

Florida Educator Accomplished Practices (FEAPs) Alignment to Coach One Educator Classroom Observation (ECO)

The tables below illustrate how the Florida Educator Accomplished Practices (FEAPs), State Board Rule 6A-5.065, F.A.C., State Rule 6A-5.080, F.A.C., are foundations for the inclusion Educator Classroom Observation (ECO) in instructional evaluation systems. (Text highlighted or preceded by an asterisk symbol (*)) denotes specific language in the FEAPs that is in alignment with the Educator Classroom Observation (ECO).) Each color represents the domain of the Eco that is aligned with the FEAPs.

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

<p>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</p>
<p>a.* Aligns instruction with state-adopted standards at the appropriate level of rigor;</p>
<p>b. *Sequences lessons and concepts to ensure coherence and required prior knowledge;</p>
<p>c. *Designs instruction for students to achieve mastery;</p>
<p>d. Selects appropriate formative assessments to monitor learning;</p>
<p>e. Uses diagnostic student data to plan lessons; and,</p>
<p>f. *Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</p>

ECO Domain: Lesson Plan

SMART objectives are aligned with the standards (1)(a)(b)(c)
Appropriate level of rigor or critical thinking is implemented (3)(f)
Assessments are aligned with the standards (1)(d)(4)B)
Uses data to develop the plan (1)(e)(4)(a)
Home Learning is aligned with the standards (1)(a)(b)(c)(5)(d)
ESOL strategies and ESE accommodations are evident (2)(a)(d)(h)(3)(h)(4)(d)
Follows the lesson plan during the instructional time (2)(a)

<p>2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</p>
<p>a. Organizes, allocates, and manages the resources of time, space, and attention;</p>
<p>b. Manages individual and class behaviors through a well-planned management system;</p>
<p>c. *Conveys high expectations to all students;</p>
<p>d. Respects students' cultural linguistic and family background;</p>
<p>e. Models clear, acceptable oral and written communication skills;</p>
<p>f. Maintains a climate of openness, inquiry, fairness and support;</p>
<p>g. *Integrates current information and communication technologies;</p>
<p>h. Adapts the learning environment to accommodate the differing needs and diversity of students; and,</p>
<p>i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</p>

ECO Domain: Learning and Classroom management Environment

The use of procedures, organization, time, and space are appropriate (2)(a)
The teacher accommodates the differing needs and diversity of students (2)(d)(h)
To maintain educational support bulletin boards display students' work (2)(i)
To manage behavior, rules and consequences are posted and followed (2)(b)(c)(f)
Use adequate transitions between activities (2)(b)

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Disciplines students with dignity (2)(b)(f)
Circulates & assist students (2)(f)
Uses adequate academic praise (2)(i)(d)
Stops the misconduct of students (2)(b)(f)
Delivers engaging and challenging lesson (2)(f)(3)(a)
Conveys high expectations for all students (2)(c)
Differentiates instruction is evident as instructional practice (2)(b)(3)(h)
Provides immediate and specific feedback to students (2)(i)(f)
Uses nonverbal signals effectively (2)(b)

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
a. Deliver engaging and challenging lessons
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
c. Identify gaps in students' subject matter knowledge;
d. *Modify instruction to respond to preconceptions or misconceptions;
e. Relate and integrate the subject matter with other disciplines and life experiences;
f. Employ higher-order questioning techniques;
g. *Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement and
j. Utilize student feedback to monitor instructional needs and to adjust instruction.

ECO Domain: Curriculum

*Aligns instruction to Common Core or Florida Standards (1)(a)(b)(c)(f)(2)(c)
*Integrates technology to develop high-quality communication (2)(g)(3)(g)
*Modifies curriculum to respond to preconceptions and misconception (3)(d)

4. Assessment. The effective educator consistently:
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

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- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

- 5. Continuous Professional Improvement.** The effective educator consistently:
- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - b. Examines and uses data-informed research to improve instruction and student achievement;
 - c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
 - d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - e. Engages in targeted professional growth opportunities and reflective practices; and,
 - f. Implements knowledge and skills learned in professional development in the teaching and learning process.

ECO Domain: Responsibility and ethical conduct

- Maintains a high moral standards in school and community (6)
- Fulfills obligations to students, parents, and school (6)
- The development of the students' potential is the primary concern (6)
- Respects students and colleagues confidentiality (6)
- Supports school educational activities (6)

6. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History--New 7-2-98, Amended 2-13-11.

INSTRUCTIONAL OBSERVATION PROCEDURE

For all instructional personnel: Procedure for conducting observation and collecting data.

The online system has tasks assigned by quarter and educators or administrators need to complete it in order to finalize the evaluation process. During quarters 1 and 3 the educators do a self-assessment in order to self-evaluate their performance, practices, and write their professional development plan according to their self-assessment strengths and weakness finding. During quarters 2 and 4 the administrators make their evaluation and provide coaching, professional development and support to teachers.

Table 13: Instructional Procedures

When	What	Who	What
Quarter 1	Self-Assessment	Teacher	1-FEAPs 2-Classroom Observation 3-Deliberate Practice Appraisal
Quarter 2	Formal Observation for new teachers (0-3 yrs.) Informal Observation for teacher 4 year plus	Administrator	1-FEAPs 2-Classroom Observation 3-Deliberate Practice Appraisal
Quarter 3	Self-Assessment	Teacher	1-FEAPs 2-Classroom Observation 3-Deliberate Practice Appraisal
Quarter 4	Formal and final Observation	Administrator	1-FEAPs 2-Classroom Observation 3-Deliberate Practice Appraisal 4-Parent Survey

As part of the procedure the Charts below specify the tasks per quarter as is described on the previous table. All the procedures are online and link with each score card. During quarter 1, 2, and 3 the teachers will get coaching from mentors, team leaders, administrators, and veteran teachers in order to help them improve their classroom practice and strategies.

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Table 14: Online Quarter One Educator Self-assessment Tasks

[The blue link take you to the required task for the educator or the evaluator]

Quarter 1 - Educator Tasks (Hide Tasks...)

Task	Activity	Type	Required?	Due	Administrative Notes	Completed
Teacher Classroom Observation (Self Reflection)	Teacher Classroom Observation	Evaluation	Required	9/30/2015		9/24/2015 5:32:43 PM
State Educator Accomplished Practices (Self Reflection)	State Educator Accomplished Practices	Evaluation	Required	9/30/2015		9/24/2015 5:59:29 PM
Deliberate Practice - Practice Plan for Teacher Observation (Self Reflection)	Deliberate Practice Plan - Teacher Observation	Deliberate Practice	Required	10/16/2015		10/19/2015 4:52:32 PM
Deliberate Practice - Practice Plan for State Educator Accomplished Practices (Self Reflection)	Deliberate Practice Plan - State Educator Accomplished Practices Observation	Deliberate Practice	Required	10/16/2015		10/19/2015 4:52:48 PM
Deliberate Practice - Practice Plan for Student Growth (Self Reflection)	Deliberate Practice - Post Score or Expected Score	Deliberate Practice	Required	10/23/2015		10/22/2015 5:57:46 AM
Deliberate Practice - Appraisal Form (Self Reflection)	Deliberate Practice Appraisal Form	Evaluation	Required	10/23/2015		11/17/2015 6:11:05 PM

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Table 15: Online Quarter Two Administrator Evaluation Tasks

Quarter 2 - Evaluator Tasks (Hide Tasks...)

Task	Activity	Type	Required?	Due	Administrative Notes	Completed
Teacher Classroom Observation - (Mid-Year Evaluation)	Teacher Classroom Observation	Evaluation	Required	12/7/2015		12/9/2015 9:47:24 AM
State Educator Accomplished Practices - (Mid-Year Evaluation)	State Educator Accomplished Practices	Evaluation	Required	12/7/2015		1/4/2016 11:39:31 AM
Deliberate Practice - Appraisal Form (Mid-Year Evaluation)	Deliberate Practice Appraisal Form	Evaluation	Required	12/7/2015		

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Table 16: Online Quarter 3 Educator Self-assessment Tasks

Quarter 3 - Educator Tasks (Hide Tasks...)

Task	Activity	Type	Required?	Due	Administrative Notes	Completed
Teacher Classroom Observation (Self Reflection 2)	Teacher Classroom Observation	Evaluation	Required	1/8/2016		
State Educator Accomplished Practices (Self Reflection 2)	State Educator Accomplished Practices	Evaluation	Required	1/8/2016		
Deliberate Practice - Practice Plan for Teacher Observation (Self Reflection 2)	<u>Deliberate Practice Plan - Teacher Observation</u>	Deliberate Practice	Required	2/12/2016		
Deliberate Practice - Practice Plan for State Educator Accomplished Practices (Self Reflection 2)	<u>Deliberate Practice Plan - State Educator Accomplished Practices Observation</u>	Deliberate Practice	Required	2/12/2016		
Deliberate Practice - Practice Plan for Student Growth (Self Reflection 2)	<u>Deliberate Practice - Post Score or Expected Score</u>	Deliberate Practice	Required	2/12/2016		
Deliberate Practice - Appraisal Form (Progress Check)	Deliberate Practice Appraisal Form	Evaluation	Required	2/12/2016		

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Table 17: Online Quarter Four Administrator Final Evaluation tasks

Quarter 4 - Evaluator Tasks (Hide Tasks...)

Task	Activity	Type	Required?	Due	Administrative Notes	Completed
Teacher Classroom Observation - Annual Summative Evaluation	<u>Teacher Classroom Observation</u>	Evaluation	Required	5/10/2016		
State Educator Accomplished Practices - Annual Summative Evaluation	<u>State Educator Accomplished Practices</u>	Evaluation	Required	5/10/2016		
Deliberate Practice - Final Appraisal Form	<u>Deliberate Practice Final Appraisal Form</u>	Evaluation	Required	5/10/2016		
Parent Input Survey - Annual Summative Evaluation	Parent School Survey	Evaluation	Required	5/10/2016		

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3. Other Indicators of Performance

Directions:

The district shall provide:

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

Examples include the following:

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

(Portion of Table 11)

Table 11: Instructional Practices Educators Performance Model and Other Indicators

Quarter	Indicator Name	Acronyms	Description or Objective
3 Other Indicator	Deliberate Practice Plan (3 objectives) (15%) Used to write the professional development objectives: 1- correlated with the ECO, 2) correlated with FEAPs and 3) to address the performance of students (Ap. H)	DP Writing Form	To provide growth opportunities in areas of needs or to develop best practices in areas of strengths
	Deliberate Practice Pre-writing Used to brainstorm ideas before the 1 st quarter DP is prepared	DPP-W Pre-writing Opportunity	To practice and brainstorm ideas with mentors or coaches
	DP Appraisal Form Used to score the DPs of the evaluatee	DPA Scoring Form	To numerically calculate the accomplishment of the objectives
4 Other Indicator	Parent Survey (5%) Used to survey all parents for quality and customer satisfaction (Retention Indicator)	PS Scoring Form	To determine customer satisfaction and improve school public relation and academic deficiencies
Peer Coaching	Coaching Path: used the first three quarters of the year by the evaluatee peers.		Coach One main strategy

Online Deliberate Practice Plan: The educators need to write three SMART objectives: 1) one to improve any of the state standards FEAPs. 2) one to improve classroom strategies, and) one addressing how the educator will help the school achieve the school students' academic goal (SIP) in mathematics, reading or the subject assigned to any teacher such as art, science, social studies, ECO, etc. In addition; the system has an appraisal form that is the mathematical section, necessary to determine if the evaluatee achieved the % goals of the three objectives. Further, the Deliberate Practice Pre-writing source is available for coaching and teaches the educator how to write an effective professional development plan. It is a great brainstorm opportunity to develop efficient learning strategies and strengthened collaboration.



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Other Indicator: Deliberate Practice Plan

Deliberate Practice Plan Sample (correlated with ECO)

Professional Development SMART Objective-Strategies and Progress points

SAMPLE TYPE: **Highly Effective classroom teacher sharing best practice with staff**

School Year: **2015-2016** Quarter: **1 or 3**

1-Practice Type: **Select** the target area for your Deliberate Practice Plan. (Observation or FEAPs)

2- **Select:** Personal Classroom **School** District State

3- For This Plan **Are you?:** **Sharing** (4.0 Exemplary, share best practices) or **Growing** (Improve Practice)

4-Now **select** a Domain and Component in order to write your SMART Objective, form Classroom Observation

Domain: **Curriculum** Score is: 4.0

Component: **Common Core OR Standards** Score is: 4.0

5- **Write your SMART Objective(s).**

By the final evaluation, I will give 2 workshops on phonemic/phonological comprehension strategies that will impact the use of the curriculum and classroom practices. Teachers will score the overall presentation and strategies using a survey with at least a score of 40/50 (80%) possible points.

6- **Write the strategies that you will use to help achieve your objectives. (Minimum 3)**

A- Research strategies related with phonemic/phonological comprehension

B-Take Notes/Outline of lessons plan

C- Research handouts and materials for presentations

7- **Write the Progress points to achieve the objective (Minimum 3)**

A- By quarter 1 the research will be ready

B- By quarter 2 training will be offered

C- By quarter 3 I will evaluate the implementation using 4 points rubric

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SAMPLE: DP Online Appraisal Score Sheet Using 4 points scale based on performance (Basic information and performance level)

Evaluation Name:	Deliberate Practice Appraisal Form
Evaluation Type:	Deliberate Practice
School Year:	2015/2016
Quarter:	Quarter 1
School:	EXCELSIOR CHARTER OF BROWARD
Teacher:	Teacher Name
Grade Level:	1
Subject:	All
Date:	10/22/2015 1:48:51 PM
Evaluated By:	Evaluator name
Status:	Completed 10/22/2015 1:59:02PM
Unobserved:	0
Observed:	17
Total Score	
3.4	
Total Score (%)	
85%	
Summative Performance	
Highly Effective	

DP Explanation:

The online DP appraisal has three Phases: 1) the **Development** phase to confirm that all minimum requirements are completed, 2) the **Implementation** phase to determine the quality of the program, and that it is effectively crafted, and 3) the **Outcome** phase appraisal that is only available during quarter 3 and it is a section where the evaluator determines if the evaluatee has achieved the three objective of the Deliberate Practice. Final performance evaluation happens at the outcome phase.

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Online Evaluation Domains

[Select All](#) | [Clear All](#)

Reset	Completed	Domain	Score	Performance	PD?	Feedback
<input type="checkbox"/>	10/22/2015 1:58:06 PM	Pre-Assessment (Development Phase)	3.4	Highly Effective	No	
<input type="checkbox"/>	10/22/2015 1:58:57 PM	Deliberate Practice Plan (Implementation Phase)	3.4	Highly Effective	No	

Domain - Pre-Assessment (Development Phase)

Component Name	Score	Performance
Domains were selected (Classroom and FEAPs)	3.5	Highly Effective
Components were selected (Classroom Observation and FEAPs)	3.5	Highly Effective
Student academic growth pre and expected or projected data was entered	3.5	Highly Effective
Objectives were entered (Classroom Observation, FEAPs, Student academic performance)	3.5	Highly Effective
Strategies were entered	3.5	Highly Effective
Strategies are realistic	3.0	Effective
Progress Points were listed	3.0	Effective
Plan was completed on time	4.0	Highly Effective
Candidate followed feedback recommendations and communicate	3.5	Highly Effective

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Domain - Deliberate Practice Plan (Implementation Phase)

Component Name	Score	Performance
Target area is relevant to the professional growth	4.0	Highly Effective
The objectives are: Specific, Measurable, Attainable, Relevant and Timely	3.5	Highly Effective
Objectives are well articulated	3.5	Highly Effective
At least 3 strategies were used	3.0	Effective
Strategies are realistic and lead to improve academics	3.0	Effective
At least 3 progress points are listed	4.0	Highly Effective
Progress points are measurable	3.0	Effective
The sequence of the strategies and progress points are logical	3.0	Effective

Professional Development: NO

Feedback: _____

This section is used to write feedback

Other Indicator: Parent Survey

It is online and uses four points scale to evaluate three areas of performance or customer satisfaction: 1) The Teacher, 2) The administrators, and 3) The School. Only the teacher section is used to evaluate teacher performance.

Thank you for completing the following survey so that we may better meet the educational and social needs of your child. Please place an X in the box that best describes your answer to the questions asked. Please return this survey to the Survey Box located in the front office or to your child's teacher by April 19, 2013.



	Strongly Agree	Agree	Disagree	Strongly Disagree
THE SCHOOL				
1 My child has positively adjusted to the school's social environment.				
2 My child is offered extracurricular activities to enhance growth (clubs, tutoring, etc.)				
3 My child and I have been thoroughly informed of school's discipline practices and consequences.				
4 My child is recognized for his/her accomplishments.				
5 My child has a positive attitude toward school and enjoys attending.				
6 My child feels safe at school.				
7 My child is happy at Excelsior- West Broward Academy- Everest Charter School.				
THE TEACHER				
1 My child's classroom is equipped to provide a nurturing learning environment.				
2 My child's teacher provides an environment that makes learning interesting and relevant				
3 Social and cultural differences among students are recognized and respected.				
4 Help sessions and tutorials are available to my child.				
5 My child's teacher assigns meaningful homework that helps students learn.				
6 I am invited to discuss my child's educational/social concerns with teachers/administrators				
7 I would recommend my child's teacher to other parents.				
8 My child's teacher is responsive to questions and concerns.				
9 I am informed of school events and activities.				
10 I am encouraged to volunteer and to become involved in school activities.				
11 My child's teacher has a positive attitude towards our charter school and the students.				
THE ADMINISTRATION				
1 The school is clean and well maintained.				
2 I am happy with the Music and Karate program that the school offer.				
3 The school Principal is responsive to questions and concerns.				
4 The school Assistant Director (Front Desk) is responsive to questions and concerns.				
5 The Parent Teacher Organization(PTO) meetings are informative and positive.				
6 I would recommend Excelsior Charter School to a friend.				
7 The school provides enough opportunities for me to be engaged.				
8 An atmosphere of respect and trust exists between my child and school personnel				

Survey Explanation:

Survey: The online survey version allows the school to determine performance using a 4 point score assigned by the parents. In addition, the parents have space to write feedback or comments. Further, the online version has three sections to calculate the performance of 1) each teacher, 2) the administrators and 3) the school. It is an incredible tool to address customer satisfaction, get information to develop SIP goals and improve areas of deficiencies.

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Coaching Path Peer Assistance

The Coach One Evaluation system is based on coaching practices and lifelong learning principles. Research indicates that a framework of coaching and continuous learning improves and builds the learning organization's processes. Peer coaching is a resource used to provide opportunities for leaders' and educators' professional growth, improve the decision-making process and problem resolution, and achieve the goals as outlined within the Florida Principal Leadership Standards (FPLS) for leaders and the Florida Educator Accomplished Practices (FEAP) for educators. Peer's coaching helps to improve proficiency and strategic planning based on established state domains and indicators. Peers coaching builds relationships and collaborations between the evaluator, and the evaluatee, helping to change the educator learning paradigm from theory to be authentic hands-on learning best practice's strategies for professional development. The peer coaching will help schools achieve educational quality and narrow the students' learning gap of the students.

Accordingly, The Coach One Evaluation system includes plenty of resources to be used by the district school, with the objective of promoting continuous peer-assistance, communication, and dialog among stakeholders. Feedback, self-assessment, and summative evaluation are the support path used to maintain continuous professional growth.

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4. Summative Evaluation Score

Directions:

The district shall provide:

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

Score Scale and Rubrics

This section describes the scoring scale **using a 4-point scale**, and the short **evaluation rubrics**. The score is used by the evaluator to assign a value to the educator's job responsibility performance level using the **FEAPs** standards and classroom observation as well as to determine performance of students learning using four statistical and mathematical models. The rubrics become the point of reference to score the performance of the evaluatee. The four levels of performance are: highly effective, effective, needs improvement/developing and unsatisfactory.

Four Points Scale Range for Performance Level of Proficiency

All the evaluation scorecards will use the 4.0 points scale and the rubrics are the reference criterion to assign evaluation scoring. However, for the final end of the year summative report, percentage measure will be used and will apply to the individual and district-state reports. The percentage is used with the purpose to employ a common measurement language that is familiar for all stakeholders. This measure will lead to a better understanding and deeper analysis of data, increasing the possibility of implementing an effective staff and student learning communication. All the evaluation forms or score cards (FEAPs, Classroom Observation, Deliberate Practice and Survey) will maintain a mathematical relationship. The results are calculated not estimated. If the stakeholders do not understand the results, it will be impossible to improve education.

The score scale

The score scale is used by The Coach One Evaluation system as an evaluation for performance. However, yearly the school administrator or the district superintendent can customize the range according to the School District and/or the negotiated agreement with the Teacher Union in harmony with the law. Every year the values can be evaluated to address the teachers needs as well as the superintendent vision.

	Unsatisfactory (U)	Needs Improvement (NI) or Developing (D)	Effective (E)	Highly Effective (HE)
Range	1 – 1.99	2.00 – 2.79	2.80 – 3.47	3.48 – 4.00
Main Score	1	2	3	4

The scorecards will assign numbers: 1, 2, 3, or 4 for easy calculation of the cards. However, decimals points could be used if the district-school wants to add more accuracy to the process.

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Summative Reports: Percentage Common Measurement Language

If necessary, yearly the district or the school (if the district wants) can change the performance range. This approach is necessary because low performing schools are different than high performing schools in socio economic areas. However, the range could be the same because we are talking about the growth and not the grades of the students or end of the year average score. Read article: "Can F's schools have highly effective teachers?" at the end of this plan.

	Unsatisfactory (U)	Needs Improvement (NI) or Developing (D)	Effective (E)	Highly Effective (HE)
Range	0 - 49 %	50 - 69 %	70 - 86 %	87 - 100 %

Online Rubric Explanation

The evaluatee and evaluator have access to the rubric at any time. It is available when they are evaluating any component of any evaluation score card. This measure is important to maintain the rigor and the same level of expectation for all district personnel.

Short performance rubric for scoring purpose of the: FEAPS and FSLA

Performance Level	Score	Short Rubric Reference
Highly Effective	4	Educator or leader's actions or the impact of educator or leader's actions are relevant to the indicator under consideration and the performance of this indicator exceeds effective levels and serves as a model of proficiency for other educators or leaders.
Effective	3	Educator or leader's actions or the impact of educator or leader's actions are relevant to the indicator under consideration and the performance of this indicator demonstrates sufficient and appropriate levels of quality work with only normal variations.
Needs Improvement	2	Educator or leader's actions or the impact of educator or leader's actions are relevant to the indicator under consideration: the performance of this indicator is evident but inconsistent or shows insufficient scope or proficiency.
Developing (personnel in the first three years of employment)	2	Educator or leader's actions or the impact of educator or leader's actions are relevant to the indicator under consideration and the performance of this indicator is evident but inconsistent or shows insufficient scope or proficiency.
Unsatisfactory	1	Educator or leader's actions or the impact of educator or leader's actions are relevant to the indicator under consideration and the performance of this indicator is

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		<u>minimal</u> or is not occurring, or is having an adverse impact.
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Online Teacher Evaluation Summative Score card SAMPLE

School Name:	Excelsior Charter			Number :	5393
School Year:	2013-2014	District:	Broward		
Name:	Teacher Name			Title:	Teacher
Grade:	4th	Year of Experience:	4	Date:	6/5/2014

This report is the compilation of multiple indicators and represents the annual performance level of:

Teacher name

SUMMATIVE VALUE CALCULATION

The summative values of this evaluation have two main sections, and multiple indicators are used to calculate the performance level. Section 1: performance of students measure score is equal to 35% of the total evaluation. Section 2: candidate Practice score that represents 65% of the total evaluation and consists of few variables such as: FSLA score (25% of this section), Deliberate Practice (15%), Parents Input (5%) and Observations (20%).

Section 1: Performance of Students Score (SGS)

Indicators	Unweighted Score	VAM Adjustment	Total
Reading	0.00		0
Math	0.00		0
Performance Level Achieved		Section Score	0

Summative Evaluation Score (SES)

Section	Section Score	Percentage Value	Total
Student Growth	0	0.35	0.00
Candidate Practice	0	0.65	0.00
Performance Level		Summative Score	0.00

Section 2: Candidates Practice Score (CPS)

Indicators	Score	Weighted Factor	Total
FEAP Score	0.00	0.38	0.00
Deliberate practice	0.00	0.23	0.00
Parent Input	0.00	0.08	0.00
Observation	0.00	0.31	0.00

Candidate Historical Cumulative Data

Year	2013/2014	2014/2015	2015/2016
SGS	35	40	
CPS	35	42	
SES	70	82	
PERFORMANCE LEVEL	Effective	Effective	

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Performance Level Achieved		Section Score	0
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School-District Compared with Candidate

Year	Candidate	School	District
SGS	0.00		
CPS	0.00		
SES	0.00		

SCORE RATING TABLE

Performance Score Ranges	Performance Level Rating
100 - 85 %	Highly Effective
84 - 70%	Effective
69 - 50%	Needs Improvement
49 - 0%	Unsatisfactory

Candidate Signature: _____

Title: _____

Date: _____

Printed Date: _____

Evaluator's Signature: _____

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Summative Scoring Method

SUMMATIVE EVALUTION FORM: Annual PERFORMANCE LEVEL

This form is used to calculate a **Summative Performance Level**

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Evaluator's Title: _____ Date Completed: _____

Examine all sources of evidence for each of the four domains, using the results from the FEAPs process as it applies to the teacher's performance. Incorporate the Deliberate Practice Score... Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Section 1: Performance of Students Score (SGS) Combine methods 35% of the Evaluation

Method	Score	Total
VAM	0	0
AMO	0	0
MSR	0	0
SLO	0	
	Average (Section Score 1)	0

Section 2: Candidates Practice Score (CPS) 65 % of the Evaluation

Score cards	Score Obtained in Each Score	Multiply by Weighted Factor	Total
1-FEAP Score	0.00	0.38	0.00
2-Deliberate Practice	0.00	0.23	0.00
3-Parent Input	0.00	0.08	0.00
4- Classroom Observation	0.00	0.31	0.00
Performance Level Achieved		Section Score 2	0

Combined score is Educator Performance score sections (1+2): _____

1-Performance of Students Measure Score (Represent 35% of the Evaluation): _____

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2- Educator Job Practice (Represent 65% of the Evaluation)

A. Summative Final Performance Score (SGS +CPS) = SES: _____

Summative Evaluation Score (SES)

Section	Section Score Calculated	Multiply by weight Percentage Value	Total
Section 1- Student Growth	0	0.35	0.00
Section 2- Candidate Practice	0	0.65	0.00
Performance Level		3- Summative Score (Add the total of section 1 and 2)	0.00

SCHOOL -District PERFORMANCE SCORE

Performance Track

Performance Score ranges	Performance Level Rating
100-85%	Highly Effective
84-70%	Effective
69-50%	Needs Improvement
49-0%	Unsatisfactory

Year	Score
_____	_____
_____	_____

Performance level is Highly Effective Effective Needs Improvement Unsatisfactory

School Leader Signature: _____ Title _____ Date: _____

Evaluator's Signature: _____ Date: _____

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5. Additional Requirements

Directions: The district shall provide:

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

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Class Roster Verification

Each district must determine procedures for the verification of class rosters of the instructional personnel and school administrator and notify its employees of the opportunities to review the roster. The classroom roster must be accurate in order to obtain valid VAM information for a specific educator. Potential errors can happen when the students assigned to a class roster may not actually be sitting in the classroom, affecting the VAM determination for that educator.

Class Roster Instruction

In accordance with Section 1012.34(8), Florida Statutes, the Florida Department of Education (DOE) created an online Roster Verification Tool to allow districts, schools, and teachers to view and modify class rosters.

The law requires that a portion of teacher evaluations be attributed to student performance as determined by standardized assessment and other assessment cores and the State Value Added Model (VAM). The intent of the online roster is to allow teachers to review their class rosters and confirm/correct any student assignments during the State FTE survey Period 2 (week of October 13th –October 17th). These students' assessment scores will be used for the student academic performance calculation on teacher evaluations for a subject of the classroom teachers. (2014-2015)

Supervision responsibilities

The evaluator is the main individual responsible for supervising the employee's evaluation and input may be added by other persons.

1-District level: Monitoring for the effective and consistent use of the evaluation criteria by evaluators is the responsibility of the evaluator's supervisor or the Talent Office from the District. Data from all the forms used to implement this plan will be collected and reviewed as part of the monitoring process by the evaluator's supervisor. In addition, an annual review team will meet the first year of implementation on a quarterly basis to review fidelity of implementation. The team will also make recommendations for annual review and updates.

2- Coach One Exceeds Professional Growth Expectations and supervision

The Coach One Evaluation system exceeds the expectations of 1012.34(3) (a). The evaluation system offers a "Coaching Path" outlined for coaching and mentoring personnel, thus, helping the evaluatee achieve systematic professional growth. The system consists of 4 resources ready to be used every quarter. The first three-quarters the evaluatee receives constant feedback, creating a learning environment ideal to develop teaching and leadership strategies. The peer coach is responsible to supervise and mentoring the evaluatee. During quarter 1 and 3 the

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evaluatee has the opportunity to self-reflect about what they are good at and what they need to improve. The coach, as a facilitator, provides support during this growing period. The evaluatee has the opportunity to talk with the coach about best practices while they build learning communities. Quarter 2 is an informal evaluation, but formal for employees in-group 2, 3, and 4. During quarter 4, all employees will be formally evaluated. All-school administrators must be evaluated at least twice a year during quarter 2 and 4, as well as all new administrators.

3- Coach One Includes the Following Definitions

Evaluatee	Coach	Evaluator
Educator or Administrator	Educator with more experience or administrator- supervisor or board members	Educator with more experience, or administrator
Evaluatee Responsibility	Coach Responsibility	Evaluator Responsibility
Evaluatees must self-evaluate themselves twice a year (Quarters 1 and 3)	Coach will provide feedback, mentoring and advice every quarter to guide their professional growth and to navigate the evaluation system	Evaluator will evaluate the employee at least once a year (Quarter 2 or 4) or twice (Quarters 2 and 4) (Employees in groups 2, 3, and 4)
<p>The coach can also be an evaluator. The evaluator and coach’s performance should be appraised by the evaluatee and the administrator, and monetary compensation should be assigned for their time, experience, and guidance. They can receive a year stipends or hourly rate for their services. A special budget allocation could be created for the purpose to develop professional learning communities. This is a recommendation to transform the professional development of the educators. Learning community's contribution to any organization is well documented in the research community, as a powerful strategy to increase productivity and growth in any organization.</p>		

Supervision responsibilities

4- The following table indicates the individual who is responsible for supervising the employee evaluation. An evaluator may consider input from other personnel trained in evaluation practices. The table outline if input is provided by other personnel. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.]. At school level the evaluator is the designated to supervise the evaluatee and help with the coaching path for the evaluatee.

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Other Parsons may provide input toward the evaluation

Employee	Quarter1 Self-evaluation	Quarter 2 School Evaluation	Quarter 3 Self-Evaluation	Quarter 4 School Evaluation
Classroom Educator	1-After Classroom Teachers self-evaluation. 2-Peer Coaches provide feedback 3- Administrator	The assignment of the evaluators depend of the school leader philosophy: 1- Principal 2-Assistant P. 3- Department heads (Peer) 4-Team Leaders (Peer) 5-Specialist 6-Trained evaluators	1-After Classroom Teachers self-evaluation. 2-Peer Coaches provide feedback 3- Administrator	The assignment of the evaluators depend of the school leader philosophy: 1- Principal 2-Assistant P. 3- Department heads (Peer) 4-Team Leaders (Peer) 5-Specialist 6-Trained evaluators
New Classroom Educator	1-After Classroom Teachers self-evaluation. The following can provide feedback 2-Peer Coaches 3- Administrator 4-Veteran Teacher	The assignment of the evaluators depend of the school leader philosophy: 1- Principal 2-Assistant P. 3- Department heads (Peer) 4-Team Leaders (Peer) 5-Specialist 6-Trained evaluators	1-After Classroom Teachers self-evaluation. The following can provide feedback, mentoring and support 2-Peer Coaches 3- Administrator 4-Veteran Teacher	The assignment of the evaluators depend of the school leader philosophy: 1- Principal 2-Assistant P. 3- Department heads (Peer) 4-Team Leaders (Peer) 5-Specialist 6-Trained evaluators
Principal	After Principal Self-evaluation Coach: District administrators, regional superintendent ,	District administrators, regional superintendent , Talent office team. For charter school:	After Principal Self-evaluation Coach: District administrators, regional superintendent ,	administrators, regional superintendent , Talent office team. For charter school: Board member

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	Talent office team	Board member or management company	Talent office team	or management company
Assistant Principal	After Assistant Principal self-evaluation Coach: Principal	Principal	After Assistant Principal self-evaluation Coach: Principal	Principal
New School Administrator	After Administrator self-evaluation, Coach depends of administrator position: Principal, assistant principal	Principal	After Administrator self-evaluation, Coach depends of administrator position: Principal, assistant principal	Principal
Non Classroom Instructional	After self-evaluation, Coach depends of position: Principal, assistant principal, department head	Principal, Assistant Principal,	After self-evaluation, Coach depends of position: Principal, assistant principal, department head	Principal, Assistant principal

5- The assignment of supervisors depends of the available trained or experienced professionals, who have the knowledge and expertise to coach and evaluate other employees at each school site. The head administrators must delineate a plan to address supervision to all the school personnel in order to establish a good work support (coaching) and effective evaluation. Yearly, the head administrators need to decide how to assign their school leaders duties to evaluate or coach their employees, using the previous chart as a reference.

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Description of training programs:

Understanding the proper use of the evaluation criteria and procedures

Designed For Information Dissemination and Communication

The superintendent office, all school leaders, evaluators, coaches, and evaluatees have access to the evaluation criteria, data, sources, methodologies and expectations in order to increase the impact of the school-year evaluation process, before the valuation takes place. The school will provide access to the "School Leader and Educator Evaluation System" general concepts plan. The school will also have a link to the leaderships' and educators' evaluation system (<http://schoolname.com/>) to provide personnel an easy access to the Educator Module and Administrator Module: FSLA and FEAPs domains and indicators, rubrics, observation's requirements, Deliberate Practice Plan, Survey items and other manuals, forms, and documents. In addition, the district and each school will have specific user name and password to log in Coach One Evaluation System and access the help desk. The help desk provides teacher and administrators training and videos to facilitate the implementation at a school level. Group, training will be scheduled at the beginning of each school year to increase the readiness level. Digestible chunks of guidance and instructions will be offered over the course of the school year (quarterly) in order to prepare the personnel to achieve the performance expectations of The Coach One Evaluation system. Furthermore, the coaches will facilitate in person training to evaluatee.

Personnel Evaluation Guidance and Timelines

Documented: Requirement for participation in professional development

- It is mandatory that evaluators complete at least one annual evaluation for every employee utilizing The Coach One Evaluation system modules or the online application for educators. However, the evaluation has the option to evaluate all the employees twice a year, and the employees can self-evaluate themselves twice a year.
- The new hires and those who have less than effective status, probation status, or district intent-to-terminate status, should be evaluated no less than twice a year, and they are required for participation in a specific professional development program. Coach one identifies that area that requires professional development. This data can be printed and is the result of the FSLA for administrators and the FEAPs for instructional personnel.
- Evaluators, coaches, and evaluatees should receive training on how to use the evaluation criteria, modules' content, procedures to evaluate, resources, timeline and online application.

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Annual Evaluation Implementation Plan

Employee Group	Orientation Deadline	Evaluation Instrument	Mid-Year Evaluation Deadline	Final Evaluation Deadline
Classroom Educator	Second week of September or upon employment.	Coach One Educator Online Software	First week of December	First week of May Q-4
Non-Classroom Instructional Personnel	Second week of September or upon employment.	Coach One Educator Software	First Week of December	First week of May Q-4
New Hires, Instructional Probationary	Second week of September or upon employment. [Self-evaluation 3 rd week of September]	Online Coach One Educator software	Second week of October	First week of May Q-4
School-based administrator	Last week of September or upon employment.	Coach One Administrator Module		First week of May Q-4
New Hires, Administrator Probationary	Last week of September or upon employment. [Self-evaluation 3 rd week of September]	Coach One Administrator Module	Second week of October	First week of May Q-4

Minimum Evaluation Frequency Required by 1012.34(3)(a).

Employee Group	Evaluation Frequency
1-Educator or administrator with more than 3 years	1-Must be observed and evaluated at least once a year. However, twice a year is highly recommended for coaching and growth purpose
2-New Educator or Administrator	2-Must be observed and evaluated at least twice in the first year of teaching in the school district.
3-Educator and Administrator achieving Unsatisfactory	3- Must be observed and evaluated at least twice a year if they have an unsatisfactory level and frequently walk-through and mentor sections recommended.
4- District Intent of Termination or Not Renew Employee	4- Do-not-renew status should be evaluated and observed at least twice a year and strong professional development plan must be implemented.

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Procedures Training and Reflection

The online Coach One district-charter evaluation system provides data of those evaluated and those doing evaluations and the processes to use it. The leader's self-reflection will help them create and monitoring Deliberate Practice to purposely address specific professional growth needs, affecting the student's academic growth of the school or the classroom if they are educators.

- Those being evaluated uses these documents to guide self-reflection on practices that improve their leadership work by reflecting on self-developed proficiencies and future growth needs.
- Evaluators provide both recurring feedback to guide growth in proficiency related with district-charter vision priorities and provide online summative performance ratings.
- This evaluation system promotes reflection and action to develop learning community and use coaching strategies for those who are evaluated by this system "Leaders Do the Right Things When they Search for Growing Opportunities"

Things to know:

1. **The Research Framework(s)** on which the evaluation system is associated to instructional or leadership theories. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly in order to maximize results and increase student learning, taking into consideration socio-economic parameters. Evaluators and coaches can provide better feedback to sub-ordinates when they understand the research framework.
2. **Inter-rater reliability:** Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
 - a. The "look fors" – what knowledge, skills, and impacts are identified as system (District) priorities by inclusion of indicators in the evaluation system.
 - b. The Rubrics – how to distinguish proficient levels.

The Evaluation Rubrics "Score Card" will be consistent and used during the school year to evaluate proficiency or performance level according to summative rating, which is defined on Section 1012.34, *F.S.* If necessary, **rubric changes** will happen at the end of each school year (May-June) and will be implemented during the next school year training (July-August). Rubrics will include the year that was revised in order to maintain a consistent use, serving as a reference date for all participants.

Sources of information about the evaluation system: All-school leaders and evaluators will have access to the same information and expectations in order to increase the impact of the year evaluation process. The school has provided a guide to the School Leader Evaluation system to every school leader and those who will be using the system. The school is developing a link to

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leadership evaluation (<http://schoolnameweb.com/>) that will provide evaluators and employee's access to manuals, forms, documents, etc. In addition, the school also has a form's database that will include all forms needed for implementation of the School Leader Evaluation System. Face-to-face, training has been scheduled beginning February 2013 and will occur in digestible bites over the course of the school year where awareness of the school processes, and expectations are identified. After the first year of implementation a yearly evaluation orientation will be offered to all employees, including coaches, and evaluators.

Rater reliability checks: Processes for verifying raters meet district expectations in using the rubrics.

Process for Rater Reliability: Evaluators and those being evaluated, as well as the School District or Charter School Board Members having input into school leader's evaluations, will participate in on-going professional development in the new approach to the school leader evaluation system. Professional development and monitoring of implementation will occur strategically over the course of the first year of implementation and begin in February 2013 with a preview of the new system. The participants will have the opportunity to practice on consistently use of the rubrics by learning:

- (1) About FEAPs, and FPLS to FSLA four domains, ten proficiency, and forty five indicators,
- (2) And understanding the performance levels for summative rating conformed to the requirements of section 1012.34, *F. S.*, and
- (3) How to use the designed rubrics and score cards. Each school year all new and existing Board Members and administrators must participate on required up-date training, reflection and design or improvement action of the required evaluation system including FSLA evaluation, Deliberate Practice for leaders and any other evaluation indicators. In order to initiate a proactive measure and improve performance the training will happen every school year, preferably in July-August or before any new leaders or educators become employee of the school.

- 3. **Specific, Actionable, and Timely Feedback Processes:** What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. Training on how to do so is essential.

ACTION AND TIME TABLE

DATE	ACTION	JOB RESPONSIBLE	FEEDBACK
Quarter One	<ul style="list-style-type: none"> • Orientation • Develop Goals, Expectations and School Improvement Plan 	<ul style="list-style-type: none"> • Evaluator/Leader Second week of July • Leader Second week of July 	
Quarter One	<ul style="list-style-type: none"> • Leader 1st Self Evaluation FSLA and DP Development • Leader Create Deliberate Practice (DP) based on Self-Evaluation 	<p>Leader second week of July</p> <p>Leader Third week of July</p>	<p>Evaluator or Coach second week of July</p> <p>Evaluator (Mentoring-Coaching)</p>

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			Fourth week of July
Quarter Two (Create a double loop Feedback)	<ul style="list-style-type: none"> • Mid-Year Evaluation FSLA • Leader Respond Evaluator Feedback and adjust DP 	<p>Evaluator first week of December</p> <p>Leader second week of December</p>	<p>Evaluator first week of December (FPLS and DP Evaluation)</p> <p>Evaluator feedback third week of December (Mentoring)</p>
Quarter Three	<ul style="list-style-type: none"> • Leader 2nd Self Evaluation to discover self-growth FSLA • Revise-measure Deliberate Practice Plan. 	<p>Leader last week of February</p> <p>Leader Last week of February</p>	<p>Coach first week of March</p> <p>Coach (Mentoring-Coaching) First week of February</p>
Quarter Four June	<ul style="list-style-type: none"> • Annual Summative Evaluation • Deliberate Practice Evaluation • Evaluatee respond to evaluation • Feedback for June DP plan • Create a Draft for Deliberate Practice for next Year based on feedback from summative. Getting ready for next school year 	<p>Evaluator first week of May</p> <p>Evaluator first week of May</p> <p>Leader last week of May</p>	<p>FPLS and DP Evaluator First week of May</p> <p>Evaluator 6/15</p> <p>Evaluator</p> <p>Leader and Evaluator</p>

Feedback should be scheduled no later than five days after the evaluation is completed, unless the evaluator, and the leader have a mutual feedback agreement. However, the evaluator has ten days maximum to provide an effective feedback intervention.



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Procedures associated with evaluation before the evaluation takes place

FSLA and FEAPs Process

The Florida School Leader Assessment

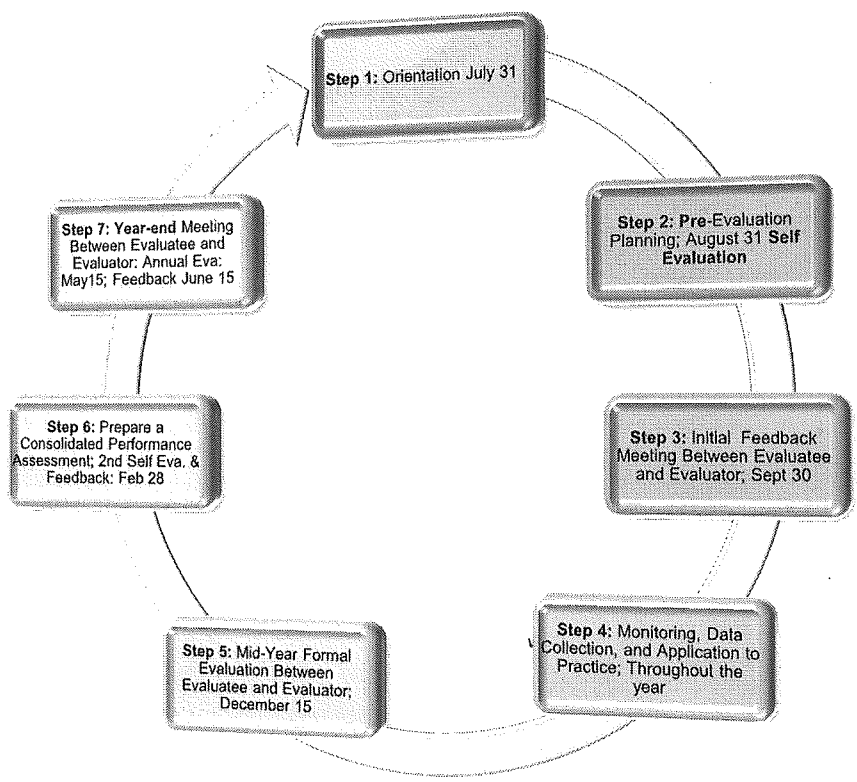
Charter School implements the Florida School Leader Assessment (FSLA) processes listed below to provide:

- **Guides to self-reflection** on what's important to success as a school leader
- **Criteria for making judgments** about proficiency that are consistent among raters
- **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency
- **Summative evaluations** of proficiency and determination of performance levels

Implementation Yearly Plan

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Date may change from year to year.
Date in the diagram is the last day to complete the task.



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The seven steps of the FSLA are described below:

Step 1: Orientation: The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a principal. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:

- District-School provided orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, Race To The Top (RTTT) requirements, and district specific expectations that are subject to the evaluation system. (The school does not participate on RTTT, however, will provide orientation according to the timetable)
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district-school t evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FPLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Three things occur:

- **Leader's self-assessment** from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- The **evaluator articulates a perspective** on strengths and growth needs for the leader and for student achievement issues at the school.
- **Feedback practices and review:** How the **leader creates instructional growth relation:** monitors, evaluate proficiency, and provide practical understanding about the relation of student growth, by designing priority instructional goals, and the cause and effect relationships between professional practice and student achievement of those goals; with the purpose to provide a timely feedback to faculty on the effectiveness of instruction.

Step 3: Initial Meeting between evaluatee and evaluator: A meeting on "expectations" held between leader and supervisor to address the following:

- Evaluation processes are reviewed and questions answered.

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- Perceptions (of both) from Pre-evaluation Planning are shared.
- Leader should describe how the instructional personnel will receive recurring feedback on their proficiency on **high effect size instructional indicators** (included in the section High Effect Size Indicators of this plan.)
- **Facilitating Professional Learning:** The leader should describe how to manage the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
- **Clear Goals:** The leader should introduce how he or she will communicate goals and expectations clearly and concisely using Florida's common language of instruction.
- Domain, Proficiency Areas, Indicators from evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)
- Proposed targets for Deliberate Practice (additional metric) are discussed and determined, or a timeframe for selection of Deliberate Practice targets are set. While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the leader's growth and the summative evaluation.

Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the leader's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.

- The leader shares with supervisor evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on leader's actions or impact of leader's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via FSLA forms, via email or telephone, or via memoranda.
- Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the leader participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

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Step 5: Mid-year Progress Review between evaluatee and evaluator: At a mid-year point, a progress review is conducted. The evaluator: First formal FSLA and DP evaluation.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The leader is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The leader is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
 - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader was proficient, the leader is provided notice that the indicator(s) will be addressed in a follow-up meeting.
 - The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the indicator prior to the year-end conference.
 - The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *FSLA Feedback and Protocol Form* (or district equivalent) is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a consolidated performance assessment: The summative evaluation form is prepared by the evaluator and a performance rating assigned. Final Observation.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
- Review evidence on leader's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using FSLA weights, to calculate a FSLA score.

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Step 7: Year-end Meeting between evaluatee and evaluator: The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Growth Measures.

- The FSLA score is explained.
- The leader's growth on the Deliberate Practice targets is reviewed and a Deliberate Practice Score assigned.
- The FSLA Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Growth Measurement (SGM) score is known, inform the leader how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If SGM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

Annual Evaluation Statement

A performance evaluation for leader and teachers shall be conducted for each employee at least once a year and any newly hired classroom teachers shall be evaluated at least twice during the first three year of teaching.

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Procedures for Implementing Observations

A- **Implementation:** This action plan will be implemented in its totality, using the action and time table, next school year 2013-2014. However, it will be modified during 2012-2013; that is the first year of the implementation. After 2013-2014, every year, the Talent Office from the District as well as the school administrator will follow any new rules or Florida State regulations.

b- **Duties:** For Charter School, the Board is the responsible evaluator in charge to evaluate the principal. The principal or the director is the evaluator in charge to evaluate any administrator, mainly the assistant principals or assistant director. A Head master can also serve as an evaluator to evaluate leaders such as principals, directors or assistants. Equally, Management Companies can evaluate the school leader. The school district can use the talent office, the regional superintendent or any qualified district personnel to evaluate the principal of the schools.

c- **Growth Model:** The first three quarter is the growing stage model and should be used to provide feedback, monitoring progress, coaching and the development of learning community opportunities or to maintain a **Continuous Professional Development Improvement (CPDI)** based on the FSLA standards and/or the FEAPs. However, CPDI will culminate with the annual summative evaluation and will be used as a base data for the following year's growth plan or School Improvement Plan (SIP).

d- **Continuous Professional Development Improvement:** The multi-dimensional framework for school leaders in the state of Florida is designed as a comprehensive framework for effective school leaders. These strategies have a high probability that if done correctly and in appropriate circumstances, will enhance student learning and faculty proficiency on instructional strategies that positively **impact student** learning and therefore, support the district and school improvement plans. Data collected from the evaluation process will be used by both the district and schools to lead the next cycle of improvement planning. **Feedback** will be implemented in a timely manner and each quarter the leader will have the opportunity to be coached by the evaluator. Student's performance will be evaluated annually as well as **parent input**.

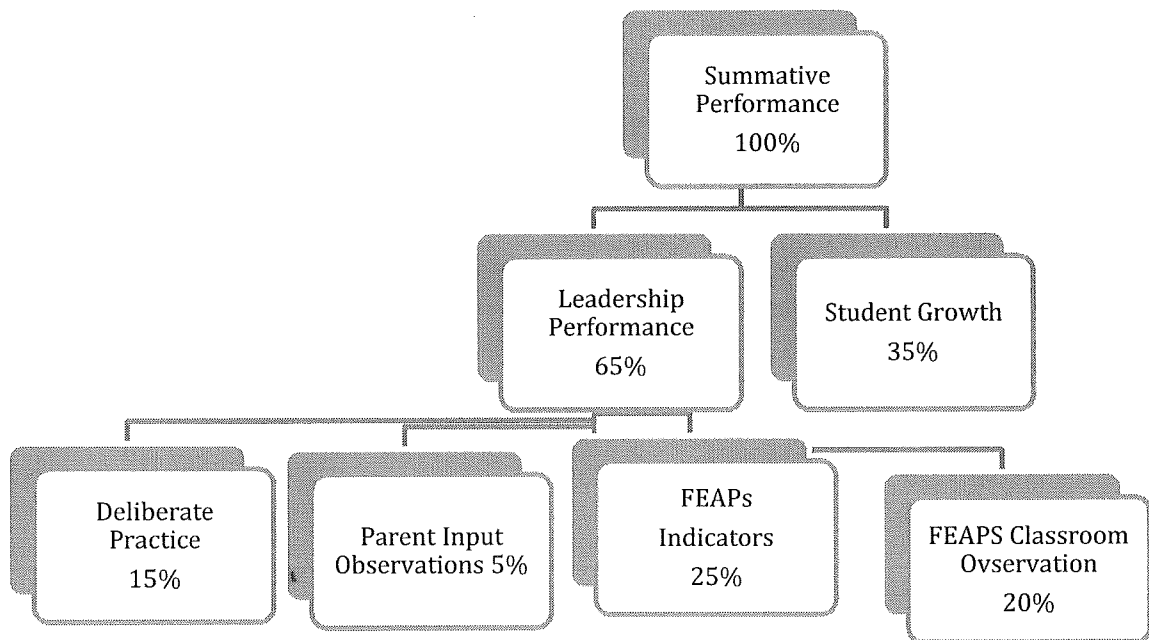
Training on how to do so is essential.

In order to maintain consistency and fidelity the Talent Office, all Board members and all level administrators will receive: periodic training according to the plan, copy of the timetable, opportunity to provide feedback and self-reflection, access to information, training on how to use the evaluation forms and how to provide effective and measurable feedback.



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IMPLEMENTATION SCORE SUMMARY 2016-2017 Plan



This scheme is used as a working platform and may be modified depending on the State-District expectation, and school year.

4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.

The evaluation plan should schedule effective gathering (conferences and meetings) time as a strategy to achieve evaluation goals. The evaluators will receive periodic training and information on how to maximize expected results, as well as the use of forms such as: copy of the time table, opportunity to provide feedback and self-reflection, access to information, training on how to use the evaluation forms, how to provide effective measurable feedback, how to take a decision from the summative evaluation and how to keep records.

5. Processes and procedures for implementing the evaluation system
 - a. Evidence gathering: What sources are to be used?
 - b. Timeframes, record keeping
 - c. Scoring rules

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Processes and Procedures for Implementation

A- Evidence	B-Time frames	Record Keeping	C- Scoring Rules
Summative	Annual-end of year Quarterly summative is available	Summative calculate Annual (and quarterly) Performance Level	Performance Score = FSLA score s+ Deliberate Practice + Performance of Student score
FSLA Indicators Evaluation Score Card	1-Twice a year evaluator 2-Twice a year evaluatee	Score card FSLA Assessment Form	Coach One Spread Sheet for Proficiency Status for quarter 2 and 4
Deliberate Practice Growth Target Score card	Every Quarter	Deliberate Practice Growth Target Form. DP Performance Appraisal Form	How to Score Deliberate Practice using the DP appraisal form
VAM Score from the State	End of year	State-District Report	Calculation of School VAM scores according to formulas, accumulated from each teacher at the school
Annual Performance Level	End of year	School record keeping	How to calculate an Annual Performance level procedure
Parent Input using online evaluation from Coach One	Annual	Parent Online Survey section for Administrator	Summative of all school survey related with all three sections.
FSLA Monitoring and Feedback	Twice a year	Conference/Proficiency Status short Form; FSLA Proficiency Areas with indicators reference form; and FSLA Assessment: Score Card	Indicators are monitored using the FSLA score card and feedback is provided according to the timetable that is included in this plan
Leadership Practice	Twice a Year		How to calculate a leadership Practice Score. Adding FLSA score and Deliberate Practice score

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- 6. **Performance of Student Measures:** What are the districts requirements regarding use of student growth measures in the district's evaluation system?

Student Growth Measures: The performance of students under the leader's supervision represented 50% of the annual performance level, **once three years of student performance data is available. If less than 3 years of performance data are available, the years for which data are available must be used as initial data and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.** For the 2012-2013 school years, the performance of students under the leader's supervision was 50% of the annual performance level. School Value-Added Model (VAM) is used as the specific growth measure in order to determine individual teachers, or leaders, contribution to student learning growth. However, the percentage required for the performance of students' academic growth, after 2014-15, cannot be less than 33%. The evaluation system did use 50% from 2012 to 2016 as a measure of student growth and will use 35% for 2016-2017.

The Florida Department of Education will provide Broward County Public Schools (BCPS) with the final Student Growth/VAM data. At that time, BCPS will provide the Student Growth/VAM data to the Charter Schools. Charter Schools will then calculate the Student Growth/VAM Scores and apply them to the Principal, Assistant Principals, Classroom and Non-Classroom Teachers Evaluations as noted within the plan. Equally, the BCPS district will use the VAM score as the main source of students' performance to determine teacher performance using the adopted evaluation system.

- 7. **Sources of information about the evaluation system:** Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process.

Sources of information about the evaluation system: All school leaders, educators, coaches and evaluators will have access to the same information and expectations. The school has provided a guide to the School Leader Evaluation system to every school leader and those who will be using the system. The school has developed a link to the leadership evaluation as a measure to provide access to manuals, forms, documents, database that will include all forms needed for the implementation of the School Leader and Educator Evaluation System. Face-to-face training has been scheduled at the beginning of the first quarter of the school year and over the course of the school year. In addition, in order to facilitate the evaluation process, technology online resources are in place to facilitate the evaluation process: The intended technology include: the use of evaluation spreadsheets and outsource Coach One Evaluation System applications which is 100% aligned with the FSLA, FEAPs and Deliberate Practice defined in the FL state model.

- 8. **Additional metrics:** Training on any additional metrics use to supplement the practice portion of evaluation.

In addition to the Florida School Leader Assessment and Deliberate Practice as outlined in the state model our model use parent input (5% of the evaluation) and metric aligned to the FSLA to evaluate the daily job performance of the leader.

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For School Administrators:

9. **Online Parent Survey:** Parents are invited to provide input on the performance of the school, teachers and school leaders. The school board and principals are expected to consider the comments and input offered by parents through surveys and information received via the Parent survey as a measure of customer satisfaction for each teacher, administrators and school. The results should be analyzed, used to improve any deficiency, maintain the good practices reported by the parents and the findings might be included as a SIP objective, if appropriate. The survey form will be available online by April and will be sent via email, and flyers will go home every year. Each year the school notifies parents via the school website and newsletter that they are invited to participate in the year survey and provide feedback on school leaders, teachers and school.

10. **Continuous Improvement and Professional Development:** The multi-dimensional framework for school leaders for the state of Florida is designed as a comprehensive framework for effective school leaders. "Multi-dimensional" is a way of conceptualizing the complexity of teaching and school leadership that organizes the various dimensions or areas of knowledge and skills into understandable groups from which standards and expectations for performance may be developed. This framework increases the probability that if it is done correctly and in appropriate circumstances, it will enhance student learning and faculty proficiency on instructional strategies that positively will impact student learning. Therefore, it supports the district and **school improvement plan to increase academic performance that is the main goal of the school district**. Data collected from the evaluation process will be used by both the district and schools to develop the next cycle of professional development improvement trainings.

Documented: Professional Development and School Improvement Plan Data

The Coach One Evaluation system results will be used when developing district and school improvement plans. The tabulation and analysis of the evaluation data will provide the district/school quantitative results that will help identify school and personnel professional learning deficiencies and strengths. More importantly, this data will help identify what standards the administrators and educators know and what they need to know. The data and the actions taken may help narrow the students' learning gap. Furthermore, proactively the district or ad the schools may prepare learning opportunities for professional development based on the evaluation results from Coach One report. The data will be incorporated in the School Improvement Plan (SIP) and used to develop more realistic goals and to develop Specific, Measurable, Attainable, Resources, and Timely (SMART) educational objectives. Throughout the years, the SIP could maintain a systematic and continuous learning process, helping leaders' and educators' improve their professional practices. The alignment between the performance practices data of the personnel and student learning growth expectations used during the preparation of the SIP will be the research based action to achieve

Online Professional Development Needs and Strengths Coach One Report

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School Name	School ID	Address	City	State	Zip Code
EVEREST CHARTER SCHOOL	5993	10054 W MCNAB RD	TAMARAC	FL	33321-1894

Professional Strengths

Activity Name	Evaluation Score	Evaluation Performance	Domain Name	Domain Score	Domain Performance

Professional Development Needs

Activity Name	Evaluation Score	Evaluation Performance	Domain Name	Domain Score	Domain Performance
State Educator Accomplished Practices	68%	Needs Improvement	Assessment	61%	Needs Improvement
			Continuous Professional Improvement	67%	Needs Improvement
			Instructional Delivery and Facilitation	62%	Needs Improvement
			Instructional Design and Lesson Planning	68%	Needs Improvement
			The Learning Environment	68%	Needs Improvement
Teacher Classroom Observation	71%	Effective	Classroom Management	66%	Needs Improvement
			Lesson Plan	68%	Needs Improvement
			Motivation Of Students	64%	Needs Improvement

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Coaching: A Continuous Professional Development Strategy

Coaching Path Peer Assistance

The Coach One Evaluation system is based on coaching practices and lifelong learning principles. Research indicates that a framework of coaching and continuous learning improves and builds the learning organization’s processes. Peer coaching is a resource used to provide opportunities for leaders’ and educators’ professional growth, improve the decision-making process and problem resolution, and achieve the goals as outlined within the Florida Principal Leadership Standards (FPLS) for leaders and the Florida Educator Accomplished Practices (FEAP) for educators. Peer's coaching helps to improve proficiency and strategic planning based on established state domains and indicators. Peers coaching builds relationships and collaborations between the evaluator, and the evaluatee, helping to change the educator learning paradigm from theory to be authentic hands-on learning best practice's strategies for professional development. The peer coaching will help schools achieve educational quality and narrow the students’ learning gap of the students.

Accordingly, The Coach One Evaluation system includes plenty of resources to be used by the district school, with the objective of promoting continuous peer-assistance, communication, and dialog among stakeholders. Feedback, self-assessment, and summative evaluation are the support path used to maintain continuous professional growth.

Coaching Frequency Quarterly: (minimum requirement based on years of experience or previous evaluation results or employment status)

Employment Status	Coaching-Feedback Frequency	Level of Experience
New Teachers	8 times per quarter	Educators or administrator with 3 or less
Needs improvement	same as above	any level of experience
Unsatisfactory	same as above	any level of experience
Probation	same as above	any level of experience
Experience Teachers	4 times per quarter	Educators or administrator with 3 or more

Coaching Opportunities

Feedback and communication opportunities between the coach-evaluator and evaluatee are available throughout the year evaluation system. The feedback process is part of the regular Coach One Evaluation system procedure and is a significant part of the support process for

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employees, especially those who are placed on performance probation, low performance score, newly hired classroom teachers (administrators), or employees who request assistance. The feedback process is designed to provide mentoring for all personnel by supporting collaborations, team spirit, commitment, professional development, and peer relationships. Coaches and evaluators can assist all personnel by answering their questions, sharing effective teaching or administrative strategies, and empowering evaluatees to add more value to the classroom and school learning process. The Coach One Evaluation system also helps instructional and school administrators personnel identify what they can do better and provide a method to help them write a professional development plan on areas of professional growth needs.

Self-reflection is incorporated in Quarters 1 and 3 to provide evaluatees an opportunity to stop and reflect on the areas of their teaching that require more attention. Staff development/training is recommended for those indicators that have lower scores; therefore, the recommendations for improvement are based on specific domain indicators for that leader or educator. The self-reflection opens the door of communication, professional learning, and collaboration with the coach and peers.

Annual Summative Evaluations provide a quantitative report regarding educators' or administrators' performance based on the areas of the two criteria for performance: student learning growth and leader or educator practices. The individual or school summative report could be generated by quarter or conducted officially once or twice per annum by the school leader. The end of the year summative report is just the beginning data for the next year's growth. It can serve as a final coaching tool and to identify possible areas that need improvements in order to initiate the following school years growth plan (SIP).

- 11. Annual Report:** The School District will follow the **reporting processes** required by FLDOE to comply with 1012.34 reporting requirements. **The school will adhere to all reporting requirements required by the FLDOE** and the school district, according to the contractual obligation. Coach One evaluation can generate a performance report for each school, and the superintendent can print a district-wide performance report at any time to check progress, quarterly to take action on specific performance goals, an annual report to the state, or to develop the district strategic plan.

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6. District Evaluation Procedures

Directions:

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

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].

Coach is an online evaluation where the district superintendent's office has on time information every, as well as to print each teacher evaluation summative as well as each school evaluation performance report. Further the district school superintendent can print the district performance report which is the summative of the performance of all the schools in a district. The written report is available at any time, using the superintendent exclusive log in access point. No more paper and waiting for reports. (See Coach One District Plan)

- submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].

The employee has immediate access to all the reports, summative, professional development and feedback as soon as the evaluator completes the evaluation by using the employee log in. (See Coach One District Plan)

Feedback should be scheduled no later than five days after the evaluation is completed, unless the evaluator and the leader have a mutual feedback agreement. However, the evaluator has ten days maximum to provide an effective feedback intervention.

- discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].

The system recommends a peer coaching in order to open the learning opportunities to the employees. This is the best way to keep learning as well as to improve our educational system. Coach one is an evaluation where the evaluator, administrators and coaches can provide feedback, and the employee can answer to the feedbacks. They can provide online feedback, respond to an employee written concerns and answer question. (See Coach One District Plan and feedback log)

- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].

The employee can write a written respond to the evaluation using the feedback log, and the evaluator can answer to the concern while keep historical communication between both. Administrator will print a copy of the summative report as well as the feedback log and place it to his or her personnel record. (See Coach One District Plan and feedback log)

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- The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.]

Using Coach One State report for each school, the district can print unsatisfactory performance status for each teacher as well as the unsatisfactory performance status for the school. These reports can provide accurate information for a state reports. (See school reports under the Instructional Evaluation for Coach One)

- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

The previous reports will provide the annual historical information for each school; suitable to notify the Department.

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Feedback Log School Year 2014-2015:

Created	Creator	Updated	Quarter	Topic	Score	Accomplishment	Messages
10/21/2014	creynolds	3/18/2015	Quarter 1	<u>Deliberate Practice Plan</u>	4.0	Highly Effective	1
10/21/2014	creynolds	3/18/2015	Quarter 1	<u>Deliberate Practice Plan</u>	4.0	Highly Effective	1
10/23/2014	creynolds	3/18/2015	Quarter 1	<u>Deliberate Practice Plan</u>	4.0	Highly Effective	2
11/7/2014	creynolds	3/18/2015	Quarter 2	<u>Completing Quarter 1</u>	4.0	Highly Effective	1
11/18/2014	diegoex	3/18/2015	Quarter 2	<u>DP Classroom Observation Objective</u>	4.0	Highly Effective	2
11/18/2014	diegoex	3/18/2015	Quarter 2	<u>SMART Objective FEAPs</u>	4.0	Highly Effective	1
11/18/2014	diegoex		Quarter 2	<u>FEAPs</u>		Unobserved	0
11/25/2014	diegoex	3/19/2015	Quarter 2	<u>Highy Qualified</u>	4.0	Highly Effective	1
12/15/2014	raulex	3/19/2015	Quarter 2	<u>Certification</u>	4.0	Highly Effective	4
3/2/2015	raulex		Quarter 3	<u>Deliberate Practice Plan</u>			0
3/2/2015	raulex	3/19/2015	Quarter 3	<u>Classroom observation objective</u>	4.0	Highly Effective	1
3/2/2015	raulex	3/19/2015	Quarter 3	<u>Classroom Observation</u>	4.0	Highly Effective	1
3/2/2015	raulex	3/19/2015	Quarter 3	<u>FEAPs</u>	4.0	Highly Effective	1
3/2/2015	raulex	4/23/2015	Quarter 3	<u>Student Growth</u>	3.0	Effective	1
3/16/2015	raulex	3/19/2015	Quarter 3	<u>Professional Development Log</u>	4.0	Highly Effective	1
1 2							

Total number of log entries: 22

The system allows scoring the feedback between the employee and the person providing feedback, date of communication, the person that wrote the feedback and the number of message between them.

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This is a sample of feedback for the evaluation, where the employee learned from the feedback and made effective changes. When the evaluator or the coach write a feedback, the employee gets an email from Coach One portal indicating that a feedback is available for them in Coach One Portal.

	Read
Topic:	Classroom observation objective
Sub-Topic:	feedback
Creation Date:	3/2/2015 3:21:39 PM
Started By:	raulex
Message Total:	1

Score: _____

Accomplishment Level:

Highly Effective

Description:

Hi Mrs. Phillips, During the evaluation
--

Hi Mrs. Phillips,

During the evaluation process "Academic Praise" is related with effective verbal praise strategies.

Match the Method of Praise Delivery to Student Preferences. Teachers can deliver praise in a variety of ways and contexts. For example, an instructor may choose to praise a student in front of a class or work group or may instead deliver that praise in a private conversation or as written feedback on the student's assignment. When possible, the teacher should determine and abide by a student's preferences for receiving individual praise. It is worth noting that, while most students in elementary grades may easily accept public praise, evidence suggests that middle and high-school students actually prefer private praise (Burnett, 2001). So, when in doubt with older students, deliver praise in private rather than in public.

See the following article: Teacher Praise: An Efficient Tool to Motivate Students; <http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students>

Objective: use other resources no stickers. Stickers could be used as praise, but it is more a reward.

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I want you to manage effective oral strategies to provide feedback and motivate students to achieve more.

Mr. Baez

Feedback Comments

Submitted: 3/17/2015 12:17:47 PM

Contributor: aPhillips

This goal will be changed, thank you for your feedback.

- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

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District Plan

In accordance with: 1012.34(3)(c), F.S., Rule 6A-5.030(2)(g)2., F.A.C., Rule 6A-5.030(2)(g)3., F.A.C, and Rule 6A-5.030(2)(g)4., F.A.C. All stakeholders can log in and collaborate in the process as well as to analyze data and print on time report in order to provide on time feedback, professional development to affect student performance effectively when they need it.

Superintendent Login

By using the Superintendent evaluation portal, Coach One (C1) evaluation system will allow school district superintendents to implement a valid and reliable procedure for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district based on performance data. The superintendents will be able to analyze their district-school performance reports, proactively address learning deficiencies, and implementing an action plan at any time during the school year. In addition, obtain end of the year data reports to design the next year's district-school strategic improvement plan.

School Plan Principal Login

The school administrators will be able to explore real-time teacher evaluation quarterly data and use it to coach personnel and establish individual intervention plans to improve teachers' educational practices.

Teacher Plan Login

As a performance strategy to positively impact student learning, the Coach One system enables educators to evaluate their progress and design a professional development plan to improve their instructional practices based on state educator standards.

Evaluation Definition; Evaluator Login

The Coach One evaluation system uses contemporary methods and research. It is based on a multi-dimensional school leadership and educational approach that, when done correctly, have a positive impact on faculty development and student learning. The evaluation is designed to help the educators achieve higher level of performance, using constructive feedback, mentoring, collaboration, and coaching. It is flexible and can be customized to address the needs of school districts and will aid in maintaining a vertical communication and interaction between parents and nation.

Purpose Statement

The main purpose of Coach One is to provide an effective evaluation system that parent, teacher, school, districts, and states can have access and use to increase student-learning growth based on improving the quality of instructional practices, administrative leadership, and supervisory services in traditional public schools and/or charter schools.

Coaching Plan: Coach Login

According to multiple studies, coaching is central to achieving teacher performance and growth. By using research studies, our system incorporates a coaching support for three (3) quarters, leading to professional growth and better end of the year teacher summative performance progression. The Coach One Evaluation has an enhanced feedback system to provide effective communication between evaluatee, coaches, evaluators and administrators, enhancing communication among the stakeholders.

Coach One Framework

The approved Online Evaluation consists of a multiple-measure evaluation process, based on research, and uses a quantitative method to measure teacher performance according to state law requirements, as follows:

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District Evaluation Procedures

The evaluation is designed to help the [district] achieve higher levels of performance, using constructive feedback, mentoring, collaboration, and coaching. This performance evaluation system has three objectives: (1) provides a reliable and stable online district wide method to evaluate personnel, (2) facilitate educators' and administrators' performance data using real-time results with the purpose to implement quarterly proactive interventions to school and educators' performance, affecting students' learning, and (3) help achieves consistent learning growth among schools, administrators, educators, and students, while data is available to all stakeholders.

Proactive Performance Measures for Principals and Superintendents

As a strategy to positively impact student learning, the Coach One system enables superintendent, administrators, **coaches, evaluators, and parents** to log in, and collaborate with the educator's evaluation progression performance. The system, provides an opportunity to design a professional development plan (DP) aligned to the needs of the instructional practices of the educators. **School administrators** will be able to log in as a principal and explore real-time quarterly teacher evaluation data and use it to coach personnel and establish individual intervention plans for teachers before is too late.

The Coach One Evaluation system allows **the school district superintendent** to log in, as a district leader and analyses the procedure to evaluate the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by each school and the district as a whole. Superintendents will be able to analyze their district-school performance reports, proactively address district teachers' performance deficiencies and strengths, and implement an action plan at any time during the school year. In addition, obtain end of the year data reports to design the following year district-school strategic improvement plan, targeting personnel performance as well as students' proficiency (p. 4).

Coach One portal can provide data to the superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall be able to notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

Superintendent Login Available Data

1- Coach One calculate the performance for all the schools in the district and provide quarterly performance data. The 2014-2015 report sample for candidate practice is 50% and Students growth score 50% (performance of students) is added to obtain the 100% of the summative evaluation.

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District Performance: Broward County School Year: 2014-2015

District Scores Display All Quarters

Quarter	Date Modified	State FEAP FPLS	DP	Parent Survey	Classroom Observation	Candidates Practice Score %	Students Growth Score %	Summative Evaluation Score %	Performance
Quarter 1	6/18/2015	3.0	3.2	N/A	3.3	32%	39 %	71 %	Effective
Quarter 2	6/18/2015	3.0	3.1	N/A	3.1	31 %	39 %	70 %	Effective
Quarter 3	6/18/2015	3.3	3.3	N/A	3.3	36 %	39 %	75 %	Effective
Quarter 4	6/18/2015	3.2	3.0	3.5	3.3	35 %	39 %	74 %	Effective **

2- Sample of Quarter 4 for all schools in Broward County District to report

School Scores - Quarter 4 Results

Quarter	School	Modified	State FEAP FPLS	DP	Parent Survey	Class Obs.	Candidate Practices	SGS	SES	Performance
Quarter 4	WEST BROWARD ACADEMY AT EXCELSIOR	7/28/2015	3.5	3.5	3.8	3.4	40 %	38 %	78 %	Effective
Quarter 4	EVEREST CHARTER SCHOOL	7/29/2015	3.3	3.0	3.3	3.3	33 %	41 %	83 %	Effective
Quarter 4	EXCELSIOR CHARTER OF BROWARD	7/29/2015	3.5	3.1	3.6	3.5	40 %	42 %	83 %	Effective
Quarter 4	Z - Demo School - Demo Purposes Only	7/29/2015	3.1	2.7	3.2	3.2	33 %	33 %	66 %	Needs Improvement
Quarter 4	KIDZ CHOICE CHARTER SCHOOL	1/7/2016	3.2	3.0	3.7	3.3	33 %	40 %	73 %	Effective
Quarter 4	Academic Solutions Academy	12/8/2015	2.6	2.6	3.6	3.0	32 %	38 %	70 %	Effective
Quarter 4	RISE ACADEMY SCHOOL OF	9/3/2015	0.0	0.0	0.0	0.0	0 %	0 %	0 %	Unsatisfactory

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SCIENCE AND TECHNOLOGY										
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Total number of Schools: 7

Dashboard Legend

State	State Observation	CPS	Candidate Practice Score
DP	Deliberate Practice	SGS	Student Growth Score
Obs.	Teacher Observation	SES	Summative Evaluation Score
Parent	Parent Survey		

3- Print Online Report: The District can print a report that include each school performance

Online District Performance Report for All Schools in a District



District: BROWARD

State: FL

District #: 6

School Year: 2014/2015

District Performance: Effective

School Name	Student Growth	Staff Job Performance	Summative Evaluation	Performance
WEST BROWARD ACADEMY AT EXCELSIOR	38%	37%	82%	Effective
EVEREST CHARTER SCHOOL	41%	38%	80%	Effective
EXCELSIOR CHARTER OF BROWARD	42%	35%	78%	Effective
Z - Demo School - Demo Purposes Only	33%	37%	69%	Effective
KIDZ CHOICE CHARTER SCHOOL	40%	39%	77%	Effective
Academic Solutions Academy	36%	35%	71%	Effective

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RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY

0%

0%

0%

Unsatisfactory

District Performance	38%	37%	76%	Effective
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THE DISTRICT PERFORMANCE FOR 2014-2015

7. District Self-Monitoring

Directions:

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

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

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- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.] (See original plan p. 24-26)

Coach One Design

Designed for Professional Growth and Interaction

The Coach One Evaluation system provides an interactive process between those who are evaluated, the evaluators, and the coaches. This interaction promotes effective peer communication to address evaluatee issues and allow peer coaches to provide timely feedback regarding professional development standards and student learning deficiencies. The implementation of Coach One will facilitate professional and student's growth because it is designed to:

- ↓ Encourage evaluatees to use self-reflection to identify their weaknesses and strengths so that coaches can monitor and help them incorporate these items into their Deliberate

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Practice Plan. The plan targets specific professional growth objectives and ultimately, positively affects the students academic growth.

- ✦ Coach the evaluatees during Quarter 1, 2 and 3 as a strategy to help them target their educational or leadership practices needs, focusing on achieving the objectives of the Deliberate Practice Plan in order to increase proficiencies on areas of needs.
- ✦ Encourage evaluators and/or coaches to provide constant feedback to empower evaluatees to reach higher levels of proficiencies aligned with the district-school's vision, objectives, School Improvement Plan (SIP) and state standards and strategic planning.
- ✦ It promotes reflection and action to create learning communities and uses coaching opportunities and mentoring for those who are both evaluated by this system and evaluate others with it. Leaders and educators can increase students learning growth when they have been authentic growing opportunities.

Designed Based on Research and Reliability

Research framework: The Coach One Evaluation system is based on multi-dimensional contemporary researches (described later) that are associated with findings related with effective school leadership, educational strategies or behaviors. In addition, the implementation of high effect size strategies, core standards and expectations, and common language of instruction provide a functional framework. The research is aligned with the district's vision and can produce meaningful implementation results. Evaluators and coaches can provide better feedback to evaluatees when they continue mastering development practices, coaching strategies, and the understanding of the evaluation design.

Inter-rater reliability: The understanding of the researches and the evaluation design help the evaluators in the school district to provide evaluatees consistent feedback and ratings across the school district. Multiple rubrics are used to determine performance in order to increase the evaluation range.

Rater reliability training: Processes to validate that raters meet district expectations in the use of evaluation rubrics is necessary to create a consistent cadre of certified evaluators across the district. Quarterly training will be offered in order to achieve rater reliability.

Process for rater reliability: Evaluators and those being evaluated, as well as district or school board members having input into school leader's evaluations, will participate in ongoing professional development in this new approach to the school leader evaluation system.

Time frame for training and revision: Professional development and monitoring of implementation will occur strategically over the course of the year of implementation. Main

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training will start at the beginning of each school year and quarterly training is recommended to discuss the quarterly implementation plan. A preview of the evaluation system is necessary, and updates and revisions should be discussed every year.

Changes in the law affecting the evaluation process should be implemented during the next school year in order to maintain consistency and trust in the system.

The participants will have the opportunity to practice consistently using the rubrics by:

(a) Learning about the FPLS or the four domains of the FSLA, and its 45 indicators, and the six domains and 30 indicators of the FEAPs.

(b) Understanding the performance levels for summative ratings conforming to the requirements of Section 1012.34 of the Florida Statute: "**Highly Effective, Effective, Needs Improvement/Developing or Unsatisfactory.**"

(c) Learning how to use the rubrics. Each school year, all new and existing board members and administrators (i.e., coaches, evaluators, and educators) must participate in the required update training and reflection on and improvements of the required evaluation system. Training on the FSLA, FEAP standards, Deliberate Practice for leaders and Educators, on-site observation of indicators, and Parent Survey indicators, are necessary in order to improve performance. The main training will happen every school year, preferably between July and August or before any new leader or educator becomes an employee of the school.

Rater Consistency Is Established By Ongoing Training On The Following:

a. **Domains and Indicators** – provide understanding of each section of the rubrics and the expected range of performance. The score level has the same strength across the district or school based on understanding of the knowledge or skills contained in each domain and indicators. The evaluation system fairness and consistency must be established in order to build confidence in the system. The correct interpretation of the domains and indicators will bring resiliency, and this is a must in order to achieve balance and trust in the evaluation system.

b. **The Rubrics** – knowledge on how to use the four scorecards (FSLA or FEAP, Educators or Leader Observations, Deliberate Practice Plan, and the Parents Survey) and the main evaluation rubrics (FEAPs & (FSLA) are crucial to build confidence in the evaluation system.

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c. **Rubrics Consistency:** the rubrics must be the same during the school year and will be used to evaluate proficiency or performance levels according to summative ratings, which are defined in Section 1012.34 of the Florida Statute.

Rubrics and score cards Consistency Plan

Dates	Action
May-June	Rubrics and score cards changes will be discussed and how to implement it the next school years. This should happen at the end of each school year.
May-June	An evaluation committee will be created every year. They will review the following year changes on the rubrics and score cards and will add the year that each one was revised in order to serve as a reference for all participants. The committee will plan next school year training for educators and leaders according to resources/needs.
July-September	Implementation training will be offered at the beginning of next school year