Appendix A
Instructional Evaluations

Interview Protocol for a Pre-Conference (Planning Conference)

Form should be filled out by teacher and electronically submitted prior to the pre-observation conference.

Teacher _____ **School** _____ **Date** _____

1a. To which part of your content and standards does this lesson relate? How does this lesson fit in the sequence of learning for this class? Do your plans for this lesson show evidence of research based instructional strategies and innovative teaching methods? Consider and address prerequisites and student misconceptions as they relate to this lesson.

1b. How is your knowledge of your students used to plan this lesson? (language proficiency, backgrounds, learning styles, ESOL, IEP, 504, etc.)

1c. Based on the needs of your individual students, what are your measurable learning outcomes for this lesson? What do you want your students to understand?

1d. What resources and technology did you seek, (in or beyond the district) to prepare for and use in teaching this lesson?

1e. How will you coordinate your knowledge of content, students, and resources, to design a lesson aligned to the instructional outcomes? What will you do? What will the students do? How will you differentiate instruction to engage all students in   significant learning?

1f. What criteria and standards indicate that the student assessment is aligned with instructional outcomes and adapted for individuals as needed? How do you intend to use the assessment results to plan for future instruction based on student needs?

Instructional Personnel

Interview Protocol for a Reflection Conference

Form should be filled out by teacher and electronically submitted prior to the reflection/post conference.

4a. Provide a thoughtful and accurate reflection of the lesson, citing specific evidence. Include what alternate strategies you would draw on if teaching this lesson again, and predict the likely successes.

School District of Okaloosa County
Personnel Services Department
Teacher Formal Observation/Evaluation Rubric

Teacher _____ School _____ Grade Level(s) _____ Subject(s)
Observer _____ Date _____ Summary of the Lesson _____

Domain 1: Planning and Preparation Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1a Demonstrating Knowledge of Content and Pedagogy FEAPs 1.a; 1.b; 3.g **Weight 4.0**	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.
Evidence				
Component	**Unsatisfactory**	**Needs Improvement/ Developing**	**Effective**	**Highly Effective**
1b Demonstrating Knowledge of Students FEAPs 1.a; 1.b; 1.c; 1.e; 2.h; 3.h; 4.a **Weight 4.0**	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiency, interests, and special needs (ESOL, 504, IEP), and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, learning levels/styles, language proficiency, interests, and special needs (ESOL, 504, IEP), and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiency, interests, and special needs (ESOL, 504, IEP), and attains this knowledge to plan instruction for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiency, interests, and special needs (ESOL, 504, IEP) from a variety of sources, and attains this knowledge for individual students. This knowledge is evident in the instructional plans.

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Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1c **Setting Instructional Outcomes** **FEAPs 1.a; 1.b; 4.a** **Weight 5.0**	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and/or integration, and take account of the needs of individual students.
Evidence				

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1d **Demonstrating Knowledge of Resources and Technology** **FEAPs 1.a; 2.g; 3.g** **weight 3.0**	The teacher demonstrates little or no familiarity with resources and technology (may include assistive technology) to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources and technology (may include assistive technology) available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources and technology (may include assistive technology) available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources and technology (may include assistive technology) in and beyond the school or district in professional organizations, on the Internet, and/or in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence				

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1e Designing Coherent Instruction FEAPs 1.a; 1.b; 1.c; 1.e; 1.f; 2.h; 3.e; 4.a **Weight 4.0**	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes. The teacher differentiates where appropriate to make learning experiences suitable for all students. Learning experiences are likely to engage students in significant learning.
Evidence				

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1f Designing Student Assessments FEAPs 1.c; 1.d; 1.e; 4.b; 4.d **Weight 5.0**	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards. The teacher assessment may have adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence				

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Domain 2: The Classroom Environment Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
2a **Creating an Environment of Respect and Rapport** **FEAPs 2.d; 2.f; 2.h** **Weight 6.0**	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences/abilities among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences/abilities among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development and abilities.
Evidence				

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
2b **Establishing a Culture for Learning** **FEAPs 2.c; 2.f; 2.h; 3.i** **Weight 6.0**	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject/IEP, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work and/or by using a modified curriculum at an independent, supportive, or participatory level.	The teacher's passion for the subject creates a culture for learning in which everyone shares a belief in the importance of the subject and students hold themselves to high standards of performance – for example, by initiating improvements to their work. (If using a modified curriculum, at an independent, supportive, or participatory level.)
Evidence				

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Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
2c **Managing Classroom Procedures** FEAPs 2.a; 2.b **Weight 4.0**	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because of classroom routines. Procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. (If using a modified curriculum, at an independent, supportive, or participatory level.)
Evidence				

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
2d **Managing Student Behavior** FEAPs 2.b **Weight 6.0**	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the student's dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring their own behavior based on their physical and mental abilities.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2e **Organizing Physical Space** **FEAPs 2.a; 3.g** **Weight 3.0**	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology and/or adaptive equipment.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute based on their physical and intellectual abilities to the use or adaptation of the physical environment to advance learning. Adaptive equipment and/or technology is used skillfully, as appropriate to the lesson.
Evidence				

Domain 3: Instruction Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3a **Communicating** **with Students** **FEAPs 2.e; 2.h; 2.i** **Weight 4.0**	Expectations for learning, directions and procedures, objectives and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, objectives and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, objectives and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development and intellectual and physical abilities.	Expectations for learning, directions and procedures, objectives and explanations of content are clear to students. The teacher's oral, written, and /or alternate communication is clear and expressive, appropriate to students' cultures and intellectual and physical abilities, and anticipates possible student misconceptions.
Evidence				

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3b **Using Questioning and** **Discussion Techniques** **FEAPs 3.f** **Weight 6.0**	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Virtually all students participate in the discussion based on their physical and intellectual abilities, with the teacher stepping aside when and/or if appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. (If using a modified curriculum, at an independent, supportive, or participatory level.) Students formulate high-level questions based on their physical and intellectual abilities, and the teacher ensures that all voices are heard.
Evidence				

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3c **Engaging Students in Learning** **FEAPs 2.g; 2.h; 2.i; 3.a; 3.b; 3.e; 3.g; 3.h** **Weight 6.0**	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement based on their physical and intellectual abilities. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. Most students are engaged in work of a high-level of rigor based on their physical and intellectual abilities. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are engaged based on their physical and intellectual abilities in significant learning and make material and/or relevant contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence				
Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3d **Using Assessment in Instruction** **FEAPs1.e; 3.c; 3.d; 3.i; 3.j; 4.a; 4.c; 4.d; 4.e; 5.a** **Weight 6.0**	Assessment not used in instruction, either through monitoring of progress by the teacher or students, or feed-back to students. Students are not aware of the assessment criteria used to evaluate their work. The teacher seldom applies technology to organize and integrate assessment information.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware, based on their intellectual abilities, of only some of the assessment criteria used to evaluate their work. The teacher occasionally applies technology to organize and integrate assessment information.	Assessment is regularly used in instruction. It may include self-assessment by students as appropriate based on their intellectual abilities, monitoring of progress of learning by the teacher and/or students, and/or clear and supportive feedback to students. Students are fully aware, based on their intellectual level, of the assessment criteria used to evaluate their work. The teacher frequently applies technology to organize and integrate assessment information.	Assessment is used in a sophisticated manner in instruction. It may include, for example, student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources. The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence				

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3e **Demonstrating Flexibility and Responsiveness** **FEAPs 3.d; 3.j; 4.d** **Weight 3.0**	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of virtually all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of virtually all students, using an extensive repertoire of instructional strategies.
Evidence				

Domain 4: Professional Responsibilities Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
4a Reflecting on Teaching FEAPs 5.a; 5.e **Weight 6.0**	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
Evidence				

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
4b Maintaining Accurate Records FEAPs 4.b **Weight 6.0**	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.
Evidence				

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
4c **Communicating with Families** **FEAPs 4.e; 5.c** **Weight 6.0**	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions. The teacher successfully engages families in the instructional program, as appropriate.
Evidence				
4d **Growing and Developing Professionally** **FEAPs 5.a; 5.c; 5.e** **Weight 4.0**	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
Evidence				

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Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
4e **Showing Professionalism** **FEAPs 5.d; 5.e; 6** **Weight 3.0**	The teacher inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher fails to comply with school and district regulations and time lines. The teacher has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision; resists feedback from colleagues and administrators and does not work cooperatively with school staff.	The teacher strives to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies minimally with school and district regulations, doing just enough to get by. The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity. However, he/she requires some support supervision. He/she responds appropriately to and acts upon feedback. He/she works cooperatively with school staff most of the time.	The teacher consistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations, and performs with minimal supervision. The teacher helps members of school community understand and adhere to these professional obligations, responds well to and acts upon feedback, and works cooperatively with school staff.	The teacher consistently adheres to and models standards for professional conduct and overall performance requirements to include attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations and performs with minimal supervision. The teacher helps members of school community understand and adhere to these professional obligations. He/she actively seeks, responds well to and acts upon feedback. The teacher works cooperatively with school staff and actively encourages colleagues to do so.
Evidence				

School District of Okaloosa County
Personnel Services Department
YEAR-END ANNUAL EVALUATION SUMMARY FOR TEACHERS

	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
DOMAIN 1 – PLANNING AND PREPARATION				
4.0 – 1-a Knowledge of Content and Pedagogy	☐	☐	☐	☐
4.0 – 1-b Knowledge of Students	☐	☐	☐	☐
5.0 – 1-c Setting Instructional Outcomes	☐	☐	☐	☐
3.0 – 1-d Knowledge of Resources and Technology	☐	☐	☐	☐
4.0 – 1-e Coherent Instruction	☐	☐	☐	☐
5.0 – 1-f Student Assessments	☐	☐	☐	☐

Total Points – Domain 1 _____ (75 points possible)

	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
DOMAIN 2 – CLASSROOM ENVIRONMENT				
6.0 – 2-a Creating Environment of Respect and Rapport	☐	☐	☐	☐
6.0 – 2-b Establishing a Culture for Learning	☐	☐	☐	☐
4.0 – 2-c Managing Classroom Procedures	☐	☐	☐	☐
6.0 – 2-d Managing Student Behavior	☐	☐	☐	☐
3.0 – 2-e Organizing Physical Space	☐	☐	☐	☐

Total Points – Domain 2 _____ (75 points possible)

	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
DOMAIN 3 – INSTRUCTION				
4.0 – 3-a Communicating with Students	☐	☐	☐	☐
6.0 – 3-b Questioning and Discussion Techniques	☐	☐	☐	☐
6.0 – 3-c Engaging Students in Learning	☐	☐	☐	☐
6.0 – 3-d Using Assessment in Instruction	☐	☐	☐	☐
3.0 – 3-e Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐

Total Points – Domain 3 _____ (75 points possible)

	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES				
6.0 – 4-a Reflecting on Teaching	☐	☐	☐	☐
6.0 – 4-b Maintaining Accurate Records	☐	☐	☐	☐
6.0 – 4-c Communicating with Families	☐	☐	☐	☐
4.0 – 4-d Growing and Developing Professionally	☐	☐	☐	☐
3.0 – 4-e Showing Professionalism	☐	☐	☐	☐

Total Points – Domain 4 _____ (75 points possible)

Total Points – Teacher Performance _____ (300 points possible)

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