

School District of Holmes County

Instructional Personnel Evaluation System



Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

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Part I: Evaluation System Overview

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

According to Florida Statute 1012.34, the assessment procedure for instructional personnel is designed to support effective instruction and student learning growth. Results of the appraisal system are used to assist in the development of school and district improvement plans. The goal of the Holmes County Instructional Personnel Evaluation System is to appraise the progress, stimulate the development and meet the professional needs of the teachers as determined by student performance.

The Holmes County Instructional Evaluation System is based upon the belief that the appraisal of employees should be fundamentally developmental and rewarding, both to the individual and to the organization. The appraisal system for instructional personnel is also based upon the Florida Educator Accomplished Practices. The Holmes County Instructional Personnel Evaluation system recognizes that the appraisal of teachers must be primarily based on the performance of students assigned to their classrooms and schools. Continuous professional learning that results in improved student learning is the goal of appraisal.

The purpose of the Holmes County Instructional Evaluation System is:

- To appraise the performance of instructional personnel in terms of well-defined role accomplished practices;
- To provide a means for mutually arriving at performance expectations while taking into consideration the site-specific conditions;
- To provide for periodic and regular feedback to the teacher for the purpose of coaching, counseling, and assisting with meeting the administrator's identified professional and student performance goals;
- To identify training/development needs of teachers;
- To provide a firm basis for improving the effectiveness of the schools and the school district through improving and developing the teacher of the school and the district;
- To provide a more objective basis for making important personnel decisions;
- To recognize high performance by teachers;
- To recognize the ever changing role of the teacher in school improvement and instructional leadership

The Holmes County Instructional Personnel Evaluation System provides a direct link between the performance evaluation and professional development as a system of support aimed at continuous school and district improvement. This plan provides for the following:

- Focus on Florida Educator Accomplished Practices
- Practices strongly linked primarily to increased student achievement
- Contemporary research on effective practices
- Ongoing collaboration and learning among teachers and school leaders
- Use of assessment data that reflects the teacher's contribution to his/her students.

The Instructional Personnel Evaluation System is comprised of two components:

A: Component One – Florida Educational Accomplished Practices (FEAPs) evaluation based on six areas: (66.67% of final evaluation – 201 possible points)

B: Component Two – Student Performance Measure – based on the Value-Added Model (VAM) or, for subjects and grade levels not measured by statewide assessments, by local assessments. For instructional personnel who are not classroom teachers, school-wide or district-wide VAM scores will account for 33.33 percent of their evaluation as permitted by F.S. 1008.22. When available, student performance data for at least three years, including the current year, will be used. If less than the three most recent years of data are available, data for the current year will be used. (33.33% of final evaluation – 100 possible points)

Instructional personnel will receive an overall score and rating based on a 100 point score.

Instructional Personnel Evaluation Rating	
Final Evaluator Rating	Final Percentage
Highly Effective	83 - 100
Effective	60 - 82
Needs Improvement	50 - 59
Unsatisfactory	0 - 49

Part II: Evaluation System Requirements

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

System Framework

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

Training

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

Data Inclusion and Reporting

- The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

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

District Procedures

- ☒ The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.
- ☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- ☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- ☒ The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.
- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

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

Notifications

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

District Self-Monitoring

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

Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Pre-Evaluation Conference	Principal/evaluator meets with the teacher to discuss the evaluation process within the first six weeks after the first day teachers report to school. Detailed discussion will include explanation of criteria, data sources used to determine student performance, methodologies in classroom/position, and any changed job specific indicators. Both observation rubric and summative tool will be discussed for understanding.
Newly Hired Classroom Teachers	Pre-Evaluation Conference	Principal/evaluator meets with the teacher to discuss the evaluation process within the first six weeks after the first day teachers report to school. Detailed discussion will include explanation of criteria, data sources used to determine student performance, methodologies in classroom/position, and any changed job specific indicators. Both observation rubric and summative tools will be discussed for understanding. New hires will have a pre-observation conference prior to each of the two required observations.
Late Hires	Pre-Evaluation Conference	Principal/evaluator meets with the teacher within two weeks of hire. Detailed discussion will include explanation of criteria, data sources used to determine student performance, methodologies in classroom/position, and any changed job specific indicators. Both observation rubric and summative tools will be discussed for understanding. New hire will have a pre-observation conference prior to each of the two required observations.

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	Formal Observation must be completed prior to March 01, of the school year. Informal observations may occur at any time during the school year.	A post-observation conference shall be held with the evaluating administrator within three (3) working days of the formal observation. Any deficiencies found during informal observation must be communicated within three (3) working days.
Hired after the beginning of the school year	1	Formal Observation must be completed prior to March 01, of the school year. Informal observations may occur at any time during the	A post-observation conference shall be held with the evaluating administrator within three (3) working days of each observation. Any

		school year.	deficiencies found during informal observation must be communicated within three (3) working days.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	One formal observation will be conducted prior to the end of first semester; the second formal observation will be conducted prior to March 01, unless the principal requests extra time to observe the new hire. Informal observations may occur at any time during the school year.	A post-observation conference shall be held with the evaluating administrator within three (3) working days of each observation. Any deficiencies found during informal observation must be communicated within three (3) working days.
Hired after the beginning of the school year	2	One formal observation will be conducted prior to the end of first semester; the second formal observation will be conducted prior to March 01, unless the principal requests extra time to observe the new hire. Informal observations may occur at any time during the school year.	A post-observation conference shall be held with the evaluating administrator within three (3) working days of each observation. Any deficiencies found during informal observation must be communicated within three (3) working days.

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the school district. The performance evaluation encompasses two summative components:

A: Component One: Florida Educator Accomplished Practices (FEAPs) - 66.67% FEAPs covers the core standards for effective instructional practice. Teachers are evaluated on high expectations, knowledge of subject matter, and the standards of the educator profession. This is 66.67% of the final evaluation.

B: Component Two: Student Performance Measure - 33.33%

The remaining 33.33% Student Performance measure is based on state/district course assessments. Post conferences are held in the spring to thoroughly discuss the 66.67% of the final evaluation, which aligns to the FEAPS. A final post conference is held after state/district course assessment data is released and captured into the Student Performance section of the final evaluation to encompass 100% of the evaluation score. This post conference is held during the first 4 weeks of the following school year, or when this data is made available by the Florida Department of Education. This is due to state scores coming after the end of the evaluated school year. For those teachers who receive a mid-year evaluation, due to statutory guidelines, the remaining 33.33% Student Performance measure will be determined by the teacher and their evaluator on a case-by-case basis. This determination will be made at the pre-observation conference.

In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	One performance evaluation will be completed prior to March 01 of each school year. This portion of the evaluation comprises 66.67% of the final evaluation.	A final evaluation conference shall be held with the evaluating administrator after post observation conferences are complete. Final evaluations are due prior to June 1, unless the student performance data (VAM) is not available from the state.
Hired after the beginning of the school year	1	One performance evaluation will be completed prior to March 01 of each school year. This portion of the evaluation comprises 66.67% of the final evaluation.	A final evaluation conference shall be held with the evaluating administrator after post observation conferences are complete. Final evaluations are due prior to June 1, unless the student performance data (VAM) is not available from the state.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	One performance evaluation will be conducted prior to the end of first semester. The student performance data portion (33.33%) will be teacher/administrator determined. The second performance evaluation will be	A final evaluation conference shall be held with the evaluating administrator after post observation conferences are complete. Final evaluations are due prior to June 1, unless the student performance data (VAM) is not

		conducted prior to March 01, unless hold is requested until May 01. This portion of the evaluation comprises 66.67% of the final evaluation	available from the state.
Hired after the beginning of the school year	2	One performance evaluation will be conducted prior to the end of first semester. The student performance data portion (33.33%) will be teacher/administrator determined. The second performance evaluation will be conducted prior to March 01, unless hold is requested until May 01. This portion of the evaluation comprises 66.67% of the final evaluation	A final evaluation conference shall be held with the evaluating administrator after post observation conferences are complete. Final evaluations are due prior to June 1, unless the student performance data (VAM) is not available from the state.

Part IV: Evaluation Criteria

A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Holmes County, instructional practice accounts for 66.67% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

*66.67 % of the evaluation will be based on the Florida Educator Accomplished Practices (FEAPs). For instructional personnel who are not classroom teachers, the evaluation will be based upon applicable FEAPs as well as job specific indicators related to student support.

- Each subsection includes language from the FEAPs.
- Total points possible for this section is 201.
- The Total Points Earned row denotes the points awarded under each standard.
- The overall score for Component 1: Florida Educator Accomplished Practices is the sum of points in all 6 standards.
- Component 1 (Florida Educator Accomplished Practices) is worth 66.67% of the teacher's final evaluation score.

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Holmes County, other indicators of performance account for 0% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable. N/A
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating

performance. N/A

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher’s students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Holmes County, performance of students accounts for 33.33% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Student Performance ratings are calculated from either the VAM Score or the Local Performance Score. All teachers in the district will receive a Local Performance Score based on the proficiency cut scores for the assigned student performance measures defined in Appendix D. Math & ELA teachers in grades 4-10 receive state VAM scores.

Student performance ratings are generated from Local Performance Scores for all teachers and from VAM scores for ELA and Math teachers in grades 4-10 based on the steps described below. If the teacher receives a local performance score and a VAM score, the higher of the two ratings will be used.

Student Performance Ratings based on VAM

1. VAM scores are calculated by measuring the difference in each student’s actual performance on a statewide assessment from that student’s expected performance, which accounts for specific student and classroom factors that impact the learning process.
2. VAM ratings are reported for math & ELA teachers in grades 4-10 from the state as Highly Effective, Effective, Developing/Needs Improvement, or Unsatisfactory.

3. Points are awarded according to each rating based on the following chart:

Rating	Student Performance Measure Points
Highly Effective	100
Effective	85
Developing/Needs Improvement	60
Unsatisfactory	50

Student Performance Ratings based on Local Performance Score

Local performance ratings are generated from the proficiency cut scores for the assigned student performance measures defined in Appendix D.

Local performance ratings are determined using the following process:

1. Calculate the student proficiency percentages for every teacher by determining the number of students who received a proficiency point, divided by the total number of counted students. A teacher's three-year aggregate score is calculated as shown in Appendix D. See the chart below for an example of how the proficiency percentage would be calculated.

	Total Students over the past three years	Total tests taken by all current students over the course of three years	Total number of students who earned proficiency points	Proficiency Percentage
Current Year	97	194	90	92.7%
1 Year ago	121	242	96	79.3%
2 Years ago	103	206	86	83.5%
Total Students	321	642	268	83.4%

1. Determine the number of points earned each year based on the student proficiency chart below, over the course of three years. If less than three years of data are available, the years for which data are available will be used.

Proficiency	Rating	Points
75% - 100%	Highly Effective	100
50% - 74.9%	Effective	85
25% - 49.9%	Developing/Needs Improvement	60
0% - 24.9%	Unsatisfactory	50

D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Component 1 of the performance evaluation reports the individual's performance as defined by the Florida Educator Accomplished Practices and is worth 201 points. This portion makes up 66.67% percent of the total score.

Component 2 of the performance evaluation reports the student performance measure and is worth 100 points. This portion will be determined based upon the teacher's Value-Added Model (VAM) score when applicable or the District Student Performance Measure, whichever is higher.

The sum of Component 1 and Component 2 will be used to find the overall percentage of points earned for the summative evaluation. The total points earned shall be divided by 301 points, the total number of points possible.

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

Second Grade Teacher: Highly Effective Summative Performance Rating Example

Evaluation Component	Weight	Weighted Score
FEAPS	66.67%	177
Student Performance/VAM	N/A	N/A
Student Performance/Local Performance Score	33.33%	100
Final Summative Score	100%	277 (97%)
Final Summative Rating		Highly Effective

Second Grade Teacher: Unsatisfactory Summative Performance Rating Example

Evaluation Component	Weight	Weighted Score
FEAPS	66.67%	90
Student Performance/VAM	N/A	N/A
Student Performance/Local Performance Score	33.33%	50
Final Summative Score	100%	140 (47%)
Final Summative Rating		Unsatisfactory

Ninth Grade English Language Arts Teacher: Highly Effective Summative Performance Rating Example

Evaluation Component	Weight	Weighted Score
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FEAPS	66.67%	177
Student Performance/VAM	33.33%	100
Student Performance/Local Performance Score	N/A	N/A
Final Summative Score	100%	277 (97%)
Final Summative Rating		Highly Effective

Ninth Grade English Language Arts Teacher: Unsatisfactory Summative Performance Rating Example

Evaluation Component	Weight	Weighted Score
FEAPS	66.67%	90
Student Performance/VAM	33.33%	50
Student Performance/Local Performance Score	N/A	N/A
Final Summative Score	100%	140 (47%)
Final Summative Rating		Unsatisfactory

Appendix A – Evaluation Framework Standards Crosswalk

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

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
<i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i>	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	1a.1, 1a.2
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1b.1, 1b.2
c. Designs instruction for students to achieve mastery;	1c.
d. Selects appropriate formative assessments to monitor learning;	1d.
e. Uses diagnostic student data to plan lessons;	1e.
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	1f.
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	1g.
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	2a.1, 2a.2, 2a.3
b. Manages individual and class behaviors through a well-planned management system;	2b.1, 2b.2
c. Conveys high expectations to all students;	2c.
d. Respects students' cultural linguistic and family background;	2d.
e. Models clear, acceptable oral and written communication skills;	2e.1, 2e.2
f. Maintains a climate of openness, inquiry, fairness and support;	2f.1, 2f.2, 2f.3
g. Integrates current information and communication technologies;	2g.
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	2h.1, 2h.2
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	2i.
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	2j.

3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	3a.1, 3a.2
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3b.1, 3b.2, 3b.3
c. Identify gaps in students' subject matter knowledge;	3c.
d. Modify instruction to respond to preconceptions or misconceptions;	3d.1, 3d.2
e. Relate and integrate the subject matter with other disciplines and life experiences;	3e.
f. Employ questioning that promotes critical thinking;	3f.
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3g.1, 3g.2
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	3h.1, 3h.2
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	3i.1, 3i.2
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3j.1, 3j.2
4. Student Learning and Continuous School Improvement	
<i>The effective educator consistently:</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	4a.1, 4a.2
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	4b.1, 4b.2
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	4c.
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	4d.
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	4e.1, 4e.2
f. Applies technology to organize and integrate assessment information.	4f.
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	5a.
b. Examines and uses data-informed research to improve instruction and student achievement;	5b.1, 5b.2
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;	5c.1, 5c.2, 5c.3, 5c.4
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	5d.
e. Engages in targeted professional growth opportunities and reflective practices; and,	5e.1, 5e.2
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	5f.

6. Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:

a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	6a.
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	6b.
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	6c.

Appendix B – Observation Instruments for Classroom Teachers

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

Standard 1: Instructional Design and Lesson Planning	Performance Rating			
	INITIAL (0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.
1a.1 Aligns instruction with state-adopted standards				
1a.2 Consideration of varying aspects of rigor and complexity during instruction				
1b.1 Sequence of lessons and concepts to ensure coherence				
1b.2 Consideration of the required prior knowledge				
1c. Design of the instruction for students to achieve mastery				
1d. Selection of appropriate formative assessments to monitor learning				
1e. Use of diagnostic student data to plan lessons				
1f. Development of learning experiences that require students to demonstrate a variety of applicable skills and competencies				
1g. Classroom instruction provided to students is age and developmentally				

	appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401 , F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.				
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Standard 2: The Learning Environment		Performance Rating			
		INITIAL (0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.
	2a.1 Organization, allocation, and the management of the resource of time (i.e. pacing)				
	2a.2 Organization, allocation, and management of the resource of space (i.e. classroom layout)				
	2a.3 Organization, allocation, and management of the resource of attention (i.e. circulation, questioning, & support)				
	2b.1 Management of class behaviors through a well-planned management system				
	2b.2 Management of individual student behaviors through a well-planned management system				
	2c. Communication of high expectations to all students				
	2d. Respect of students' cultural linguistic and family background				
	2e.1 Modeling of clear, acceptable oral communication skills				

	2e.2 Modeling of clear, acceptable <i>written</i> communication skills				
	2f.1 Maintains a climate of openness				
	2f.2 Maintains a climate of inquiry				
	2f.3 Maintains a climate of fairness and support				
	2g. Integration of current information and communication technologies				
	2h.1 Adaptation of the learning environment to accommodate the differing needs and diversity of students				
	2h.2 Evidence of the learning environment is consistent with s. 1000.071, F.S.				
	2i. Utilization of current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals				
	2j. Creation of a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.				

Standard 3: Instructional Delivery and Facilitation	Performance Rating			
	INITIAL (0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.

	3a.1 Delivery of engaging lessons				
	3a.2 Delivery of challenging lessons				
	3b.1 Deepening and enrichment of students' understanding through content area literacy strategies				
	3b.2 Deepening and enrichment of students' understanding through verbalization of thought				
	3b.3 Deepening and enrichment of students' understanding through verbalization of thought application of the subject matter				
	3c. Identification of gaps in students' subject matter knowledge				
	3d.1 Modification of instruction to respond to preconceptions				
	3d.2 Modification of instruction to respond to misconceptions				
	3e. Relation and integration of the subject matter with other disciplines and life experiences				
	3f. Questioning that promotes critical thinking				
	3g.1 Application of varied instructional strategies to provide comprehensible instruction, and to teach for student understanding				
	3g.2 Application of varied instructional resources , including appropriate technology, to provide comprehensible instruction, and to teach for student understanding				
	3h.1 Differentiation of instruction based on an assessment of student				

	learning needs				
	3h.2 Differentiation of instruction based on recognition of individual differences in students				
	3i.1 Immediate feedback that is supported, encouraged, and provided to students to promote student achievement				
	3i.2 Specific feedback that is supported, encouraged, and provided to students to promote student achievement				
	3j.1 Utilization of student feedback to monitor instructional needs				
	3j.2 Utilization of student feedback to adjust instruction				

Standard 4: Student Learning and Continuous School Improvement	Performance Rating				
	INITIAL (0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.	
4a.1 Application of data from multiple assessments and measures to diagnose student's learning needs					
4a.2 Application of data from multiple assessments and measures to inform instruction based on student needs					
4b.1 Design and alignment of <i>formative</i> assessments that match learning objectives and lead to mastery					

	4b.2 Design and alignment of summative assessments that match learning objectives and lead to mastery				
	4c. Use of a variety of assessment tools to monitor student progress, achievement and learning gains				
	4d. Modification of assessments and testing conditions to accommodate learning styles and varying levels of knowledge				
	4e.1 Sharing of the importance and outcomes of student assessment data with the student				
	4e.2 Sharing of the importance and outcomes of student assessment data with the student's parent/caregiver(s)				
	4f. Application of technology to organize and integrate assessment information				

CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS

Standard 5: Continuous Professional Improvement	Performance Rating				
		INITIAL (0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.
5a. Design of purposeful professional goals to strengthen the					

	effectiveness of instruction based on students' needs				
	5b.1 Examination of data-informed research to improve instruction and student achievement				
	5b.2 Use of data-informed research to improve instruction and student achievement				
	5c. Use of a variety of data, independently to evaluate learning outcomes				
	5c.2 Use of a variety of data, independently to adjust planning and continuously improve the effectiveness of the lessons				
	5c.3 Use of a variety of data in collaboration with colleagues, to evaluate learning outcomes				
	5c.4 Use of a variety of data, in collaboration with colleagues, to adjust planning and continuously improve the effectiveness of the lessons				
	5d. Collaboration with the home, school and larger communities to foster communication and to support student learning and continuous improvement				
	5e.1 Engagement in reflective practices				
	5e.2 Engagement in targeted professional growth opportunities				
	5f. Implementation of knowledge and skills learned in professional development in the				

	teaching and learning process				
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Standard 6: Professional Responsibility and Ethical Conduct		Performance Rating			
		INITIAL(0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.
	6a. Adherence to guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.				
	6b. Adherence to the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.				
	6c. Adherence to the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.				

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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

Holmes District School Board - Non-Classroom Instructional Personnel utilize the same observation and evaluation instrument as classroom teachers. Non-Classroom teachers have the option to develop job specific indicators, developed by the teacher and evaluator, to replace existing indicators within each domain if an indicator is not applicable to his/her position. This process is discussed, in detail, during the pre-observation conference. The teacher and evaluator will agree on job specific indicators that align to the FEAP for which it is written. Both parties will agree on the indicator and how this will be observed using the observation rubric. The job specific indicator may only replace and not add to the indicators of the practice to ensure total points within each domain will remain the same. Therefore, the calculation and scoring of the evaluation for the non-classroom teacher is no different than his/her classroom teacher colleagues. The purpose of this option is to ensure each observation and evaluation instrument best measures the effectiveness of the teacher's position and ensures fairness for all employees.

Appendix D – Student Performance Measures

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

HDSB Assessments and Cut Scores	
Assessment	Cut Score
FAST STAR Early Literacy*	Achievement Level 3+ (FAST Scale)**
FAST Reading*	Achievement Level 3+ (FAST Scale)**
FAST STAR Math*	Achievement Level 3+ (FAST Scale)**
FAST ELA*	Achievement Level 3+
FAST Math*	Achievement Level 3+
FAST Writing*	On Grade Level Scale Score: 4th Grade: 220+ 5th Grade: 218+ 6th Grade: 220+ 7th Grade: 232+ 8th Grade: 234+ 9th Grade: 231+ 10th Grade: 238+
Algebra EOC*	Achievement Level 3+
Geometry EOC*	Achievement Level 3+

Statewide Science Assessment	5th Grade: Achievement Level 3+ 8th Grade: Achievement Level 3+
Florida Alternate Assessment (ELA & Math)	Achievement Level 3+
FAST ELA Retake	Achievement Level 3+
Civics EOC	Achievement Level 3+
US History EOC	Achievement Level 3+
Biology EOC	Achievement Level 3+
Florida Civics Literacy Exam	60%+
AICE Course Exams	Achievement Level E+
AP Course Exams	Achievement Level 3+
IB Course Exams	Achievement Level 4+
PSAT	Math: 430+ Reading: 440+
SAT	Math 420+ Reading 480+
ACT	Math 16+ Reading 19+
CLT	Quantitative Reasoning: 11+ Verbal Reasoning and Grammar/Writing: 36+

*Achievement Level Cut Scores established by rule 6A-1-.09422 on 10/18/2023 **K-2 Achievement Level Cut Scores will use the FAST scale, not the STAR unified scale.

SAT	Math: 420+ Reading: 480+
ACT	Math: 16+ Reading: 19+
CLT	Quantitative Reasoning: 11+ Verbal Reasoning and Grammar/Writing: 36+
*Achievement Level Cut Scores established by rule 6A-1-.09422 on 10/18/2023 **K-2 Achievement Level Cut Scores will use the FAST scale, not the STAR unified scale	

Appendix E – Summative Evaluation Forms

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

HOLMES DISTRICT SCHOOLS Instructional Performance Appraisal

Teacher:	S.S.#:	Job Title:
School/Department:	Contract Type:	School Year:
Evaluator's Name/Title:		Cost Center:

I. Pre-Evaluation

Statement:

I understand that this instrument shall be used in evaluating my performance in accordance with the job description and School Board Policy.

Employee's Signature:	Date:
Evaluator's Signature:	Date:

II. Professional Development Plan (Signatures Required)

A Professional Development Plan is required for this employee:

- Yes (If Yes, Please Attach)
- No

Employee's Signature:	Date:
Evaluator's Signature:	Date:

III. Florida Educator Accomplished Practices (66.67% of Evaluation)

QUALITY OF INSTRUCTION

	Performance Rating			
Standard 1: Instructional Design and Lesson Planning	INITIAL (0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.
1a.1 Aligns instruction with state-adopted standards				

1a.2 Consideration of varying aspects of rigor and complexity during instruction				
1b.1 Sequence of lessons and concepts to ensure coherence				
1b.2 Consideration of the required prior knowledge				
1c. Design of the instruction for students to achieve mastery				
1d. Selection of appropriate formative assessments to monitor learning				
1e. Use of diagnostic student data to plan lessons				
1f. Development of learning experiences that require students to demonstrate a variety of applicable skills and competencies				
1g. Classroom instruction provided to students is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401 , F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.				
Job Specific Indicator:				
Possible Points: 27 Total Points Earned:				

	Performance Rating			
Standard 2: The Learning Environment	INITIAL (0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.
2a.1 Organization, allocation, and the management of the resource of time (i.e. pacing)				
2a.2 Organization, allocation, and management of the resource of space (i.e. classroom layout)				
2a.3 Organization, allocation, and management of the resource of				

attention (i.e. circulation, questioning, & support)				
2b.1 Management of class behaviors through a well-planned management system				
2b.2 Management of individual student behaviors through a well-planned management system				
2c. Communication of high expectations to all students				
2d. Respect of students' cultural linguistic and family background				
2e.1 Modeling of clear, acceptable oral communication skills				
2e.2 Modeling of clear, acceptable written communication skills				
2f.1 Maintains a climate of openness				
2f.2 Maintains a climate of inquiry				
2f.3 Maintains a climate of fairness and support				
2g. Integration of current information and communication technologies				
2h.1 Adaptation of the learning environment to accommodate the differing needs and diversity of students				
2h.2 Evidence of the learning environment is consistent with s. 1000.071, F.S.				
2i. Utilization of current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals				
2j. Creation of a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.				

Job Specific Indicator:				
Possible Points: 51				
Total Points Earned				

	Performance Rating			
Standard 3: Instructional Delivery and Facilitation	INITIAL (0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.
3a.1 Delivery of engaging lessons				
3a.2 Delivery of challenging lessons				
3b.1 Deepening and enrichment of students' understanding through content area literacy strategies				
3b.2 Deepening and enrichment of students' understanding through verbalization of thought				
3b.3 Deepening and enrichment of students' understanding through verbalization of thought application of the subject matter				
3c. Identification of gaps in students' subject matter knowledge				
3d.1 Modification of instruction to respond to preconceptions				
3d.2 Modification of instruction to respond to misconceptions				
3e. Relation and integration of the subject matter with other disciplines and life experiences				
3f. Questioning that promotes critical thinking				
3g.1 Application of varied instructional strategies to provide comprehensible instruction, and to teach for student understanding				
3g.2 Application of varied instructional resources , including				

appropriate technology, to provide comprehensible instruction, and to teach for student understanding				
3h.1 Differentiation of instruction based on an assessment of student learning needs				
3h.2 Differentiation of instruction based on recognition of individual differences in students				
3i.1 Immediate feedback that is supported, encouraged, and provided to students to promote student achievement				
3i.2 Specific feedback that is supported, encouraged, and provided to students to promote student achievement				
3j.1 Utilization of student feedback to monitor instructional needs				
3j.2 Utilization of student feedback to adjust instruction				
Job Specific Indicator:				
Possible Points:54 Total Points Earned				

	Performance Rating			
Standard 4: Student Learning and Continuous School Improvement	INITIAL (0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.
4a.1 Application of data from multiple assessments and measures to diagnose student's learning needs				
4a.2 Application of data from multiple assessments and measures to inform instruction				

based on student needs				
4b.1 Design and alignment of formative assessments that match learning objectives and lead to mastery				
4b.2 Design and alignment of summative assessments that match learning objectives and lead to mastery				
4c. Use of a variety of assessment tools to monitor student progress, achievement and learning gains				
4d. Modification of assessments and testing conditions to accommodate learning styles and varying levels of knowledge				
4e.1 Sharing of the importance and outcomes of student assessment data with the student				
4e.2 Sharing of the importance and outcomes of student assessment data with the student's parent/ caregiver(s)				
4f. Application of technology to organize and integrate assessment information				
Job Specific Indicator:				
Possible Points: 27 Total Points Earned				

CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS

	Performance Rating			
Standard 5: Continuous Professional Improvement	INITIAL (0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis, which could be an example for others.
5a. Design of purposeful professional goals to strengthen the effectiveness of instruction based on students' needs				

5b.1 Examination of data-informed research to improve instruction and student achievement				
5b.2 Use of data-informed research to improve instruction and student achievement				
5c.1 Use of a variety of data, independently to evaluate learning outcomes				
5c.2 Use of a variety of data, independently to adjust planning and continuously improve the effectiveness of the lessons				
5c.3 Use of a variety of data in collaboration with colleagues, to evaluate learning outcomes				
5c.4 Use of a variety of data, in collaboration with colleagues, to adjust planning and continuously improve the effectiveness of the lessons				
5d. Collaboration with the home, school and larger communities to foster communication and to support student learning and continuous improvement				
5e.1 Engagement in reflective practices				
5e.2 Engagement in targeted professional growth opportunities				
5f. Implementation of knowledge and skills learned in professional development in the teaching and learning process				
Job Specific Indicator:				
Possible Points: 33 Total Points Earned				

	Performance Rating			
Standard 6: Professional Responsibility and Ethical Conduct	INITIAL (0) Standard was not evident.	EMERGING (1) Standard was demonstrated inconsistently.	SKILLED (2) Standard was demonstrated satisfactorily on a frequent basis.	ACCOMPLISHED (3) Standard was demonstrated in an exemplary manner on a consistent basis,

				which could be an example for others.
6a. Adherence to guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.				
6b. Adherence to the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.				
6c. Adherence to the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.				
Job Specific Indicator:				
Possible Points: 9 Total Points Earned				

Evaluation Component Scores	Points Earned	Points Possible
Component One: Florida Educator Accomplished Practices		201
Component Two: Student Performance Measure		100
Overall Summative Score		301
Overall Percentage		

IV. Conferences (Initials Required)

Date	Employee Initials	Supervisor Initials	Comments

V. Overall Performance Rating for Employee

Final Rating:

- 83-100% = Highly Effective
- 60-82% Effective
- 50-59% Developing/Needs Improvement
- 0-49% Unsatisfactory

VI. Final Conference

Evaluator's Signature:	Date:
Supervisor's Initials: (Not required if the supervisor conducted the evaluation.)	Date:
Employee's Signature:	Date:

**My signature does not necessarily imply agreement with this evaluation. It does indicate an acknowledgement that the evaluation did take place as indicated. I also understand that I may submit a written reaction to this evaluation no later than the end of the academic year.

Employee to sign below only during the appeal process and when an additional observation is required with an administrator outside the school site. The request must be made within three working days of the final conference.

Signature: _____