.0 Effective
Highly Effective (4)		Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
3.1-4.0		2.1-3.0	1.0-2.0	0-1.0

Example #4: Teacher has two Value Added Classifications and 2 PVS Classification. The VAM scores are from FCAT math. The PVS scores are from FCAT Science which at this time the District has chosen to compute a proficiency score. The teacher teaches a total of 151 students. In the following example the teacher will be awarded a Student Performance Score of 2 (Needs Improvement).

Subject	Number of Students	Classification	Computation	Points Awarded
Math 09-10	40	Unsatisfactory (VAM) 1 point	$(40/151)*1$	0.26
Math 10-11	36	Unsatisfactory (VAM) 1 point	$(36/151)*1$	0.24
Science 09-10	39	Needs Improvement (PVS) 2 points	$(39/151)*2$	0.51
Science 10-11	36	Effective (PVS) 3 points	$(36/151)*3$	0.72
Total Points Awarded				1.73 Needs Improvement
Highly Effective (4)		Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
3.1-4.0		2.1-3.0	1.0-2.0	0-1.0

## **Appendix C**

### **Observation Instruments**

**Domain 1: Classroom Strategies and Behaviors**

**Domain 1: Classroom Walk Through**

**Domain 2: Planning and Preparation (Short Form)**

**Domain 2: Planning and Preparation**

**Domain 3: Reflecting on Teaching (Short Form)**

**Domain 3: Reflecting on Teaching**

**Domain 4: Collegiality and Professionalism (Short Form)**

**Domain 4: Collegiality and Professionalism**

**Final Yearly Evaluation**

**Teacher Evaluation for Beginning or Newly Hired Teacher**

**Teacher Performance Spreadsheet for Category I Teacher**

**Teacher Performance Spreadsheet for Category II Teacher**

**Planning Conference Structured Interview Form A**

**Planning Conference Structured Interview Form B**

**Reflection Conference Structured Interview Form A**

**Teacher Self-Assessment**

## Calhoun County Schools

### Domain 1: Classroom Strategies and Behaviors

Name \_\_\_\_\_

Date \_\_\_\_\_

Observer \_\_\_\_\_

Time Started \_\_: \_\_AM/PM Time Ended \_\_: \_\_AM/PM

Observation:  1  2  3  4  5

Contract Status:  Annual  Professional

Classification:  Beginning Teacher  Category I  Category II

Grade/Subject Observed \_\_\_\_\_

<b>1. Routine Events-Learning Goals &amp; Feedback</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Provides clear learning goals and scales to measure those goals						
Tracks students progress						
Celebrates student success						
<b>Notes</b>						
<b>2. Routine Events-Rules &amp; Procedures</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Establishes Classroom Routines						
Organizes the Physical Layout of the Classroom for Learning						
<b>Notes</b>						
<b>3. Addressing Content-Interacting With New Knowledge</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Identifies Critical Information						
Organizes Students to Interact with New Knowledge						
Previews New Content						
Chunks content into "Digestible Bites"						
Processes of New Content						
Elaborates on New Information						
Records and Representing Knowledge						
Reflects on Learning						
<b>Notes</b>						
<b>4. Addressing Content-Practicing &amp; Deepening Knowledge</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Review Content						
Organizes Students to Practice and Deepen Knowledge						
Uses Homework						
Examines Similarities and Differences						
Examines Errors in Reasoning						
Practices Skills, Strategies, Processes						
Revises Knowledge						
<b>Notes</b>						
<b>5. Addressing Content-Generating &amp; Testing Hypotheses</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Organizes Students for Cognitively Complex Task						
Engages Students in Cognitively Complex Task						
Provides Resources and Guidance						
<b>Notes</b>						

	<b>Innovating (4)</b>	<b>Applying (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not Using (0)</b>
<b>Target Strategy</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in the strategy and monitors the extent to which it produces the desired outcomes.	Engages students in the strategy with no significant errors or omissions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

**Calhoun County Schools**  
**Domain 1: Classroom Strategies and Behaviors**

<b>6. Enacted on the Spot-Student Engagement</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Notices & Reacts When Students Are Not Engaged						
Uses Academic Games						
Manages Response Rates During Questioning						
Uses Physical Movement						
Maintains a Lively Pace						
Demonstrates Intensity and Enthusiasm						
Uses Friendly Controversy						
Provides Opportunities for Students to Talk About Themselves						
Presents Unusual or Intriguing Information						
<b>Notes</b>						
<b>7. Enacted on the Spot-Adherence to Rules &amp; Procedures</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Demonstrates "Withitness"						
Applies Consequences						
Acknowledges Adherence to Rules & Procedures						
<b>Notes</b>						
<b>8. Enacted on the Spot-Teacher/Student Relationships</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Understands Student Interest & Background						
Uses behaviors that indicate affection for Students						
Displays Objectivity and Control						
<b>Notes</b>						
<b>9. Enacted on the Spot-High Expectations</b>	<b>I(4)</b>	<b>A(3)</b>	<b>D(2)</b>	<b>B(1)</b>	<b>NU(0)</b>	<b>NA</b>
Demonstrates Value and Respect for Low-Expectancy Students						
Asks Questions of Low-Expectancy Students						
Probes Incorrect Answers with Low-Expectancy Students						
<b>Notes</b>						

***If applicable complete this section by marking the appropriate boxes.***

Deficiencies noted in the following Lesson Segment area(s). 1  2  3  4  5  6  7  8  9

Comments/Specific Suggestions

**Tally**

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)

*Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.*

**Assessor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Calhoun County Schools**  
**Domain 1: Walkthrough**

Name \_\_\_\_\_

Date \_\_\_\_\_

Observer \_\_\_\_\_

Time Started \_\_\_:\_\_\_AM/PM Time Ended \_\_\_:\_\_\_AM/PM

Routine Events	
<b>Learning Goals and Feedback</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Provides Clear Learning Goals &amp; Scales to Measure Goals</b> (provides/reminds students about a specific learning goal) <input type="checkbox"/> <b>Tracks Student Progress</b> (uses formative assessment, helps student chart their individual & group progress on learning goal) <input type="checkbox"/> <b>Celebrates Student Success</b> (helps students acknowledge & celebrate their current status on a learning goal as well as knowledge gain)	
<b>Rules and Procedures</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Establishes Classroom Routines</b> (reminds students of a rule or procedure; asks students to restate/explain rules/procedures; provides cues/signals when a rule/procedures should be used) <input type="checkbox"/> <b>Organizes the Physical Layout of the Classroom for Learning</b> (organizes materials, traffic patterns, and displays to enhance learning)	
Enacted on the Spot	
<b>Student Engagement</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Notices &amp; Reacts When Students Are Not Engaged</b> (scans the classroom to monitor students' level of engagement) <input type="checkbox"/> <b>Uses Academic Games</b> (uses adaptations of popular games to reengage students to focus their attention on academic content) <input type="checkbox"/> <b>Manages Response Rates During Questioning</b> (uses strategies to ensure that multiple students respond to questions such as response cards, response chaining, or voting technologies) <input type="checkbox"/> <b>Uses Physical Movement</b> (uses strategies that require students to move physically) <input type="checkbox"/> <b>Maintains a Lively Pace</b> (slows/quickens the pace of instruction in such a way as to enhance engagement) <input type="checkbox"/> <b>Demonstrates Intensity and Enthusiasm</b> (uses verbal/nonverbal signals to indicate enthusiasm about the content) <input type="checkbox"/> <b>Uses Friendly Controversy</b> (uses techniques that require students to take and defend a position about content) <input type="checkbox"/> <b>Provides Opportunities for Students to Talk About Themselves</b> (uses techniques that allow students to relate content to their personal lives and interest) <input type="checkbox"/> <b>Presents Unusual or Intriguing Information</b> (provides or encourages the identification or intriguing information about the content)	
<b>Adherence to Rules &amp; Procedures</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Demonstrates "Withitness"</b> (aware of variations in student behavior that might indicate potential disruptions and attends to them immediately) <input type="checkbox"/> <b>Applies Consequences</b> (applies consequences for lack of adherence to rules and procedures consistently and fairly) <input type="checkbox"/> <b>Acknowledges Adherence to Rules &amp; Procedures</b> (acknowledges adherence to rules & procedures consistently and fairly)	
<b>Teacher/Student Relationships</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Understands Student Interest &amp; Background</b> (seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students) <input type="checkbox"/> <b>Uses behaviors that indicate affection for students</b> (uses humor and friendly banter appropriately with students) <input type="checkbox"/> <b>Displays Objectivity and Control</b> (behaves in ways that indicate infractions are not taken personally)	
<b>High Expectations</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Demonstrates Value and Respect for Low-Expectancy Students</b> (demonstrates the same positive affective tone with ALL students) <input type="checkbox"/> <b>Asks Questions of Low-Expectancy Students</b> (asks questions of with the same frequency and level of difficulty to ALL students) <input type="checkbox"/> <b>Probes Incorrect Answers with Low-Expectancy Students</b> (inquires into incorrect answers with the same depth and rigor to ALL students)	

Addressing Content	
<b>Interacting With New Knowledge</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Identifying Critical Information</b> (tells students to get ready for some important information; cues the importance of upcoming information) <input type="checkbox"/> <b>Organizing Students to Interact with New Knowledge</b> (organizes students into dyads or triads to discuss small chunks of content) <input type="checkbox"/> <b>Previewing New Content</b> (uses strategies such as K-W-L, advance organizers, or preview questions) <input type="checkbox"/> <b>Chunking content into "Digestible Bites"</b> (presents content in small portions that are tailored to students' level of understanding) <input type="checkbox"/> <b>Processing of New Content</b> (after each chunk of information, asks student to summarize and clarify what they have experienced) <input type="checkbox"/> <b>Elaborating on New Information</b> (asks explicit questions that require students to make and defend inferences) <input type="checkbox"/> <b>Recording and Representing Knowledge</b> (asks students to summarize, take notes, or use nonlinguistic representations) <input type="checkbox"/> <b>Reflecting on Learning</b> (asks students to reflect on what they understand or what they are still confused about)	
<b>Practicing &amp; Deepening Knowledge</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Reviewing Content</b> (begins lesson with a review related to content previously addressed) <input type="checkbox"/> <b>Organizing Students to Practice and Deepen Knowledge</b> (organizes students into groups designed to review information or practice skills) <input type="checkbox"/> <b>Using Homework</b> (uses homework for independent practice or to elaborate on information) <input type="checkbox"/> <b>Examining Similarities and Differences</b> (engages students in comparing, classifying, and creating analogies and metaphors) <input type="checkbox"/> <b>Examining Errors in Reasoning</b> (asks students to examine information for errors or informal fallacies, propaganda, bias) <input type="checkbox"/> <b>Practicing Skills, Strategies, Processes</b> (engages students in massed/distributed practice activities) <input type="checkbox"/> <b>Revising Knowledge</b> (asks students to revise entries in notebooks to clarify and add to previous information)	
<b>Generating &amp; Testing Hypotheses</b>	<b>I A D B NU NA</b>
<input type="checkbox"/> <b>Organizing Students for Cognitively Complex Task</b> (organizes students into small groups to facilitate cognitively complex tasks) <input type="checkbox"/> <b>Engaging Students in Cognitively Complex Task</b> (engages students in decision-making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks) <input type="checkbox"/> <b>Providing Resources and Guidance</b> (makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)	

Tally				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)

Signature of Observer \_\_\_\_\_

I-Innovating(4) A-Applying(3) D-Developing(2)  
B-Beginning(1) NU-Not Using(0) NA-Not Applicable

**Calhoun County Schools**  
**Domain 2: Planning and Preparation (Short Form)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_

Classification:  Beginning Teacher  Category I  Category II  Category III

Contract Status:  Annual  Professional

Grade/Subject Observed \_\_\_\_\_

**Planning and Preparing for Lessons and Units**

<b>1. Effective Scaffolding of Information within Lessons</b>	
Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>2. Lessons within Units</b>	
The teacher organizes lessons within units to progress toward a deep understanding of content.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>3. Attention to Established Content Standards</b>	
The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

**Planning and Preparing for Use of Resources and Technology**

<b>1. Use of Available Traditional Resources</b>	
The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>2. Use of Available Technology</b>	
The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

**Calhoun County Schools**  
**Domain 2: Planning and Preparation (Short Form)**

**Planning and Preparing for Special Needs of Students**

<b>3. Needs of Special Education Students</b>	
The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>4. Needs of English Language Learners</b>	
The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>5. Needs of Students Who Lack Support for Schooling</b>	
The teacher identifies the needs of students who come from home environments that offer little support for schooling.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

*If applicable complete this section by marking the appropriate boxes.*

Deficiencies noted in the following area(s). 1  2  3  4  5

Comments/Specific Suggestions
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*Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.*

**Assessor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Tally</b>				
<b>Innovating (4)</b>	<b>Applying (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not Using (0)</b>

# Calhoun County Schools

## Domain 2: Planning and Preparation

Name \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_

Classification:  Beginning Teacher  Category I  Category II  Category III

Contract Status:  Annual  Professional

Grade/Subject Observed \_\_\_\_\_

<b>Planning and Preparing for Lessons and Units</b>					
<b>1. Effective Scaffolding of Information within Lessons</b>					
Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>Planning Evidence</b> <input type="checkbox"/> Content is organized to build upon previous information <input type="checkbox"/> Presentation of content is logical and progresses from simple to complex <input type="checkbox"/> Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units <input type="checkbox"/> The plan anticipates potential confusions that students may experience			<b>Teacher Evidence</b> <input type="checkbox"/> When asked, the teacher can describe the rationale for how the content is organized <input type="checkbox"/> When asked, the teacher can describe the rationale for the sequence of instruction <input type="checkbox"/> When asked, the teacher can describe how content is related to previous lessons, units or other content <input type="checkbox"/> When asked, the teacher can describe possible confusions that may impact the lesson or unit		
<b>Scale</b>	<b>Innovating (4)</b>	<b>Applying (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not Using (0)</b>
<b>Effective Scaffolding of Information within Lessons</b>	The teacher is recognized leader in helping others with this activity	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece	The teacher scaffolds the information but the relationship between the content is not clear	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
<b>2. Lessons within Units</b>					
The teacher organizes lessons within units to progress toward a deep understanding of content			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>Planning Evidence</b> <input type="checkbox"/> Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways <input type="checkbox"/> Plans incorporate student choice and initiative <input type="checkbox"/> Plans provide for extension of learning			<b>Teacher Evidence</b> <input type="checkbox"/> When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content <input type="checkbox"/> When asked, the teacher can describe how students will make choices and take initiative <input type="checkbox"/> When asked, the teacher can describe how learning will be extended		
<b>Scale</b>	<b>Innovating (4)</b>	<b>Applying (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not Using (0)</b>
<b>Lessons within Units</b>	The teacher is a recognized leader in helping others with this activity	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Calhoun County Schools**  
**Domain 2: Planning and Preparation**

<b>3. Attention to Established Content Standards</b>					
The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
<b>Planning Evidence</b> <input type="checkbox"/> Lesson and unit plans include important content identified by the district (scope) <input type="checkbox"/> Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district			<b>Teacher Evidence</b> <input type="checkbox"/> When asked, the teacher can identify or reference the important content (scope) identified by the district <input type="checkbox"/> When asked, the teacher can describe the sequence of the content to be taught as identified by the district		
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<b>Attention to Established Content Standards</b>	The teacher is a recognized leader in helping others with this activity	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

<b>Planning and Preparing for Use of Resources and Technology</b>					
<b>4. Use of Available Traditional Resources</b>					
The teacher identifies the use of available traditional resources (materials and human) for upcoming units or lessons.		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
<b>Planning Evidence</b> <input type="checkbox"/> The plan outlines resources within the classroom that will be used to enhance students' understanding of the content <input type="checkbox"/> The plan outlines resources within the school that will be used to enhance students' understanding of the content <input type="checkbox"/> The plan outlines resources within the community that will be used to enhance students' understanding of the content			<b>Teacher Evidence</b> <input type="checkbox"/> When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content <input type="checkbox"/> When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content <input type="checkbox"/> When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content		
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<b>Use of Available Traditional Resources</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used	The teacher identifies the available traditional resources that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

<b>5. Use of Available Technology</b>					
The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
<b>Planning Evidence</b> <input type="checkbox"/> The plan identifies available technology that will be used: <ul style="list-style-type: none"> <li>• Interactive whiteboards</li> <li>• Response systems</li> <li>• Voting technologies</li> <li>• One-to-one computers</li> <li>• Social networking sites</li> <li>• Blogs</li> <li>• Wikis</li> <li>• Discussion Boards</li> </ul> <input type="checkbox"/> The plan identifies how the technology will be used to enhance student learning.			<b>Teacher Evidence</b> <input type="checkbox"/> When asked, the teacher can describe the technology that will be used <input type="checkbox"/> When asked, the teacher can articulate how the technology will be used to enhance student learning		

**Calhoun County Schools**  
**Domain 2: Planning and Preparation**

Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<b>Use of Available Technology</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
<b>Planning and Preparing for Special Needs of Students</b>					
<b>6. Needs of English Language Learners</b>					
The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)	<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
<b>Planning Evidence</b> <input type="checkbox"/> The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson <input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction			<b>Teacher Evidence</b> <input type="checkbox"/> When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson <input type="checkbox"/> When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction		
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<b>Needs of English Language Learners</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of English Language Learners and the adaptations that will be made to meet these needs	The teacher identifies the needs of English Language Learners but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
<b>7. Needs of Special Education Students</b>					
The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)	<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
<b>Planning Evidence</b> <input type="checkbox"/> The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson <input type="checkbox"/> The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction			<b>Teacher Evidence</b> <input type="checkbox"/> When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson <input type="checkbox"/> When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction		
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<b>Needs of Special Education Students</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of special education students and the accommodations and modifications that will be made to meet these needs	The teacher identifies the needs of special education students but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Calhoun County Schools**  
**Domain 2: Planning and Preparation**

<b>8. Needs of Students Who Lack Support for Schooling</b>					
The teacher identifies the needs of students who come from home environments that offer little support for schooling.		<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable	
<b>Planning Evidence</b> <input type="checkbox"/> The plan provides for the needs of students who come from home environments that offer little support for schooling <input type="checkbox"/> When assigning homework, the teacher takes into consideration the students' family resources <input type="checkbox"/> When communicating with the home, the teacher takes into consideration family and language resources			<b>Teacher Evidence</b> <input type="checkbox"/> When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed <input type="checkbox"/> When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework <input type="checkbox"/> When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources		
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<b>Needs of Students Who Lack Support for Schooling</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

***If applicable complete this section by marking the appropriate boxes.***

Deficiencies noted in the following area(s). 1  2  3  4  5  6  7  8

Comments/Specific Suggestions
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***Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.***

**Assessor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Tally	
Innovating (4)	
Applying (3)	
Developing (2)	
Beginning (1)	
Not Using (0)	

**Calhoun County Schools**  
**Domain 3: Reflecting on Teaching (Short Form)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_

**Evaluating Personal Performance**

<b>1. Identifying Areas of Pedagogical Strength and Weakness</b>	
<p>The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p>
<b>2. Evaluating the Effectiveness of Individual Lessons and Units</b>	
<p>The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p>
<b>3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</b>	
<p>The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p>

**Developing and Implementing a Professional Growth Plan**

<b>4. Developing a Written Growth and Development Plan</b>	
<p>The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p>

**Calhoun County Schools**  
**Domain 3: Reflecting on Teaching (Short Form)**

<b>5. Monitoring Progress Relative to the Professional Growth and Development Plan</b>	
<p>The teacher charts his or her progress toward goals using established action plans, milestones and timelines.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p>

***If applicable complete this section by marking the appropriate boxes.***

Deficiencies noted in the following area(s). 1  2  3  4  5

Comments/Specific Suggestions
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**Assessor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Tally	
Innovating (4)	
Applying (3)	
Developing (2)	
Beginning (1)	
Not Using (0)	

# Calhoun County Schools

## Domain 3: Reflecting on Teaching

Name \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_

<b>Evaluating Personal Performance</b>					
<b>1. Identifying Areas of Pedagogical Strength and Weakness</b>					
The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>Teacher Evidence</b>					
<input type="checkbox"/> The teacher identifies specific areas of strengths and weaknesses within Domain 1 <input type="checkbox"/> The teacher keeps track of specifically identified focus areas for improvement within Domain 1 <input type="checkbox"/> The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1 <input type="checkbox"/> When asked, the teacher can describe how specific areas for improvement are identified within Domain 1					
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<b>Identifying Areas of Pedagogical Strength and Weakness</b>	The teacher is a recognized leader in helping others with this activity	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
<b>2. Evaluating the Effectiveness of Individual Lessons and Units</b>					
The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>Teacher Evidence</b>					
<input type="checkbox"/> The teacher gathers and keeps records of his or her evaluations of individual lessons and units <input type="checkbox"/> When asked, the teacher can explain the strengths and weaknesses of specific lessons and units <input type="checkbox"/> When asked, the teacher can explain the alignment of the assessment tasks and the learning goals <input type="checkbox"/> When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals					
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<b>Evaluating the Effectiveness of Individual Lessons and Units</b>	The teacher is a recognized leader in helping others with this activity	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
<b>3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</b>					
The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>Teacher Evidence</b>					
<input type="checkbox"/> The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of					

## Calhoun County Schools

### Domain 3: Reflecting on Teaching

<p>students (i.e., different socio-economic groups, different ethnic groups)</p> <p><input type="checkbox"/> The teacher provides a written analysis of specific causes of success or difficulty</p> <p><input type="checkbox"/> When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students</p> <p><input type="checkbox"/> The teacher analyzes student data</p>					
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<b>Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</b>	The teacher is a recognized leader in helping others with this activity	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
<b>Developing and Implementing a Professional Growth Plan</b>					
<b>4. Developing a Written Growth and Development Plan</b>					
The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>Teacher Evidence</b>					
<input type="checkbox"/> The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources <input type="checkbox"/> When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources					
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<b>Developing a Written Growth and Development Plan</b>	The teacher is a recognized leader in helping others with this activity	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
<b>5. Monitoring Progress Relative to the Professional Growth and Development Plan</b>					
The teacher charts his or her progress toward goals using established action plans, milestones and timelines.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>Teacher Evidence</b>					
<input type="checkbox"/> The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) <input type="checkbox"/> When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)					
Scale	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<b>Monitoring Progress Relative to the Professional Growth and Development Plan</b>	The teacher is a recognized leader in helping others with this activity	The teacher charts his or her progress on the professional growth and development plan using established milestones and	The teacher charts his or her progress on the professional growth and development plan using established milestones and	The teacher attempts to perform this activity but does not actually complete or follow through with these	The teacher makes no attempt to perform this activity

## Calhoun County Schools Domain 3: Reflecting on Teaching

		timelines and makes modifications or adaptations as needed	timelines but does not make modifications or adaptations as needed	attempts	
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***If applicable complete this section by marking the appropriate boxes.***

Deficiencies noted in the following area(s). 1  2  3  4  5

Comments/Specific Suggestions

***Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.***

***Assessor's Signature*** \_\_\_\_\_ ***Date*** \_\_\_\_\_

***Teacher's Signature*** \_\_\_\_\_ ***Date*** \_\_\_\_\_

Tally	
Innovating (4)	
Applying (3)	
Developing (2)	
Beginning (1)	
Not Using (0)	

**Calhoun County Schools**  
**Domain 4: Collegiality and Professionalism (Short Form)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_

Classification:  Beginning Teacher  Category I  Category II Contract Status:

**Promoting a Positive Environment**

1. Promoting Positive Interactions with Colleagues	
<p>The teacher interacts with other teachers in a positive manner to promote and support student learning.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p>
2. Promoting Positive Interactions about Students and Parents	
<p>The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p>

**Promoting Exchange of Ideas and Strategies**

3. Seeking Mentorship for Areas of Need or Interest	
<p>The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p>
4. Mentoring Other Teachers and Sharing Ideas and Strategies	
<p>The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.</p>	<p> <input type="radio"/> Innovating (4)  <input type="radio"/> Applying (3)  <input type="radio"/> Developing (2)  <input type="radio"/> Beginning (1)  <input type="radio"/> Not Using (0)  <input type="radio"/> Not Applicable         </p>

**Calhoun County Schools**  
**Domain 4: Collegiality and Professionalism (Short Form)**

**Promoting District and School Development**

<b>5. Adhering to District and School Rules and Procedures</b>	
The teacher is aware of the district's and school's rules and procedures and adheres to them.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>6. Participating in District and School Initiatives</b>	
The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

*If applicable complete this section by marking the appropriate boxes.*

Deficiencies noted in the following area(s). 1  2  3  4  5  6

Comments/Specific Suggestions
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*Signatures acknowledge the occurrence of this meeting and receipt of a copy of the observation form by the professional.*

**Assessor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Tally</b>				
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)

# Calhoun County Schools

## Domain 4: Collegiality and Professionalism

Name \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_

Classification:  Beginning Teacher  Category I  Category II

<b>Promoting a Positive Environment</b>					
<b>1. Promoting Positive Interactions with Colleagues</b>					
The teacher interacts with other teachers in a positive manner to promote and support student learning.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>Teacher Evidence</b> <input type="checkbox"/> The teacher works cooperatively with appropriate school personnel to address issues that impact student learning <input type="checkbox"/> The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust <input type="checkbox"/> The teacher accesses available expertise and resources to support students' learning needs <input type="checkbox"/> When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning <input type="checkbox"/> When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers <input type="checkbox"/> Artifacts may include: meeting notes, notes from other teachers, student data					
Scale	Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
<b>Promoting Positive Interactions with Colleagues</b>	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
<b>2. Promoting Positive Interactions about Students and Parents</b>					
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)		<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable
<b>Teacher Evidence</b> <input type="checkbox"/> The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust <input type="checkbox"/> The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns <input type="checkbox"/> The teacher encourages parent involvement in classroom and school activities <input type="checkbox"/> The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families <input type="checkbox"/> The teacher uses multiple means and modalities to communicate with families <input type="checkbox"/> The teacher responds to requests for support, assistance and/or clarification promptly <input type="checkbox"/> The teacher respects and maintains confidentiality of student/family information <input type="checkbox"/> When asked, the teacher can describe instances when he or she interacted positively with students and parents <input type="checkbox"/> When asked, students and parents can describe how the teacher interacted positively with them <input type="checkbox"/> When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents <input type="checkbox"/> Artifacts may include: parent survey results, examples of parent communications including notes, letters, newsletters, phone calls or meeting, documentation of parent involvement activities and ways to establish a risk free environment					
Scale	Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)
<b>Promoting Positive Interactions about Students and Parents</b>	The teacher is a recognized leader in helping others with this activity	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships; helps extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students/parents	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**Calhoun County Schools**  
**Domain 4: Collegiality and Professionalism**

<b>Promoting Exchange of Ideas and Strategies</b>						
<b>3. Seeking Mentorship for Areas of Need or Interest</b>						
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)	<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
<b>Teacher Evidence</b> <input type="checkbox"/> The teacher keeps track of specific situations during which he or she has sought mentorship from others <input type="checkbox"/> The teacher actively seeks help and input in Professional Learning Community meetings <input type="checkbox"/> The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction <input type="checkbox"/> When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction <input type="checkbox"/> Artifacts may include: mentoring logs, notes from meetings						
Scale	Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)	
<b>Seeking Mentorship for Areas of Need or Interest</b>	The teacher is a recognized leader in helping others with this activity	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity	
<b>4. Mentoring Other Teachers and Sharing Ideas and Strategies</b>						
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)	<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
<b>Teacher Evidence</b> <input type="checkbox"/> The teacher keeps tracks of specific situations during which he or she mentored other teachers <input type="checkbox"/> The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways <input type="checkbox"/> The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors <input type="checkbox"/> When asked, the teacher can describe specific situations in which he or she has mentored colleagues <input type="checkbox"/> Artifacts may include: mentoring logs, notes from meetings						
Scale	Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)	
<b>Mentoring Other Teachers and Sharing Ideas and Strategies</b>	The teacher is a recognized leader in helping others with this activity	The teacher provides other teachers with help and input regarding classroom strategies and behaviors	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity	
<b>Promoting District and School Development</b>						
<b>5. Adhering to District and School Rules and Procedures</b>						
The teacher is aware of the district's and school's rules and procedures and adheres to them.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)	<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
<b>Teacher Evidence</b> <input type="checkbox"/> The teacher performs assigned duties <input type="checkbox"/> The teacher follows policies, regulations and procedures <input type="checkbox"/> The teacher maintains accurate records (student progress, completion of assignments, non-instructional records) <input type="checkbox"/> The teacher fulfills responsibilities in a timely manner <input type="checkbox"/> The teacher understands legal issues related to students and families <input type="checkbox"/> The teacher demonstrates personal integrity <input type="checkbox"/> The teacher keeps track of specific situations in which he or she adheres to rules and procedures <input type="checkbox"/> Artifacts may include: examples of effective/efficient/timely record keeping procedures						
Scale	Innovating(4)	Applying(3)	Developing(2)	Beginning(1)	Not Using(0)	
<b>Adhering to District and School Rules and Procedures</b>	The teacher is a recognized leader in helping others with this activity	The teacher is aware of district and school rules and procedures and adheres to them	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity	

**Calhoun County Schools**  
**Domain 4: Collegiality and Professionalism**

<b>6. Participating in District and School Initiatives</b>						
The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2)	<input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
<b>Teacher Evidence</b>						
<input type="checkbox"/> The teacher participates in school activities and events as appropriate to support students and families <input type="checkbox"/> The teacher serves on school and district committees <input type="checkbox"/> The teacher participates in staff development opportunities <input type="checkbox"/> The teacher works to achieve school and district improvement goals <input type="checkbox"/> The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives <input type="checkbox"/> When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives <input type="checkbox"/> Artifacts may include: attendance at school sponsored events, district and school committees						
<b>Scale</b>	<b>Innovating(4)</b>	<b>Applying(3)</b>	<b>Developing(2)</b>	<b>Beginning(1)</b>	<b>Not Using(0)</b>	
<b>Participating in District and School Initiatives</b>	The teacher is a recognized leader in helping others with this activity	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity	

*If applicable complete this section by marking the appropriate boxes.*

Deficiencies noted in the following area(s). 1  2  3  4  5  6

Comments/Specific Suggestions
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*Signatures acknowledge the occurrence of this meeting and receipt of a copy of the observation form by the professional.*

**Assessor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Tally	
Innovating (4)	
Applying (3)	
Developing (2)	
Beginning (1)	
Not Using (0)	

# Calhoun County Schools Final Yearly Teacher Evaluation

Name \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_

Classification:  Beginning Teacher  Category I  Category II

Grade/Subject Taught \_\_\_\_\_

## 1. Teacher Performance Score (50% of Final Evaluation Rating)

**Directions:** Use the accompanying spreadsheet to compute the Teacher Performance Score. Attach a copy of the spreadsheet.

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

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

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

- Planning (Pre) Conference
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

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

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

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

- Conferences
- Discussions
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Evaluator Comments:**

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

## Calhoun County Schools Final Yearly Teacher Evaluation

### 2. Student Performance Score (50% of Final Evaluation Rating)

**Directions:** Attach a copy of the teacher's Value Added Measure (VAM) or Proficiency Value Score (PVS) data

**Evaluator Comments:**

<input type="checkbox"/> HIGHLY EFFECTIVE	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS IMPROVEMENT	<input type="checkbox"/> UNSATISFACTORY
VAM Score 3.1-4.0	VAM Score 2.1-3.0	VAM Score 1.1-2.0	VAM Score 0-1.0
PVS Score 3.5-4.0	PVS Score 2.5-3.4	PVS Score 1.5-2.4	PVS Score 0-1.4

### 3. Final Teacher Evaluation Score

The final score reflects the average of the Teacher Performance Score and Student Performance Score calculations.

**Evaluator Comments:**

<input type="checkbox"/> HIGHLY EFFECTIVE	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS IMPROVEMENT OR <input type="checkbox"/> DEVELOPING for instructional personnel in the first 3 years of employment	<input type="checkbox"/> UNSATISFACTORY
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

### 4. Signatures

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator Comments:**

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Signature of Teacher does not necessarily imply agreement with the evaluation,  
but rather acknowledges it has been discussed with the principal.*

**Teacher Comments:**

# Calhoun County Schools

## Teacher Evaluation for Beginning or Newly Hired Teacher

### Evaluation 1

Name \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Classification:  Category I  Category II Contract Status: Probationary

Grade/Subject Taught \_\_\_\_\_

**1. Teacher Performance Score (50% of Final Evaluation Rating)**

**Directions:** Use the accompanying spreadsheet to compute the Teacher Performance Score. Attach a copy of the spreadsheet.

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

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

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

- Planning (Pre) Conference
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

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

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

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

- Conferences
- Discussions
- Artifacts: \_\_\_\_\_
- Other: \_\_\_\_\_

**Evaluator Comments:**

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

**Calhoun County Schools  
Teacher Evaluation for Beginning or Newly Hired Teacher**

**2. Student Performance Score (50% of Final Evaluation Rating)**

**Directions:** Attach a copy of the teacher's VAM or PVS data

**Evaluator Comments:**

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of employment	<input type="checkbox"/> UNSATISFACTORY (1)
FCAT VAM Score 3.1-4.0	FCAT VAM Score 2.1-3.0	FCAT VAM Score 1.1-2.0	FCAT VAM Score 0-1.0
Proficiency Value Score 3.5-4.0	Proficiency Value Score 2.5-3.0	Proficiency Value Score 1.5-2.0	Proficiency Value Score 0-1.4

**3. Final Teacher Evaluation Score**

The final score reflects the average of the Teacher Performance Score and Student Performance Score calculations.

**Evaluator Comments:**

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) for instructional personnel in the first 3 years of employment	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

**4. Signatures**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator Comments:**

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Signature of Teacher does not necessarily imply agreement with the evaluation,  
but rather acknowledges it has been discussed with the principal.*

**Teacher Comments:**



**Calhoun County Schools**  
**Teacher Evaluation for Beginning or Newly Hired Teacher**

**6. Student Performance Score (50% of Final Evaluation Rating)**

**Directions:** Attach a copy of the teacher's VAM or PVS date

**Evaluator Comments:**

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) <small>for instructional personnel in the first 3 years of employment</small>	<input type="checkbox"/> UNSATISFACTORY (1)
FCAT VAM Score 3.1-4.0	FCAT VAM Score 2.1-3.0	FCAT VAM Score 1.1-2.0	FCAT VAM Score 0-1.0
Proficiency Value Score 3.5-4.0	Proficiency Value Score 2.5-3.0	Proficiency Value Score 1.5-2.0	Proficiency Value Score 0-1.4

**7. Final Teacher Evaluation Score**

The final score reflects the average of the Teacher Performance Score and Student Performance Score calculations.

**Evaluator Comments:**

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2) OR <input type="checkbox"/> DEVELOPING (2) <small>for instructional personnel in the first 3 years of employment</small>	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

**8. Signatures**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator Comments:**

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Signature of Teacher does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the principal.*

**Teacher Comments:**

## Calhoun County Schools Teacher Evaluation for Beginning or Newly Hired Teacher

### Final End of Year Evaluation

Name \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Classification:  Category I  Category II      Contract Status: Probationary

Grade/Subject Taught \_\_\_\_\_

#### 9. Final End of Year Teacher Evaluation Score for Beginning or Newly Hired Teacher

The final score reflects the average of the Evaluation 1 and Evaluation 2

Evaluation 1 Score \_\_\_\_\_ Evaluation 2 Score \_\_\_\_\_

**Evaluator Comments:**

<input type="checkbox"/> <b>HIGHLY EFFECTIVE (4)</b>	<input type="checkbox"/> <b>EFFECTIVE (3)</b>	<input type="checkbox"/> <b>NEEDS IMPROVEMENT (2)</b> OR <input type="checkbox"/> <b>DEVELOPING (2)</b> <small>for instructional personnel in the first 3 years of employment</small>	<input type="checkbox"/> <b>UNSATISFACTORY (1)</b>
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

#### 10. Signatures

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator Comments:**

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Signature of Teacher does not necessarily imply agreement with the evaluation,  
but rather acknowledges it has been discussed with the principal.*

**Teacher Comments:**

Teacher Name: \_\_\_\_\_

**STATUS SCORE**

**Directions:**

- Using the Domain Forms, count the number of times each scale level has been recorded
- Enter the frequency in the yellow highlighted cells

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
<b>Total Elements Used</b>	-	-	-	-

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

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

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

Total  
100%

**DELIBERATE PRACTICE SCORE**

**Directions:**

- Enter *final* scale level of each target Element in yellow highlighted cells

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

Category I Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
<b>Overall Deliberate Practice Score:</b>	<b>0.00</b>
<b>Overall Deliberate Practice:</b>	

**FINAL SCALE**

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

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

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

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

## Proficiency Scale

[Back to Worksheet](#)

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

Teacher Name: \_\_\_\_\_

**STATUS SCORE**

**Directions:**

- Using the Domain Forms, count the number of times each scale level has been recorded
- Enter the frequency in the yellow highlighted cells

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
<b>Total Elements Used</b>	-	-	-	-

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

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

<a href="#">Category II Teachers (View Scale)</a>	D1	D2	D3	D4	Total
Status Score					100%
Weight	68%	13%	8%	10%	
Weighted Score					
<b>Overall Status Score:</b>	<b>0.00</b>				
<b>Overall Status:</b>					

**DELIBERATE PRACTICE SCORE**

**Directions:**

- Enter *final* scale level of each target Element in yellow highlighted cells

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

Category II Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
<b>Overall Deliberate Practice Score:</b>	<b>0.00</b>
<b>Overall Deliberate Practice:</b>	

**FINAL SCALE**

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

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

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

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

## Proficiency Scale

[Back to Worksheet](#)

Category II Teacher	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
D1:	At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

**Calhoun County Schools**  
**Planning Conference Structured Interview Form A**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

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

**Classroom Demographics**

Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.)

Answer:

**Routine Events**

1. What will you do to establish learning goals, track student progress and celebrate success for this lesson?

Answer:

2. What will you do to establish or maintain classroom rules and procedures for this lesson?

Answer:

**Content**

Please consider the following questions as appropriate for the lesson being observed

- |   |  |  |
|---|--|--|
| 3. What will you do to help students effectively interact with new knowledge? | 4. What will you do to help students practice new knowledge? | 5. What will I do to help students generate and test hypothesis about new knowledge? |
|---|--|--|

Answer:

**Calhoun County Schools**  
**Planning Conference Structured Interview Form A**

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

**Calhoun County Schools**  
**Planning Conference Structured Interview Form B**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

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

**Classroom Demographics**

1. Briefly describe the students in your classroom (e.g., number of students, gender, special needs, etc.)

Answer:

**Planning and Preparing for Lessons and Units**

2. How will you scaffold the content within the lesson?

Please describe:

- the rationale for how the content of the lesson is organized
- the rationale for the sequence of instruction
- how the content is related to previous lessons, units or other content
- possible confusions that may impact the lesson

Answer:

3. How does this lesson progress within the unit over time?

Please describe:

- how lessons within the unit progress toward deep understanding and transfer of content
- describe how students will make choices and take initiative
- how learning will be extended

Answer:

**Calhoun County Schools**  
**Planning Conference Structured Interview Form B**

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

Please describe:

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

Answer:

**Planning and Preparing for Use of Resources and Technology**

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

Please describe the resources that will be used:

- traditional resources
- technology

Answer:

**Planning and Preparing for the Special Needs of Students**

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

Please describe:

- specific accommodations that will be made

Answer:

**Calhoun County Schools**  
**Reflection Conference Structured Interview Form A**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

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

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

**Calhoun County Schools**  
**Reflection Conference Structured Interview Form A**

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

# Calhoun County Schools Teacher Self-Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade/Subject Observed \_\_\_\_\_

## Lesson Segment Involving Routine Events

Providing Clear Learning Goals and Scales (Rubrics)					
The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher has a learning goal posted so that all students can see it <input type="checkbox"/> The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment <input type="checkbox"/> Teacher makes reference to the learning goal throughout the lesson <input type="checkbox"/> Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it <input type="checkbox"/> Teacher makes reference to the scale or rubric throughout the lesson			<b>Student Evidence</b> <input type="checkbox"/> When asked, students can explain the learning goal for the lesson <input type="checkbox"/> When asked, students can explain how their current activities relate to the learning goal <input type="checkbox"/> When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Providing clear learning goals and scales (rubrics)</b>	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Tracking Student Progress					
The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher helps student track their individual progress on the learning goal <input type="checkbox"/> Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal <input type="checkbox"/> Teacher charts the progress of the entire class on the learning goal			<b>Student Evidence</b> <input type="checkbox"/> When asked, students can describe their status relative to the learning goal using the scale or rubric <input type="checkbox"/> Students systematically update their status on the learning goal		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Tracking student progress</b>	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Celebrating Success					
The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher acknowledges students who have achieved a certain score on the scale or rubric <input type="checkbox"/> Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal <input type="checkbox"/> Teacher acknowledges and celebrates the final status and progress of the entire class <input type="checkbox"/> Teacher uses a variety of ways to celebrate success			<b>Student Evidence</b> <input type="checkbox"/> Student show signs of pride regarding their accomplishments in the class <input type="checkbox"/> When asked, students say they want to continue to make progress <b>Student Interview:</b> <input type="checkbox"/> What learning goal did today's lesson focus on? <input type="checkbox"/> How well are you doing on that learning goal? <input type="checkbox"/> Describe the different levels of the learning goal.		

## Calhoun County Schools Teacher Self-Assessment

Show of hands, Certification of success, Parent notification, Round of applause					
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Celebrating success</b>	Adapts and creates new strategies for unique student needs and situations.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Establishing Classroom Routines					
The teacher reviews expectations regarding rules and procedures to ensure their effective execution.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher involves students in designing classroom routines <input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures <input type="checkbox"/> Teacher reminds students of rules and procedures <input type="checkbox"/> Teacher asks students to restate or explain rules and procedures <input type="checkbox"/> Teacher provides cues or signals when a rule or procedure should be used			<b>Student Evidence</b> <input type="checkbox"/> Students follow clear routines during class <input type="checkbox"/> When asked, students can describe established rules and procedures <input type="checkbox"/> When asked, students describe the classroom as an orderly place <input type="checkbox"/> Students recognize cues and signals by the teacher <input type="checkbox"/> Students regulate their own behavior		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Establishing classroom routines</b>	Adapts and creates new strategies for unique student needs and situations.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Organizing the Physical Layout of the Classroom					
The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.					
<b>Teacher Evidence</b> <input type="checkbox"/> The physical layout of the classroom has clear traffic patterns <input type="checkbox"/> The physical layout of the classroom provides easy access to materials and centers <input type="checkbox"/> The classroom is decorated in a way that enhances student learning: bulletin boards relate to current content, student work is displayed			<b>Student Evidence</b> <input type="checkbox"/> Students move easily about the classroom <input type="checkbox"/> Students make use of materials and learning centers <input type="checkbox"/> Students attend to examples of their work that are displayed <input type="checkbox"/> Students attend to information on the bulletin boards <input type="checkbox"/> Students can easily focus on instruction  <b>Student Questions</b> <input type="checkbox"/> What are the regular rules and procedures you are expected to follow in class? <input type="checkbox"/> How well do you do at following the rules and procedures and why?		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Organizing the physical layout of the classroom</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

# Calhoun County Schools Teacher Self-Assessment

## Lesson Segments Addressing Content

Identifying Critical Information					
The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher begins the lesson by explaining why upcoming content is important <input type="checkbox"/> Teacher tells students to get ready for some important information <input type="checkbox"/> Teacher cues the importance of upcoming information in some indirect fashion such as tone of voice, body position, level of excitement			<b>Student Evidence</b> <input type="checkbox"/> When asked, students can describe the level of importance of the information addressed in class <input type="checkbox"/> When asked, students can explain why the content is important to pay attention to <input type="checkbox"/> Students visibly adjust their level of engagement		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Identifying critical information</b>	Adapts and creates new strategies for unique student needs and situations.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Signals to students which content is critical versus non-critical.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Organizing Students to Interact with New Knowledge					
The teacher organizes students into small groups to facilitate the processing of new information.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher has established routines for student grouping and student interaction in groups <input type="checkbox"/> Teacher organizes students into ad hoc groups for the lesson Diads; Triads; Small groups up to about 5			<b>Student Evidence</b> <input type="checkbox"/> Students move to groups in an orderly fashion <input type="checkbox"/> Students appear to understand expectations about appropriate behavior in groups-respect opinions of others; add their perspective to discussions; ask and answer questions		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Organizing students to interact with new knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	Organizes students into small groups to facilitate the processing of new knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Previewing New Content					
The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher uses preview question before reading <input type="checkbox"/> Teacher uses K-W-L strategy or variation of it <input type="checkbox"/> Teacher asks or reminds students what they already know about the topic <input type="checkbox"/> Teacher provides an advanced organizer –outlines; graphic organizers <input type="checkbox"/> Teacher has students brainstorm <input type="checkbox"/> Teacher uses anticipation guide <input type="checkbox"/> Teacher uses motivational hook/launching activity-anecdotes; short selection from video <input type="checkbox"/> Teacher uses word splash activity to connect vocabulary to upcoming content			<b>Student Evidence</b> <input type="checkbox"/> When asked, students can explain linkages with prior knowledge <input type="checkbox"/> When asked, students make predictions about upcoming content <input type="checkbox"/> When asked, students can provide a purpose for what they are about to learn <input type="checkbox"/> Students actively engage in previewing activities		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Previewing new content</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

## Calhoun County Schools Teacher Self-Assessment

Chunking Content into “Digestible Bites”					
Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher stops at strategic points in a verbal presentation <input type="checkbox"/> While playing a video tape, the teacher turns the tape off at key junctures <input type="checkbox"/> While providing a demonstration, the teacher stops at strategic points <input type="checkbox"/> While students are reading information or stories orally as a class, the teacher stops at strategic points			<b>Student Evidence</b> <input type="checkbox"/> When asked, students can explain why the teacher is stopping at various points <input type="checkbox"/> Students appear to know what is expected of them when the teacher stops at strategic points		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Chunking content into digestible bites</b>	Adapts and creates new strategies for unique student needs and situations.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Breaks input experiences into small chunks based on student needs.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Processing New Information					
During breaks in the presentation of content, the teacher engages students in actively processing new information.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher has group members summarize new information <input type="checkbox"/> Teacher employs formal group processing strategies such as: jigsaw, reciprocal teaching, concept attainment			<b>Student Evidence</b> <input type="checkbox"/> When asked, students can explain what they have just learned <input type="checkbox"/> Students volunteer predictions <input type="checkbox"/> Students voluntarily ask clarification questions <input type="checkbox"/> Groups are actively discussing the content		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Processing new information</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Engages students in summarizing, predicting, and questioning activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Elaborating on New Information					
The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher asks explicit questions that require students to make elaborative inferences about the content <input type="checkbox"/> Teacher asks students to explain and defend their inferences <input type="checkbox"/> Teacher presents situations or problems that require inferences			<b>Student Evidence</b> <input type="checkbox"/> Students volunteer answers to inferential questions <input type="checkbox"/> Students provide explanations and “proofs” for inferences		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Elaborating on new information</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	Engages students in answering inferential questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Recording and Representing Knowledge					
The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher asks students to summarize the information they have learned <input type="checkbox"/> Teacher asks students to generate notes that identify critical information in the content			<b>Student Evidence</b> <input type="checkbox"/> Students' summaries and notes include critical content <input type="checkbox"/> Students' nonlinguistic representations include critical content <input type="checkbox"/> When asked, students can explain main points of the lesson		

## Calhoun County Schools Teacher Self-Assessment

<input type="checkbox"/> Teacher asks students to create nonlinguistic representations for new content such as graphic organizers; pictures; pictographs or flow charts <input type="checkbox"/> Teacher asks students to create mnemonics that organize the content					
<b>Scale</b>	<input type="checkbox"/> <b>Innovating</b>	<input type="checkbox"/> <b>Applying</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Beginning</b>	<input type="checkbox"/> <b>Not Using</b>
<b>Recording and representing knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Reflecting on Learning</b>					
The teacher engages students in activities that help them reflect on their learning and the learning process.					
<b>Teacher Evidence</b>			<b>Student Evidence</b>		
<input type="checkbox"/> Teacher asks students to state or record what they are clear about and what they are confused about <input type="checkbox"/> Teacher asks students to state or record how hard they tried <input type="checkbox"/> Teacher asks students to state or record what they might have done to enhance their learning			<input type="checkbox"/> When asked, students can explain what they are clear about and what they are confused about <input type="checkbox"/> When asked, students can describe how hard they tried <input type="checkbox"/> When asked, students can explain what they could have done to enhance their learning		
<b>Scale</b>	<input type="checkbox"/> <b>Innovating</b>	<input type="checkbox"/> <b>Applying</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Beginning</b>	<input type="checkbox"/> <b>Not Using</b>
<b>Reflecting on learning</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.	Engages students in reflecting on their own learning and the learning process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Reviewing Content</b>					
The teacher engages students in a brief review of content that highlights the critical information.					
<b>Teacher Evidence</b>			<b>Student Evidence</b>		
<input type="checkbox"/> Teacher begins the lesson with a brief review of content <input type="checkbox"/> Teacher uses specific strategies to review information such as summary; problem that must be solved using previous information; questions that require a review of content; demonstration; brief practice test or exercise			<input type="checkbox"/> When asked, students can describe the previous content on which new lesson is based <input type="checkbox"/> Student responses to class activities indicate that they recall previous content		
<b>Scale</b>	<input type="checkbox"/> <b>Innovating</b>	<input type="checkbox"/> <b>Applying</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Beginning</b>	<input type="checkbox"/> <b>Not Using</b>
<b>Reviewing content</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	Engages students in a brief review of content that highlights the critical information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Organizing Students to Practice and Deepen Knowledge</b>					
The teacher uses grouping in ways that facilitate practicing and deepening knowledge.					
<b>Teacher Evidence</b>			<b>Student Evidence</b>		
<input type="checkbox"/> Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content <input type="checkbox"/> Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process			<input type="checkbox"/> When asked, students explain how the group work supports their learning <input type="checkbox"/> While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or		

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			process by asking each other questions or obtaining feedback from peers.		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Organizing students to practice and deepen knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	Organizes students into groups to practice and deepen their knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Using Homework					
When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher communicates a clear purpose for homework <input type="checkbox"/> Teacher extends an activity that was begun in class to provide students with more time <input type="checkbox"/> Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently			<b>Student Evidence</b> <input type="checkbox"/> When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process <input type="checkbox"/> Students ask clarifying questions of the homework that help them understand its purpose		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Using homework</b>	Adapts and creates new strategies for unique student needs and situations.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process and monitors the extent to which students understand the homework.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Examining Similarities and Differences					
When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher engages students in activities that require students to examine similarities and differences between content such as comparison activities; classifying activities; analogy activities; metaphor activities <input type="checkbox"/> Teacher facilitates the use of these activities to help students deepen their understanding of content such as--Ask students to summarize what they have learned from the activity; Ask students to explain how the activity has added to their understanding			<b>Student Evidence</b> <input type="checkbox"/> Student artifacts indicate that their knowledge has been extended as a result of the activity <input type="checkbox"/> When asked about the activity, student responses indicate that they have deepened their understanding <input type="checkbox"/> When asked, students can explain similarities and differences <input type="checkbox"/> Student artifacts indicate that they can identify similarities and differences		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Examining similarities and differences</b>	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine similarities and differences, and monitors the extent to which the students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine similarities and differences.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Examining Errors in Reasoning					
When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher asks students to examine information for errors or			<b>Student Evidence</b> <input type="checkbox"/> When asked, students can describe errors or informal fallacies in		

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informal fallacies--Faulty logic; Attacks; Weak reference; Misinformation <input type="checkbox"/> Teacher asks students to examine the strength of support presented for a claim--Statement of a clear claim; Evidence for the claim presented; Qualifiers presented showing exceptions to the claim		information <input type="checkbox"/> When asked, students can explain the overall structure of an argument presented to support a claim <input type="checkbox"/> Student artifacts indicate that they can identify errors in reasoning.			
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Examining errors in reasoning</b>	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Practicing Skills, Strategies, and Processes					
When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process---Guided practice if students cannot perform the skill, strategy, or process independently or Independent practice if students can perform the skill, strategy, or process independently			<b>Student Evidence</b> <input type="checkbox"/> Students perform the skill, strategy, or process with increased confidence <input type="checkbox"/> Students perform the skill, strategy, or process with increased competence		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Practicing skills, strategies, and processes</b>	Adapts and creates new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, engages students in practice activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Revising Knowledge					
The teacher engages students in revision of previous knowledge about content addressed in previous lessons.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher asks students to examine previous entries in their academic notebooks or notes <input type="checkbox"/> The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content <input type="checkbox"/> Teacher has students explain how their understanding has changed			<b>Student Evidence</b> <input type="checkbox"/> Students make corrections to information previously recorded about content <input type="checkbox"/> When asked, students can explain previous errors or misconceptions they had about content		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Revising knowledge</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.	Engages students in revision of previous content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Organizing Students for Cognitively Complex Tasks					
The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher establishes the need to generate and test hypotheses <input type="checkbox"/> Teacher organizes students into groups to generate and test			<b>Student Evidence</b> <input type="checkbox"/> When asked, students describe the importance of generating and testing hypotheses about content		

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hypotheses			<input type="checkbox"/> When asked, students explain how groups support their learning <input type="checkbox"/> Students use group activities to help them generate and test hypotheses		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Organizing students for cognitively complex tasks</b>	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.	Organizes students into groups to facilitate working on cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing</b>					
The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses <input type="checkbox"/> Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses			<b>Student Evidence</b> <input type="checkbox"/> Students are clearly working on tasks that require them to generate and test hypotheses <input type="checkbox"/> When asked, students can explain the hypothesis they are testing <input type="checkbox"/> When asked, students can explain whether their hypothesis was confirmed or disconfirmed <input type="checkbox"/> Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Engaging students in cognitively complex tasks involving hypothesis generation and testing</b>	Adapts and creates new strategies for unique student needs and situations.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Providing Resources and Guidance</b>					
The teacher acts as resource provider and guide as students engage in cognitively complex tasks					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher makes himself/herself available to students who need guidance or resources--Circulates around the room; Provides easy access to himself/herself <input type="checkbox"/> Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks <input type="checkbox"/> Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students			<b>Student Evidence</b> <input type="checkbox"/> Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks <input type="checkbox"/> When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Providing resources and guidance</b>	Adapts and creates new strategies for unique student needs and situations.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

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## Lesson Segments Enacted on the Spot

Noticing when Students are Not Engaged					
The teacher scans the room making note of when students are not engaged and takes overt action.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher notices when specific students or groups of students are not engaged <input type="checkbox"/> Teacher notices when the energy level in the room is low <input type="checkbox"/> Teacher takes action to re-engage students			<b>Student Evidence</b> <input type="checkbox"/> Students appear aware of the fact that the teacher is taking note of their level of engagement <input type="checkbox"/> Students try to increase their level of engagement when prompted <input type="checkbox"/> When asked, students explain that the teacher expects high levels of engagement		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Noticing when students are not engaged</b>	Adapts and creates new strategies for unique student needs and situations.	Scans the room making note of when students are not engaged and takes action and monitors the extent to which students re-engage.	Scans the room making note of when students are not engaged and takes action.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Using Academic Games					
The teacher uses academic games and inconsequential competition to maintain student engagement.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher uses structured games such as Jeopardy, family feud, and the like <input type="checkbox"/> Teacher develops impromptu games such as making a game out of which answer might be correct for a given question <input type="checkbox"/> Teacher uses friendly competition along with classroom games			<b>Student Evidence</b> <input type="checkbox"/> Students engage in the games with some enthusiasm <input type="checkbox"/> When asked, students can explain how the games keep their interest and help them learn or remember content		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Using academic games</b>	Adapts and creates new strategies for unique student needs and situations.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Uses academic games and inconsequential competition to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Managing Response Rates					
The teacher uses response rate techniques to maintain student engagement in questions.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher uses wait time <input type="checkbox"/> Teacher uses response cards <input type="checkbox"/> Teacher has students use hand signals to respond to questions <input type="checkbox"/> Teacher uses choral response <input type="checkbox"/> Teacher uses technology to keep track of students' responses <input type="checkbox"/> Teacher uses response chaining			<b>Student Evidence</b> <input type="checkbox"/> Multiple students or the entire class responds to questions posed by the teacher <input type="checkbox"/> When asked, students can describe their thinking about specific questions posed by the teacher		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Managing response rates</b>	Adapts and creates new strategies for unique student needs and situations.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Uses response rate techniques to maintain student engagement in questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Using Physical Movement					
The teacher uses physical movement to maintain student engagement.					

## Calhoun County Schools Teacher Self-Assessment

<b>Teacher Evidence</b> <input type="checkbox"/> Teacher has students stand up and stretch or related activities when their energy is low <input type="checkbox"/> Teacher uses activities that require students to physically move to respond to questions <input type="checkbox"/> Teacher has students physically act out or model content to increase energy and engagement <input type="checkbox"/> Teacher use give-one-get-one activities that require students to move about the room			<b>Student Evidence</b> <input type="checkbox"/> Students engage in the physical activities designed by the teacher <input type="checkbox"/> When asked, students can explain how the physical movement keeps their interest and helps them learn		
<b>Scale</b>	<input type="checkbox"/> <b>Innovating</b>	<input type="checkbox"/> <b>Applying</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Beginning</b>	<input type="checkbox"/> <b>Not Using</b>
<b>Using physical movement</b>	Adapts and creates new strategies for unique student needs and situations.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Uses physical movement to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Maintaining a Lively Pace</b>					
The teacher uses pacing techniques to maintain students' engagement.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher employs crisp transitions from one activity to another <input type="checkbox"/> Teacher alters pace appropriately (i.e. speeds up and slows down)			<b>Student Evidence</b> <input type="checkbox"/> Students quickly adapt to transitions and re-engage when a new activity is begun <input type="checkbox"/> When asked about the pace of the class, students describe it as not too fast or not too slow		
<b>Scale</b>	<input type="checkbox"/> <b>Innovating</b>	<input type="checkbox"/> <b>Applying</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Beginning</b>	<input type="checkbox"/> <b>Not Using</b>
<b>Maintaining a lively pace</b>	Adapts and creates new strategies for unique student needs and situations.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Uses pacing techniques to maintain students' engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Demonstrating Intensity and Enthusiasm</b>					
The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher describes personal experiences that relate to the content <input type="checkbox"/> Teacher signals excitement for content by: Physical gestures; Voice tone or Dramatization of information <input type="checkbox"/> Teacher overtly adjusts energy level			<b>Student Evidence</b> <input type="checkbox"/> When asked, students say that the teacher "likes the content" and "likes teaching" <input type="checkbox"/> Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content		
<b>Scale</b>	<input type="checkbox"/> <b>Innovating</b>	<input type="checkbox"/> <b>Applying</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Beginning</b>	<input type="checkbox"/> <b>Not Using</b>
<b>Demonstrating intensity and enthusiasm</b>	Adapts and creates new strategies for unique student needs and situations.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students' engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Using Friendly Controversy.</b>					
The teacher uses friendly controversy techniques to maintain student engagement.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher structures mini-debates about the content <input type="checkbox"/> Teacher has students examine multiple perspectives and opinions about the content <input type="checkbox"/> Teacher elicits different opinions on content from members of the class			<b>Student Evidence</b> <input type="checkbox"/> Students engage in friendly controversy activities with enhanced engagement <input type="checkbox"/> When asked, students describe friendly controversy activities as "stimulating," "fun," and so on. <input type="checkbox"/> When asked, students explain how a friendly controversy activity helped them better understand the content		

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Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Using friendly controversy</b>	Adapts and creates new strategies for unique student needs and situations.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Uses friendly controversy techniques to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Scale Levels: (choose one)</b> <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable					
<b>Providing Opportunities for Students to Talk about Themselves</b>					
The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher is aware of student interests and makes connections between these interests and class content <input type="checkbox"/> Teacher structures activities that ask students to make connections between the content and their personal interests <input type="checkbox"/> When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested \			<b>Student Evidence</b> <input type="checkbox"/> Students engage in activities that require them to make connections between their personal interests and the content <input type="checkbox"/> When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Providing opportunities for students to talk abothemselves</b>	Adapts and creates new strategies for unique student needs and situations.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Presenting Unusual or Intriguing Information</b>					
The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher systematically provides interesting facts and details about the content <input type="checkbox"/> Teacher encourages students to identify interesting information about the content <input type="checkbox"/> Teacher engages students in activities like "Believe it or not" about the content <input type="checkbox"/> Teacher uses guest speakers to provide unusual information about the content			<b>Student Evidence</b> <input type="checkbox"/> Students' attention increases when unusual information is presented about the content <input type="checkbox"/> When asked, students explain how the unusual information makes them more interested in the content		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Presenting unusual or intriguing information</b>	Adapts and creates new strategies for unique student needs and situations.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students' interest in the content.	Uses unusual or intriguing information about the content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Demonstrating "Withitness"</b>					
The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher physically occupies all quadrants of the room <input type="checkbox"/> Teacher scans the entire room making eye contact with all students <input type="checkbox"/> Teacher recognizes potential sources of disruption and deals with them immediately <input type="checkbox"/> Teacher proactively addresses inflammatory situations			<b>Student Evidence</b> <input type="checkbox"/> Students recognize that the teacher is aware of their behavior <input type="checkbox"/> When asked, students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"		

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Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Demonstrating "withitness"</b>	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with "withitness" and monitors the effect on students' behavior.	Uses behaviors associated with "withitness".	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Applying Consequences for Lack of Adherence to Rules and Procedures</b>					
The teacher applies consequences for not following rules and procedures consistently and fairly.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher provides nonverbal signals when students' behavior is not appropriate such as: Eye contact; Proximity ; Tap on the desk; Shaking head, no <input type="checkbox"/> Teacher provides verbal signals when students' behavior is not appropriate such as: Tells students to stop; Tells students that their behavior is in violation of a rule or procedure <input type="checkbox"/> Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior) <input type="checkbox"/> Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior) <input type="checkbox"/> Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)			<b>Student Evidence</b> <input type="checkbox"/> Students cease inappropriate behavior when signaled by the teacher <input type="checkbox"/> Students accept consequences as part of the way class is conducted <input type="checkbox"/> When asked, students describe the teacher as fair in application of rules		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Applying consequences for lack of adherence to rules and procedures</b>	Adapts and creates new strategies for unique student needs and situations.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Applies consequences for not following rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Acknowledging Adherence to Rules and Procedures</b>					
The teacher consistently and fairly acknowledges adherence to rules and procedures.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher provides nonverbal signals that a rule or procedure has been followed: Smile; Nod of head or High Five <input type="checkbox"/> Teacher gives verbal cues that a rule or procedure has been followed: Thanks students for following a rule or procedure or Describes student behaviors that adhere to rule or procedure <input type="checkbox"/> Teacher notifies the home when a rule or procedure has been followed <input type="checkbox"/> Teacher uses tangible recognition when a rule or procedure has been followed: Certificate of merit or Token economies			<b>Student Evidence</b> <input type="checkbox"/> Students appear appreciative of the teacher acknowledging their positive behavior <input type="checkbox"/> When asked, students describe teacher as appreciative of their good behavior <input type="checkbox"/> The number of students adhering to rules and procedures increases		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Acknowledging adherence to rules and procedures</b>	Adapts and creates new strategies for unique student needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
<b>Understanding Students' Interests and Background</b>					
The teacher uses students' interests and background to produce a climate of acceptance and community.					
<b>Teacher Evidence</b> <input type="checkbox"/> Teacher has side discussions with students about events in their lives <input type="checkbox"/> Teacher has discussions with students about topics in which they are interested <input type="checkbox"/> Teacher builds student interests into lessons			<b>Student Evidence</b> <input type="checkbox"/> When asked, students describe the teacher as someone who knows them and/or is interested in them <input type="checkbox"/> Students respond when teacher demonstrates understanding of their interests and background <input type="checkbox"/> When asked students say they feel accepted		

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Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Understanding students' interests and background</b>	Adapts and creates new strategies for unique student needs and situations.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Uses students' interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

### Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.

<b>Teacher Evidence</b> <input type="checkbox"/> Teacher compliments students regarding academic and personal accomplishments <input type="checkbox"/> Teacher engages in informal conversations with students that are not related to academics <input type="checkbox"/> Teacher uses humor with students when appropriate <input type="checkbox"/> Teacher smiles, nods, (etc) at students when appropriate <input type="checkbox"/> Teacher puts hand on students' shoulders when appropriate	<b>Student Evidence</b> <input type="checkbox"/> When asked, students describe teacher as someone who cares for them <input type="checkbox"/> Students respond to teachers verbal interactions <input type="checkbox"/> Students respond to teachers nonverbal interactions
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Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Using verbal and nonverbal behaviors that indicate caring for students</b>	Adapts and creates new strategies for unique student needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Uses verbal and nonverbal behaviors that indicate caring for students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

### Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

<b>Teacher Evidence</b> <input type="checkbox"/> Teacher does not exhibit extremes in positive or negative emotions <input type="checkbox"/> Teacher addresses inflammatory issues and events in a calm and controlled manner <input type="checkbox"/> Teacher interacts with all students in the same calm and controlled fashion <input type="checkbox"/> Teacher does not demonstrate personal offense at student misbehavior	<b>Student Evidence</b> <input type="checkbox"/> Students are settled by the teacher's calm demeanor <input type="checkbox"/> When asked, the students describe the teacher as in control of himself/herself and in control of the class <input type="checkbox"/> When asked, students say that the teacher does not hold grudges or take things personally
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Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Displaying emotional objectivity and control</b>	Adapts and creates new strategies for unique student needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

### Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

<b>Teacher Evidence</b> <input type="checkbox"/> When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students <input type="checkbox"/> The teacher provides low expectancy with nonverbal indications that they are valued and respected: Makes eye contact; Smiles; Makes appropriate physical contact	<b>Student Evidence</b> <input type="checkbox"/> When asked, students say that the teacher cares for all students <input type="checkbox"/> Students treat each other with respect
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<input type="checkbox"/> The teacher proves low expectancy students with verbal indications that they are valued and respected: Playful dialogue; Addressing students in a manner they view as respectful <input type="checkbox"/> Teacher does not allow negative comments about low expectancy students					
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Communicating value and respect for low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value and respect for low expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Asking Questions of Low Expectancy Students					
The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.					
<b>Teacher Evidence</b>			<b>Student Evidence</b>		
<input type="checkbox"/> Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students <input type="checkbox"/> Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students			<input type="checkbox"/> When asked, students say the teacher expects everyone to participate <input type="checkbox"/> When asked, students say the teacher asks difficult questions of every student		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Asking questions of low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors the quality of participation of low expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.
Probing Incorrect Answers with Low Expectancy Students					
The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.					
<b>Teacher Evidence</b>			<b>Student Evidence</b>		
<input type="checkbox"/> Teacher asks low expectancy students to further explain their answers when they are incorrect <input type="checkbox"/> Teacher rephrases questions for low expectancy students when they provide an incorrect answer <input type="checkbox"/> Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly <input type="checkbox"/> When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time			<input type="checkbox"/> When asked, students say that the teacher won't "let you off the hook" <input type="checkbox"/> When asked, students say that the teacher "won't give up on you" <input type="checkbox"/> When asked, students say the teacher helps them answer questions successfully		
Scale	<input type="checkbox"/> Innovating	<input type="checkbox"/> Applying	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning	<input type="checkbox"/> Not Using
<b>Probing incorrect answers by low expectancy students</b>	Adapts and creates new strategies for unique student needs and situations.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors the level and quality responses of low expectancy students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.