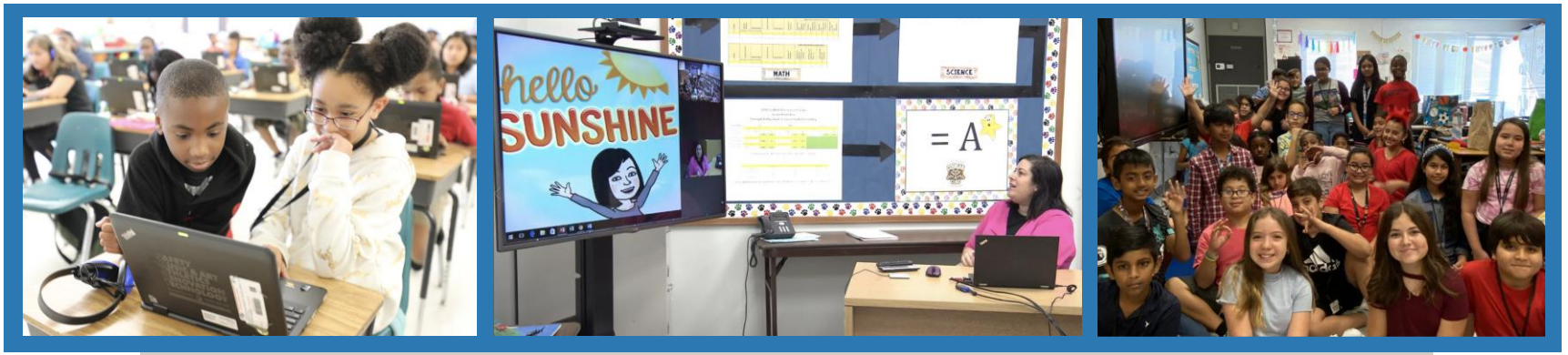


Employee Evaluations

The City of Pembroke Pines Charter Assessment and Growth Evaluation System (PAGES)

Classroom and Non-Classroom Orientation

2025-2026

Orientation Content

- **Florida Educator Accomplished Practices-** Embedment of FEAPs
- **Components of PAGES** – Instructional Practice, Deliberate Practice, and Student Performance Scores
- **PAGES Requirements**
- **iObservation** - Electronic System for PAGES

iObservation Dates

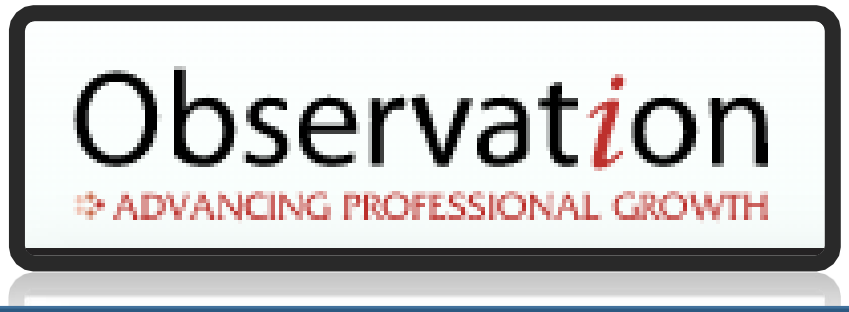
PAGES Preview Window:

September 25, 2025 – October 3, 2025

Observation Window:

October 6, 2025 – May 4, 2026

www.ieobservation.com



Florida Educator Accomplished Practices

Quality of Instruction	
1	Instructional Design and Lesson Planning
2	The Learning Environment
3	Instructional Delivery and Facilitation
4	Assessment
Continuous Improvement, Responsibility and Ethics	
1	Continuous Professional Improvement
2	Professional Responsibility and Ethical Conduct

6A-5.065 The Florida Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Florida Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in Section 1003.42(3), F.S.

(2) The Florida Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Florida Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons;

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and

g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.

FEAPS Embedded in PAGES

55 Florida Educator Accomplished Practices (FEAPs):

	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
STANDARDS-BASED PLANNING	**Planning Standards-Based Lessons/Units:** Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	**A1a.** Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity
		A1b. Sequences lessons and concepts to ensure coherence and required prior knowledge
		A1c. Designs instruction for students to achieve mastery
		A1d. Selects appropriate formative assessments to monitor learning
		A1g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.
		A3e. Relates and integrates the subject matter with other disciplines and life experiences
		A4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
	Aligning Resources to Standard(s): Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	**A2i.** Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
		A3g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
	Planning to Close the Achievement Gap Using Data: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	**A1e.** Uses diagnostic student data to plan lessons
		A2h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.
		A3c. Identifies gaps in students' subject matter knowledge
		A3d. Modifies instruction to respond to preconceptions or misconceptions
		A3h. Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students
		A4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
		A4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge

FEAPS Embedded in PAGES

STANDARDS-BASED INSTRUCTION

FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
Identifying Critical Content from the Standards: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.	**A2e.** Models clear, acceptable oral and written communication skills
	A3a. Delivers engaging and challenging lessons
Previewing New Content: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.	**A3a.** Delivers engaging and challenging lessons
Helping Students Process New Content: Teacher systematically engages student groups in processing and generating conclusions about new content.	**A3a.** Delivers engaging and challenging lessons
Using Questions to Help Students Elaborate on Content: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.	**A3f.** Employs questioning that promotes critical thinking
Reviewing Content: Teacher engages students in brief review of content that highlights the cumulative nature of the content.	**A3a.** Delivers engaging and challenging lessons
Helping Students Practice Skills, Strategies, and Processes: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.	**A3a.** Delivers engaging and challenging lessons
Helping Students Examine Similarities and Differences: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.	**A3a.** Delivers engaging and challenging lessons
	A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
	A3e. Relates and integrates the subject matter with other disciplines and life experiences
Helping Students Examine Their Reasoning: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.	**A3a.** Delivers engaging and challenging lessons
	A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
	A3e. Relates and integrates the subject matter with other disciplines and life experiences
Helping Students Revise Knowledge: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.	**A3a.** Delivers engaging and challenging lessons
Helping Students Engage in Cognitively Complex Tasks: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.	**A3a.** Delivers engaging and challenging lessons
	A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
	A3e. Relates and integrates the subject matter with other disciplines and life experiences

FEAPS Embedded in PAGES

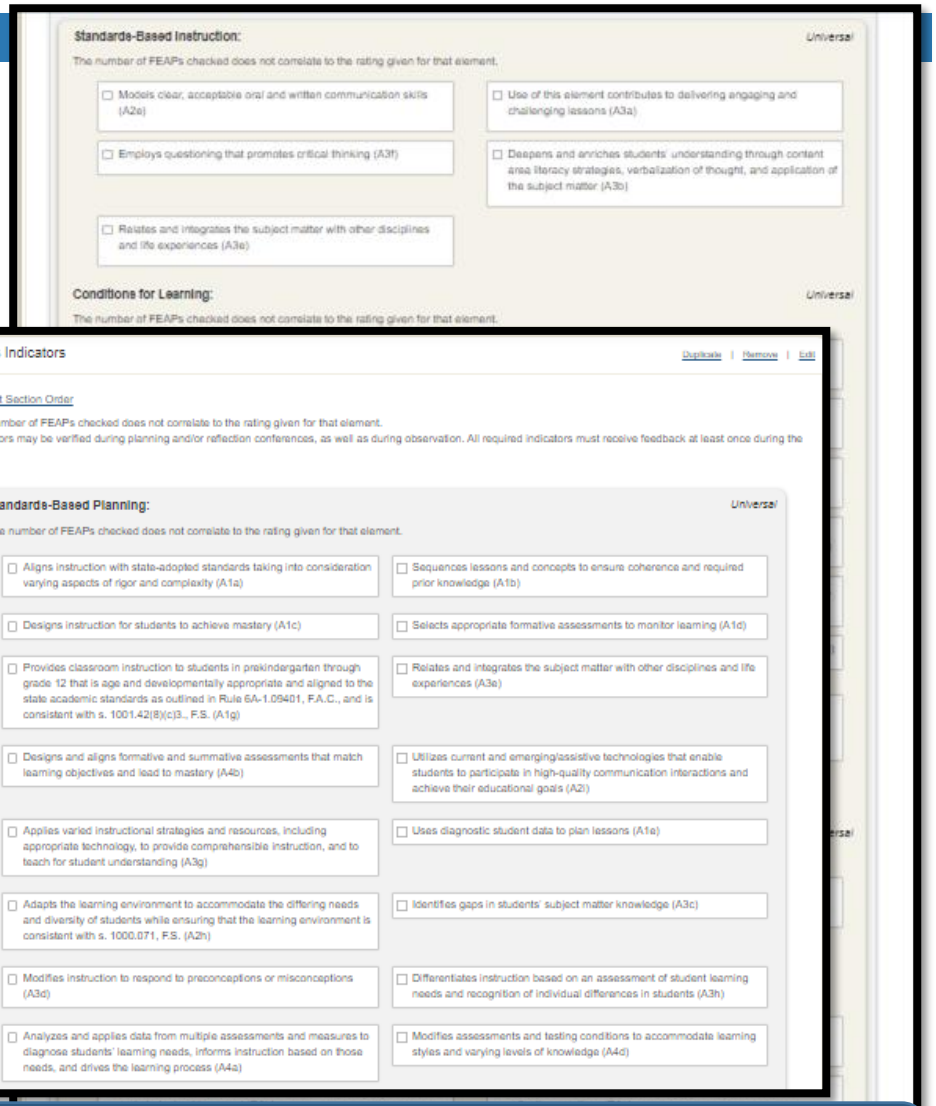
	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
CONDITIONS FOR LEARNING	**Using Formative Assessment to Track Student Progress:** Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.	**A3c.** Identifies gaps in students' subject matter knowledge
		A3j. Utilizes student feedback to monitor instructional needs and to adjust instruction
		A4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
		A4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
		A4f. Applies technology to organize and integrate assessment information
	Providing Feedback and Celebrating Progress: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.	**A3i.** Supports, encourages, and provides immediate and specific feedback to students to promote student achievement
		A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
	Organizing Students to Interact with Content: Teacher organizes students into appropriate groups to facilitate the learning of content.	**A1f.** Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
	Establishing and Acknowledging Adherence to Rules and Procedures: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.	**A2b.** Manages individual and class behaviors through a well-planned management system
	Using Engagement Strategies: Teacher uses engagement strategies to engage or re-engage students with the content.	**A2a.** Organizes, allocates, and manages the resources of time, space, and attention
		A2g. Integrates current information and communication technologies
	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom: Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student.	**A2d.** Respects students' cultural linguistic and family background
		A2f. Maintains a climate of openness, inquiry, fairness and support
		A2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.
	Communicating High Expectations for Each Student to Close the Achievement Gap: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.	**A2c.** Conveys high expectations to all students

FEAPS Embedded in PAGES

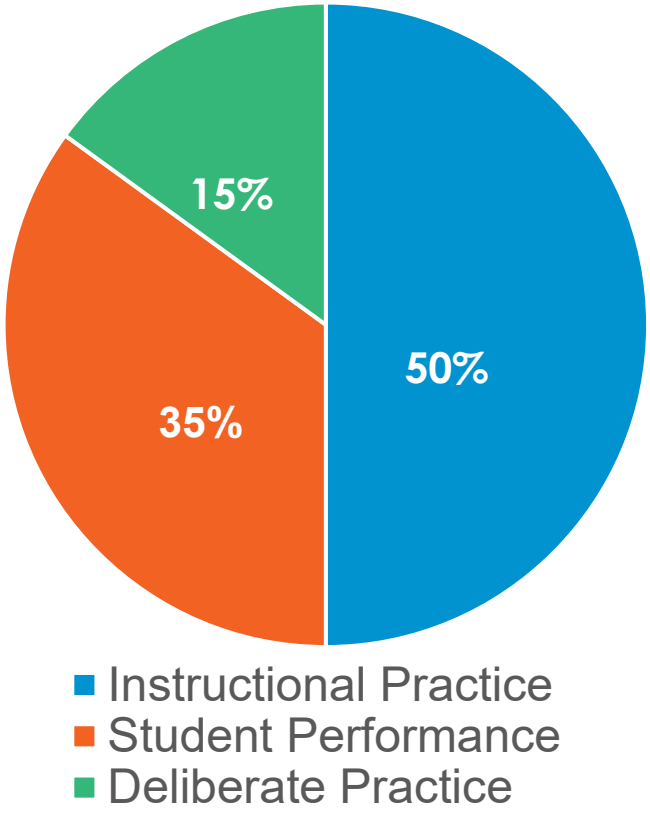
PROFESSIONAL RESPONSIBILITIES	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
	Adhering to School and District Policies and Procedures: Teacher adheres to school and district policies and procedures.	**B2a.** Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.
		B2b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.
		B2c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.
	Maintaining Expertise in Content and Pedagogy: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	**B1a.** Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
		B1b. Examines and uses data-informed research to improve instruction and student achievement
		B1e. Engages in targeted professional growth opportunities and reflective practices
		B1f. Implements knowledge and skills learned in professional development in the teaching and learning process
	Promoting Teacher Leadership and Collaboration: Teacher promotes teacher leadership and a culture of collaboration.	**A4e.** Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
		B1c. 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
		B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement

FEAPS Embedded in PAGES

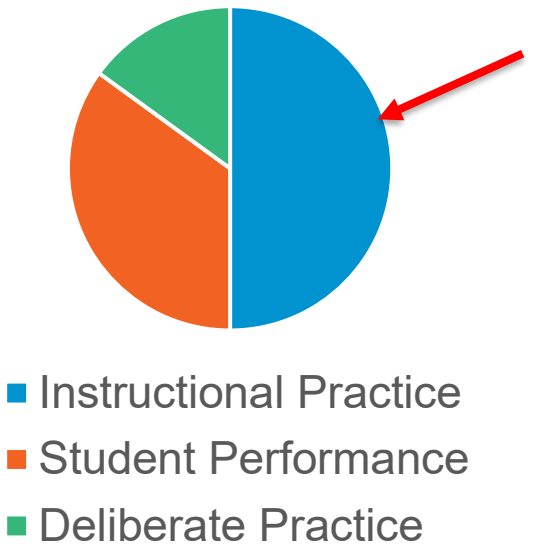
Within iObservation, teachers will have access to a "24th Element" within iObservation:

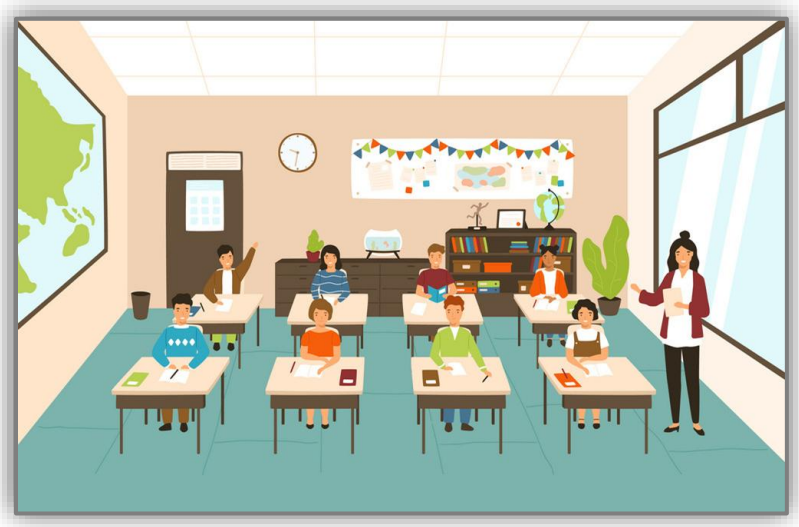


Evaluation Components



Instructional Practice



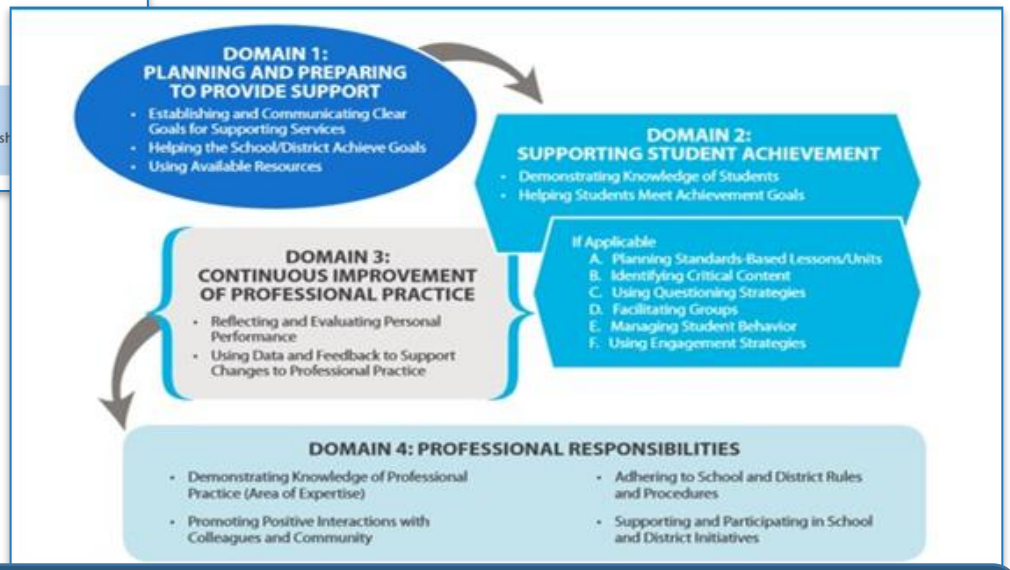


PAGES Evaluation Models

Classroom Focused Teacher Evaluation Model

2025-2026

Non-Classroom Evaluation Model



PAGES Classroom FTEM Map

STANDARDS-BASED PLANNING

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

STANDARDS-BASED INSTRUCTION

- **Identifying Critical Content from the Standards**
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
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- Helping Students Engage in Cognitively Complex Tasks

CONDITIONS FOR LEARNING

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

PROFESSIONAL RESPONSIBILITIES

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

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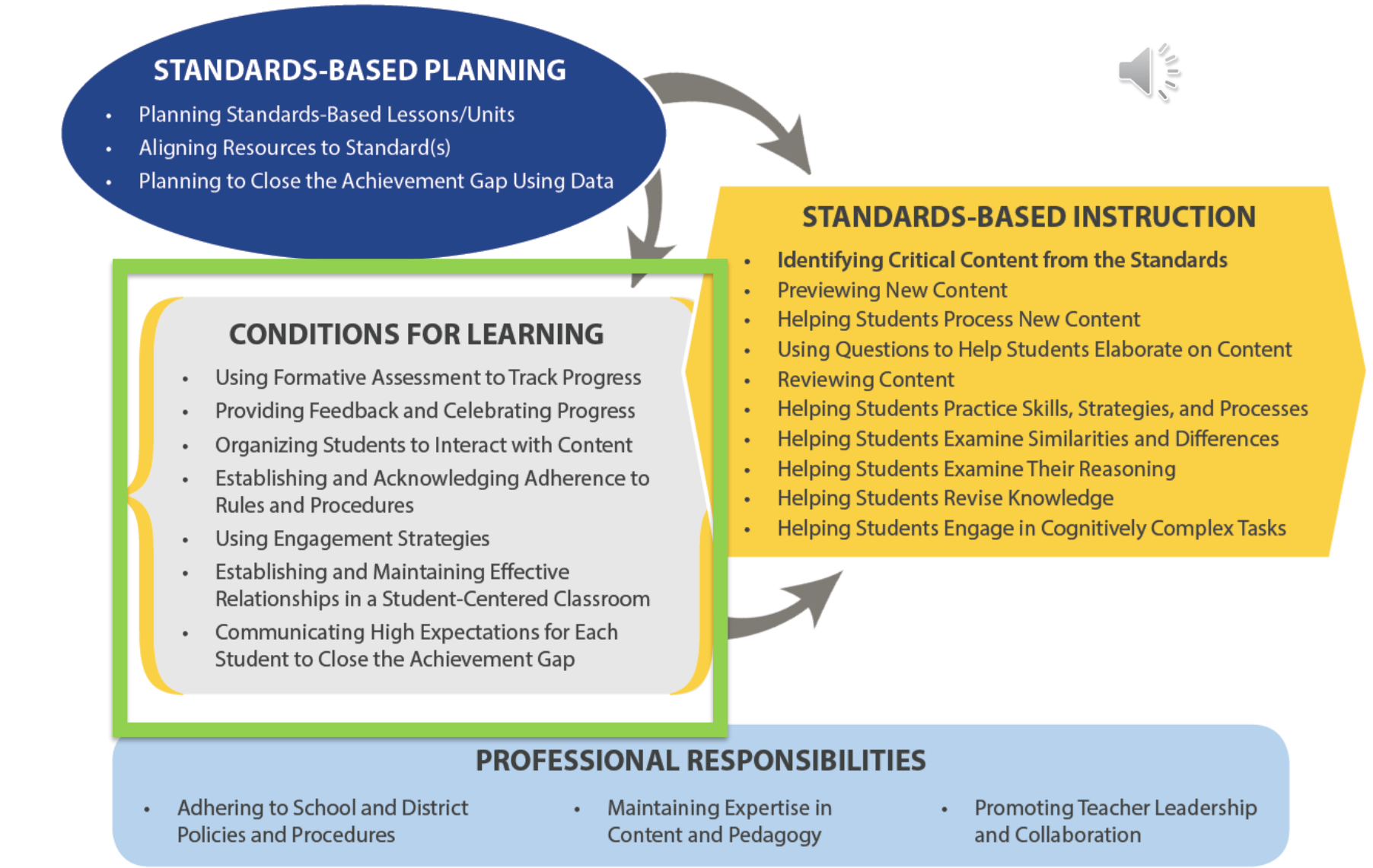
PAGES Classroom FTEM Map



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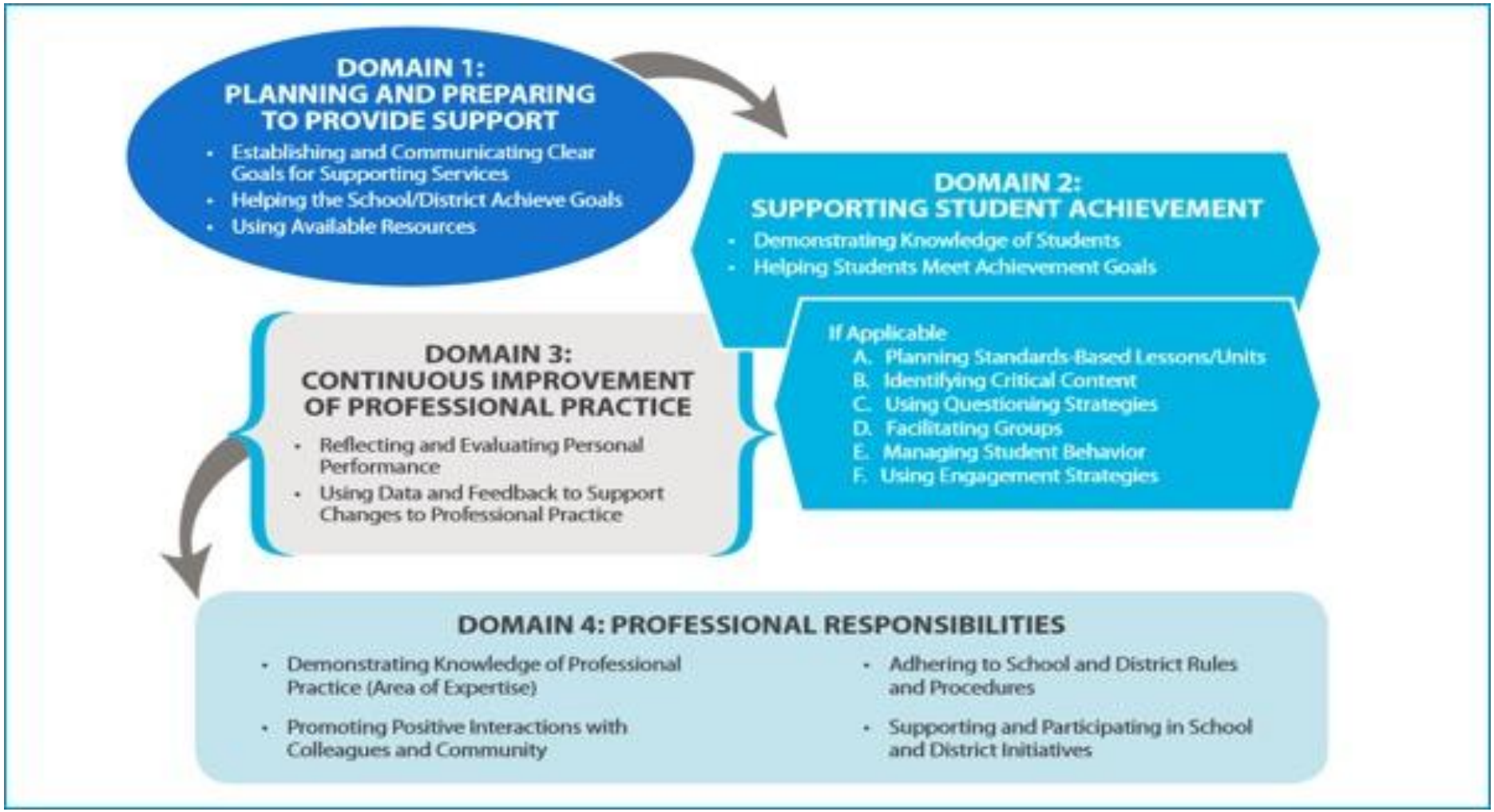
Non-Classroom Evaluation Model



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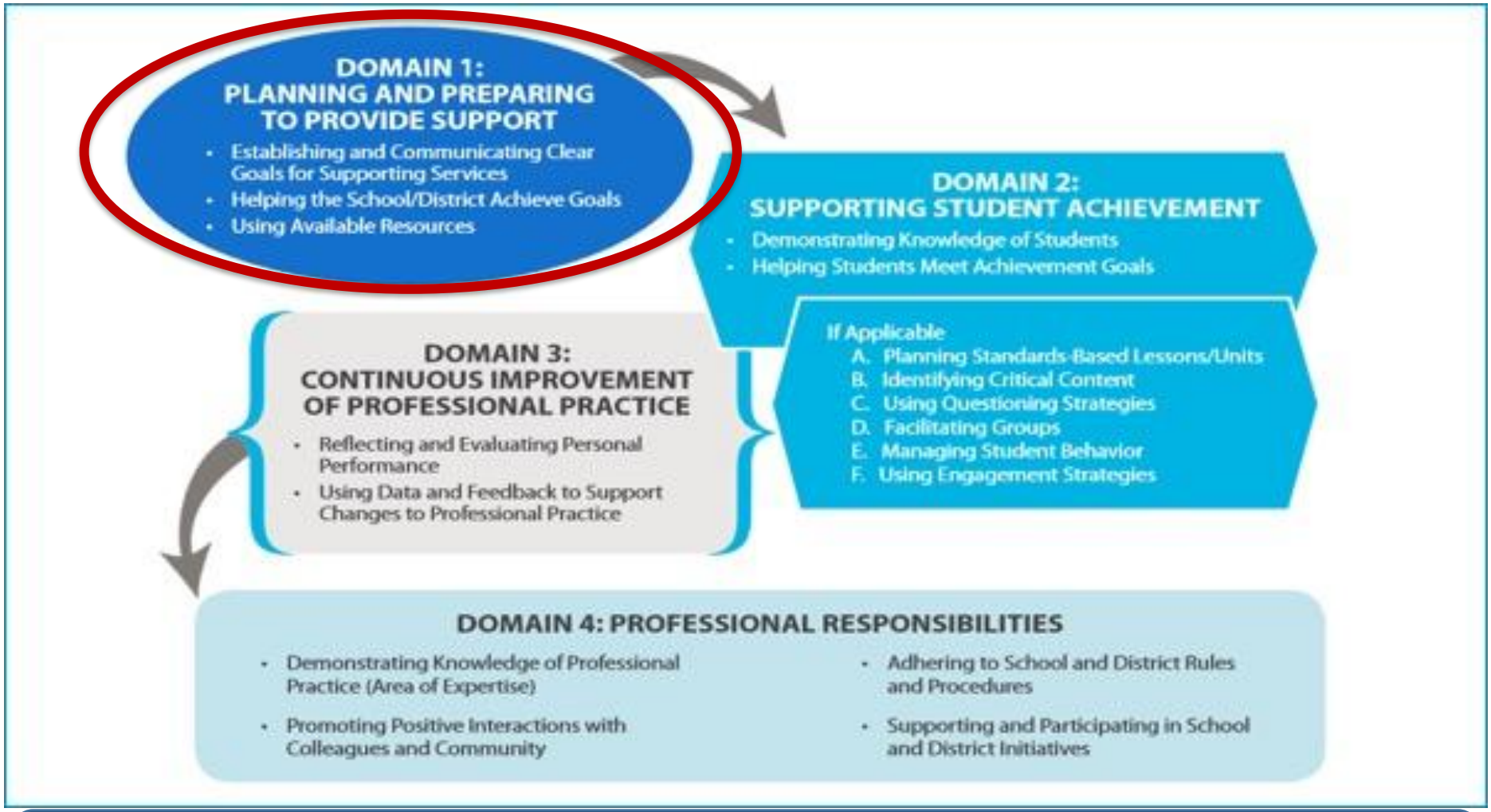

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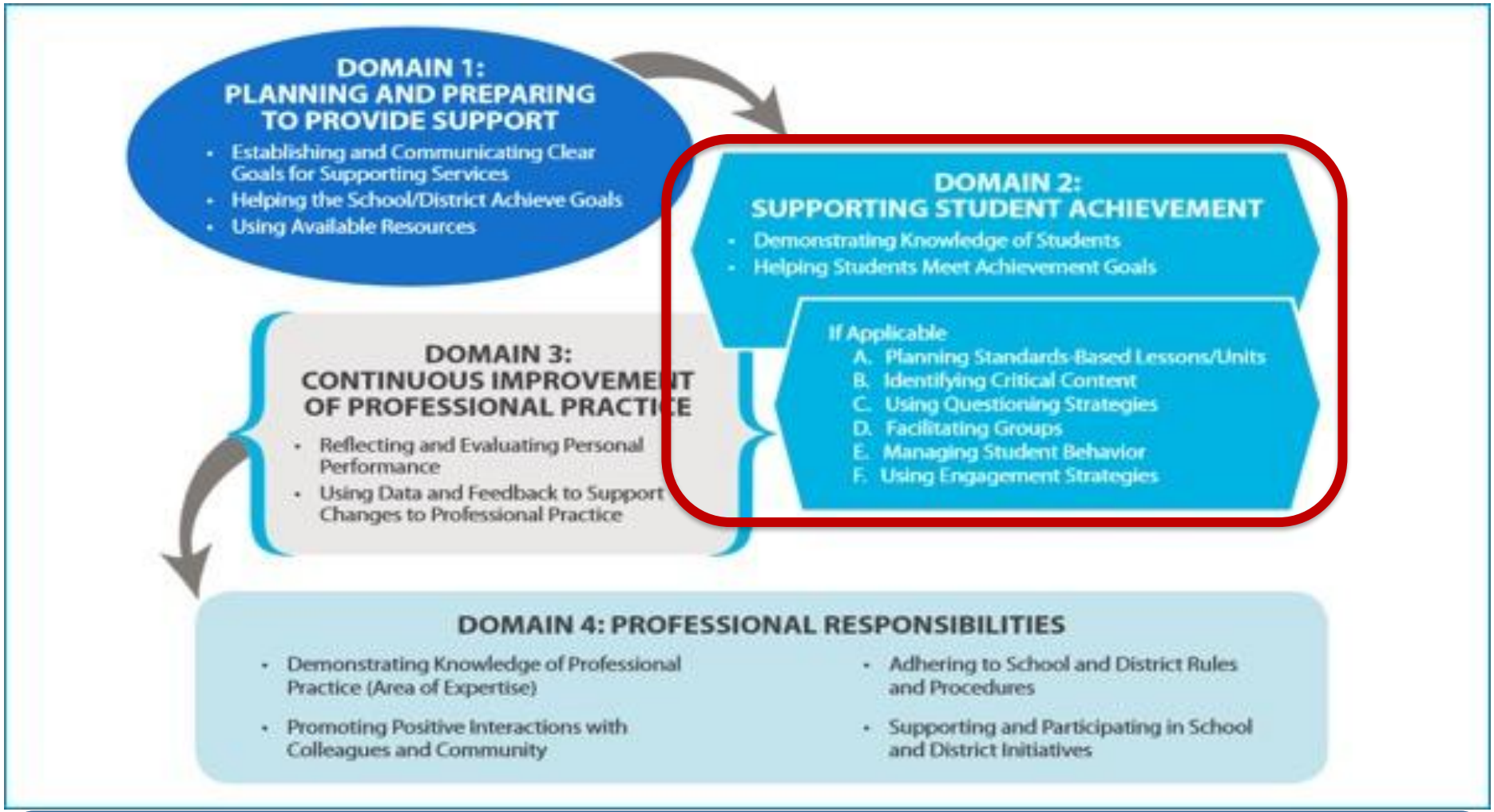

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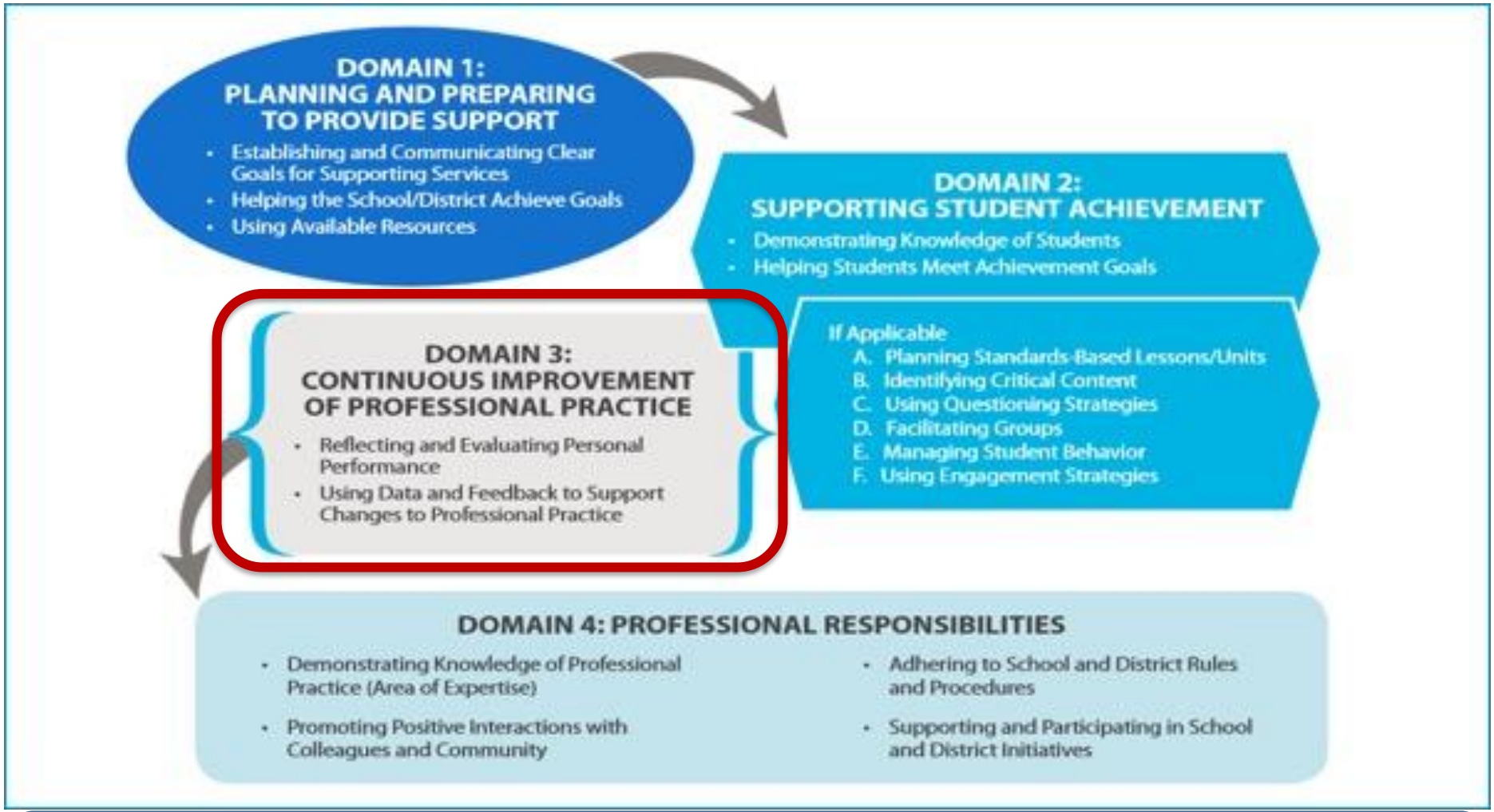

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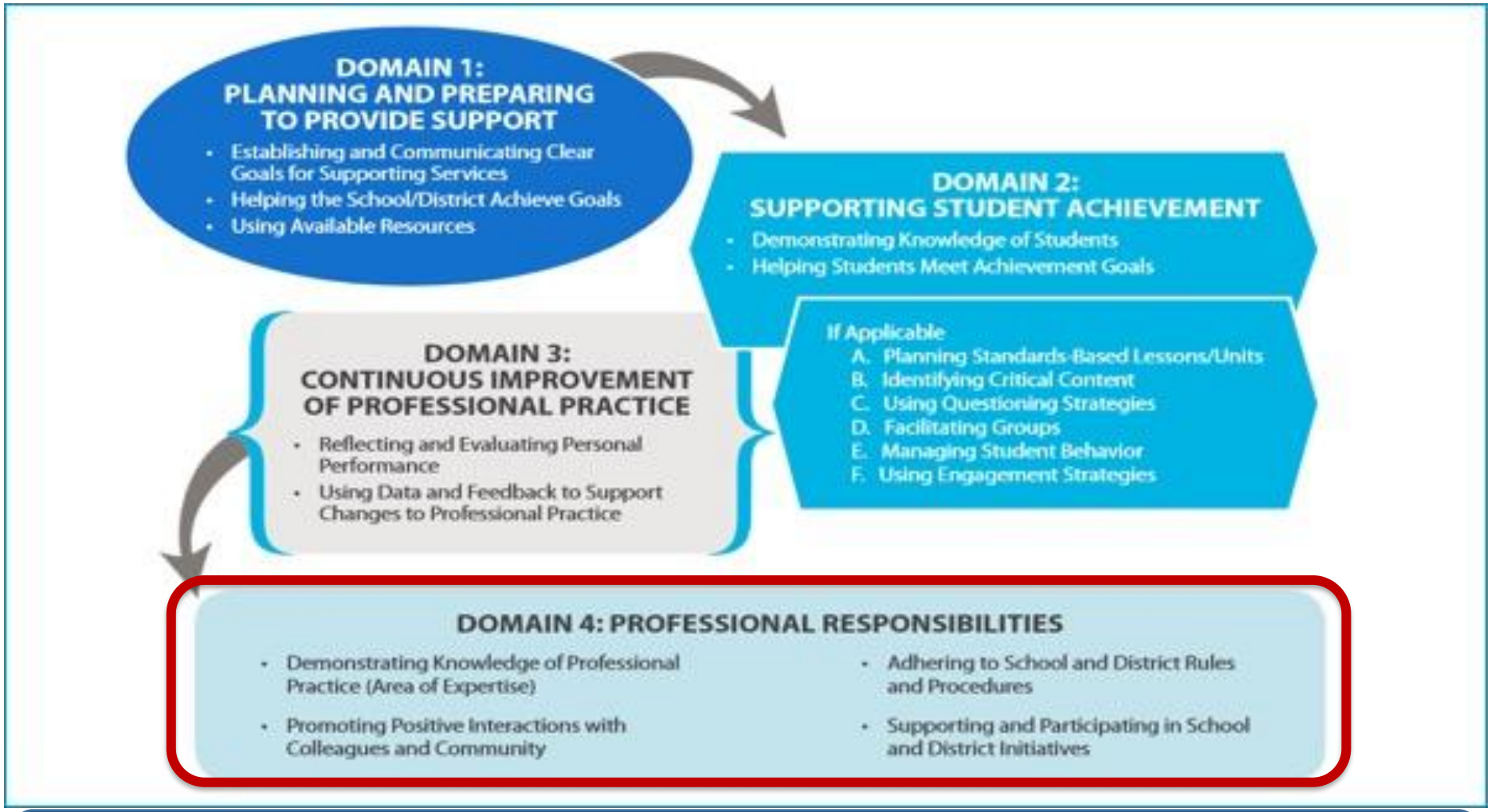


Protocols

Classroom FTEM

Planning to Close the Achievement Gap Using Data (Data obtained through student monitoring.)

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence

- ☐ Plans include a process for helping students track their individual progress on learning targets
- ☐ Plans specify accommodations and/or adaptations for individual ELL or groups of students
- ☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)
- ☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Plans cite the data and rationale used to identify and incorporate accommodations
- ☐ Plans include potential instructional adjustments that could be made based on student evidence/data
- ☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)
- ☐ Productive changes are made to lesson plans in response to formative assessment (monitoring)
- ☐ A coherent record-keeping system is developed and maintained on student learning

Example Implementation Evidence

- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. ELL, gifted, etc.) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Planned student assignments/work show students track their individual progress on learning targets
- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Information about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Non-Classroom Model

Establishing and Communicating Clear Goals for Supporting Services

Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

Desired Effect: School/district knows the supporting services provided by the instructional support member.

Example Instructional Support Member Evidence (Check any evidences demonstrated)

- ☐ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school
- ☐ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals
- ☐ Communicates goals to appropriate school or district personnel
- ☐ References and updates goals and plan for support throughout the year
- ☐ Goals confirm knowledge consistent with professional area of responsibility
- ☐ Supporting services demonstrate knowledge of human growth and development
- ☐ Data are used in the planning and goal setting process
- ☐ Elicits input from school regarding needed services and support
- ☐ Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services

Example Implementation Evidence

- ☐ Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district
- ☐ Explains how goals support and align with school and/or district goals.
- ☐ Explains how data were used to establish goals
- ☐ Explains how their actions and/or activities relate to the goals
- ☐ Artifacts support clear communication of goals

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district *and* monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Standards-Based Planning Protocol – Planning to Closing the Achievement Gap Using Data

Planning to Close the Achievement Gap Using Data (Data obtained through student monitoring.)

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence

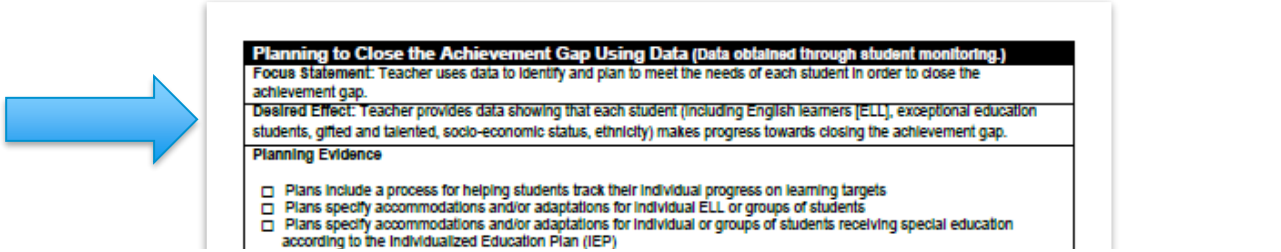
- ☐ Plans include a process for helping students track their individual progress on learning targets
- ☐ Plans specify accommodations and/or adaptations for individual ELL or groups of students
- ☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. ELL, gifted, etc.) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Planned student assignments/work show students track their individual progress on learning targets
- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Information about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Standards-Based Planning Protocol – Planning to Closing the Achievement Gap Using Data



Planning to Close the Achievement Gap Using Data (Data obtained through student monitoring.)

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence

- ☐ Plans include a process for helping students track their individual progress on learning targets
- ☐ Plans specify accommodations and/or adaptations for individual ELL or groups of students
- ☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)

Desired Effect: Teacher provides data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

- ☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Planned student assignments/work show students track their individual progress on learning targets
- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Information about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Needed	Emergent	Proficient	Accomplished	Exemplary
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- ☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Plans cite the data and rationale used to identify and incorporate accommodations
- ☐ Plans include potential instructional adjustments that could be made based on student evidence/data
- ☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)
- ☐ Productive changes are made to lesson plans in response to formative assessment (monitoring)
- ☐ A coherent record-keeping system is developed and maintained on student learning

Example Implementation Evidence

- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. ELL, gifted, etc.) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Planned student assignments/work show students track their individual progress on learning targets
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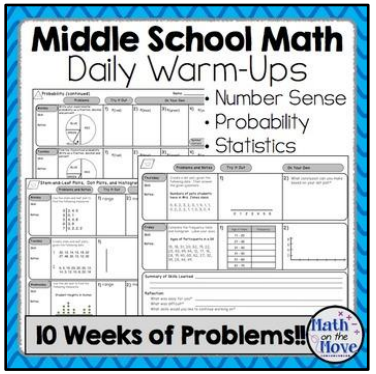
Current and Relevant

Examples –



Standards-Based Planning Protocol – Planning to Closing the Achievement Gap Using Data

Planning to Close the Achievement Gap Using Data (Data obtained through student monitoring.)

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence

- ☐ Plans include a process for helping students track their individual progress on learning targets
- ☐ Plans specify accommodations and/or adaptations for individual ELL or groups of students
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- ☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Plans cite the data and rationale used to identify and incorporate accommodations
- ☐ Plans include potential instructional adjustments that could be made based on student evidence/data
- ☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)
- ☐ Productive changes are made to lesson plans in response to formative assessment (monitoring)
- ☐ A coherent record-keeping system is developed and maintained on student learning

Example Implementation Evidence

- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. ELL, gifted, etc.) at the appropriate grade level targets
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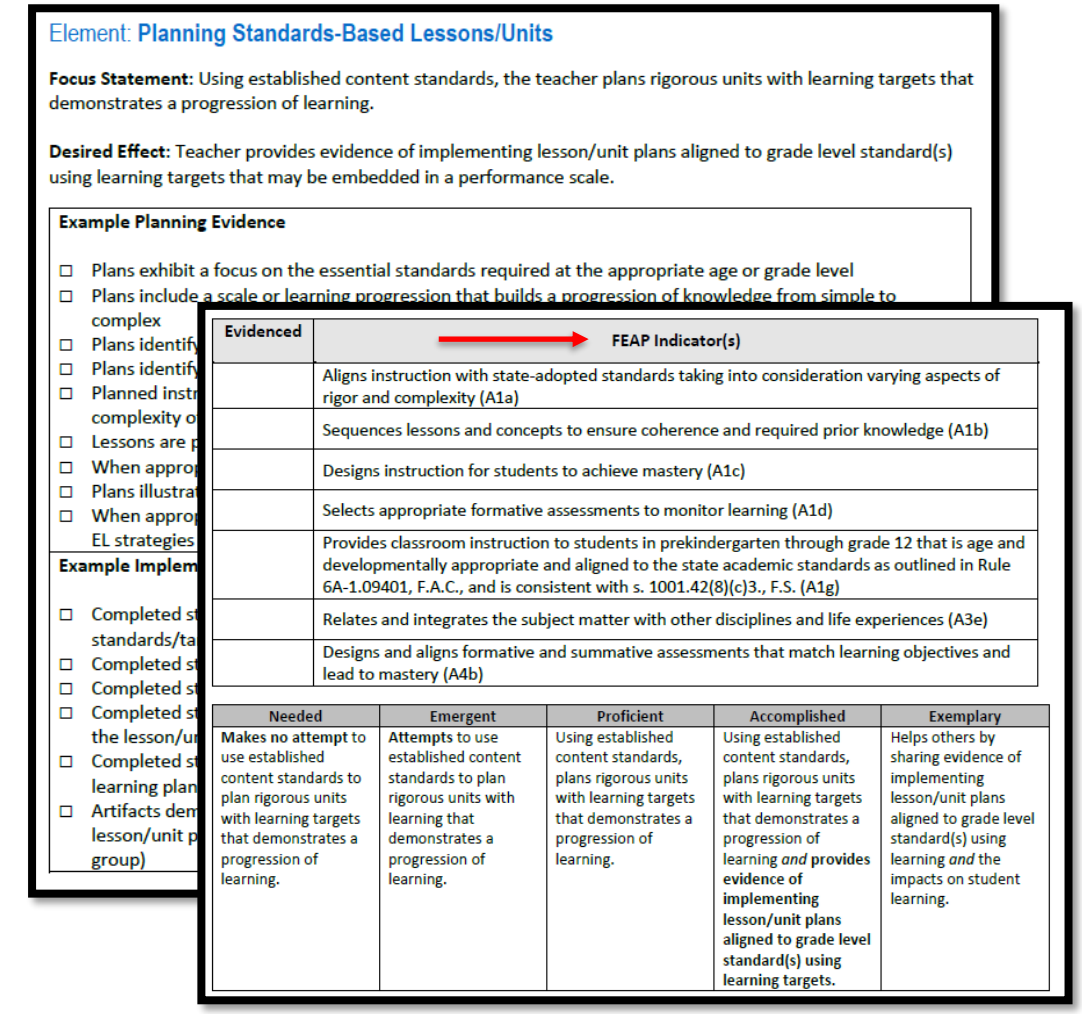
PAGES Protocols with FEAPs



Element: **Planning Standards-Based Lessons/Units**

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets that may be embedded in a performance scale.

Example Planning Evidence

- ☐ Plans exhibit a focus on the essential standards required at the appropriate age or grade level
- ☐ Plans include a scale or learning progression that builds a progression of knowledge from simple to complex
- ☐ Plans identif
- ☐ Plans identif
- ☐ Planned instr complexity o
- ☐ Lessons are p
- ☐ When approp
- ☐ Plans illustrat
- ☐ When approp EL strategies

Example Implem

- ☐ Completed st standards/ta
- ☐ Completed st
- ☐ Completed st
- ☐ Completed st the lesson/ur
- ☐ Completed st learning plan
- ☐ Artifacts dem lesson/unit p group)

Evidenced	FEAP Indicator(s)
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)
	Designs instruction for students to achieve mastery (A1c)
	Selects appropriate formative assessments to monitor learning (A1d)
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to use established content standards to plan rigorous units with learning targets that demonstrates a progression of learning.	**Attempts** to use established content standards to plan rigorous units with learning that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning ***and* provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets.**	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning ***and*** the impacts on student learning.

FEAPs aligned to each Element are now listed within each Protocol and may be "checked" by the administrator when demonstrated by the teacher.

Just like "Example Evidence" is "checked" if observed and does not count toward the Element rating, <u>FEAPs will be "checked" by administrators when demonstrated and will not count towards the Element rating</u>.

Standards-Based Planning Protocol – Planning to Closing the Achievement Gap Using Data

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [ELL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

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Standards-Based Observation Cycle

Steps	Process
Planning Conference	Teacher identifies the: • Academic standard(s) or standards-based learning target(s) for the lesson • Research-based strategies that will help students learn the knowledge and skills in the standard(s) or learning target(s) • Student evidence that needs to be generated to demonstrate they have learned the standard(s) or met the learning target(s)
Observation	5-step process
Evidence-Based Reflection Conference	Teacher sorts the student evidence into three categories: 1) Met the standard or learning target 2) Made progress but did not fully meet, and 3) Did not meet the learning target Ratings assigned

Rating in the Standards-Based Planning Domain

Planning Standards-Based Lessons/Units

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to plan rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning *and* provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets *and* the impacts on students learning.

Rating in the Standards-Based Planning Domain

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Planning Conference	Teacher identifies the: • Academic standard(s) or standards-based learning target(s) for the lesson • Research-based strategies that will help students learn the knowledge and skills in the standard(s) or learning target(s) • Student evidence that needs to be generated to demonstrate they have learned the standard(s) or met the learning target(s)
Observation	5-step process
Evidence-Based Reflection Conference	Teacher sorts the student evidence into three categories: 1) Met the standard or learning target 2) Made progress but did not fully meet, and 3) Did not meet the learning target Ratings assigned

5-Step Observation Cycle

Step	Teacher
1	What element am I implementing? Am I using it correctly?
2	What strategy am I using to monitor if students are learning at the appropriate level of the target?
3	What percentage of students demonstrate learning at the appropriate level of the target?
4	After monitoring student evidence and determining the number of students who demonstrate the desired learning, do I need to make an adaptation?
5	**Do I have relevant student evidence to support my lesson?**

Standards-Based Observation Cycle

Steps	Process
Planning Conference	Teacher identifies the: • Academic standard(s) or standards-based learning target(s) for the lesson • Research-based strategies that will help students learn the knowledge and skills in the standard(s) or learning target(s) • Student evidence that needs to be generated to demonstrate they have learned the standard(s) or met the learning target(s)
Observation	5-step process
Evidence-Based Reflection Conference	Teacher sorts the student evidence into three categories: 1) Met the standard or learning target 2) Made progress but did not fully meet, and 3) Did not meet the learning target Ratings assigned

Observation Types

Classroom (5)

Formal Observation Cycle
Informal Observation Cycle
Walkthrough
Meeting
Feedback

Non-Classroom (4)

Formal Observation Cycle
Planned Meeting
Meeting
Feedback

PAGES Observations

- Walkthrough – For classroom teachers only
  (3 - 10 minutes)

- Formal
  (at least 30 minutes)
- Informal
  Classroom teachers only
  (11 - 29 minutes)

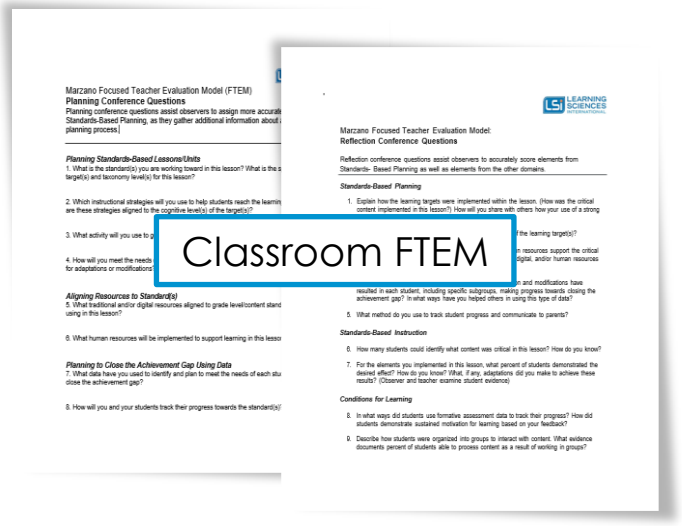
Data Collection Methods

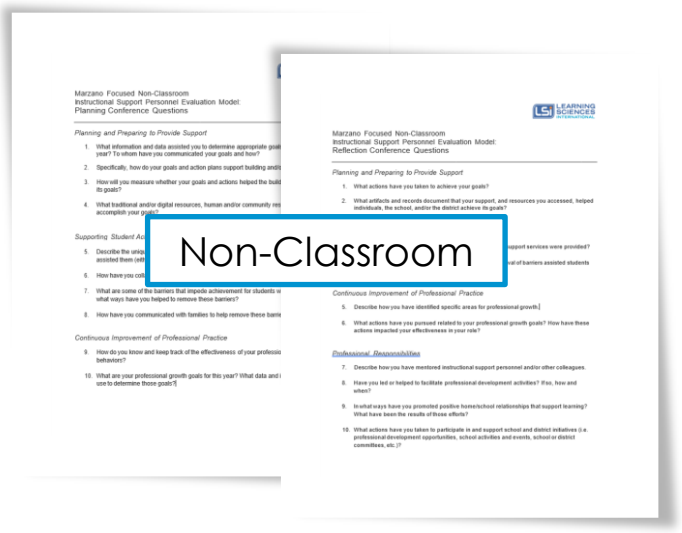
- Formal
  (at least 30 minutes)
- Informal

Classroom teachers only
(11 - 29 minutes)

Planning Conference
Observation
Reflection Conference

= **OBSERVATION CYCLE**



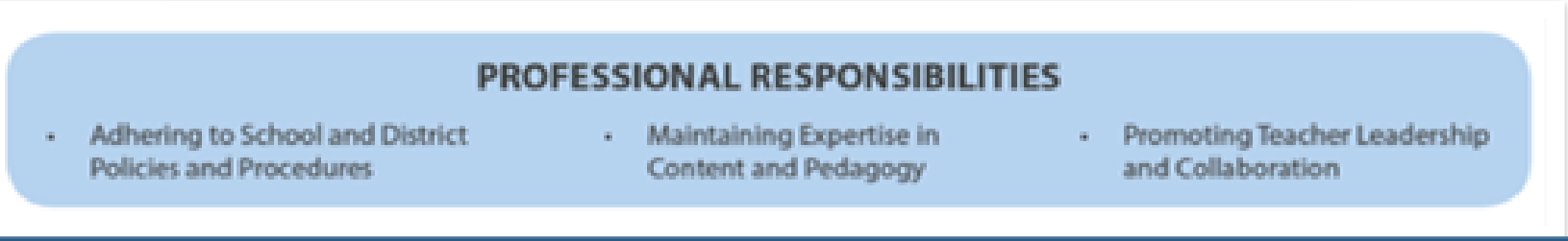


Forms found in iObservation and Canvas

Data Collection Methods

- Planned Meeting - For non-classroom teachers only
- Meeting
- Feedback

Only **Professional Responsibilities** Elements may be rated



Evaluations

The FLDOE requires that all teachers receive an evaluation to include late hires and/or teachers that go on leave and/or retire/resign.

Based on Florida State Statute (1012.335), probationary teachers will receive two evaluations within their first year of teaching.

- *If hired after November 15, 2024, the teacher will receive the 2nd evaluation at the end of the first semester.*
- *If hired on/before November 15, 2025, the teacher will receive the 1st evaluation at the end of the first semester.*

Requirements for Classroom and Probationary Teachers

	Formal (at least 30 minutes)/ Informal (11-29 minutes)	Total Datamarks
Experienced Teachers	1	At least 15
Probationary Teachers	2	

- All teachers will earn datamarks during a Formal and/or Informal Observation Cycle.
- At least 15 datamarks will be awarded during the 2025-2026 school year.

Please note that administrators may conduct additional observations.

Requirements for Non-Classroom and Probationary Teachers

Teacher Classification	Formal (at least 30 minutes) or Planned Meeting	Total Datamarks
Experienced Teachers	1	At least 15
Probationary Teachers	2	

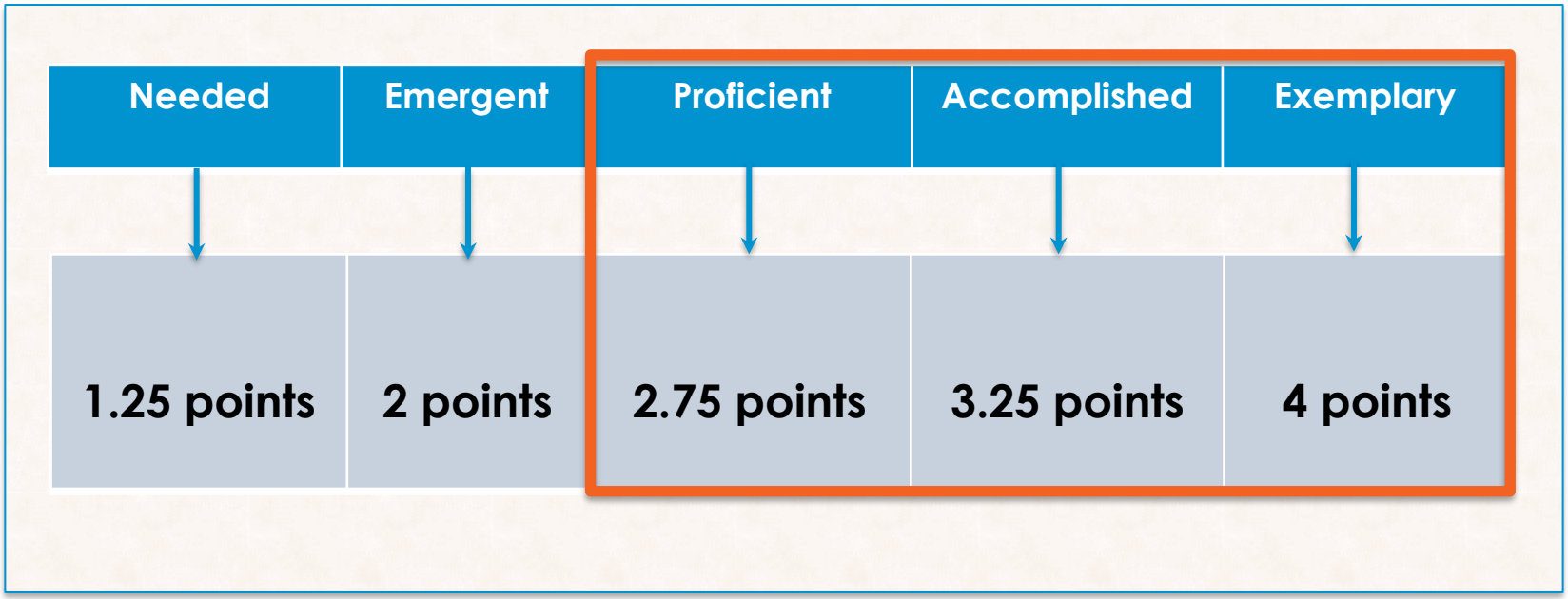
- All non-classroom teachers will earn datamarks during a required Planned Meeting and/or Formal Observation Cycle.
- If observed, the observation must be a Formal observation (at least 30 minutes), which includes a Planning Conference and a Reflection Conference.
- At least 15 datamarks will be awarded during the 2025-2026 school year.

Please note that administrators may conduct additional observations /meetings.

Observation Acknowledgement

- Acknowledgement does not indicate agreement with the observation nor prevent the observation from counting towards the evaluation.
- Acknowledgement is necessary to leave a comment.
- Make requests for a conference with administration within 10 days of the submitted datamarks.

Datamark Ratings 2025-2026



Instructional Practice Scale

- The Instructional Practice score is based on datamarks received within the PAGES Classroom FTEM.
- Once a score is calculated, a scale is applied and the Instructional Practice score is determined.

	2024-2025
Highly Effective	3.450-4.000
Effective	2.500-3.449
Needs Improvement	2.000-2.499
Unsatisfactory	1.000-1.999

Deliberate Practice

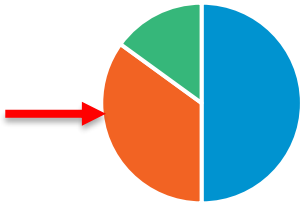
Deliberate Practice/Growth Plan

ACTION	DATES
Deliberate Practice details will be shared with teachers:	Week of October 7, 2024
Teachers complete their Self-Assessment within iObservation:	**October 6, 2025 – November 14, 2025 @ 11:59pm** ★
Teachers complete their growth plan:	November 17, 2025 – December 18, 2025
Administrators approve growth plans:	January 5, 2026 – January 30, 2026

Self-Assessment

Ratings Based on Meeting Deadline Date	
Highly Effective (4.0) ★	The educator completed and finished the Self-Assessment by November 14, 2025, at 11:59 pm.
Effective (3.0)	The educator started the Self-Assessment on time and finished after November 14, 2025.
Needs Improvement (2.0)	The educator started the Self-Assessment after the due date and finished it by April 17, 2026.
Unsatisfactory (1.0)	The educator does not start or finish the Self-Assessment by April 17, 2026.

Student Performance



- Instructional Practice
- Student Performance
- Deliberate Practice

Student Performance

- Per Florida Statute 1012.34, Student Performance "must include growth or achievement data of the teacher's students."
- Student Performance shall include growth or achievement data of the teacher's students over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used.
- Be on the lookout for an email alert regarding Roster Verification, where you can review your roster for accuracy. Roster Verification occurs twice a year (December and April) and is optional.
- Additional information on Student Performance for the 2024-2025 school year will be forthcoming.

PAGES Final Evaluation Score

- Instructional Practice Score (50%)
- Deliberate Practice (15%)
- Student Performance Score (35%)

iObservation Logon

www.ieobservation.com

Observation

ADVANCING PROFESSIONAL GROWTH

p000XXXXX@Pembroke Pines Charterschools.com

Password: Same as before

Continue

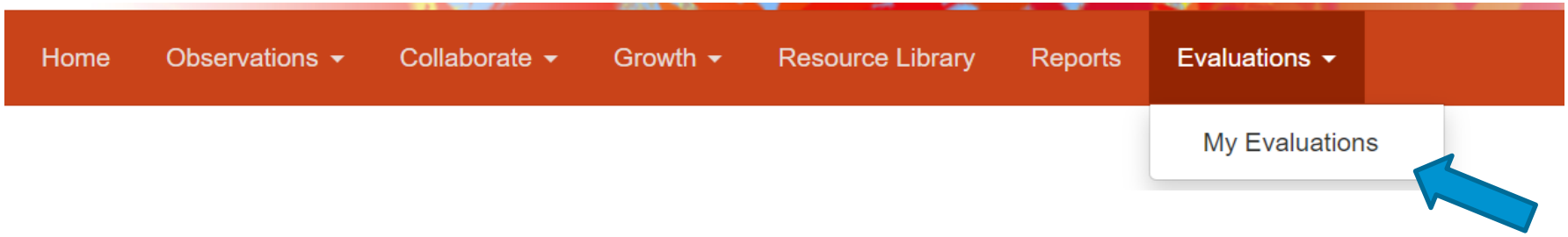
Look!

Viewing Evaluations in iObservation

View your "real-time" IP score **often**.
This way, should you have questions, you can follow the concern process.

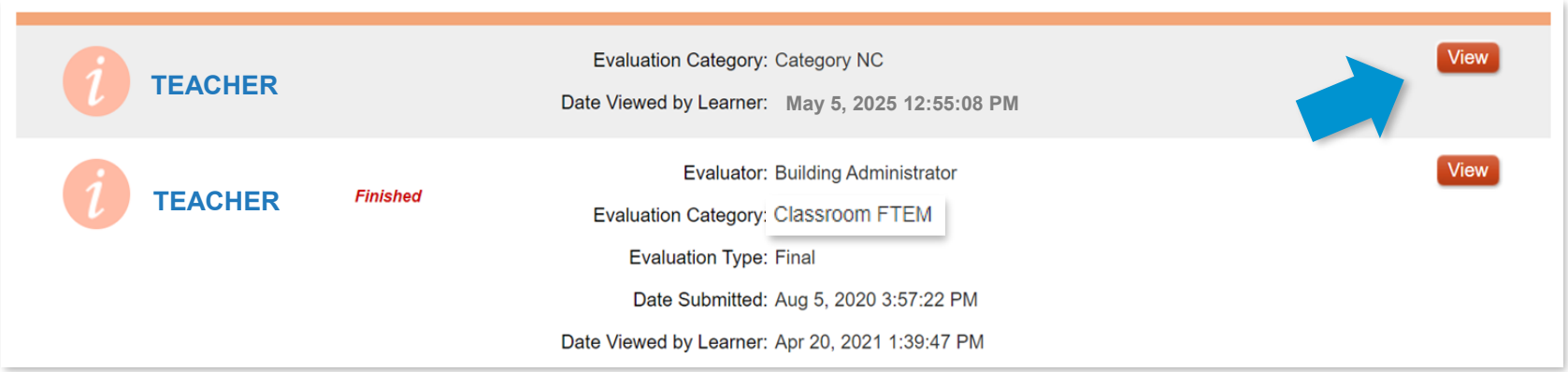
Step 1: Click on the Evaluations tab.

Step 2: Select "My Evaluations" from the dropdown menu.

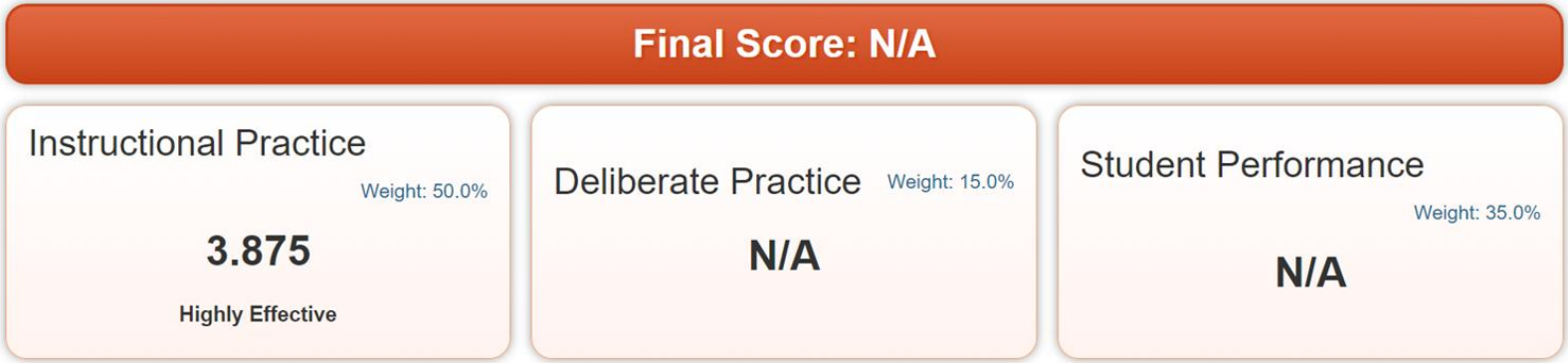


Viewing Evaluations in iObservation

Step 3: Find the current school year and click "View".



Step 4: Scroll down to the "Final Score" bar. Listed underneath will be your current Instructional Practice score.



Contact Us!

City of Pembroke Pines HR Department

For questions regarding evaluation protocols please contact your administrator.
For technical support please contact the Office of Innovative Learning by submitting a ticket in Fresh Service under My Classroom > I-Observation.

Questions?