Non-Classroom Instructional Personnel Evaluation
2020-2021

School District of
OSCEOLA COUNTY
FLORIDA

Learning Targets:

- Participants will identify appropriate evidence(s) which will speak specifically to their selected indicators.

- Participants will have a clear understanding of the Student Growth components.

- Participants will have a clear understanding of the evaluation framework and cycle.

Instructional Personnel

- The Student Success Act requires districts to incorporate student learning growth and instructional practices in performance evaluation systems for instructional personnel (s. 1012.34 F.S.)

- The Student Success Act also allows for special evaluation procedures and criteria for selected teaching fields and differentiates between "classroom" and "non-classroom" instructional personnel.

Non-Classroom Instructional Personnel

- Non-Classroom Instructional personnel are integral to implementing school-wide and / or district-wide initiatives, such as MTSS, positive behavior interventions and supports, instructional interventions and supports, social emotional learning programs, college and career planning, and bullying prevention.

- The Non-Classroom Instructional Personnel Evaluation reflects the varied professional practices of non-classroom personnel and the job practices identified in the Florida Educator Accomplished Practices (FEAPs).

Who are they?

School Counselors

School Social Workers

Psychologists

Deans

Athletic Directors

Media Specialists

Academic Coaches

Learning Resource Specialists

Resource Teachers

Compliance Specialists (ESOL/ESE)

Testing Coordinators

Credit Recovery Instructors
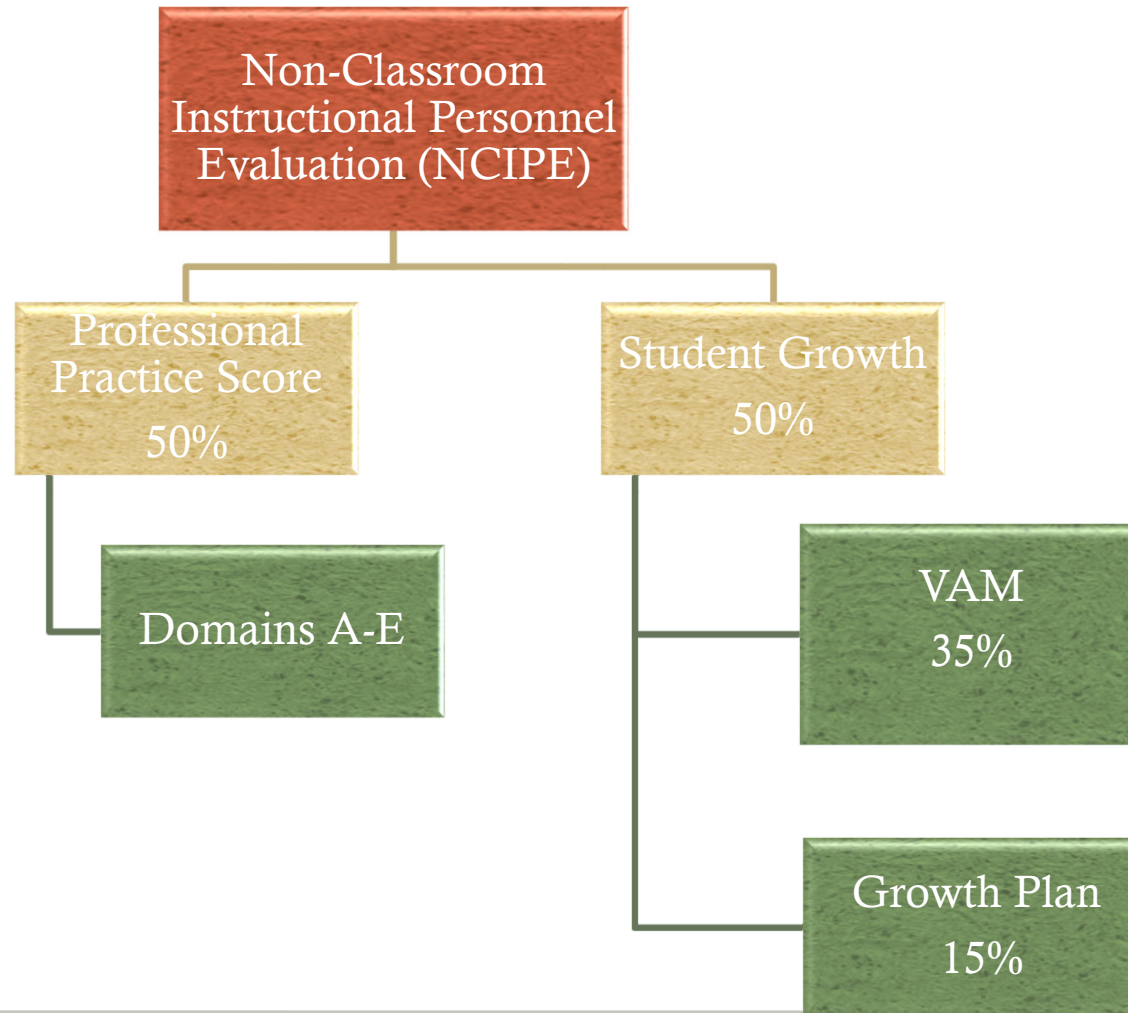
Osceola Virtual School Instructors

Speech/Language Therapists

Vision Instructors

Non-Classroom Instructional Personnel Evaluation Cycle

Framework

Non-Classroom Instructional Personnel Evaluation (NCIPE)

Professional Practice Score 50%

Student Growth 50%

Domains A-E

VAM 35%

Growth Plan 15%
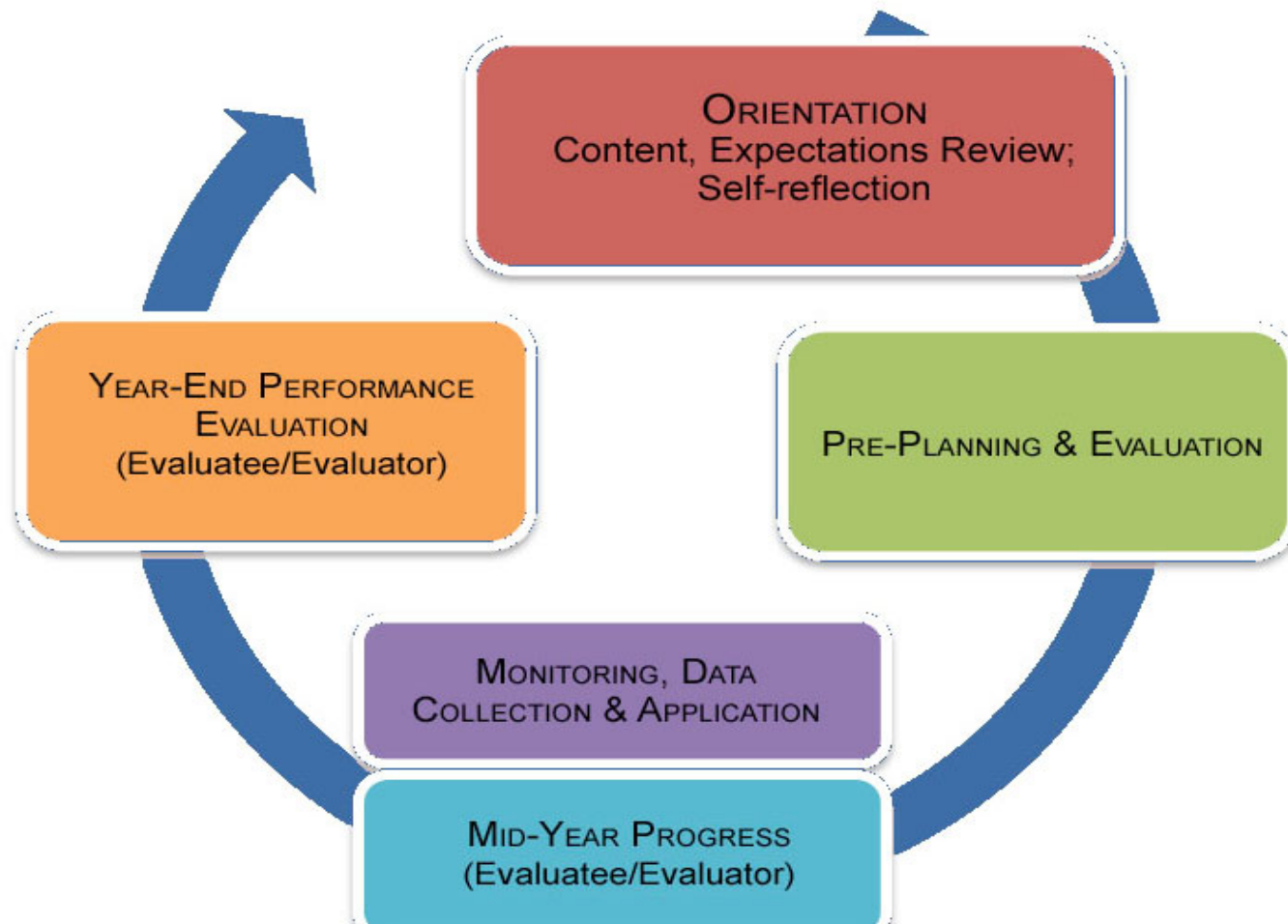
Professional Practices

5 Domains:

A- Data-Based Decision Making and Evaluation of Practices

B- Instruction / Intervention Planning & Design

C- Instruction / Intervention Delivery and Facilitation

D- Learning Environment

E- Professional Learning, Responsibility, and Ethical Practices

25 Indicators

- (4) **A**- Data-Based Decision Making and Evaluation of Practices

- (5) **B**- Instruction/ Intervention Planning & Design

- (6) **C**- Instruction/ Intervention Delivery and Facilitation

- (5) **D**- Learning Environment

- (5) **E**- Professional Learning, Responsibility, and Ethical Practices

Domains A & B

Domain A: Data-Based Decision Making and Evaluation of Practices

1. Collects and uses data to develop and implement interventions within a problem-solving framework.

2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.

3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.

4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.

Domain B: Instruction / Intervention Planning and Design

1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.

2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.

3. Applies evidence-based research and best practices to improve instruction/interventions.

4. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.

5. Engages parents and community partners in the planning and design of instruction/interventions.