CLASSROOM INSTRUCTIONAL ANNUAL EVALUATION LEVEL I

	COST CENTER (click here) -													
	·	irst 4 of last name first initi	ial last	4 of s	social	securi	ity EX:	smitj	1234)					
Name: Employee Inservice ID:														
School.														
Scho	ions: Complete the ratings for each dimension as follows:				FΔ	LL			I		SP	RING		
	STUDENT PERFORMANCE		o	E	s	NI	u	тот	o	E	s	NI	U	тот
-						1	0						0	
	Uses data to guide area of focus, group students, or target instruction.		5	4	3	_			5	-	3	1	Ė	
*1.2	Monitors student progress using district school/classroom data.		5	4	3	1	0		5	4	3	1	0	
1.3	Demonstrates measurable improvements in student performance.		5	4	3	1	0		5	4	3	1	0	
1.4	Selects relevant professional development activities intended to improve instructional effectiveness and stud	lent performance.	5	4	3	1	0		5	4	3	1	0	
				SUE	зтот/	AL (MA	X 20)	0			TO	TAL (MA	AX 20)	0
2. CLASSROOM MANAGEMENT														
-	Establishes, explains, models, and exhibits classroom rules and procedures.			3	2	1	0			3	2	1	0	Γ
	•										-			
*2.2	Establishes and maintains consistent standards for acceptable student behavior.		4	3	2	1	0		4	3	2	1	0	
2.3	Corrects student misconduct using appropriate techniques.			3	2	1	0			3	2	1	0	
2.4	Monitors students to remain on task.			3	2	1	0			3	2	1	0	
*2.5	Uses class time effectively and maintains instructional momentum.		4	3	2	1	0		4	3	2	1	0	
2.6	Uses and maintains equipment, materials and classroom properly.			3	2	1	0			3	2	1	0	
			SUBTOTAL (MAX 20) 0 TOTAL (MAX 20)											
_	SUBJECT AREA KNOWLEDGE & INSTRUCTIONAL PLANNING					_ (,	•			-		,	
-					1	1 1					1	_	1	1
	Assesses the entry level knowledge of students and progression of student performance.	Lie Person		3	2	1	0			3	2	1	0	
*3.2	Sets high expectations for students and provides rigor and relevance in instructional lessons that are aligned and state curriculum standards, objectives, and benchmarks.	d to district	4	3	2	1	0		4	3	2	1	0	
3.3	Recognizes and values the diverse cultures of students and families in planning for instruction.			3	2	1	0			3	2	1	0	
3.4	Selects and uses appropriate resources and learning materials for planned instructional activities.			3	2	1	0			3	2	1	0	
			-							_	-	÷		
	Identifies and plans for the instructional needs of exceptional, ESOL and 504 students.			3	2	1	0			3	2	1	0	
*3.6	Selects/develops and sequences related learning activities appropriate for the instructional objectives and st	udent learning needs.	4	3	2	1	0		4	3	2	1	0	
				SUB	TOTA	L (MA	X 20)	0			TOT	TAL (MA	AX 20)	0
4.	DELIVERY OF INSTRUCTION & USE OF TECHNOLOGY IN CLASSROOM													
*4.1	Presents subject matter accurately and effectively using technology where appropriate.		4	3	2	1	0		4	3	2	1	0	
4.2	Stimulates and directs student thinking and checks comprehension through the use of higher-order question	ina techniques.		3	2	1	0			3	2	1	0	
										-	-			
4.3 Holds students accountable for independent work, groupwork, homework and gives appropriate feedback. *4.4 Uses a variety of research-based instructional strategies such as cooperative learning and differentiated instruction to				3	2	1	0			3	2	1	0	
meet instructional objectives as well as individual student needs.				3	2	1	0		4	3	2	1	0	
4.5 Uses instructional grouping options (individual, small group, large group, computer-based) as appropriate for planned instructional purposes.				3	2	1	0			3	2	1	0	
Provides reteaching remediation or enrichment opportunities to ensure mastery & motivation for all students to achieve			_							_	† .			
their learning outcomes.				3	2	1	U			3	2	1	U	
				SUB	TOTA	L (MA	X 20)	0			TOT	TAL (MA	AX 20)	0
5. EVALUATION OF INSTRUCTION														
5.1	Analyzes performance data to diagnose strengths and weaknesses, measure progress, and determine trend	ds.		3	2	1	0			3	2	1	0	
5.2	Designs assessments to measure student mastery of essential knowledge and skills.			3	2	1	0			3	2	1	0	
	Integrates assessment data from multiple sources to plan, evaluate and revise instruction effectively to meet	t the			_	_				_	-	+		
*5.3	needs of all students.		4	3	2	1	0		4	3	2	1	0	
5.4	Engages students in the analysis and evaluation of their learning and adjusts instruction based on student fe			3	2	1	0			3	2	1	0	
*5.5	Uses multiple methods of ongoing formative and summative assessments to measure student mastery of es skills.	sential knowledge and	4	3	2	1	0		4	3	2	1	0	
5.6	Designs grading and evaluation criteria that support the students' understanding of their performance in relat	tionship to		3	2	1	0			3	2	1	0	
	the learning goal(s).			0115			V 00\	_				<u> </u>	1 1 00	_
				50B	IOIA	L (MA	(X 20)	0			101	TAL (MA	4X 2U)	0
6.	PROFESSIONAL BEHAVIORS													
*6.1	Embraces the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Flori		5	4	3	1	0		5	4	3	1	0	L
*6.2	Is a positive team player and communicates and collaborates with school and District staff, family, and other	community	5	4	3	1	0		5	4	3	1	0	
6.3	members in an ethical and professional manner and is sensitive to different cultures and values. Attendance and punctuality (NOTE: excludes any Family Medical Leave Act and/or Board-approved leave o	of absence)	5	4	3	1	0		5	4	3	1	0	
		or absence).	_			-	_				_	+		
6.4	Works positively to support and to achieve school improvement goals.		5	4	3	1	0		5	4	3	1	0	
				SUB	TOTA	L (MA	X 20)	0			TOT	TAL (MA	AX 20)	0
SUMM	MARY:				FALI		(,		SP	RING			0
	core for achieving a satisfactory TPAS rating is 72 out of 120 and is the minimum expected st	tandard for all teachers	To be						am a				have	no
	of "N" or "U" on any indicator, and (2) have no more than one "S" rating on any indicator mai			_								, ,		
STAR	program.									_		_		
TEACHER'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):			cher m	ay be	eligib	le for	the Sta	ate of	Florid	а		Τ		
	, , , , , , , , , , , , , , , , , , ,	TAR consideration.								<u> </u>	YES		Ц,	10
EVALUATOR'S COMME			AND	OR S	UGGI	STIO	NS (Us	e add	itional			eded).	,	.0
				J., G	_ 551		(58	. auu		r-9e2	, 110			
 														
<u> </u>														
														
<u> </u>														
										—		—		
Signatur	e of Teacher Sig	gnature of Evaluator								—		—		
I														

CLASSROOM INSTRUCTIONAL ANNUAL EVALUATION LEVEL II

	COST CENTER (click here) -												
	(first 4 of last name first initial last 4 of social security EX: smitj1234)												
Name	Name: Employee Inservice ID:												
School: Directions: Complete the ratings for each dimension as follows:													
	. STUDENT PERFORMANCE		0	Е	s	NI	u	тот					
	Uses data to guide area of focus, group students, or target instruction.		5	4	3	1	0						
			5	4	3	1							
	Monitors student progress using district school/classroom data.						0						
1.3							0						
1.4	Selects relevant professional development activities intended to improve instructional effectiveness and student performance.					1	0						
							AX 20)	0					
2.	2. CLASSROOM MANAGEMENT												
2.1	Establishes, explains, models, and exhibits classroom rules and procedures.			3	2	1	0						
*2.2	Establishes and maintains consistent standards for acceptable student behavior.						0						
2.3	Corrects student misconduct using appropriate techniques.			3	2	1	0						
2.4	Monitors students to remain on task.			3	2	1	0						
*2.5	Uses class time effectively and maintains instructional momentum.		4	3	2	1	0						
	Uses and maintains equipment, materials and classroom properly.			3	2	1	0						
2.0	occo and maintains equipment, materials and states of property.			,				0					
_					101	AL (IVI	AX 20)	U					
	. SUBJECT AREA KNOWLEDGE & INSTRUCTIONAL PLANNING			I		1	1	I					
	Assesses the entry level knowledge of students and progression of student performance. Sets high expectations for students and provides rings and relevance in instructional lessons that are aligned to district			3	2	1	0						
*3.2	Sets high expectations for students and provides rigor and relevance in instructional lessons that are aligned to district and state curriculum standards, objectives, and benchmarks.		4	3	2	1	0						
3.3	Recognizes and values the diverse cultures of students and families in planning for instruction.			3	2	1	0						
3.4	Selects and uses appropriate resources and learning materials for planned instructional activities.			3	2	1	0						
3.5	Identifies and plans for the instructional needs of exceptional, ESOL and 504 students.			3	2	1	0						
	Selects/develops and sequences related learning activities appropriate for the instructional objectives and student learning	needs	4	3	2	1	0						
3.0	Defective velops and sequences related rearning activities appropriate for the instructional objectives and student rearning	g needs.	*	3									
-					101	AL (M	AX 20)	0					
	. DELIVERY OF INSTRUCTION & USE OF TECHNOLOGY IN CLASSROOM		1	1		1	1	I					
*4.1	Presents subject matter accurately and effectively using technology where appropriate.		4	3	2	1	0						
4.2	Stimulates and directs student thinking and checks comprehension through the use of higher-order questioning technique	S.		3	2	1	0						
4.3	lds students accountable for independent work, groupwork, homework and gives appropriate feedback.				2	1	0						
*4.4	l	s a variety of research-based instructional strategies such as cooperative learning and differentiated instruction to meet instructional actives as well as individual student needs.				1	0						
4.5	es instructional grouping options (individual, small group, large group, computer-based) as appropriate for planned					4							
4.5	instructional purposes. Provides reteaching, remediation or enrichment opportunities to ensure mastery & motivation for all students to achieve				2	1	0						
4.6	their learning outcomes.				2	1	0						
TOTAL (MAX 20)								0					
5.	. EVALUATION OF INSTRUCTION												
5.1	Analyzes performance data to diagnose strengths and weaknesses, measure progress, and determine trends.					1	0						
5.2	Designs assessments to measure student mastery of essential knowledge and skills.					1	0						
*5.3	Integrates assessment data from multiple sources to plan, evaluate and revise instruction effectively to meet the		4	3	2	1	0						
	needs of all students.												
	Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.			3	2	1	0						
*5.5	Uses multiple methods of ongoing formative and summative assessments to measure student mastery of essential knowledge and summative assessments to measure student mastery of essential knowledge.	edge and skills.	4	3	2	1	0						
5.6	Designs grading and evaluation criteria that support the students' understanding of their performance in relationship to the learning goal(s).			3	2	1	0						
		-			тот	AL (M	AX 20)	0					
6.	. PROFESSIONAL BEHAVIORS												
*6.1	Embraces the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.		5	3	2	1	0						
*6.2	Is a positive team player and communicates and collaborates with school and District staff family, and other community m	nembers	5	3	2	1	0						
	in an ethical and professional manner and is sensitive to different cultures and values.												
6.3	Attendance and punctuality (NOTE: excludes any Family Medical Leave Act and/or Board-approved leave of absence).		5	3	2	1	0						
6.4	Works positively to support and to achieve school improvement goals.		5	3	2	1	0						
					TOT	AL (M	AX 20)	0					
SUMN	MARY:							0					
	core for achieving a satisfactory TPAS rating is 72 out of 120 and is the minimum expected standard for all teachers. To be on any indicator, and (2) have no more than one "S" rating on any indicator marked with an asterisk (*). The Spring evaluations are the content of the c							ot "N"					
TEACHER'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed): I hereby certify that this teacher may be eligible for the S of Florida STAR consideration.					ES			10					
	EVALUATOR'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):												
The state of the s													
 													
Signatu	ure of Teacher Signature of Evaluator												
ĺ	Part.												

NON-CLASSROOM INSTRUCTIONAL ANNUAL EVALUATION LEVEL I

COST CENTER (click here)																		
(first 4 of last name first initial last 4 of social security EX: smit)1234																		
Name: Employee Inservice ID:	me: Employee Inservice ID:			Behavior Specialist ESE Liaison							Counselor Psychologist							
1.2				School L					Social 1	Worker								
School: Directions: Complete the ratings for each dimension as follows:			Tech/Literacy/Data Coach Resource Teacher Therapist Specialist/TOSA (not e															
Directions. Complete the fatings for each unitension as follows.		FALL						ороски		SPR		. 017.11.4						
1, INSTRUCTIONAL IMPACT ON STUDENT PERFORMANCE		o	E	s	NI	u	тот		o	E	S	NI	U	тот				
*1.1 Uses data to guide area of focus, group students, or target needed program services.		5	4	3	1	0			5	4	3	1	0					
*1.2 Identifies student needs and provides services that target improvements in student performan	ce.	5	4	3	1	0			5	4	3	1	0					
				3	1	0			5	4	3	1	0					
1.4 Selects relevant professional development intended to improve program effectiveness and stu		5	4	3	1	0			5	4	3	1	0					
- Constitution of the Cons	addit portormando.	,	•	STOTAL	(MA)		0		_	-		AL (MA	_	0				
2. PROGRAM MANAGEMENT				, O I A	- (1117-0	(20)	Ů				101	\L (III)	.X 20)	٠				
*2.1 Manages job responsibilities effectively and efficiently.		5	4	3	1	0			5	4	3	1	0					
Helps plan and provide professional development for other professionals and families/care gives.	vers	5	4	3	4	0			5	4	3	1	0					
*2.3 Organizes and provides resources to support school-wide instructional goals and objectives.	0.0.	5	4	3	1	0			5	4	3	1	0					
Completes accurate records and reports in a timely manner.		5	4	3	1	0			5	4	3	1	0					
Z.4 Completes accurate records and reports in a timely manner.		3	eu e	STOTAL	/MA		0		-	-		AL (MA		0				
3, PROFESSIONAL-TECHNICAL KNOWLEDGE & PLANNING			301	SIOIAI	- (IVIA)	(20)	U				101	4L (IVI)	1. 20)	•				
		-		_					_			4	. 1					
3.1 Selects and implements professional development to maintain or improve effectiveness.		5	4	3	1	0			5	4	3	1	0					
*3.2 Establishes and follows through on program priorities.		5	4	3	1	0			5	4	3	1	0					
*3.3 Collaborates with colleagues and administrators to accomplish district, school and program go Selects and uses interventions, resources, assessments, materials, and activities that demons		5	4	3	1	0			5	4	3	1	0					
3.4 individual, ethnic, and cultural differences.	ondio containty to	5	4	3	1	0			5	4	3	1	0					
			SI	JBTOT.	AL (M	AX 20)	0				тот	AL (MA	XX 20)	0				
4. SERVICE DELIVERY & USE OF TECHNOLOGY																		
*4.1 Provides effective services using best practices in area of specialization.		5	4	3	1	0			5	4	3	1	0					
4.2 Uses current theories, techniques, and technology in program/specialization area.			4	3	1	0			5	4	3	1	0					
4.3 Is proficient in accessing and using data to enable students to achieve learning outcomes in alignment with the School/District Improvement Plan.			4	3	1	0			5	4	3	1	0					
*4.4 Gives evidence of proactive collaboration between specialist and instructional staff, parents, and students.		5	4	3	1	0			5	4	3	1	0					
			SI	ЈВТОТ	AL (M	AX 20)	0			JI.	тот	AL (MA	XX 20)	0				
5. EVALUATION OF SERVICES																		
5.1 Analyzes data within program/service to identify strengths and weaknesses.		5	4	3	1	0			5	4	3	1	0					
5.2 Uses multiple methods of ongoing formative and summative assessments to measure program	m effectiveness.	5	4	3	1	0			5	4	3	1	0					
*5.3 Integrates assessment data from multiple sources to determine trends, make any needed programme trends.	gram adjustments,monitor	5	4	3	1	0			5	4	3	1	0					
progress, and evaluate services. *5.4 Engages staff /students and others in the analysis of services provided and adjusts the program based on feedback.				3	1	0			5	4	3	1	0					
0.7		5	4 SUE	STOTAL		l	0						MAX 20) 0					
6. PROFESSIONAL BEHAVIORS AND RELATIONSHIPS					- (. 20,	•					()	<u>-</u> 0,	•				
*6.1 Embraces the Code of Ethics and the Principles of Professional Conduct of the Education Pro	ofession in Florida	5	4	3	1	0			5	4	3	1	0					
Is a positive team player and communicates and collaborates with school and District staff far						0							0					
members in an ethical and professional manner and is sensitive to different cultures and value		5	4	3	1	0			5	4	3	1	0					
6.3 Attendance and punctuality (NOTE: excludes any Family Medical Leave Act and/or Board-ap	proved leave of absence).	5	4	3	1	0			5	4	3	1	0					
6.4 Works positively to support and to achieve school improvement goals.		5	4	3	1	0			5	4	3	1	0					
			SUE	STOTAL	_ (MA)	(20)	0				тот	AL (MA	XX 20)	0				
SUMMARY:			FALL	_		0)			SPF	RING		0)				
The score for achieving a satisfactory TPAS rating is 72 out of 120 and is the minimum expected star						: (1) ha	ve no r	ating o	f "N" or	"U" or	any ind	licator,	and					
(2) have no more than one "S" rating on any indicator marked with a double asterisk (**). The Spring	evaluation will be used to determine eligibility	for the	SIAR	prograi	n.							_						
	I hereby certify that this teacher may be elig	gible fo	or the S	State of	Florid	a STAF	₹			YE		_	N					
	consideration. EVALUATOR'S COMMENTS AND / OR SUG	GESTI	ONS (I	Jse add	ditional	pages	, if nee	ded):		11	-5		141					
			- (-			. 3												
Signature of Teacher																		
Signature of Teacher	Signature of Evaluator																	

NON-CLASSROOM INSTRUCTIONAL ANNUAL EVALUATION LEVEL II

	COST CENTER (click here) -											
(first 4 of last name first initial last 4 of social security EX: smitj1234)				Check Applicable Job Title								
Behavior S							Counselor Psychologist					
Name Employee Inservice ID: ESE Liaiso Home Sch							ker					
School: Tech/Literal							Teacher					
Directions: Complete the ratings for each dimension as follows:							Specialist/ STAR)	TOSA (not e	eligible for			
						SDI						
<u> </u>				SPRING								
1.	INSTRUCTIONAL IMPACT ON STUDENT PERFORMANCE			0	E	S	NI	U	тот			
*1.1	Uses data to guide area of focus, group students, or target needed program services.			5	4	3	1	0				
*1.2	Identifies student needs and provides services that target improvements in student performance.			5	4	3	1	0				
1.3	Assists instructional and administrative staff to monitoring student progress using available district and school data.			5	4	3	1	0				
1.4	Selects relevant professional development intended to improve program effectiveness and student performance.			5	4	3	1	0				
					ĮĮ.		TOTAL	(MAX 20)	0			
-	PROGRAM MANAGEMENT											
*2.1			1	5	4	3	1	0	1			
	Manages program effectively and efficiently		-				-					
2.2				5	4	3	1	0				
*2.3	Organizes and provides resources to support school-wide instructional goals and objectives.			5	4	3	1	0				
2.4	Completes accurate records and reports in a timely manner.			5	4	3	1	0				
L							TOTAL	(MAX 20)	0			
3.	PROFESSIONAL-TECHNICAL KNOWLEDGE & PLANNING											
3.1	Selects and implements professional development to maintain or improve effectiveness.			5	4	3	1	0				
*3.2	Establishes and follows through on program priorities.			5	4	3	1	0				
*3.3			-	5	4	3	1	0				
	Selects and uses interventions, resources, assessments, materials, and activities that						'					
3.4	demonstrate sensitivity to individual, ethnic, and cultural differences.			5	4	3	1	0				
							TOTAL (MAX 20)	0			
4.	SERVICE DELIVERY & USE OF TECHNOLOGY								-			
*4.1	Provides effective services using best practices in area of specialization.				4	3	1	0				
4.2	Uses current theories, techniques, and technology in program/specialization area.			5	4	3	1	0				
	Is proficient in accessing and using data to enable students to achieve learning outcomes in alignment with				4	_	_	0				
4.3	the School/District Improvement Plan.				4	3	1	U				
*4.4 Gives evidence of proactive collaboration between specialist and instructional staff, parents, and students.				5	4	3	1	0				
							TOTAL	(MAX 20)	0			
5.	EVALUATION OF SERVICES											
5.1	Analyzes data within program/service to identify strengths and weaknesses.			5	4	3	1	0				
5.2	Uses multiple methods of ongoing formative and summative assessments to measure program effectiveness.			5	4	3	1	0				
*5.3				5	4	3	1	0				
<u> </u>	monitor progress, and evaluate services.						<u> </u>					
*5.4	Engages staff /students and others in the analysis of services provided and adjusts the program based on feedback.			5	4	3	1	0				
							TOTAL	(MAX 20)	0			
6.	PROFESSIONAL BEHAVIORS AND RELATIONSHIPS											
*6.1	· ·			5	4	3	1	0				
*6.2	Is a positive team player and communicates and collaborates with school and District staff, family, and other community members in an ethical and professional manner and is sensitive to different cultures and values.			5	4	3	1	0				
6.3	·			5	4	3	1	0				
	Works positively to support and to achieve school improvement goals.		-	5	4	3	1	0				
0.4	vivina positively to support and to achieve suriou improvement goals.				-	,	<u> </u>					
							IOTAL	(MAX 20)	0			
SUMI	MARY:	TOTAL	Section	ns I-VI (MAX 120)	Final Rat	ing:		0			
The s	core for achieving a satisfactory TPAS rating is 72 out of 120 and is the minimum expected standard for all teachers. To be eligit	ole for the STAI	R progra	ım, a tea	cher must	: (1) have	no rating o	f "N" or "U	on any			
indica	tor, and (2) have no more than one "S" rating on any indicator marked with a asterisk (*). The Spring evaluation will be used to	determine eligib	oility for	the STAI	R program							
TE 4.0	I horaby costify that this total	or may be ali	nible for	the Ste	to of							
TEAC	HER'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed): I hereby certify that this teacl Florida STAR consideration.	ner may be elig	gible fol	tne Sta	ite of		YES		NO			
EVALUATOR'S COMMENTS AND / OR SUGGES						al pages,	if needed)	:				
Signati	ure of Teacher Signature of Evaluator											
	Date:											