

Florida Consortium of Public Charter Schools Classroom Teacher Performance Evaluation

Teacher's Name: _____ Subject(s): _____ Date: _____

School/Campus: _____ Grade Level(s): _____ Time: From _____ to _____

The FCPCS Classroom Teacher Performance Evaluation is a formal evaluation system for classroom teachers that is aligned to the *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065. When conducting the evaluation, the evaluator should enter a rating for each indicator, based on evidence collected over the designated period of time. The evaluator will refer to the Evaluation Rubric to determine an appropriate rating for each indicator. Each domain will have a total score. At the completion of the evaluation, the *Annual Performance Rating* will be generated.

Rating Scale:

- 4 - Highly Effective:** There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
- 3 - Effective:** There is evidence that the teacher is demonstrating the identified teacher competencies most of the time.
- 2 - Needs Improvement or Developing** (*"Developing" rating is for teachers in their first three years only.*) The teacher is not demonstrating the identified teacher competencies most of the time.
- 1 - Unsatisfactory:** There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

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Domain A Indicators	Instructional Design and Lesson Planning	Rating 1-4
A.1	Aligns instruction with state-adopted standards as outlined in Rule 6A-1.09401, F.A.C., that takes into consideration varying aspects of rigor and complexity, and that is age and developmentally appropriate for students in prekindergarten through grade 12 in accordance with s. 1001.42(8)(c)3., F.S.	
A.2	Sequences lessons and concepts to ensure coherence and required prior knowledge as shown in lesson plan objectives, learning activities, materials, and other resources designed to promote student understanding and mastery.	
A.3	Designs instruction for students to achieve mastery of essential concepts and skills by planning engaging lessons and instructional activities that are clearly focused on the main concept or skill to be taught.	
A.4	Selects appropriate formative assessments to monitor learning that provides useful information about the depth of a student's understanding of a specific concept or skill.	
A.5	Uses diagnostic student data to plan lessons that address the individualized needs of all students through differentiated instruction as evidenced in the lesson plan.	
A.6	Develops learning experiences that require students to apply a variety of skills and competencies that demonstrate understanding and mastery.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)</i>	

Domain B Indicators	The Learning Environment	Rating 1-4
B.1	Organizes, allocates, and manages, the resources of time, space, and attention to ensure the maximum amount of time is devoted to learning and to providing a classroom environment that optimizes learning for every student.	
B.2	Conveys high expectations to all students through clear communications and actions that lead all students to believe that they are valued and capable of success.	
B.3	Monitors student learning, provides immediate, explicit feedback, and adjusts activities to meet the needs of all students.	
B.4	Demonstrates respect for all students' cultures, backgrounds, and diversity, and adapts the learning environment to accommodate the differing needs of students in accordance with statutory requirements.	



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B.5	Maintains a climate of openness, inquiry, fairness, and support that demonstrates respect for all students and cultivates resiliency and confidence.	
B.6	Manages individual and class behaviors effectively through a well-planned management system that consists of clearly established policies and procedures that are used consistently and equitably to ensure all students are provided a safe and organized learning environment.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)</i>	
Domain C Indicators	Instructional Delivery and Facilitation	Rating 1-4
C.1	Demonstrates a deep and comprehensive knowledge of the subject taught to deliver relevant, engaging, and challenging lessons at the appropriate level of rigor that promote student mastery of state standards.	
C.2	Clearly communicates learning goals and incorporates instructional activities that include real-life experiences and integration with other disciplines to deepen and enrich-students' understanding of the content being taught.	
C.3	Identifies gaps in students' knowledge of the content taught and addresses these gaps effectively through instruction that differentiates among students' abilities and learning styles.	
C.4	Modifies or adjusts instruction, as needed, to respond to preconceptions and misconceptions among students by providing immediate and explicit feedback and verifying understanding by all students.	
C.5	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.	
C.6	Employs higher-order questioning techniques and resources, including technology, to provide rigorous, comprehensive instruction and promote critical thinking.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)</i>	

Domain D Indicators	Assessment	Rating 1-4
D.1	Analyzes and applies data from multiple assessments and measures growth from one assessment to the next to diagnose students' learning needs, inform instruction, and drive the learning process.	
D.2	Designs and aligns formative and summative assessments at the appropriate level of rigor that match learning objectives and lead to mastery of standards.	
D.3	Uses a variety of assessment tools to monitor student progress, achievement, and learning gains of each student and to develop lessons that differentiate instruction for students based on their academic needs.	
D.4	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	
D.5	Shares student outcome data with students and parents through a systematic process throughout the year.	
D.6	Uses technology to organize and integrate assessment information and uses data to inform and drive instruction for each student.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Multiply the score by two. Insert the total to the right. (Maximum score for this domain is 48.)</i>	



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Domain E Indicators	Continuous Professional Improvement	Rating 1-4
E.1	Engages in professional learning activities consistent with his/her professional growth needs, personal goals, and school-wide initiatives.	
E.2	Designs purposeful professional goals to strengthen the effectiveness of instruction for assigned students based on their current needs as evidenced by student performance data.	
E.3	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons.	
E.4	Collaborates with parents, colleagues, leaders, and other stakeholders, to support student learning and continuous improvement.	
E.5	Implements knowledge and skills learned in professional learning in the teaching and learning process as evidenced by improved student performance.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 20.)</i>	
Domain F Indicators	Professional Responsibility and Ethical Conduct	Rating 1-4
F.1	Adheres to all provisions stipulated in Rule 6A-10.081, F.A.C. – The Principles of Professional Conduct of the Education Profession of Florida (Amended in August 2023).	
F.2	Complies with all established school-wide policies and procedures, governing-board policies, and federal and state guidelines related to instructional personnel.	
F.3	Reports critical incidents and safety issues in a timely and accurate manner, following all established protocols and procedures.	
F.4	Establish positive relationships with students, parents/guardians, colleagues, and other community stakeholders through ongoing communication, professionalism, and a caring and welcoming attitude.	
F.5	Complies with all job duties and responsibilities including the use of appropriate behavior, language, dress, attendance, and completion of all required reports, grading, lesson planning, etc., in an accurate and timely manner.	
F.6	Builds professional relationships and collaborates with colleagues to improve the educational program.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)</i>	

Calculating the Employee’s Annual Performance Rating:

Employee’s *Total Score* on the Classroom Teacher Evaluation (for Domains A-F): _____
(Maximum score is 212.)

To determine the employee’s *Annual Performance Rating**, use the scale below and mark the appropriate rating.

**The Annual Performance Rating constitutes 66% of the teacher’s Summative Evaluation Rating (final rating for the year).*

180-212 = Highly Effective

127-179 = Effective

76-126 = Needs Improvement/Developing

75 and below = Unsatisfactory

Highly Effective Effective Needs Improvement/Development Unsatisfactory



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Evaluator's Comments

Areas of Strength:
Areas for Improvement and Recommendations:
Next Steps (Target Goals)

The signatures below indicate that the employee has had an opportunity to confer with the evaluator regarding the results of the evaluation.

Employee's Signature

Date

Evaluator's Signature

Date



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