

Leon LEADS

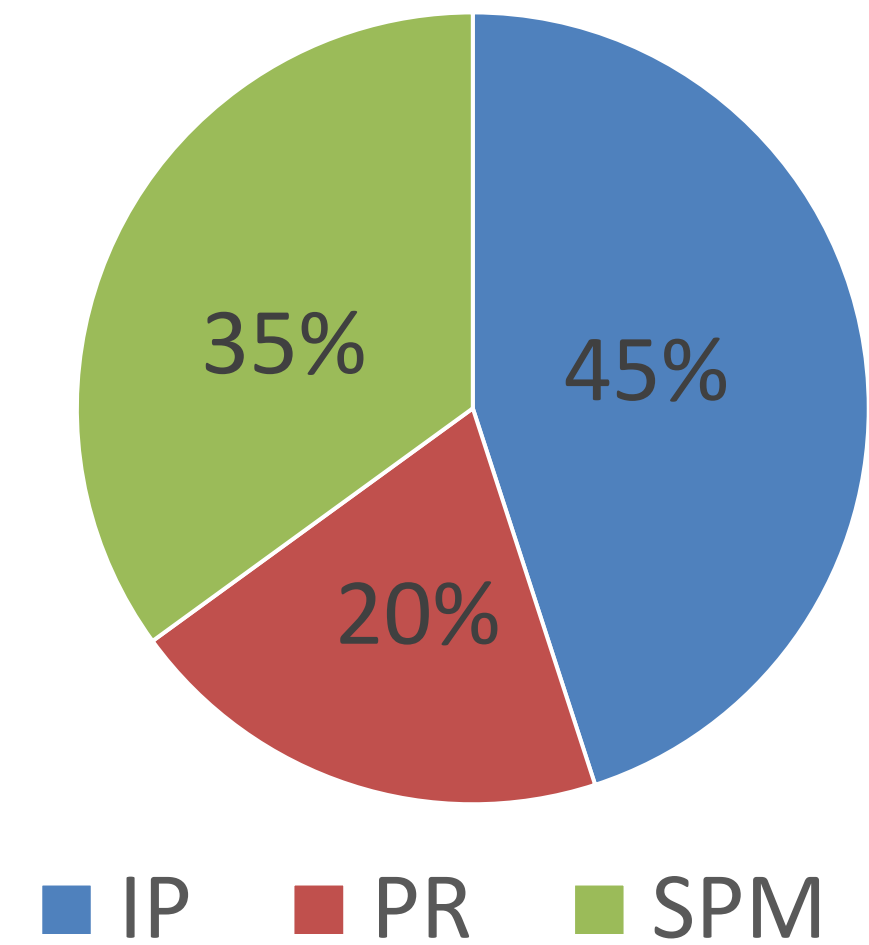
Leon Evaluation and Development System



Evaluation Calculation

The overall evaluation score is calculated using three components.

- 1 – Instructional Practice Score (IP) – 45%
- 2 – Professional Responsibility (PR) – 20%
- 3 – Student Performance Measure (SPM) – 35%



Instructional Practice Score (45%)	
Student Performance Measure Score (35%)	
Professional Responsibilities Score (20%)	
Final Evaluation Score	

(HE) Highly Effective	(E) Effective	(NI) Needs Improvement or (D) Developing	(U) Unsatisfactory
3.35-4.0	2.35-3.349	1.35-2.349	0-1.349

Evaluation Domains

There are 4 Domains consisting of a total of 37 elements which can be evaluated.

Domain 1 – Collaborative Planning

Elements 1 through 5

Domain 2 – Instruction

Elements 6 through 29

Domain 3 – Reflection and Revision

Elements 30 through 33

Domain 4 – Professional Responsibility

Elements 34 through 37



The Elements



Domain 1 Collaborative Planning

The team or teacher will

1. Ensure the unit reflects the state standards and includes common formative and summative assessments. (Utilizes LCS pacing guide when applicable)
2. Ensure that the unit moves students from lower levels to higher levels of cognitive complexity.
3. Provide scaffolding within lessons so that each piece of new information clearly builds on the previous piece.
4. Identify traditional resources and available technologies that enhance student understanding and how to use them appropriately.
5. Identify the adaptations, accommodations, and modifications that will be used to meet the needs of special learners, including ESE, ELL, 504 and low-expectancy/high-risk students who lack support for learning.

Domain 2 Instruction

Focus 1: Assuring Quality Student Work

The teacher will

6. Follow a learning progression that describes levels of performance and includes the learning goal.
7. Provide feedback to students regarding their progress and assists students in monitoring their progress.
8. Provide students with recognition of their growth, effort and accomplishments.
9. Use techniques to establish and maintain student engagement (investment in learning).
10. Use response rate techniques to maintain student engagement in questions.

Focus 2: Classroom Environment

The teacher will

11. Maintain an orderly classroom utilizing established classroom routines and procedures.
12. Use behavior associated with "with-it-ness" to maintain adherence to rules and procedures.
13. Display objectivity and control.

Focus 3: Interacting with New Knowledge

The teacher will

14. Engage students in linking activities to connect what they already know to new content.
15. Cue critical information to students.
16. Use cooperative learning strategies to implement effective small groups.
17. Chunk new information into small amounts and actively engage groups of students in processing the chunks of new information.
18. Provide opportunities for students to record their understanding of new content in linguistic and/or non-linguistic ways.
19. Engage students in activities that require elaborative inferences.
20. Engage students in activities that help them reflect on the learning process, their learning and effort.

Focus 4: Deepening and Practicing Knowledge

The teacher will

21. Engage students in a brief review of content that highlights the critical information.
22. Use the cooperative learning process and strategies to practice and deepen knowledge.
23. Help students deepen knowledge by examining similarities and differences.
24. Help students deepen knowledge by examining their own reasoning or logic.
25. Engage students in practice activities that help them develop competence and confidence.
26. Provide opportunities for independent practice at home.
27. Engage students in examining how the current lesson changed their perception and understanding of previous content.

Focus 5: Applying Learned Knowledge

The teacher will

28. Engage groups of students in activities to facilitate student work on complex tasks.
29. Facilitate students making decisions, solving problems, investigating, engaging in experimental inquiry, and / or authoring personal writings.

Domain 3 Reflection and Revision

The teacher/ team will

30. Use data analysis to make instructional decisions.
31. Determine the effectiveness of selected strategies for subgroups (ESE, ELL, 504 and low-expectancy/high-risk students who lack support for schooling).
32. Identify specific strategies and behaviors from Domain 2 on which to improve and develop a written Deliberate Practice Plan.
33. Demonstrate a professional growth mindset.

Domain 4 Professional Responsibilities

The teacher will

34. Implement the school and district rules/procedures and adhere to them.
35. Know the district and school initiatives and participate accordingly.
36. Positively contribute to the overall school culture.
37. Interact with students and parents in a positive manner to foster learning and promote positive home/school relationships.



Rating Scales

Each element in the Leon LEADS Evaluation Framework has a rating scale associated with it. Note that in Domain 2 (Instruction) – The rating scales of “Not Using”, “Beginning” and “Highly Effective” have the same description for all elements; while the ratings for “Developing” and “Effective” are specific to the individual element.

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
0 pts.	1 pt.	2 pts.	3 pts.	4 pts.

Understanding the Rating Scales

Not Using (0)	Beginning (1)	Developing (2)	Effective (3)	Highly Effective (4)
0 pts.	1 pt.	2 pts	3 pts.	4pts.



0—NOT USING: **The strategy is called for in the classroom but the teacher does not use it.** This might indicate the teacher does not know or understand the strategy or did not remember to use it.

1—BEGINNING: **The teacher uses the strategy incorrectly or with parts missing.** The teacher might recognize the strategy is called for but omits parts or uses it incorrectly. At this stage, the teacher often needs to consciously think about and focus on implementing the strategy.

2—DEVELOPING: The teacher uses the strategy correctly but does not monitor how students are responding to the strategy. Often, the teacher is focusing on the delivery of the instruction and not on the impact of the strategy on student learning. **The Developing rating should be used when the teacher is MONITORING LESS THAN A MAJORITY OF STUDENTS to determine the impact of the strategy on their learning.**

3—EFFECTIVE: The teacher uses the strategy and monitors the extent to which it affects the MAJORITY (or more) of students. Monitoring student understanding will have a significant impact on learning; it is the key to being rated at the Effective level. When teachers are monitoring, they use a variety of ways to determine students' levels of understanding, they clarify misunderstandings and they provide students with feedback about their learning. **The Effective rating should be used when there is clear evidence the teacher is monitoring the impact of the strategy on a MAJORITY OF STUDENTS LEARNING.**

Effective instruction has a direct impact on learning outcomes for the MAJORITY of students. Instruction that is rated Effective should be considered "A" teaching.

4--HIGHLY EFFECTIVE: The use of a strategy is considered Highly Effective when the teacher uses it in such a way that **ALL** students are engaged and demonstrate learning. This means that the teacher must deliberately plan for unique student needs prior to instruction. In addition, during the lesson, the teacher monitors student learning and purposely adapts the strategy in order to ensure that **ALL** students are increasing their learning. Strategies are created to meet the needs of specific students or the class as a whole in order for the desired effect to be evident in **ALL** students. This is considered to be expert or "A plus" teaching. **Observers should see ALL students actively engaged in learning as a result of the teacher monitoring learning or modifying instruction.**

Instructional Practice (IP) Score – 45%

Scores are earned through observations.

Calculation

Domain 1 x 20%

Domain 2 x 60%

+ Domain 3 x 20%

Overall IP score

Types of Observations

- Walkthroughs

- Not scheduled or announced in advance
- Minimum number required per year – but no limit
- Observation approx. 5 – 15 minutes

- Formal Observations

- Scheduled in advanced
- Includes a Pre-Conference and Post Conference
- Observation approx. 50 minutes

(See Schedule of Observations for Required Number)

Non-Evaluative Walkthroughs are not included in the Evaluation Calculation.



2025-26 Schedule of Observations



Teacher Status	Formal Observations (Announced)	Walkthroughs (not a limited number)
Category 1 A New Teacher <i>(0-1 years of teaching)</i>	2 1 by 10/3/25 (start date 7/31/25)* 2 by 4/15/26 *1A teachers <u>must</u> be observed within the first 45 days	Minimum Requirement – once each nine weeks 2 by 12/12/25 4 by 4/15/26
Category 1 <i>(2nd or 3rd year of teaching or new to LCS)*</i>	2 1 by 12/12/25 2 by 4/15/26	Minimum Requirement – once each nine weeks 2 by 12/12/25 4 by 4/15/26
Category 2 <i>(starting with the 4th year of teaching)</i>	1 1 by 4/15/26 (annual contract) 1 by 5/1/26 (prof. serv. contract)	Minimum Requirement – once each semester 1 by 12/12/25 2 by 4/15/26 (annual contract) 2 by 5/1/26 (prof. serv. contract)
Category 3 <i>(starting with the 10th year of teaching)</i>	1 1 by 4/15/26 (annual contract) 1 by 5/1/26 (prof. serv. contract)	Minimum Requirement – once first semester 1 by 12/12/25
Instructional Support <i>(determined by the prior year's Instructional Practice Score)</i>	2 1 by 10/10/25 2 by 4/15/26	Minimum Requirement – twice each nine weeks 4 by 12/12/25 8 by 4/15/26

Professional Responsibility (PR) – 20%

Domain 4 Professional Responsibilities

The teacher will

- 34. Implement the school and district rules/procedures and adhere to them.
- 35. Know the district and school initiatives and participate accordingly.
- 36. Positively contribute to the overall school culture.
- 37. Interact with students and parents in a positive manner to foster learning and promote positive home/school relationships.

Teachers have the opportunity to submit feedback and evidence demonstrating their implementation of Domain 4 elements within the LEADS Evaluation platform. Administrators review and consider this teacher-provided evidence when determining end-of-year ratings for these elements.



Student Performance Measure Calculation

(SPM) – 35%

The SPM is calculated using the average of up to three (3) years of SPM scores when appropriate and available per statute (s. 1012.34, F.S.).

SPM is calculated by the percentage of Student Learning Objectives (SLOs) met.

Teachers must acknowledge that **all** students on their rosters are represented in their SLOs.

Teachers who instruct courses that are assessed by state or national standardized assessments must utilize the state or national assessment data in the development of their SLOs. Data can also be gathered from school and classroom level assessments, baseline assessments, as well as student performance on classwork during the first few weeks of school. The number of SLOs written should be proportional to the number of state assessed courses reflected on the teacher's schedule.

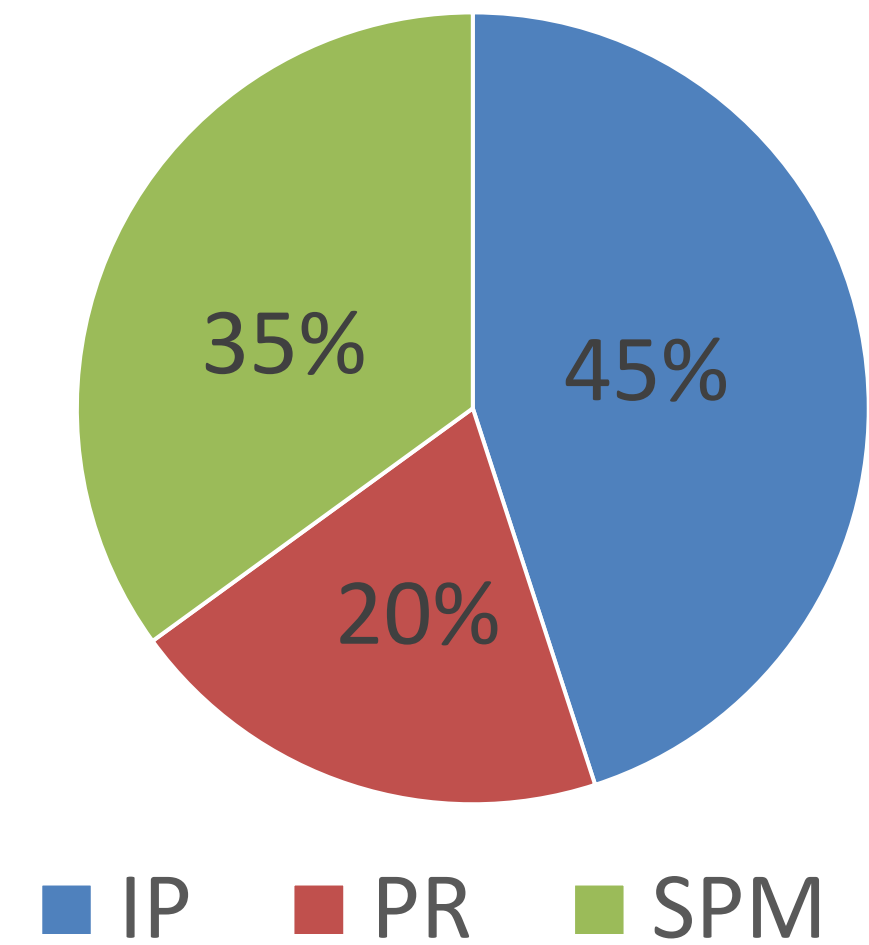
SLO – percent met (75-100% = 4; 50-74% = 3; 25 – 49% = 2; 0-24% = 1)

The Student Performance Measure score is 35% of the summative evaluation score.

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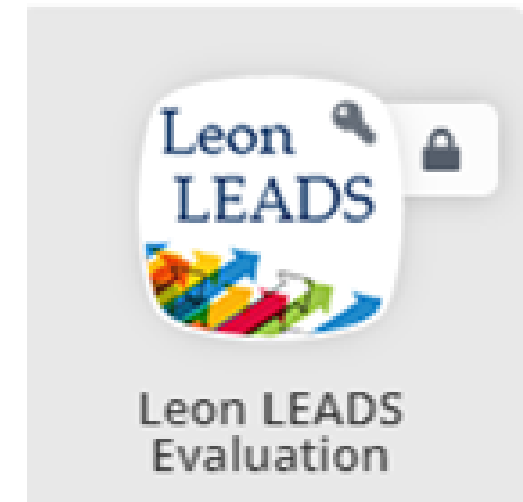
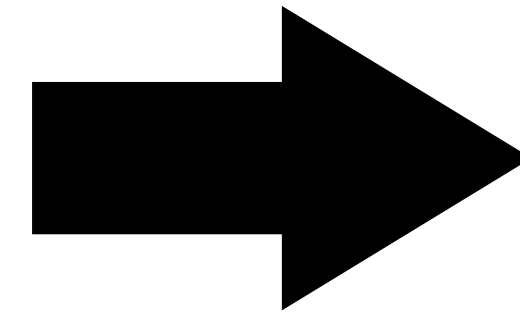


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Leon LEADS Platform

CLASSLINK TILE



Main Page



LEON
COUNTY
SCHOOLS

Impersonating [redacted] End

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Signatures

Incomplete Tasks

School Year
2025/2026

#	Task	Process	Scheduled	Due	
1	Teacher - Deliberate Practice... *	Category 3 Teacher Evaluation		10/25/2025	Go To Form
2	Teacher - Student Learning Ob... *	Category 3 Teacher Evaluation		10/25/2025	Go To Form
▼	Formal Observation #1				
7	Teacher - Pre-Observation	Category 3 Teacher Evaluation			Go To Form
11	Teacher - Professional Respon... *	Category 3 Teacher Evaluation		05/09/2026	Go To Form
12	Teacher - DPP Completion Form	Category 3 Teacher Evaluation			Go To Form
13	Teacher - SLO Completion Form *	Category 3 Teacher Evaluation		05/23/2026	Go To Form

Completed forms and tasks can be found in the History tab

[Show Icon Legend](#)

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Tasks

- Shows any task you are responsible for completing this school year.

History

- Shows any previous, completed forms such as DPPs, SLOs, and evaluations.

Attachments

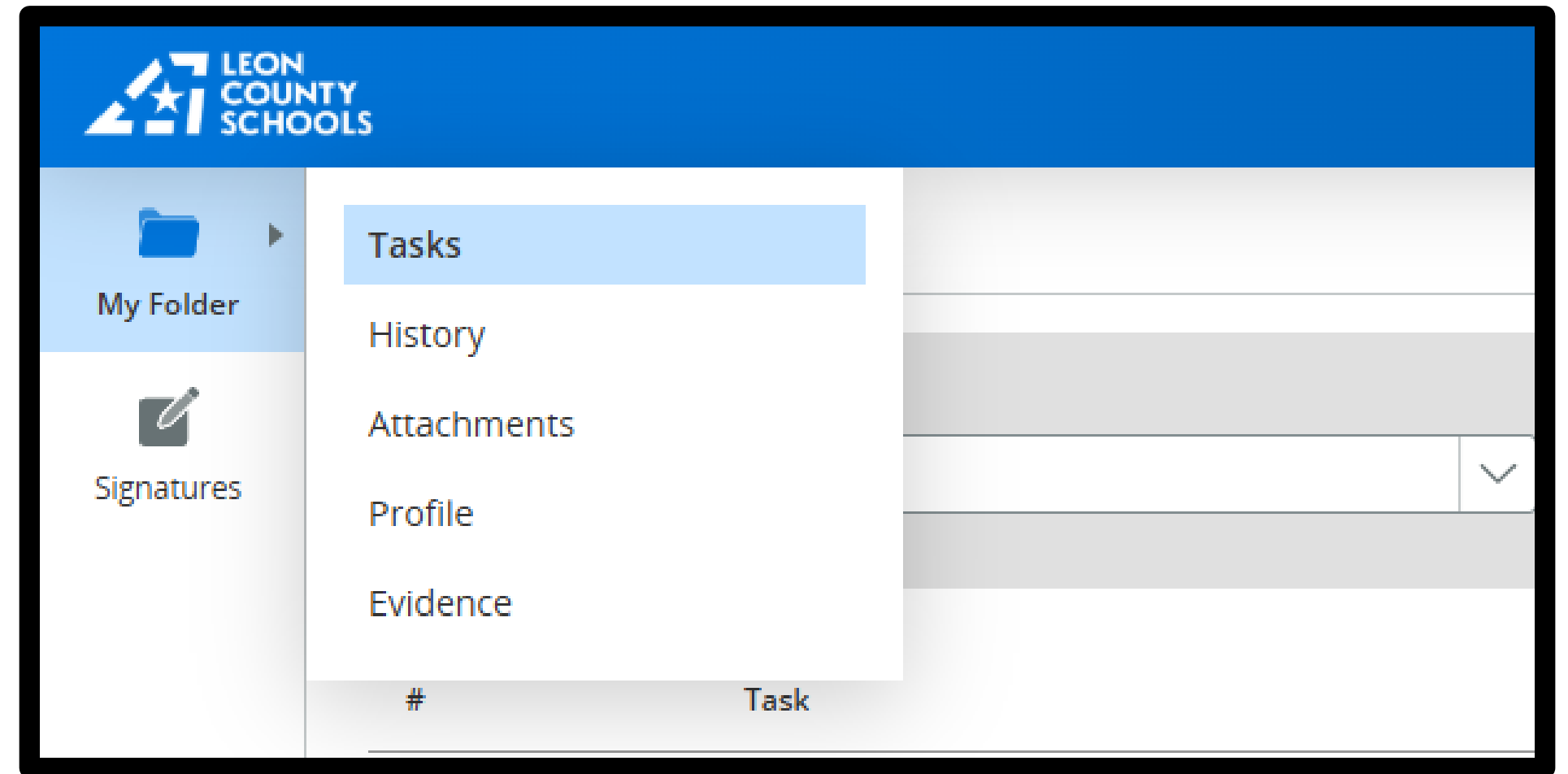
- Any uploads for your evaluation that an administrator may have added.

Profile

- Can change your e-mail preferences here – how often do you want to receive summary notifications?

Evidence

- Shows any attachments from completed forms. Teachers can add attachments here but they will not be connected to a specific evaluation.



Tasks

When logging into the system, the main screen will show all incomplete tasks for your evaluation. You will only see tasks that **you** are responsible for completing.

- **Due October 13th**
 - **Deliberate Practice Plan**
 - **Student Learning Objectives**
- **Due End of Year**
 - **Professional Responsibility**
 - **DPP Completion Form (Optional)**
 - **SLO Completion Form**

Formal Observations: You will see the Pre-Observation form only. The remaining observation tasks will be visible once your evaluator has shared them.



My Folder

Signatures

Tasks

History

Attachments

Profile

Evidence

#	Task
1	Teacher - Deliberate Practice... *
2	Teacher - Student Learning Ob... *
	Formal Observation #1
7	Teacher - Pre-Observation
11	Teacher - Professional Respon... *
12	Teacher - DPP Completion Form
13	Teacher - SLO Completion Form *

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Completing a Task



To complete a required task – click Go To Form on the far right side of the task.

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Incomplete Tasks

School Year
2025/2026

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13	Teacher - SLO Completion Form *	Category 3 Teacher Evaluation		05/23/2026	Go To Form

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Navigating a Form



Impersonating - [redacted] End

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Teacher - Deliberate Practice Plan

Responsible [redacted] Building [redacted]

Print or Save as a PDF

Slide Out Tab

Task: Teacher - Deliberate Practice Plan

Teacher Name required
[redacted]

Location required
[redacted]

DPP Element #1 (Required)

DPP Element #1 required
[dropdown menu]
Based on your self-assessment, select the element from the dropdown that you will deliberately practice.

Describe the current student behavior or learning that you would like to improve as a result of focusing on this target element. Include the action steps you will take and list any resources or materials that you may need. required

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A

Font Sizes

Action steps

AutoSave Enabled

Back

Save Progress

Save & Submit

Deliberate Practice Plan (DPP)



Click [Go To Form](#) on the far right side of the task.

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Incomplete Tasks

School Year

2025/2026

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Task: Teacher - Deliberate Practice Plan

DPP Element #1 required

Describe the current student behavior or learning that you would like to improve as a result of focusing on this target element. Include the action steps you will take and list any resources or materials that you may need.

Step 2 - Describe the current behavior. Identify action steps for improving. Identify any materials or resources you may need to be successful.

Baseline Level/Score for DPP Element #1 requiredAnticipated Final Growth Level Score for DPP Element #1 required

Optional Element #2 - Can be any element

Step 2 - Describe the current behavior. Identify action steps for improving. Identify any materials or resources you may need to be successful.

Pick an Anticipated Final Growth Level Score - where you would like to be at the end of the year for this element. (Effective or Highly Effective)



Save & Submit

Student Learning Objectives (SLOs)



Click [Go To Form](#) on the far right side of the task.

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Incomplete Tasks

School Year
2025/2026

#	Task	Process	Scheduled	Due	
1	Teacher - Deliberate Practice... *	Category 3 Teacher Evaluation		10/25/2025	Go To Form
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SLOs



SMART Goals

Specific, Measurable, Attainable, Realistic, Timely

Example: 75% of matched and qualified students will score 70% or higher on Fractions as measured by the end-of-the year GO Math Assessment.

Choosing SLOs

You must write **at least one** SLO. You may write up to six SLOs. ALL assigned students must be represented in at least one SLO.

Use tools that have the data available prior to teachers' last day of the school year such as district-approved curriculum assessments, district progress monitoring, FAST PM3.

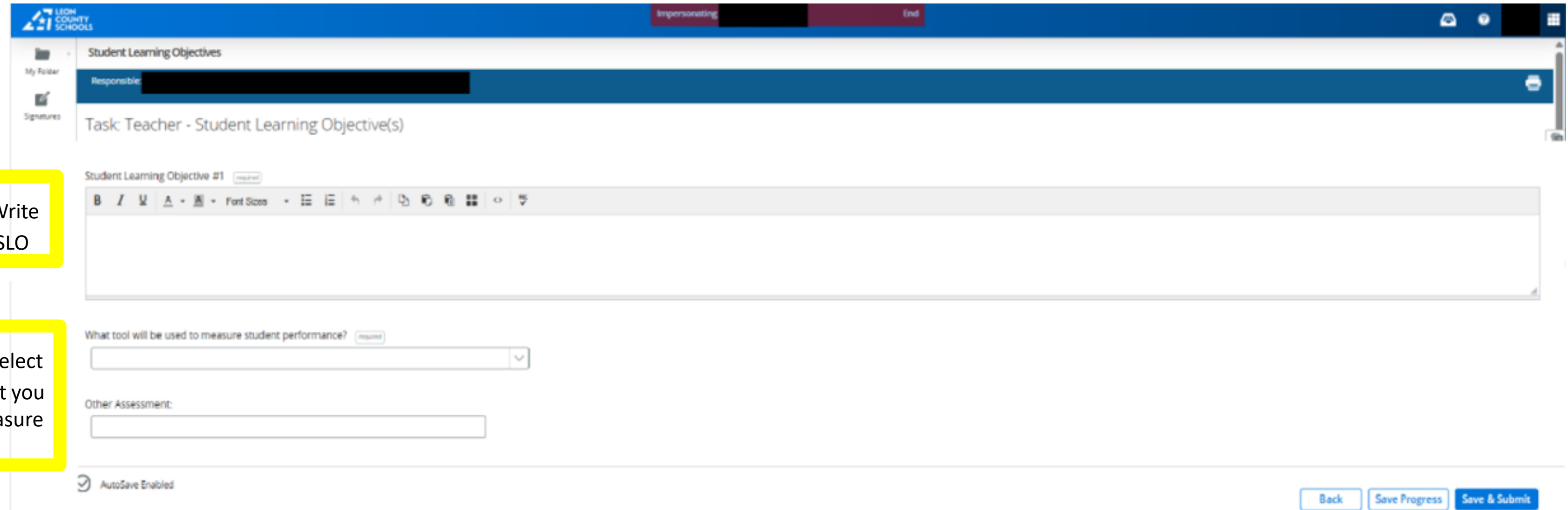
SLOs must represent all assigned students.

SLOs

Step 1 Write your SMART SLO

Step 2 Select the assessment you will use to measure your SLO

Step 3 Repeat Steps 1 and 2 for each SLO you wish to write. You must write at least one SLO and a maximum of six SLOs. You must represent all your assigned students in a SLO.



The screenshot shows the 'Student Learning Objectives' form in the Leon County Schools system. The form is titled 'Student Learning Objectives' and includes a 'Responsible' field with a redacted name. Below this is a 'Task: Teacher - Student Learning Objective(s)' section. The main content area is labeled 'Student Learning Objective #1' and contains a large text box for writing the SLO. Below the text box is a dropdown menu for 'What tool will be used to measure student performance?' and a text box for 'Other Assessment:'. At the bottom of the form, there are three buttons: 'Back', 'Save Progress', and 'Save & Submit'. The 'Save & Submit' button is highlighted with a red arrow pointing to it.

Step 4 – “Save & Submit” once you are ready to turn completed SLO form to administration

