TPAS/STAR

CLASSROOM INSTRUCTIONAL ANNUAL EVALUATION
LEVEL I

COST CENTER (click here) -	
(first 4 of last name first initial last 4 of social security EX: smitj1234)	
Name:	**Employee Inservice ID:**

School:

Directions: Complete the ratings for each dimension as follows:	FALL						SPRING					
1. STUDENT PERFORMANCE	O	E	S	NI	U	TOT	O	E	S	NI	U	TOT
*1.1 Uses data to guide area of focus, group students, or target instruction.	5	4	3	1	0		5	4	3	1	0	
*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 student performance.	5	4	3	1	0		5	4	3	1	0	
				SUBTOTAL (MAX 20)		0				TOTAL (MAX 20)		0
2. CLASSROOM MANAGEMENT												
2.1 Establishes, explains, models, and exhibits classroom rules and procedures.		3	2	1	0			3	2	1	0	
*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)		0
3. SUBJECT AREA KNOWLEDGE & INSTRUCTIONAL PLANNING												
3.1 Assesses the entry level knowledge of students and progression of student performance.		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 to district and state curriculum standards, objectives, and benchmarks.	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	
3.5 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 student learning needs.	4	3	2	1	0		4	3	2	1	0	
				SUBTOTAL (MAX 20)		0				TOTAL (MAX 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 questioning techniques.		3	2	1	0			3	2	1	0	
4.3 Holds students accountable for independent work, groupwork, homework and gives appropriate feedback.		3	2	1	0			3	2	1	0	
*4.4 Uses a variety of research-based instructional strategies such as cooperative learning and differentiated instruction to meet instructional objectives as well as individual student needs.	4	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	
4.6 Provides reteaching, remediation or enrichment opportunities to ensure mastery & motivation for all students to achieve their learning outcomes.		3	2	1	0			3	2	1	0	
				SUBTOTAL (MAX 20)		0				TOTAL (MAX 20)		0
5. EVALUATION OF INSTRUCTION												
5.1 Analyzes performance data to diagnose strengths and weaknesses, measure progress, and determine trends.		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	
*5.3 Integrates assessment data from multiple sources to plan, evaluate and revise instruction effectively to meet the 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 feedback.		3	2	1	0			3	2	1	0	
*5.5 Uses multiple methods of ongoing formative and summative assessments to measure student mastery of essential knowledge and skills.	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 relationship to the learning goal(s).		3	2	1	0			3	2	1	0	
				SUBTOTAL (MAX 20)		0				TOTAL (MAX 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	4	3	1	0		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		5	4	3	1	0	
6.3 Attendance and punctuality (NOTE: excludes any Family Medical Leave Act and/or Board-approved 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	
				SUBTOTAL (MAX 20)		0				TOTAL (MAX 20)		0

SUMMARY:	FALL	0	SPRING	0

The score for achieving a satisfactory TPAS rating is 72 out of 120 and is the minimum expected standard for all teachers. To be eligible for the STAR program, a teacher must: (1) have no rating of "N" or "U" on any indicator, and (2) have no more than one "S" rating on any indicator marked with an asterisk (*). The Spring evaluation will be used to determine eligibility for the STAR program.

TEACHER'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):	I hereby certify that this teacher may be eligible for the State of Florida STAR consideration.		
		YES	NO
	EVALUATOR'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):		

Signature of Teacher

Signature of Evaluator

Date:

Date:

TPAS/STAR

CLASSROOM INSTRUCTIONAL ANNUAL EVALUATION
LEVEL II

COST CENTER (click here) -	

(first 4 of last name first initial last 4 of social security EX: smitj1234)

Employee Inservice ID:

Name:

School:

Directions: Complete the ratings for each dimension as follows:

		O	E	S	NI	U	TOT
1.	**STUDENT PERFORMANCE**						
*1.1	Uses data to guide area of focus, group students, or target instruction.	5	4	3	1	0	
*1.2	Monitors student progress using district school/classroom data.	5	4	3	1	0	
1.3	Demonstrates measurable improvements in student performance.	5	4	3	1	0	
1.4	Selects relevant professional development activities intended to improve instructional effectiveness and student performance.	5	4	3	1	0	
					TOTAL (MAX 20)		**0**

		O	E	S	NI	U	TOT
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.	4	3	2	1	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	
2.6	Uses and maintains equipment, materials and classroom properly.		3	2	1	0	
					TOTAL (MAX 20)		**0**

		O	E	S	NI	U	TOT
3.	**SUBJECT AREA KNOWLEDGE & INSTRUCTIONAL PLANNING**						
3.1	Assesses the entry level knowledge of students and progression of student performance.		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	
*3.6	Selects/develops and sequences related learning activities appropriate for the instructional objectives and student learning needs.	4	3	2	1	0	
					TOTAL (MAX 20)		**0**

		O	E	S	NI	U	TOT
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	
4.2	Stimulates and directs student thinking and checks comprehension through the use of higher-order questioning techniques.		3	2	1	0	
4.3	Holds students accountable for independent work, groupwork, homework and gives appropriate feedback.		3	2	1	0	
*4.4	Uses a variety of research-based instructional strategies such as cooperative learning and differentiated instruction to meet instructional objectives as well as individual student needs.	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	
4.6	Provides reteaching, remediation or enrichment opportunities to ensure mastery & motivation for all students to achieve their learning outcomes.		3	2	1	0	
					TOTAL (MAX 20)		**0**

		O	E	S	NI	U	TOT
5.	**EVALUATION OF INSTRUCTION**						
5.1	Analyzes performance data to diagnose strengths and weaknesses, measure progress, and determine trends.		3	2	1	0	
5.2	Designs assessments to measure student mastery of essential knowledge and skills.		3	2	1	0	
*5.3	Integrates assessment data from multiple sources to plan, evaluate and revise instruction effectively to meet the needs of all students.	4	3	2	1	0	
5.4	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 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	
					TOTAL (MAX 20)		**0**

		O	E	S	NI	U	TOT
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 members in an ethical and professional manner and is sensitive to different cultures and values.	5	3	2	1	0	
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	
					TOTAL (MAX 20)		**0**

SUMMARY:　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　**0**

The score for achieving a satisfactory TPAS rating is 72 out of 120 and is the minimum expected standard for all teachers. To be eligible for the STAR program, a teacher must: (1) have no rating of "N" or "U" on any indicator, and (2) have no more than one "S" rating on any indicator marked with an asterisk (*). The Spring evaluation will be used to determine eligibility for the STAR program.

TEACHER'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):	I hereby certify that this teacher may be eligible for the State of Florida STAR consideration.	
	YES	**NO**
	EVALUATOR'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):	

Signature of Teacher　　　　　　　　　　　　　　**Signature of Evaluator**

Date:

TPAS/STAR

NON-CLASSROOM INSTRUCTIONAL ANNUAL EVALUATION
LEVEL I

COST CENTER (click here) -	

(first 4 of last name first initial last 4 of social security EX: smitj1234)	Check Applicable Job Title	
	Behavior Specialist	Counselor
Name: **Employee Inservice ID:**	ESE Liaison	Psychologist
	Home School Liaison	Social Worker
School:	Tech/Literacy/Data Coach	Resource Teacher
Directions: Complete the ratings for each dimension as follows:	Therapist	Specialist/TOSA (not eligible for STAR)

		FALL						SPRING				
1. INSTRUCTIONAL IMPACT ON STUDENT PERFORMANCE		O	E	S	NI	U	TOT	O	E	S	NI	U	TOT
*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 performance.	5	4	3	1	0		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		5	4	3	1	0	
1.4	Selects relevant professional development intended to improve program effectiveness and student performance.	5	4	3	1	0		5	4	3	1	0	
	SUBTOTAL (MAX 20)						0				TOTAL (MAX 20)		0

2. PROGRAM MANAGEMENT													
*2.1	Manages job responsibilities effectively and efficiently.	5	4	3	1	0		5	4	3	1	0	
2.2	Helps plan and provide professional development for other professionals and families/care givers.	5	4	3	1	0		5	4	3	1	0	
*2.3	Organizes and provides resources to support school-wide instructional goals and objectives.	5	4	3	1	0		5	4	3	1	0	
2.4	Completes accurate records and reports in a timely manner.	5	4	3	1	0		5	4	3	1	0	
	SUBTOTAL (MAX 20)						0				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		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 goals.	5	4	3	1	0		5	4	3	1	0	
3.4	Selects and uses interventions, resources, assessments, materials, and activities that demonstrate sensitivity to individual, ethnic, and cultural differences.	5	4	3	1	0		5	4	3	1	0	
	SUBTOTAL (MAX 20)						0				TOTAL (MAX 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.	5	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.	5	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	
	SUBTOTAL (MAX 20)						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	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	4	3	1	0	
*5.3	Integrates assessment data from multiple sources to determine trends, make any needed program adjustments, monitor progress, and evaluate services.	5	4	3	1	0		5	4	3	1	0	
*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		5	4	3	1	0	
	SUBTOTAL (MAX 20)						0				TOTAL (MAX 20)		0

6. PROFESSIONAL BEHAVIORS AND RELATIONSHIPS													
*6.1	Embraces the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	5	4	3	1	0		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		5	4	3	1	0	
6.3	Attendance and punctuality (NOTE: excludes any Family Medical Leave Act and/or Board-approved 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	
	SUBTOTAL (MAX 20)						0				TOTAL (MAX 20)		0

SUMMARY:	FALL	0	SPRING	0

The score for achieving a satisfactory TPAS rating is 72 out of 120 and is the minimum expected standard for all teachers. To be eligible for the STAR program, a teacher must: (1) have no rating of "N" or "U" on any indicator, 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 STAR program.

TEACHER'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):	I hereby certify that this teacher may be eligible for the State of Florida STAR consideration.		
		YES	NO
	EVALUATOR'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):		

Signature of Teacher	Signature of Evaluator
Date:	Date:

TPAS/STAR

DRAFT

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 Specialist	Counselor
	ESE Liaison	Psychologist
Name **Employee Inservice ID:**	Home School Liaison	Social Worker
	Tech/Literacy/Data Coach	Resource Teacher
School:	Therapist	Specialist/TOSA (not eligible for STAR)
Directions: Complete the ratings for each dimension as follows:		

SPRING

		O	E	S	NI	U	TOT
1.	**INSTRUCTIONAL IMPACT ON STUDENT PERFORMANCE**						
*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	
	TOTAL (MAX 20)						**0**
2.	**PROGRAM MANAGEMENT**						
*2.1	Manages program effectively and efficiently	5	4	3	1	0	
2.2	Helps plan and provide professional development for other professionals and families/caregivers.	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	
	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	Collaborates with colleagues and administrators to accomplish district, school and program goals.	5	4	3	1	0	
3.4	Selects and uses interventions, resources, assessments, materials, and activities that 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.	5	4	3	1	0	
4.2	Uses current theories, techniques, and technology in program/specialization area.	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.	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	
	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	Integrates assessment data from multiple sources to determine trends, make any needed program adjustments, monitor progress, and evaluate services.	5	4	3	1	0	
*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	Embraces the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	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	Attendance and punctuality (NOTE: excludes any Family Medical Leave Act and/or Board-approved leave of absence).	5	4	3	1	0	
6.4	Works positively to support and to achieve school improvement goals.	5	4	3	1	0	
	TOTAL (MAX 20)						0

SUMMARY: **TOTAL Sections I-VI (MAX 120) Final Rating:** **0**

The score for achieving a satisfactory TPAS rating is 72 out of 120 and is the minimum expected standard for all teachers. To be eligible for the STAR program, a teacher must: (1) have no rating of "N" or "U" on any indicator, and (2) have no more than one "S" rating on any indicator marked with an asterisk (*). The Spring evaluation will be used to determine eligibility for the STAR program.

TEACHER'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):

I hereby certify that this teacher may be eligible for the State of Florida STAR consideration.   **YES**   **NO**

EVALUATOR'S COMMENTS AND / OR SUGGESTIONS (Use additional pages, if needed):

Signature of Teacher   Signature of Evaluator

Date: