

Teacher Evaluation Handbook

Empowering Effective Teachers
2011-2012

This document serves as a guideline for teachers, administrators, peer and mentor evaluators, and district personnel for the implementation of the teacher evaluation process.

Hillsborough County Public Schools Teacher Evaluation Handbook

Empowering Effective Teachers

Table of Contents

- Empowering Effective Teachers Vision 4
 - Improve Student Achievement by Supporting Teacher Development..... 4
- Purpose of Handbook 5
- Evaluation Components 5
 - Student Achievement (Value-Added Measure) (40%):..... 5
 - Principal Evaluation (30%): 6
 - Peer/Mentor Evaluation (30%): 6
- Classroom Observations 7
 - Charlotte Danielson Framework for Teaching 7
 - Formal Observation Process 13
 - Pre-Observation Conference 15
 - Formal Classroom Observations 15
 - Post-Observation Conference..... 15
 - Observation Ratings:..... 16
 - Informal Observation Process..... 17
 - Pop-In Observation: 17
 - Classroom Observation Forms 18
- Evaluation Cycle and Timelines..... 21
- Evaluation Ratings..... 22
- Peer and Mentor Evaluator Selection Process..... 24
 - Evaluator Training 25
 - Mentor Training 25
 - Calibration and Inter-Rater Reliability 25
 - Charlotte Danielson Training 25
- Teacher Induction Program 26

Mentorship Process	26
Lawson Talent Management (LTM)	27
File Storage	27
Teacher’s Employee Space.....	27
Domain 4 General Guidelines	27
Appendix A: Terms	28

List of Figures

Figure 1: Description of the Value-Added Measure	6
Figure 2: Number of Observations by Performance Level.....	13
Figure 3: Formal Observation Process	16
Figure4: Peer/Mentor Selection Process Overview	24

Empowering Effective Teachers Vision

Improve Student Achievement by Supporting Teacher Development

Hillsborough County Public Schools (HCPS) promotes student achievement by helping teachers excel in the classroom. Teacher effectiveness is both the most influential and the most controllable factor affecting student achievement. Therefore, our goal is to promote effective teaching in every classroom by identifying and rewarding effective teaching across our district. We intend to elevate the teaching profession by supporting teachers' professional development and helping teachers excel as professionals. We believe that by helping teachers excel, students will achieve more, and when students achieve more, our entire community benefits.

We will support teacher development in three main ways: Evaluation, Professional Development, and Compensation.

1. *Evaluation:* We are evaluating teacher performance based on multiple sources of input:
 - a. Principal / School Administrator,
 - b. Peer or Mentor Evaluators, and
 - c. Student Achievement Data

By considering input from multiple sources through multiple observations we gain a more comprehensive picture of a teacher's practice. We can therefore achieve a fair and substantive evaluation. We can also improve our ability as a district to support our students' growth by capturing and implementing best practices from outstanding teachers.

2. *Professional Development:* The evaluation process is both formative and summative. Through classroom observations, peer/mentor evaluators and administrators can help teachers identify areas to reinforce in order to improve their practice. Classroom observation and evaluation results may be used to help teachers set training and professional development paths that support the continuous improvement of their practice. Furthermore, teacher observation and evaluation ratings may be aggregated at the school level to help identify systemic gaps and needs, and to support and drive school improvement planning. Additionally, we can provide a wider variety of development and career opportunities for our most highly effective teachers. Traditionally, talented teachers could either choose to remain in the classroom, or move into administration. Going forward, however, positions such as peer evaluator, mentor evaluator, and teacher leader will provide a wider variety of development and career opportunities for teachers.
3. *Compensation:* With this fair and substantive evaluation process, we can better align compensation with performance. Teachers hired after July 1, 2010, are automatically placed in the new compensation plan. Additionally, teachers hired before July 1, 2010, are given an "opt in" provision. Teachers with strong performance who opt into the new compensation program have the potential to earn higher pay earlier in their careers and be rewarded monetarily for demonstrating outstanding teaching performance.

Purpose of Handbook

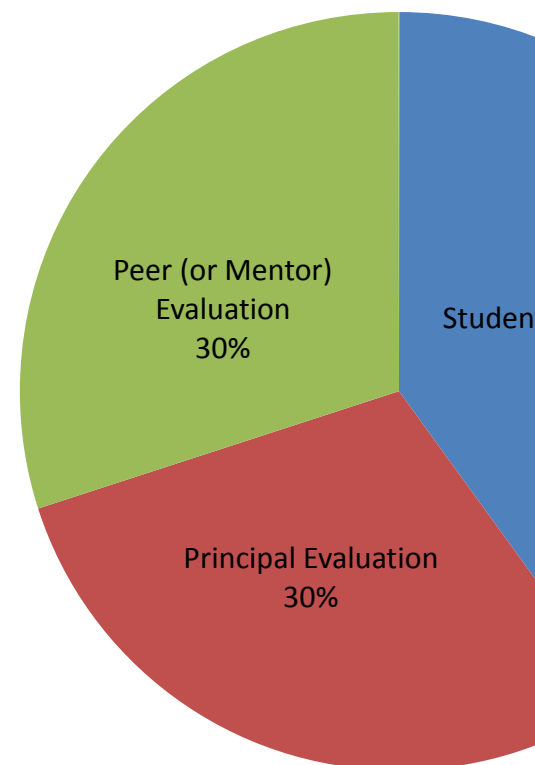
The purpose of this handbook is to outline the Hillsborough County Public School’s teacher evaluation process. This handbook serves as a reference tool to help teachers, peers, mentors, and administrators understand the district’s processes for observing, documenting, and evaluating classroom instruction and overall teacher performance. This handbook should be used to better understand the components of the teacher evaluation process, the classroom observation process, the Framework for Effective Teaching, and the possible career ladder opportunities for effective teachers.

Evaluation Components

This section provides an overview of the district’s teacher evaluation process, and defines components of the annual evaluation: student achievement, principal evaluation, and peer/mentor evaluation.

- *Student Achievement:* Determined by value-added measure, which is a statistical technique that uses multiple years of student and test score data to estimate the effects of individual teachers on student growth.
- *Principal Evaluation:* Based on formal and informal classroom observations, as well as observations of planning and professionalism through other site-related work requirements and activities.
- *Peer (or Mentor) Evaluation:* Based on formal and informal classroom observations

Teacher Evaluation Components



Student Achievement (Value-Added Measure) (40%):

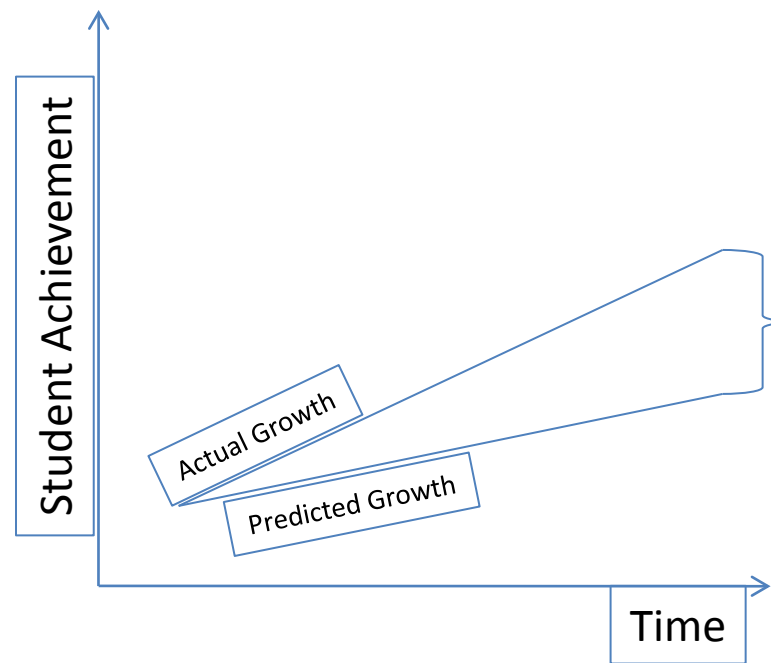
In partnership with University of Wisconsin Value Added Research Center, Hillsborough County Public Schools uses a customized value-

added measure model to assess the impact of each teacher his or her students’ achievement.

A value-added measure is a statistical model that uses a variety of variables to estimate the expected one-year learning growth of each student. The growth *expectation estimate* is

then compared to *actual* growth, as measured by relevant course and content assessments. In order to measure a teacher’s impact on student achievement, the model controls for variables that are outside of the teacher’s control, such as past years’ learning growth trajectory, student social and economic considerations, and special needs. In doing so, the teacher’s impact on student growth can be isolated and calculated. In the first year of implementation, the value added measure will be based on one (1) school year of data. In each subsequent year, the teacher’s score will be based on an additional year of data, up to three (3) years. Ultimately, the value added measure score for each teacher will be based on three (3) years of data. The value-added measure will comprise 40% of a teacher’s overall annual evaluation.

Figure 1: Description of the Value-Added Measure



Principal Evaluation (30%):

Principals evaluate teachers based on information gathered from formal, informal and pop-in classroom observations as well as other supporting elements including artifacts that demonstrate professional responsibilities. Principals evaluate all of the components in Domains 1, 2, 3, and 4 of the evaluation rubric (See “Charlotte Danielson Framework for Teaching” section).

Peer/Mentor Evaluation (30%):

Each teacher will be evaluated by a Peer/Mentor Evaluator. This evaluation will be based primarily on classroom observations. The peer/mentor will also incorporate pop-in information, informal observations, and items in the journal space. Peers and mentors evaluate all of the components in Domains 1, 2, and 3 of the evaluation rubric (See “Charlotte Danielson Framework for Teaching” section), and Component 4a.

- Peers and mentors evaluate Components 1a and 1b through classroom observation, and evaluate the entire domain through the pre-observation conference process.
- Peers and mentors evaluate Domains 2 and 3 through classroom observations.

- Peers and mentors observe and rate Component 4a through the post-observation conference process

Like principals, peers and mentors also determine evaluation ratings by considering all of the records in teachers' employee space, including

- Records of observations conducted by principals, supervisors, and other administrators, and
- Informal observation notes, 'pop-in' information, and information in the journal space.

Classroom Observations

This section provides an overview of the Charlotte Danielson Framework for Effective Teaching and a description of the district's formal and informal classroom observation processes.

Classroom observations are essential to the teacher evaluation process. Evaluators (peers, mentors, supervisors, and administrators) conduct formal classroom observations to gather and document evidence of effective teaching. Additionally, in order to gather more information, evaluators or observers also conduct informal and pop-in classroom observations.

- Formal observations are announced and encompass one complete lesson.
- Informal and pop-in observations are unannounced and focus on a specific domain or component.
- Ratings from formal and informal observations will be posted in teachers' employee space within 10 days.

Classroom observation data is used to determine evaluation ratings, as well as to help prescribe and track professional development.

Charlotte Danielson Framework for Teaching

The Charlotte Danielson Framework for Teaching encompasses the foundational ideas on which the observation process is based, and it guides how HCPS defines effective teaching. Many schools and districts across the nation and around the world use this framework to help define effective teaching. The framework offers a description of practices that, based on research and empirical evidence, have been shown to promote student learning.

The Charlotte Danielson Framework for Teaching consists of four Domains, each with five to six components of teaching. This framework serves as the guide for rating classroom observations in our district. The domains and their components are described below:

Domain 1: Planning and Preparation

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Setting Instructional Outcomes
- 1d. Demonstrating Knowledge of Resources and Technology
- 1e. Designing Coherent Instruction
- 1f. Designing Student Assessments

Domain 2: The Classroom Environment

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

Domain 3: Instruction

- 3a. Communicating with Students
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

Domain 1: Planning and Preparation. The components in Domain 1 outline how a teacher organizes the content and plans the instructional delivery.

- Demonstrating Knowledge of Content and Pedagogy:* This component is defined as knowing and understanding the subject being taught, how students master the content, and knowledge of sound instructional practices. This includes having a rich understanding of the essential concepts of the discipline, the prerequisite relationships that exist among the concepts, the structure of the discipline, how students engage the subject, and methods of inquiry within the subject. Elements of this component include:
 1. Knowledge of content and the structure of the discipline
 2. Knowledge of the prerequisite relationships
 3. Knowledge of content-related pedagogy
- Demonstrating Knowledge of Students:* This component includes knowing characteristics of the students being taught (such as age group characteristics) as well as developing specific understanding of the actual students (such as individual preferences, interests, cultures, and learning styles). The elements of this component include:
 1. Knowledge of the child and adolescent development
 2. Knowledge of the learning process
 3. Knowledge of students' skills, knowledge, and language proficiency
 4. Knowledge of students' interests and cultural heritage
 5. Knowledge of students' special needs
- Setting Instructional Outcomes:* This component entails teachers setting clear, relevant, rigorous, suitable, and assessable learning goals for the classroom period. Elements of this component include:
 1. Value, sequence, and alignment
 2. Clarity
 3. Balance

4. Suitability for diverse learners
- d. *Demonstrating Knowledge of Resources and Technology:* This component examines the teacher's knowledge of and ability to use resources and technology, both from within and outside of the district, to support student learning. The elements of this component include:
 1. Resources and technology for classroom use
 2. Resources and technology to extend content knowledge and pedagogy
 3. Resources and technology for students
- e. *Designing Coherent Instruction:* This component helps analyze a teacher's ability to design learning experiences in a way that demonstrates the teacher's skill at coordinating knowledge of content, students, and resources. Accomplished teachers design learning experiences that are coherent, sequenced, and structured, and that are aligned with instructional outcomes. The elements of this component include:
 1. Learning activities
 2. Instructional materials and resources
 3. Instructional groups
 4. Lesson and unit structure
- f. *Designing Student Assessments:* This component analyzes the process of determining if students have mastered the instructional outcome. Student assessments should be aligned with instructional outcomes, with clear criteria and standards that show evidence of students' contributions to their development. Elements of this component include:
 1. Congruence with instructional outcomes
 2. Criteria and standards
 3. Design of formative assessments
 4. Use for planning

Domain 2: The Classroom Environment. The components in Domain 2 address the learning environment. This includes the interactions in the classroom, the classroom culture, the teacher's use of physical space, and established routines and procedures.

- a. *Creating an Environment of Respect and Rapport:* This component involves creating a safe environment in which students are comfortable exploring new ideas. Students should feel honored, valued, and respected. Interactions between teacher and student, and among students, should be characterized by respect and sensitivity to students' cultures and levels of development. Elements of this component include:
 1. Teacher interaction with students
 2. Student interactions with other students
- b. *Establishing a Culture for Learning:* This component entails the teacher creating a positive and supportive culture for learning in the classroom. The classroom environment should be characterized by a sense of importance of the subject, as well as high standards for performance. Elements of this component include:
 1. Importance of the content
 2. Expectations for learning and achievement

3. Student pride in work
- c. *Managing Classroom Procedures:* This component focuses on the functioning of the classroom. Success in this component entails establishing and implementing routines that enable the seamless operation of classroom routines and procedures, handling of supplies, and performance of instructional as well as non-instructional tasks. Elements of this component include:
 1. Management of instructional groups
 2. Management of transitions
 3. Management of materials and supplies
 4. Performance of non-instructional duties
 5. Supervision of volunteers and paraprofessionals
- d. *Managing Student Behavior:* This component involves establishing and upholding standards of conduct that support the learning environment. Strong performers in this component strategically reinforce positive classroom behavior, respond appropriately to disruptive behaviors, and facilitate positive student involvement in setting and maintaining classroom standards and norms. Elements of this component include:
 1. Expectations
 2. Monitoring of student behavior
 3. Response to student misbehavior
- e. *Organizing Physical Space:* This component involves using the physical space to support the learning process. The classroom must be safe, and the physical environment must enable the performance and growth of all students. Examples of elements within this component include:
 1. Safety and accessibility
 2. Arrangement of furniture and use of physical resources

Domain 3: Instruction. The components of Domain 3 embody the core of teaching – the engagement of students in activities that promote and foster learning. Domain 3 components include: communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

- a. *Communicating with Students:* This component entails the clarity and effectiveness with which the teacher communicates with students. The teacher should have a strong, dynamic presence in the classroom, and effectively develop students’ understanding of the learning objectives. Elements of this component include:
 1. Expectations for learning
 2. Directions and procedures
 3. Explanations of content
 4. Use of oral and written language
- b. *Using Questioning and Discussion Techniques:* This component involves a teacher’s ability to question and lead discussions between and among students so as to elicit thoughtful responses. The questions should reflect high expectations and should be culturally and developmentally appropriate. The teacher should employ questioning and discussion techniques to gain an

accurate pulse of the class's understanding. Additionally, these techniques help the teacher probe for high-level understanding of the subject while engaging students in the learning process. Elements of this component include:

1. Quality of questions
 2. Discussion techniques
 3. Student participation
- c. *Engaging Students in Learning*: This component deals with the implementation of what has been planned in Domain 1. This component involves activities, assignments, materials, and groupings of students that are appropriate for the instructional outcomes and students' cultures and levels of understanding. The heart of this component is that teachers engage students in relevant work that supports instructional outcomes. Elements of this component include:
1. Activities and assignments
 2. Grouping of students
 3. Use of instructional materials, resources and technology (as available)
 4. Structure and pacing
- d. *Using Assessment in Instruction*: This component entails regularly assessing and monitoring the progress of learning. In demonstrating this component, teachers guide students through self-assessment; monitor student learning, and provide clear and quality feedback to students. Elements of this component include:
1. Assessment criteria
 2. Monitoring of student learning
 3. Feedback to students
 4. Student self-assessment and monitoring of progress
- e. *Demonstrating Flexibility and Responsiveness*: This component reflects teachers' ability to understand and act on the need to modify planned teaching in response to cues from or the needs of their students. Elements of this component include:
1. Lesson adjustment
 2. Response to students
 3. Persistence

Domain 4: Professional Responsibilities. The components of Domain 4 represent the wide range of a teacher's responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with stakeholders, contributing to the school and district, growing and developing professionally, and showing professionalism.

- a. *Reflecting on Teaching*: This component involves a teacher's ability to provide thoughtful and accurate reflections of the lesson and its quality. The teacher may offer possible suggestions for improvement.
- Elements of this component include:
1. Accuracy
 2. Use in future teaching

- b. *Maintaining Accurate Records*: This component deals with the teacher’s ability to accurately and efficiently maintain instructional and non-instructional records. Elements of this component include:
 - 1. Student completion of assignments
 - 2. Student progress in learning
 - 3. Non-instructional records
- c. *Communicating With Stakeholders*: This component involves the teacher’s success in communicating with and engaging stakeholders in the instructional program. Elements of this component include:
 - 1. Information about the instructional program
 - 2. Information about individual students
 - 3. Engagement of stakeholders in the instructional program
- d. *Participating in a Professional Community*: This component involves the teacher’s participation in his or her professional community, as well as in school and district events and projects. It also involves the teacher’s success in maintaining positive and productive relationships with colleagues. Elements of this component include:
 - 1. Relationships with colleagues
 - 2. Involvement in a culture of professional inquiry
 - 3. Service to the school
 - 4. Participation in school and district projects
- e. *Growing and Developing Professionally*: This component deals with the teacher’s success in identifying and pursuing professional development opportunities, as well as teachers’ effectiveness in sharing expertise with others. Elements of this component include:
 - 1. Enhancement of content knowledge and pedagogical skill
 - 2. Receptivity to feedback from colleagues
 - 3. Service to the profession
- f. *Showing Professionalism*: This component involves a teacher’s success in displaying a high level of ethics and professionalism in dealings with students, colleagues, and the community. Elements of this component include:
 - 1. Integrity and ethical conduct
 - 2. Service to students
 - 3. Advocacy
 - 4. Logical thinking and practical decision-making
 - 5. Attendance
 - 6. Punctuality
 - 7. Compliance with school and district regulations

Formal Observation Process

The formal classroom observation process consists of a pre-observation conference, the classroom observation, and a post-observation conference. The number of required formal observations a teacher receives annually is determined by his or her written evaluation rating (60%) from the previous year. To provide additional assistance to the teacher, some of the peer observations may be conducted by appropriately trained Content Supervisors or Professional Development staff members. Generally, principals must conduct at least one (1) formal observation; an appropriately trained designee(s) may conduct any additional required formal observations.

Figure 2A: Number of Observations by Performance Level

School Year 2010-2011

Evaluation Score	Administrative	Peer Evaluator
≥ 123	1	2
108 – 122.5	3	2
97.5 -107.5	3	4
86.5 -97	3	6
Below 86.5	3	8

Figure 2B: Number of Observations by Performance Level

School Year 2011-2012

Required Administrative Observations

Evaluation Score	Administrative Formal Observations (minimum requirement)	Administrative Informal Observations (minimum requirement)
36.0 – 60.0	1	1
23.0 – 35.99	2	2
18.0 – 22.99 (or designated a “NI”)	2	2
0 – 17.99 (or designated a “U”)	2	2
Teachers with experience who are new to the district	1	1

Figure 2C: Number of Observations by Performance Level

Required Peer Observations

Evaluation Score	Peer Formal Observations	Peer Informal Observations (minimum requirement)	Supervisor Formal Observations
36.0 – 60.0	1	2	0
23.0 – 35.99	1	2	0
18.0 – 22.99 (or designated a “NI”)	3	2	0
0 – 17.99 (or designated a “U”)	4	2	1
Teachers with experience who are new to the district	1	2	0

Teachers Assigned a Mentor

Administrative Formal Observations	Mentor (Swap) Formal Observations
2	3

Pre-Observation Conference

The purpose of the Pre-Observation Conference is for the observer to become familiar with the lesson to be observed, including:

- Lesson objectives
- Alignment with state curriculum standards
- Assessment
- The instructional strategies that the teacher is planning to implement during the lesson
- Connections with past and/or future lessons

The Pre-Observation Conference also provides the following benefits:

- Gives teachers an opportunity to demonstrate their Domain 1 (Planning and Preparation) skills.
- Gives the teacher an opportunity to ask the evaluator to observe any components on which the teacher would like additional input.
- Drives rigor into the planning and preparation process which leads to effective classroom instruction.
- Enables Peer/Mentor Evaluators and Principals an opportunity to evaluate teacher performance on Domain 1.

The observer will provide a minimum of a 2 day notice for formal observations. The teacher will submit the *Pre-Observation Conference Tool* to the observer at least 24 hours prior to the pre-conference meeting. The pre-observation conference may take place in person or via electronic media such as telephone or email.

Formal Classroom Observations

The classroom observation takes place over an entire lesson and generally lasts 30 – 60 minutes. During the observation, the evaluator observes the teacher according to the components described in the Danielson rubric. Recognizing that every lesson taught will not contain demonstrations of every component, the observer rates only the components that are observed during the lesson. If a component was not observed because it was not included within the flow of the lesson, it is not rated. However, if a component was not observed because it was not adequately demonstrated where it should have been, it may be rated as “Requires Action.”

The observer completes the observation summary form and shares with the teacher during the post conference meeting. The evaluator completes the rubric and uploads the rated observation rubric into teacher’s Employee Space (Bucket) via the Lawson Talent Management system within ten (10) business days of post-observation conference.

Post-Observation Conference

After the classroom observation takes place, and using the *Classroom Observation Summary* as a guide, the observer meets face-to-face with the teacher to provide feedback. Post-observation conferences will be held within ten (10) business days of the formal observation. The post-conference meeting is an important part of the process because it provides an opportunity for the teacher to reflect on his/her

lesson, and for the observer to share ideas, feedback, and suggestions. The *Classroom Observation Summary* is uploaded to the teacher’s Employee Space (Bucket) after the post-observation conference. The agenda of the post-observation conference should include the following:

- Lesson strengths,
- Suggestions for improvement, and
- Next steps, such as suggestions for different teaching approaches and strategies, or professional development.

The observer only shares his or her significant impressions about the observed lesson during the post-observation conference. After this conference is completed, the observer reflects on observation and conference notes in order to complete the classroom observation rating.

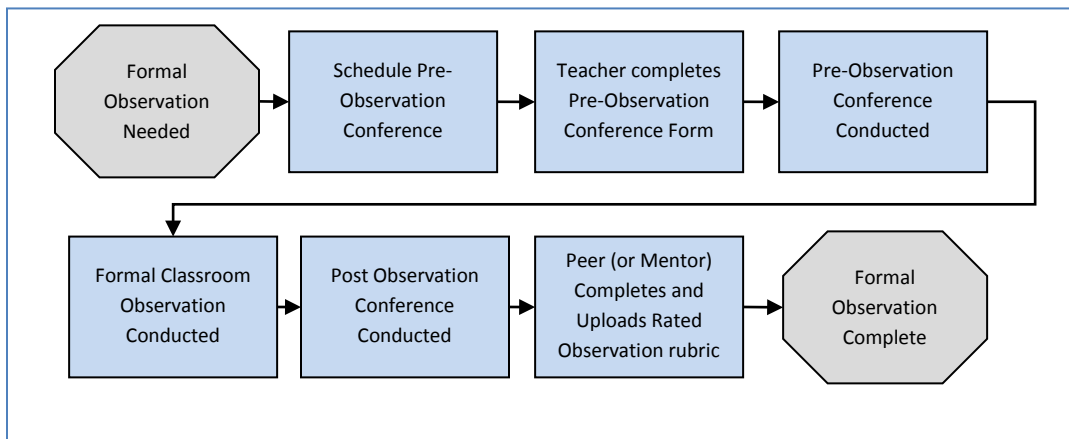
Observation Ratings:

Each component of the district’s classroom observation rubric is assessed and scored according to the continuum below:



After the ratings are completed, the results are uploaded to the teacher’s electronic record (Employee Space) in Lawson Talent Management. Formal observation ratings will be posted within ten (10) business days of the post-observation conference.

Figure 3: Formal Observation Process



Informal Observation Process

The informal observation process complements the formal observation process by enabling mentors, peers, supervisors, and administrators to conduct additional observations in order to gather more information about the teacher's practice. An informal observation is designed to collect information about a teacher's performance within domains 2 and 3 or on a particular component within a domain. Informal observations are shorter in length and may not reflect an entire lesson. Informal observations may be conducted by a peer, mentor, supervisor or administrator. The ratings from informal observations will be uploaded into the observed teacher's employee space in Lawson Talent Management (LTM) within ten (10) business days. These ratings provide additional data necessary for evaluators to provide a comprehensive evaluation. Post conferences are not held following informal observations.

Pop-In Observation:

This observation is designed for peers, mentors, principals, or other administrators to capture and document their observations from four to seven minute classroom visits.

Classroom Observation Forms

Teacher Observation and Evaluation Forms Name of Form	Purpose	Who uses?	When it is used?	Who is it sent to?	Who sees it?
Pre-Observation Conference (Questions)	Teacher completes the form prior to the formal observation. Observer uses the information to rate components in Domain 1. Artifacts and observations are also used to rate components in Domain 1.	Both the observer and the teacher use the form.	The form is used prior to the formal observation.	The teacher sends it to the observer 24 hours prior to the observation.	<ul style="list-style-type: none"> • Teacher • Observer
Pre-Observation Conference (Guide) *Optional	This is an optional form to be used by the observer to guide the discussion during the pre-conference. This is used in conjunction with the formal observation.	The observer uses this form. Teachers may view these sample guiding questions but are only required to answer in writing the numbered question asked under each section.	The form is an optional tool and used as a guide during the pre-conference.	The form is not sent. It is only used as a guide.	<ul style="list-style-type: none"> • Teacher • Observer
Formal Classroom Observation Tool	The form is used by the observer to take notes during a formal observation.	The observer uses the form.	The form is used during the formal observation.	The form is not sent to anyone but the info on the form is used to compile the teacher summary sheet. The form is saved as a computer or paper file.	<ul style="list-style-type: none"> • Observer
Formal Classroom Observation Organizational Tool *Optional	The form is used after the observation to organize notes into specific Domains. This is to help the observer keep notes related to specific Domains together.	The observer uses the form. The form is optional.	The form is used following the formal observation.	This form is not sent to anyone but the information on the form is used to compile the teacher summary sheet. The form is saved as a computer or paper file.	<ul style="list-style-type: none"> • Observer

Teacher Observation and Evaluation Forms Name of Form	Purpose	Who uses?	When it is used?	Who is it sent to?	Who sees it?
Formal Observation (Observation Rubric)	The form is to be used following a formal observation to rate the teacher on the 17 observed components.	The observer completes the form.	The form is used following the formal observation, prior to the post-conference. It is entered into Talent Management.	After the post-conference, it is sent to the employee's workspace in Talent Management.	<ul style="list-style-type: none"> • Teacher • Observer
Classroom Observation Summary	The form is used to inform teachers of their lesson strengths, areas for focus and next steps. It is to be used during the post-conference.	The observer completes the form in Talent Management for the teacher.	It is used during the post-conference.	After the post-conference, the form is available in the employee's workspace in Talent Management. The teacher is not required to acknowledge.	<ul style="list-style-type: none"> • Teacher • Observer
Conference Discussion Guide (Post-Observation) *Optional	This is an optional form to be used by the observer to guide the discussion during the post-conference. This is used in conjunction with the formal observation. The answers to the questions included on this form will assist the observer with rating component 4a.	The observer may use the form as a post-conference guide.	The form is used during the post-conference as a guide.	The form is not sent.	<ul style="list-style-type: none"> • Observer
Informal Observation Domain 2	The form is used to collect evidence specific to Domain 2. It can be used for formative or evaluative purposes.	All observers can use the informal instruments.	It is used throughout the year to capture additional data related to domain 2. The visits made with this informal tool are shorter in length than a formal observation.	Ratings on domain 2 are available in the employee's space in Talent Management.	<ul style="list-style-type: none"> • Teacher • Observer

Teacher Observation and Evaluation Forms Name of Form	Purpose	Who uses?	When it is used?	Who is it sent to?	Who sees it?
Informal Observation Domain 3	The form is used to collect evidence specific to Domain 3. It can be used for formative or evaluative purposes..	All observers can use the informal instruments.	It is used throughout the year to capture additional data related to domain 3. The visits made with this informal tool are shorter in length than a formal observation.	Ratings on domain 3 are available in the employee's space in Talent Management.	<ul style="list-style-type: none"> • Teacher • Observer
Informal Observation Pop-In Form	The form is used to capture data during a 4-7 minute classroom visit.	All observers can use the informal instruments.	It is used throughout the year to capture additional data related to specific components.	The form is available in the employee's workspace in Talent Management	<ul style="list-style-type: none"> • Teacher • Observer
Classroom Teacher Evaluation Instrument (Evaluation Rubric)	The form is used to rate a teacher on 22 components by the principal / 16 components by the peer/mentor for the final evaluation. A value is given to each rating on this instrument.	The peer/mentor evaluator and the principal complete this form independently. They use evidence that has been collected throughout the year.	The form is used for spring and fall evaluations.	The form is available in the employee's workspace in Talent Management.	<ul style="list-style-type: none"> • Teacher • Evaluators <p>Principal and Peer/Mentor may only view each other's after both are completed.</p>
Classroom Teacher Evaluation Instrument Summary	The form provides a summary of final evaluation scores related to all components and is populated from the Evaluation Instrument.	The form is completed as the evaluator rates all components. It is automatically populated from the Evaluation Instrument.	The form is used for all spring and fall evaluations.	The form is available in the employee's workspace in Talent Management.	<ul style="list-style-type: none"> • Teacher • Evaluators

Evaluation Cycle and Timelines

Evaluation	Evaluator	Evaluated	Date Due for Completion 2010-2011	Date Due for Completion 2011-2012
Fall Evaluation	Principal	<ul style="list-style-type: none"> Teachers with 3 years experience or less Teachers in their first year of employment in the district, Teachers with more than 3 years' experience, at principal's discretion 	January 28 th	December 16 th
Spring Evaluation	Principal	<ul style="list-style-type: none"> Teachers with 3 years experience or less, non re-nominated 	March 30 th	March 30 th
Spring Evaluation	Principal	<ul style="list-style-type: none"> Teachers with 3 years experience or less, eligible for re-nomination 	June 10 th	June 8 th
Spring Evaluation	Mentor Evaluator	<ul style="list-style-type: none"> Teachers with 3 years experience or less 	June 10 th	June 8 th
Spring Evaluation	Principal	<ul style="list-style-type: none"> Teachers with more than 3 years of experience 	June 10 th	June 8 th
Spring Evaluation	Peer Evaluator	<ul style="list-style-type: none"> Teachers with more than 3 years of experience 	June 10 th	June 8 th
Spring Evaluation	Principal	<ul style="list-style-type: none"> Teachers with more than 3 years of experience, Pay for Performance 	June 30 th	June 8 th

Notes on Evaluation Schedules:

- **Evaluation Due Dates:** Evaluation due dates are set and published annually by HCPS Human Resources
- **Fall Evaluations:** First year teachers and experienced teachers who are in their first year of employment with the district are required to have at least two evaluations during their first year in the district, and will therefore have a fall evaluation in addition to their spring evaluation. Fall Evaluations will be conducted by the principal. In addition to classroom observation data, principals will consider student performance data.

Evaluation Ratings

Evaluators (Principals, Peer, and Mentors) will consider the contents of teachers' employee space (bucket), such as observation ratings and additional information uploaded by the teacher, to determine annual evaluation ratings. Ratings are assigned for each component. Teachers will receive their annual principal evaluation score (maximum of 30 points), and their annual peer/mentor evaluation score (maximum of 30 points) by the end of the school year. In order to determine performance considered "Needs Improvement" or "Unsatisfactory" based on the 60% of the evaluation process completed by the end of the school year, the provisional criteria below was used for the 2010-11 school year:

"Needs Improvement" -- 4 or more ratings of Requires Action with at least 1 (one) rating of Requires Action assigned by both evaluators.

"Unsatisfactory" -- 8 or more ratings of Requires Action with at least 2 (two) ratings of Requires Action assigned by both evaluators.

The value added data is based on test results available in September. Thus, teachers will receive their remaining value added measure score (maximum 40 points) following the release and calculation of testing results.

The evaluation consists of a principal evaluation, a peer/mentor evaluation, and a value added measure. Evaluators are required to provide written explanation for all indicators rated as "Requires Action" (RA). The scores are combined into one (1) score that will determine the teacher's overall annual performance. During the 2011-2012 school year, HCPS will develop performance levels which will later translate into state ratings established by the Florida Department of Education as described in the chart below. In addition, all decisions regarding re-nomination will originate with the principal.

Florida Department of Education Performance Levels
Highly Effective
Effective
Needs Improvement
Unsatisfactory

The overall performance level will determine a teacher's placement on the career ladder (currently under development). A teacher's performance is integral when planning for professional development, as well as in placement in future roles such as Teacher Leader, Peer/Mentor Evaluator, and other administrative roles. Additionally, principals will use evaluation system data to help drive continuous improvement efforts such as School Improvement Planning.

CLASSROOM TEACHER EVALUATION INSTRUMENT

Date: ____ (auto-populated) Teacher name: ____ (auto-populated)		Performance rating				
School name: _____ (drop down list) School code: ____ (auto-populated based on drop down) Observer name: (autopopulated)		% of score	Requires Action <i>(0 points)</i>	Developing <i>(1 points)</i>	Accomplished <i>(2 points)</i>	Exemplary <i>(3 points)</i>
Domain 1: Planning and Preparation						
1a. Demonstrating know ledge of content and pedagogy	4%					
1b. Demonstrates know ledge of students to plan for effective instruction and assessment	4%	Scores will be populated from the rubrics pages				
1c. Setting instructional outcomes	2%					
1d. Demonstrating know ledge of resources and technology	2%					
1e. Designing coherent instruction	4%					
1f. Designing student assessment	4%					
Domain 2: The Classroom Environment						
2a. Creating an environment of respect and rapport	5%					
2b. Establishing a culture of learning	5%					
2c. Managing classroom procedures	2.5%					
2d. Managing student behavior	5%					
2e. Organizing physical space	2.5%					
Domain 3: Instruction						
3a. Communicating w ith students	9%					
3b. Using questions and discussion techniques	9%					
3c. Engaging students in learning	9%					
3d. Using assessment in instruction	9%					
3e. Demonstrating flexibility and responsiveness	4%					
Domain 4: Professional responsibilities						
4a. Reflecting on teaching	3%					
4b. Maintaining accurate records	3%					
4c. Communicating w ith families	4%					
4d. Participating in a professional community	3%					
4e. Grow ing and developing professionally	3%					
4f. Show ing professionalism	4%					
Total Score	X	Automatic calculation				
Identified strengths:						
1.						
2.						
3.						
Top 3 identified areas for development (in priority order):						
1.						
2.						
3.						

Peer and Mentor Evaluator Selection Process

Peer and Mentor Evaluators serve a critically important role in the district’s teacher evaluation and professional development processes. As such, Peer and Mentor Evaluators complete a rigorous selection process designed to identify highly effective teachers with strong mentoring, coaching, communication, and organizational skills. As seen in Figure 4, the Classroom Teachers Association (CTA) is an integral part of the selection process for both Peers and Mentors.

Peer Evaluator Qualities

- Sound knowledge of pedagogy and instructional best practices
- Strong interpersonal and communication skills
- Ability to have focused conversations
- Leadership capacity
- Strong organizational skills
- Ability to work independently/self-motivated
- Strong work ethic
- Commitment to professional growth and learning

Mentor Qualities

- Sound knowledge of pedagogy and instructional best practices
- Excellent professional role model
- Strong interpersonal and communication skills
- Commitment to professional growth and learning
- Ability to work collaboratively with colleagues
- Leadership capacity

Figure 4: Peer/Mentor Selection Process Overview

Application	Screening	Interview	Selection
<ul style="list-style-type: none">•Application evaluated for technical and preferred qualifications	<ul style="list-style-type: none">•Teachers•Administrator•C&I Rep•CTA Rep•EET Directors	<ul style="list-style-type: none">•Teachers•Administrator•C&I Rep•EET Directors•New Teacher Center Rep•CTA Rep•Other (e.g. ESE, Title 1)	<ul style="list-style-type: none">•Placement based on needs in content area, levels, locations, preference

Evaluator Training

Evaluators complete the trainings outlined below, in preparation for their responsibilities in the role.

Comprehensive Training Model

- 6 hour on-line course
- 3 days of face-to- face instruction
- 1 day for Shared Observation
- 1:1 observations with a trainer, in schools

Mentor Training

The training partner supporting mentor training is the New Teacher Center (NTC).

Mentors complete all of the training that peer evaluators complete. Additionally, Mentors complete the training steps outlined below:

- Mentor Academy
 - 18 days of evaluation training
 - Topics include:
 - Foundations in Mentoring
 - Coaching strategies
 - Observation Skills
 - Analysis of Student Work
 - Mentoring for Equity

Calibration and Inter-Rater Reliability

Evaluators calibrate regularly to strengthen inter-rater reliability. Additionally, classroom observation data is analyzed to monitor the correlation between principal and peer/mentor ratings.

Charlotte Danielson Training

Teachers, peers, mentors, and administrators are encouraged to participate in training opportunities. Information and training on the Danielson Framework for Effective Teaching rubric, as well as on the overall Empowering Effective Teachers program, is available on the following web locations:

- <http://www.educationalimpact.com/> (username: your Lawson number, password is “teach.”)
- <http://communication.sdhc.k12.fl.us/empoweringteachers/>

Teacher Induction Program

All teachers hired into the district, regardless of years of teaching experience, are enrolled in the Teacher Induction Program (TIP). The requirements of TIP are clearly defined and available through the Office of Professional Development and/or school sites.

Teachers hired into the district with 0 – ½ year of teaching experience are provided with a Mentor.

Mentorship Process

Mentors support teacher development by meeting with first and second year teachers to assist with topics that include pedagogy, classroom/behavior management, and content. Additionally, mentors may also conduct any or all of the following:

- Observe first and second year teachers in the classroom and provide feedback
- Model lessons
- Co-teach
- Help plan standards-based lessons
- Analyze student work
- Model reflective practice

A separate (swap) mentor is paired with first and second year teachers to conduct formal classroom observations and to evaluate new teachers' performance.

Lawson Talent Management (LTM)

All teacher observation and evaluation data is stored in “Employee Space” or “buckets” in Lawson Talent Management. Teachers, evaluators, and site administrators have access to the data in teachers’ employee space.

File Storage

Formal Classroom Observations Forms, Informal Classroom Observation Forms, and Journal Entries are stored in the Employee Space. Teachers, evaluators, and administrators may access this data. Note that LTM Journal Entries may be classified “public”, for access by all, or classified “private”, with access restricted to only the person entering the notes.

Teacher’s Employee Space

Teachers have a data workspace called “Employee Space” assigned to them for the purpose of storing classroom observation and evaluation data. All required observation and evaluation forms are saved in the employee space as a shared official record. Additionally, the employee space includes a journal area where a teacher may place artifacts pertaining to his/her work, as well as any comments regarding observations and evaluations. Teachers, administrators, and evaluators all have access to the teachers’ employee space. School district personnel may often hear the employee space referred to as a “bucket.”

Domain 4 General Guidelines

The following list should be used as a guideline for evaluating Domain 4.

Guiding Principles:

- Focus on the rubric. The rubric, including the elements associated with each component, provides a comprehensive description of expectations regarding teachers’ professional responsibilities.
- Domain 4 is used to identify and recognize teachers who perform their professional responsibilities with excellence.
- Components 4d, 4e, and 4f, consider not only the number of activities or organizations in which a teacher participates, but also consider the quality of participation.

Because professional responsibilities vary across grade levels, subjects, school types, and school needs, a checklist may be unnecessarily constraining. Principals, using the core rubric as a guideline, should evaluate Domain 4 within their schools’ and the districts’ contexts, and with consideration for the aforementioned guiding principles.

Appendix A: Terms

Term	Definition
Bucket	Teacher’s “employee space” in Lawson Talent Management. This space is used to store records of classroom observations and teacher evaluations.
Charlotte Danielson Framework for Effective Teaching	Framework used by Hillsborough County Public Schools to guide its teacher evaluation process.
Employee Space	Personalized, password-protected, access controlled data storage area assigned to district instructional personnel. Employee space serves as a repository for classroom observation and teacher evaluation data.
Informal Classroom Observation	Classroom observation used to collect information specifically about Domain 2 or Domain 3. The informal observation may be conducted by a principal, site administrator, peer, mentor, or content area supervisor. Generally, the entire lesson will not be observed.
Lawson Talent Management	Enterprise control system that stores, among other things, personnel data, classroom observation data, and evaluation records.
Pop-In Observation	A short, unannounced classroom observation used by a site administrator, peer, or mentor, to quickly collect data on a particular component or domain.
Formal Rated Classroom Observation	A full lesson (30 – 60 minute) observation conducted by a site principal or peer (or mentor) evaluator for the purposes of rating a teacher’s performance according to the rated observation rubric during the observed lesson.
Value Added Measure	A statistical measure that uses pre-measures, student variables, and post measures to calculate the teacher effect on student achievement.
Pre-Observation Conference	A meeting between the classroom observer and the teacher wherein the teacher shares with the observer key information about the lesson being observed. The pre-observation conference topics include lesson planning and objectives, connections to past and future lessons, connections to curriculum, and the teacher’s strategy for teaching the lesson and assessing student learning during the teaching of the lesson. The purpose of this conference is to make the observer aware of what to expect from the lesson, to encourage thorough and rigorous lesson planning discipline, and to support the teacher’s professional development. This meeting takes place before the rated classroom observation (either in-person or via electronic media such as phone or email).

Term	Definition
Post-Observation Conference	A meeting between the teacher and the classroom observer that occurs after the classroom observation. During this meeting the teacher and the observer share information about what occurred during the observed lesson, with the observer providing the teacher with information and insight on the strong areas of the lesson, as well as on areas for further focus.