



PUTNAM COUNTY SCHOOL DISTRICT

*On Course for a Successful Future*

2017-2018

# Instructional Evaluation System



Putnam County School

District

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Instructional Evaluation System (~~2015—2016~~) (2017-2018)

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**\*\*Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

## **1. Performance of Students**

The Putnam County School District has developed an evaluation system for instructional personnel with the purpose of supporting teachers' growth in instructional practices that will improve students' academic achievement. The system uses the Marzano Model which is developed on contemporary research and is aligned with the Florida Educator Accomplished Practices (FEAPs).

### **Performance of Students Criterion**

33.33% of the evaluation score for instructional personnel in the Putnam County School District is based on the performance of students' criterion.

For teachers with three years of student performance data, the PCSD calculates the score by including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available will be used. Newly Hired teachers are evaluated using the results of the assessments from their students for that year based on the proficiency chart included below this section. For other newly hired teachers, who do not qualify for a year of teaching services, they will not receive a formal evaluation. This procedure is based on our current Union Contract.

For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) will be determined using the same percentage model Chart B. We currently allow the individual to use the scores for Read or Math depending upon the area they support. For example a school based Literacy Coach it would be the schools reading data that would be used.

The Putnam County School district uses the state provided VAM for classroom teachers of students for courses assessed by statewide, standardized assessments. For these teachers, VAM results comprise 33.33% of the evaluation.

The district utilizes the VAM Categories provided by the State when calculating the instructional employees VAM score. Chart C shows the range of scores used for each category. Then the range scores 1-4 are added to the Professional Practices score with the appropriate percentage.

Classroom teachers teaching courses that are not assessed by statewide, standardized assessments will have their performance of students criteria component determined by utilizing their students' proficiency data included in Chart B below this section. For instructional personnel who are not classroom teachers, the district-determined student performance measure is the FSA scores of the students they service.

**Chart A: Student Performance Measures**

<b>Student Performance Measure:</b> All instructional personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.		
Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
Pre-Kindergarten (PK)	% of Goals met on IEP	33.33%
Kindergarten (K)	iReady Proficiency	33.33%
First Grade (1)	iReady Proficiency	33.33%
Second Grade (2)	iReady Proficiency	33.33%
Third Grade (3)	FSA	33.33%
Fourth Grade (4)	FSA	33.33%
Fifth Grade (5)	FSA or 5 <sup>th</sup> Grade FCAT Science (if science is only course taught)	33.33%
Other (K-5) to included, including non-classroom instructional personnel – Guidance, Curriculum Resource Teachers, Media Specialists, PE, Music, Art, Teacher on Special Assignment, Speech	FSA or one of the following when FSA data is not available: <ul style="list-style-type: none"> <li>• FAA</li> <li>• % IEP Goals met</li> <li>• I-Ready Data (K-2)</li> </ul>	33.33%
Math Courses (6-8)	FSA Math	33.33%
Science Courses (6-8)	6 <sup>th</sup> & 7 <sup>th</sup> Grade – FSA ELA 8 <sup>th</sup> Grade - FCAT Science	33.33%
English/Language Arts/Reading / SS (excluding Civics) Courses (6-8)	FSA ELA	33.33%
Other (6-8), including non-classroom instructional personnel - Guidance, Curriculum Resource Teachers, Dean, Media Specialists, PE, Music/Band, Art, CTE Teachers, Teacher on Special Assignment, Speech	ESE Test or FSA ELA	33.33%
Civics (7 <sup>th</sup> Grade)	EOC	33.33%
English 1	FSA	33.33%
English 2	FSA	33.33%
English 3	SAT	33.33%
English 4	SAT	33.33%
AP English Comp	SAT	33.33%

Algebra 1; Algebra 1 Honors; Algebra 1B	EOC	33.33%
Pre-AICE Mathematics 1	EOC	33.33%
Geometry; Geometry Honors	EOC	33.33%
IB Middle Years Geometry Honors	NA	33.33%
Pre-AICE Mathematics 2	EOC	33.33%
Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors	EOC	33.33%
Pre-AICE Biology	EOC	33.33%
IB Middle Years Program Biology Honors	NA	33.33%
United States History	EOC	33.33%
ROTC	FSA ELA	33.33%
Other (9-12), including non-classroom instructional personnel - Guidance, Curriculum Resource Teachers, Dean, Media Specialists, PE, Music/Band, Art, CTE Teachers, Teacher on Special Assignment, Speech	ESE Test, FSA ELA of students they serve	33.33%
District Non-Classroom Instructional Personnel – OT/PT, Instructional Coaches, Staffing Specialists, School Psychologists, Behavior Specialists, Mental Health Counselors, Teacher on Special Assignment	FSA of students they serve	33.33%

For the areas listed above that are not using FSA/EOC Assessments for evaluation purposes, the following, Chart B, depicts how the student performance score is determined.

**Chart B: Instructional Staff without a VAM Score**

<b>% of Students Scoring at 70% or Higher:</b>	<b>Student Performance Score:</b>
95%–100%	4.0
90%–94%	3.9
85%–89%	3.8
80%–84%	3.7
75%–79%	3.6
70%–74%	3.5
65%–69%	3.4
60%–64%	3.3
55%–59%	3.2
50%–54%	3.1
Below 50%	3.0

**Updated Chart for 2017-2018**

**Student Performance Data**

When a state VAM is not provided (non-tested areas) the following table will be used to determine their Student Performance Data Score:

<b>% of Students Scoring at Proficient as described below:</b>	<b>Student Performance Data Score:</b>
95% - 100%	4.0
90% - 94%	3.9
85% - 89%	3.8
80% - 84%	3.7
75% - 79%	3.6
70% - 74%	3.5
65% - 69%	3.4
60% - 64%	3.3
55% - 59%	3.2
50% - 54%	3.1
45% - 49%	3.0
40% - 44%	2.9
35% - 39%	2.8
30% - 34%	2.7
25% - 29%	2.6
Below 25%	2.5

The student performance portion of the instructional personnel’s evaluation who do not have a state assigned VAM score, is derived from Chart B and will count as 33.3% of the final evaluation score. This process is used for all teachers even those newly hired in the district.

**Chart C: Instructional Staff with a VAM Score**

DOE Assigned VAM Scores: Final cut scores will be DOE determined	3 Year Aggregate VAM: (1-4 scale) Final cut scores will be DOE determined	DOE Assigned Rating:	Student Performance Rating Scale Score:
The range of VAM scores will be equally distributed into ranges as aligned with this chart – Teachers with a Highly Effective VAM will be distributed into 6 bands; Effective – 5 bands; Needs Improvement 4 bands & Unsatisfactory – 1 band	4	Highly Effective	4.0
	4	Highly Effective	3.9
	4	Highly Effective	3.8
	4	Highly Effective	3.7
	4	Highly Effective	3.6
	4	Highly Effective	3.5
	3	Effective	3.4
	3	Effective	3.3
	3	Effective	3.2
	3	Effective	3.1
	3	Effective	3.0
	2	Needs Improvement	2.9
	2	Needs Improvement	2.8
	2	Needs Improvement	2.7
2	Needs Improvement	2.6	
1	Unsatisfactory	2.5	

The student performance portion of the instructional personnel’s evaluation with a state assigned VAM score, is derived from Chart C and will count as 33.3% of the final evaluation score. This process is used for all teachers even those newly hired in the district.

**2. Instructional Practice**

In the PCSD Evaluation System 66.67% of the evaluation is comprised of instructional practice criteria. Rubrics and weighting scales for Instructional Practice are incorporated within the model developed by Dr. Robert Marzano, **Focused Model Classroom Instructional Tool**. Rubrics associated with each indicator identify the teacher’s performance along a continuum from Innovating to Not Using, with variable ratings as indicated below.

- Innovating - 4
- Applying - 3
- Developing - 2
- Beginning -1
- Not Using – 0

The iObservation tool records observational data that administrators input and computes an instructional practice score. Compiling the results of all recorded observations, results in a Teacher Performance score that ranges from 1.0 to 4.0.

The final evaluation score is computed within the IObservation tool. The instrument combines the student performance score with a weight of 33.33% of the final evaluation with the instructional practice score with a weight of 66.67% to obtain the final score.

The principal at each site, annual at the beginning of each year explains the observation and evaluation system that will be used to evaluate all instructional personnel for the given year. The instrument is reviewed, the required number of observations, and the overall percentages are discussed. Teachers are also advised that this information along with the required number of observations can be found in their union contract. All Instructional Personnel must have 2 Formal observations and 2 Informal observations yearly within Domain 1. **All elements within the observation instrument are weighted equally.** ~~In addition, each Domain has the following weighting when calculating the Instructional Practice score for each instructional position: Domain 1 = 65%, Domain 2 = 15%, Domain 3 = 10%, and Domain 4 = 10%. If scores are not attached to a specific Domain the percentage will roll into Domain 1.~~ Appendix C shows a sample evaluation utilized by the District.

Our approved evaluation model is based upon the Marzano research listed below:

- Haystead, M. W. & Marzano, R.J. (2010) *Final Report: A Second Year Evaluation Study of Promethean ActivClassroom*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)
- Haystead, M. W. & Marzano, R.J. (2010). *Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on instructional Strategies*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)
- Marzano, R.J. (2003). *What works in schools*. Alexandria, VA: ASCD
- Marzano, R. J. (2006). *Classroom assessment and grading that work*. Alexandria, VA: ASCD.
- Marzano, R.J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria VA: ASCD
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.
- Marzano, R.J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works*. Alexandria, VA: ASCD
- Marzano Research Laboratory. (2010) *What Works in Oklahoma Schools: Phase I Report*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)
- Marzano Research Laboratory. (2011) *What Works in Oklahoma Schools: Phase II Report*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)

Observations are focused data collection opportunities intended to be used as a coaching tool. All observers are trained by Learning Sciences International. Classroom teachers will also be trained in the Instructional Practice Model.

Observer training is particularly important for inter-rater reliability. Instructional Practice ratings consist of the following evaluation types:

1. **Formal Observations** – An observation (lasting a minimum of 30 minutes) is scheduled with the teacher. A pre observation (face to



face) is held to gather additional documentation regarding the Teacher’s Planning and Preparation. The face-to-face post observation is used to discuss self-assessments and other artifacts which show evidence of Reflecting on Teaching, and Collegiality and Professionalism.

2. **Informal Observations** – These can be unannounced, and may last from 15 minutes to an entire class period. Post-Observation follow up feedback will be provided electronically.
3. **Walk Throughs** – The Walk Through is unannounced and can last anywhere from 3 minutes to 5 minutes (for coaching only).
4. As shown in Table 1, below, observations of instructional personnel will be conducted by multiple observers.

**TABLE 1.** *Teacher Practice Observations – Personnel Conducting Observations*

	Principals	Assistant Principals	District Administrators	TOSA / CRT’s <sup>1</sup>	Mentor / Peers
Formal Observations	●	●	●	☺	☺
Informal Observations	●	●	●	☺	☺
Walk Throughs	●	●	●	☺	☺

● Used for coaching and evaluation

☺ Used for coaching only

<b>Alignment to the Florida Educator Accomplished Practices (FEAP)</b>	
Practice	Evaluation Indicators
<b>1. Instructional Design and Lesson Planning</b>	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	2.1 Planning and Preparing for Lessons and Units <b>Element 1, Element 2</b>
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	2.1 Planning and Preparing for Lessons and Units Routine Events- <b>Element 1, Element 2</b>
c. Designs instruction for students to achieve mastery;	2.2 Planning and Preparing for Use of Materials and Technology Content <b>Element 1, Element 2</b>
d. Selects appropriate formative assessments to monitor learning;	Routine Events <b>Element 14</b>
e. Uses diagnostic student data to plan lessons; and,	2.3 Planning and Preparing for Special Needs Students Routine Events 3.1 Evaluating Personal Performance 3.2 Developing a Professional Growth Plan 4.1 Promoting a Positive Environment, 4.2 Promoting Exchange of Ideas and Strategies Content, 4.3 Promoting District <b>Element 3, Element 14, Element 15,</b>
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	2.2 Planning and Preparing for the Use of Materials and Technology, 2.3 Planning and Preparing for Special Needs Students, Content <b>Element 4 –13</b>
<b>2. The Learning Environment</b>	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	2.1 Planning and Preparing for Lessons and Units, 2.2 Planning and Preparing for the Use of Materials and Technology <b>Element 2</b>
b. Manages individual and class behaviors through a well-planned management system;	2.1 Planning and Preparing for Lessons and Units, 2.2 Planning and Preparing for Use of Materials and Technology, Routine Events, Content, 2.3 Planning and Preparing for Special Needs Students, Routine Events, Enacted on the Spot <b>Element 17 - 19</b>
c. Conveys high expectations to all students;	Routine Events, Content, Enacted on the Spot <b>Element 3, 20</b>
d. Respects students' cultural linguistic and family background;	Routine Events, Content <b>Element 20</b>
e. Models clear, acceptable oral and written communication skills;	2.1 Planning and Preparing for Lessons and Units, Routine Events, Content, Enacted on the Spot. <b>Element 20, Elements 4-13</b>

f. Maintains a climate of openness, inquiry, fairness and support;	<del>Routine Events, Content, Enacted on the Spot</del> <b>Element 17</b>
g. Integrates current information and communication technologies;	<del>2.2 Planning and Preparing for Use of Materials and Technology</del> <b>Element 2</b>
h. Adapts the learning environment to accommodate the differing needs and diversity of students;	<del>2.1 Planning and Preparing for Lessons and Units, Routine Events, Content, 2.3 Planning and Preparing for Special Needs Students, Enacted on the Spot</del> <b>Element 3, 20</b>
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	<del>2.2 Planning and Preparing for Use of Materials and Technology</del> <b>Element 2</b>
<b>3. Instructional Delivery and Facilitation</b>	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	<del>2.1 Planning and Preparing for Lessons and Units, Routine Events, Content, 2.2 Planning and Preparing for the Use of Materials and Technology, 2.3 Planning and Preparing for Special Needs Students</del> <b>Element 4 – 13, 22</b>

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	<del>Enacted on the Spot</del> <b>Element 4 – 13, 22</b>
c. Identify gaps in students' subject matter knowledge;	<del>EOS 18 Probing incorrect answers with low expectancy students</del> <b>Element 3</b>
d. Modify instruction to respond to preconceptions or misconceptions;	<del>EOS 18 Probing incorrect answers with low expectancy students</del> <b>Element 11-12</b>
e. Relate and integrate the subject matter with other disciplines and life experiences;	<del>2.1 Planning and Preparing for Lessons and Units, Routine Events, 2.2 Planning and Preparing for the Use of Materials and Technology, Enacted on the Spot, 2.3 Planning and Preparing for Special Needs Students</del> <b>Element 7, 13, 16, 18</b>
f. Employ higher-order questioning techniques;	<del>Content</del> <b>Element 4, 13</b>
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	<del>2.2 Planning and Preparing for the Use of Materials and Technology, 2.3 Planning and Preparing for Special Needs Students, Routine Events, Content</del> <b>Element 4 – 13, 18</b>
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	<del>2.1 Planning and Preparing for Lessons and Units, 2.2 Planning and Preparing for the Use of Materials and Technology, 2.3 Planning and Preparing for Special Needs Students</del> <b>Element 3, 14</b>
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	<del>2.1 Planning and Preparing for Lessons and Units, Routine Events, Content, Enacted on the Spot</del> <b>Element 15</b>
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	<del>2.3 Planning and Preparing for Special Needs Students, Enacted on the Spot</del> <b>Element 3, 15</b>
<b>4. Assessment</b>	
The effective educator consistently:	
a. 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;	<del>2.1 Planning and Preparing for Lessons and Units, 2.2 Planning and Preparing for the Use of Materials and Technology, 2.3 Planning and Preparing for Special Needs Students, Routine Events, Content, Enacted on the Spot</del> <b>Element 3, 14</b>
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	<del>2.1 Planning and Preparing for Lessons and Units, Routine Events</del> <b>Element 3, 14</b>
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	<del>Routine Events</del> <b>Element 3, 14</b>

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	<del>2.3 Planning and Preparing for Special Needs Students, Enacted on the Spot</del> <b>Element 3, 14</b>
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	<del>Routine Events, Enacted on the Spot</del> <b>Element 15, 21</b>
f. Applies technology to organize and integrate assessment information.	<del>2.2 Planning and Preparing for the Use of Materials and Technology</del> <b>Element 2, 21</b>
<b>5. Continuous Professional Improvement</b> The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	<del>2.3 Planning and Preparing for Special Needs Students, Routine Events, Content, Enacted on the Spot, 3.1 Evaluating Personal Performance, 3.2 Developing a</del>
	<del>Professional Growth Plan, 4.1 Promoting a Positive Environment, 4.2 Promoting Exchange of Ideas and Strategies, 4.3 Promoting District and School Development</del> <b>Element 21 - 23</b>
b. Examines and uses data-informed research to improve instruction and student achievement;	<b>Element 21 - 23</b>
c. 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;	<b>Element 21 - 23</b>
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	<del>4.3 Promoting District and School</del> <del>4.1 Promoting a Positive Environment Development,</del> <b>Element 23</b>
e. Engages in targeted professional growth opportunities and reflective practices; and,	<del>4.2 Promoting Exchange of Ideas and Strategies, 3.1 Evaluating Personal Performance, 3.2 Developing and Implementing a Professional Growth Plan</del> <b>Element 21 - 23</b>
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	<del>2.1 Planning and Preparing for Lessons and Units, 2.1 Planning and Preparing for the use of Resources and Technology, 3.1 Evaluating Personal performance, Developing and Implementing a Professional Growth Plan</del> <b>Element 21 - 23</b>
<b>6. Professional Responsibility and Ethical Conduct</b> The effective educator:	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	<del>4.1 Promoting a Positive Environment, 4.3 Promoting District and School Development</del> <b>Element 21 - 23</b>

### 3. Summative Evaluation Score

Putnam County's Instructional Evaluation System will employ the four summative final evaluations as specified in FS 1012.34(2)(e), including:

1. Highly Effective
2. Effective
3. Needs Improvement / Developing
4. Unsatisfactory

To conform to the four-level system required by SB 736 categories have been aligned with the four summative evaluation levels as follows:

<b>Putnam County Instructional Evaluation System</b>	
Highly Effective	3.5 – 4.0
Effective	2.5 – 3.49
Needs Improvement / Developing	1.50 – 2.49
Unsatisfactory	0.0 – 1.49

\* The rating system above is used for each component of the Instructional Evaluation as well as the final summative score. All scores are housed within the iObservation platform.

#### Rubrics and Weighting

Rubrics and weighting scales for Instructional Practice are incorporated within the model developed by Dr. Robert Marzano. ~~Domain I contains the 41 key elements~~ **The Marzano Focused Teacher Evaluation System consists of 23 elements** identified by contemporary research as classroom strategies and behaviors that cause student growth. **This focused model is based on growth; therefore, the Instructional Practice Score is derived from the average of the highest of each of the 23 elements that have been observed during informal and formal observations.** Rubrics associated with each strategy identify the teacher's performance along a continuum from Innovating to Not Using, with variable ratings as indicated below.

- Innovating - 4
- Applying - 3
- Developing - 2
- Beginning - 1
- Not Using – 0

Compiling the results of all graded observations, results in a Teacher Performance score that ranges from 1.0 to 4.0.

Weighting scales associated with Student Achievement will be transformed into the four-level rating system through a district-normed distribution. Final cut scores for teachers of both FSA and non-FSA grades and subjects are dependent on this distribution.

The final rating shall be a combination of 33.33% Student Achievement (VAM) and 66.67% Instructional Practices scores.

~~The following pictures are a sample of the 2014-2015 Summative Evaluation form used within the iObservation system.~~ In addition please see **Appendix B – Marzano Model Alignment With FEAPS Marzano Focused Teacher Observation** for Putnam County and **Appendix C – Full Midpoint Evaluation** sample.

#### **4. Additional Requirements**

The district shall provide:

The PCSD provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes by:

- Teachers are sent a copy of their roll after Survey 2 and Survey 3.
- Teachers are given a 3 day window to check roll for accuracy and note any changes needed.
- Teachers sign verification roll and send to their data clerk for corrections.
- The school based data clerk sends the corrected forms to the Director of Assessment and Accountability.

*Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].*

The chart below depicts the various job categories that can conduct observations in the PCSD. Only principals, assistant principals and district administrators may conduct observations for evaluations of instructional personnel. The iObservation tool records the evaluator's name for each observation and that information and the entire observation is available to the evaluatee.

***Teacher Practice Observations – Personnel Conducting Observations***

	Principals	Assistant Principals	District Administrators	TOSA / CRT's <sup>2</sup>	Mentor / Peers
Formal Observations	●	●	●	☺	☺
Informal Observations	●	●	●	☺	☺
Walk Throughs		●	●	☺	☺

● Used for coaching and evaluation

☺ Used for coaching only

- *Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].*

The district has utilized Learning Sciences to provide professional development to administrators each year to continue to ensure an understanding of the evaluation system and to develop inter rater reliability. The iObservation tool has a training component that allows evaluators and evaluatees to learn about and observe videos of the indicators that are evaluated. In addition, the district uses Edvivate to provide examples of indicators that are evaluated in the Marzano System.

- *Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].*

The iObservation tool has a component that sends a message to the evaluatee when the observation is completed by the evaluator. In addition, the union contract and the district require principals to meet with evaluatees after each formal observation.



- *Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].*

The PCSD believes that the site based administrators have the responsibility of analyzing the performance of teachers at their site with the express purpose of providing professional learning experiences that will improve the teacher's

performance. The district provides Literacy coaches at each site along with district math and sciences coaches who can provide professional learning opportunities for teachers based on observational evidence of need. Teachers can also be directed to Edvivate and the iObservation system for support to improve their practice.

- *Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].*

In compliance with the new state board rule, the district will create an individual professional development plan for any instructional personnel evaluated as less than effective. This plan will address the areas of concern observed and discussed with the employee during the evaluation process.

- *Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].*

The following language is part of our current union contract.

Any teacher employed on or before December 1st of each year will receive an official annual evaluation based on the prescribed observation schedule:

a. Category I: Formal Observation x 2; Informal Observation x 2;  
~~Walk Through Observation x 2 per quarter.~~

b. Category II: Formal Observation x 2; Informal Observation x 2;  
~~Walk Through Observation x 1 per quarter.~~

These observations are a record of classroom performance and interaction with students. ~~and must be recorded in Domain 1. Additional informal or walk through observations shall be recorded in Domains 2, 3, and 4.~~ Administrators will observe as many of the 23 elements as possible.

- *Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].*

The following language is part of our current union contract.

- Any Category 1 (*teacher with 3 or less years of experience*) teacher employed on or before December 1st of each year will receive an official annual evaluation based on the prescribed observation schedule:

Category I: Formal Observation x 2; Informal Observation x 2: ~~Walk Through Observation x 2 per quarter.~~

- Evaluation will be the responsibility of qualified administrators. Each annual contract teacher **with less than 4 years of experience** employed on or before December 1<sup>st</sup> of each year will be observed and evaluated at least twice yearly. When possible, one (1) of these will be made on or before the last day of the first semester and one during the second semester.
- *Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].*

The Title I office provides a parent survey that has questions regarding their child's teacher. The district uses this information to provide professional learning experiences when the results indicate a need for teacher support. This is not a component of the formal evaluation system.

- *Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].*  
N/A
- *Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].*

The district does not have an active peer assistance program at this time. However we have peer assistance language in the current union contract.

## **5. District Evaluation Procedures**

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - The iObservation system is utilized by the site based administrator to send a report that final evaluations of the school staff have been completed. This data is reviewed in the office of Staff Services and submits a report for review by the superintendent.
  - Per our union contract the language below is followed:
    - Each teacher will receive a copy of his/her completed official evaluation during any evaluation conference. At the conclusion of the evaluation conference, the teacher will sign the evaluation form. The teacher's signature does not necessarily indicate agreement with the evaluation. If the teacher disagrees with any item on the evaluation, he/she may make a written response, which will become a part of his/her personnel file. If the teacher disagrees with any assessment below "Effective", he/she will have the right to request documentation that substantiates the evaluator's assessment and to submit a written response that will become a part of his/her personnel file. Other than for procedural error, the final evaluation of a teacher is not subject to the grievance or arbitration process. In the event of a procedural violation, the employee's summative evaluation for classroom performance shall default to Effective.
    - No observation will be conducted during the last three (3) student days of the regular school year or the day before or after a holiday or state assessment period without prior day notice and mutual agreement of employee and administrator. No District assessments tied to teacher evaluation will be conducted within three (3) days after a major holiday. A major holiday will be considered to be any holiday that the students are out of school for three (3) consecutive days.

- Every effort will be made to provide every instructional employee with a final written evaluation prior to the end of the contract year. Should the availability of State data preclude this, “contract renewal” language of this article will prevail such that no change in contract status will occur unless mandated by state statute. Should the final evaluation result in referral to the Peer Assistance program, such notice will be made as soon as possible.
- Both parties agree to establish a standing committee which will monitor the implementation of this evaluation system. The committee will meet quarterly for the purpose of monitoring implementation. Additionally, the committee will review the outcome of this process for validity and reliability no later than the first week of June and prepare a report for presentation to the Board at the last Board meeting in June. This report will include recommendations for any modifications in the program if necessary. The committee will be comprised of three (3) members selected by management and three (3) members selected by the Union and include the chief negotiators for each party.
- Our district will comply with the requirement that the district school superintendent will annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and will notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A- 5.030(2)(i), F.A.C.].

## **5. District Self-Monitoring**

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

- The director of staff services with support from other district directors reviews the evaluations that are input into iObservation for alignment with procedural requirements, such as number of observations, and to review patterns of evaluations, if any.
- The iObservation tool records this information which is reviewed by the director of staff services.
- The director of staff services with support from other district directors reviews the evaluations that are input into iObservation for alignment with procedural requirements, such as number of observations, and to review patterns of evaluations, if any.

- The Assistant Superintendent along with the Elementary and Secondary Education Directors review district data to identify district-wide needs for professional development. The Elementary and Secondary Education Directors work with the site based administrators to review instructional personnel evaluation data to determine specific school wide professional development needs. At each school, the leadership team uses the evaluation data to determine individual professional development needs for the instructional personnel.
  - The district leadership team as well as the school leadership teams review evaluation data to assist in the development of both the district and school improvement plans.
  - The district ensures that all classroom teachers newly hired by the district are observed and evaluated at least twice during the first year of teaching. Reports are utilized within the iObservation system to ensure that all employees receive the required number of observations.
-

## **Appendix A – Checklist for Approval**

### **Performance of Students**

The district has provided and meets the following criteria:

For all instructional personnel:

- ✓ The percentage of the evaluation that is based on the performance of students' criterion.
- ✓ An explanation of the scoring method, including how it is calculated and combined.
- ✓ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:

- ✓ The student performance measure(s).
- ✓ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- ✓ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ✓ If less than the three most recent years of data are available, those years for which data are available must be used.
- ✓ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- ✓ Documented that VAM results comprise at least one-third of the evaluation.
- ✓ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- ✓ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ✓ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

## **Instructional Practice**

The district has provided and meets the following criteria:

For all instructional personnel:

- ✓ The percentage of the evaluation system that is based on the instructional practice criterion.
- ✓ At least one-third of the evaluation is based on instructional practice.
- ✓ An explanation of the scoring method, including how it is calculated and combined.
- ✓ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

- ✓ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- ✓ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- ✓ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- ✓ Procedures for conducting observations and collecting data and other evidence of instructional practice.

## **Other Indicators of Performance**

The district has provided and meets the following criteria:

- ✓ Described the additional performance indicators, if any.
  - ✓ The percentage of the final evaluation that is based upon the additional indicators.
  
  - ✓ The scoring method, including how it is calculated and combined.
-

## **Summative Evaluation Score**

The district has provided and meets the following criteria:

- ✓ Summative evaluation form(s).
- ✓ Scoring method, including how it is calculated and combined.
- ✓ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

## **Additional Requirements**

The district has provided and meets the following criteria:

- ✓ Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- ✓ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ✓ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- ✓ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ✓ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- ✓ Processes for providing timely feedback to the individual being evaluated.
- ✓ Description of how results from the evaluation system will be used for professional development.
- ✓ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ✓ All instructional personnel must be evaluated at least once a year.
- ✓ All classroom teachers must be observed and evaluated at least once a year.
- ✓ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.



For instructional personnel: N/A

- ✓ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ✓ Description of the district's criteria for inclusion of parental input.
- ✓ Description of manner of inclusion of parental input.
- ✓ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- ✓ Description of the district's peer assistance process, if any.

### **District Evaluation Procedures**

The district has provided and meets the following criteria:

- ✓ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - That the evaluator must discuss the written evaluation report with the employee.
  - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ✓ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- ✓ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

## **District Self-Monitoring**

The district self-monitoring includes processes to determine the following:

- ✓ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- ✓ Evaluators provide necessary and timely feedback to employees being evaluated.
- ✓ Evaluators follow district policies and procedures in the implementation of evaluation system(s).
  - ✓ The use of evaluation data to identify individual professional development.
  - ✓ The use of evaluation data to inform school and district improvement plans.

## Appendix B – ~~Marzano Model Alignment With FEAPS~~

### Marzano Focused Teacher Evaluation Model

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#### Standards-Based Planning

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

#### Standards-Based Instruction

4. Identifying Critical Content from the Standards (*Required evidence in every lesson*)
5. Previewing New Content
6. Helping Students Process New Content
7. Using Questions to Help Students Elaborate on Content
8. Reviewing Content
9. Helping Students Practice Skills, Strategies, and Processes
10. Helping Students Examine Similarities and Differences
11. Helping Students Examine Their Reasoning
12. Helping Students Revise Knowledge
13. Helping Students Engage in Cognitively Complex Tasks

#### Conditions for Learning

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

#### Professional Responsibilities

21. Adhering to School/District Policies and Procedures
22. Maintaining Expertise in Content and Pedagogy
23. Promoting Teacher Leadership and Collaboration

## **Marzano Focused Non-Classroom Instructional Support Evaluation Model**

### **Planning and Preparing to Provide Support**

1. Establishing and Communicating Clear Goals for Supporting Services
2. Helping the School/District Achieve Goals
3. Using Available Resources

### **Supporting Student Achievement**

4. Demonstrating Knowledge of Students
5. Helping Students Meet Achievement Goals

#### **If Applicable**

6. A. Planning Standards-Based Lessons/Units
7. B. Identifying Critical Content
8. C. Using Questioning Strategies
9. D. Facilitating Groups
10. E. Managing Student Behavior
11. F. Using Engagement Strategies

### **Continuous Improvement of Professional Practice**

12. Reflecting and Evaluating Personal Performance
13. Using Data and Feedback to Support Changes to Professional Practice

### **Professional Responsibilities**

14. Demonstrating Knowledge of Professional Practice (Area of Expertise)
15. Promoting Positive Interactions with Colleagues and the Community
16. Adhering to School and District Policies and Procedures
17. Supporting and Participating in School and District Initiatives

**Appendix C – Evaluation Sample Document – iObservation 2018 Midpoint Evaluation Using Marzano Focused Classroom Evaluation Model**

Midpoint Evaluation for [REDACTED] *Finished Needs Attention*

**Learner:** [REDACTED] **Evaluator:** [REDACTED] **Evaluation Category:** Category 1 **Observation Period:** Aug 3, 2017 to May 18, 2018 **Date Submitted:** Jan 29, 2018  
America/New\_York

**Learner Nalpkkey:** PARRICHR001 **Buildings:** OCHWILLA ELEMEN

**Final Score: N/A**

<b>Instructional Practice</b>	88.67%	<b>Student Data</b>	33.33%
<b>3.17</b>		<b>N/A</b>	
<small>Effective</small>			

**Observations used in this Evaluation**

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Informal	Dec 11, 2017 1:13:59 PM	Marzano Focused Teacher Evaluation Model	MICHAEL R TOMLINSON
No	Standard	Formal	Dec 19, 2017 1:27:41 PM	Marzano Focused Teacher Evaluation Model	LANGSTON EVELYN G

Frequency Requirements	
Marzano Focused Teacher Evaluation Model	Formal, expected 2, actual 1 <small>Not Met</small> Informal, expected 2, actual 1 <small>Not Met</small>

**Final Score Scale** Range: 0.0 - 4.0

Label	Ineffective	Developing	Effective	Highly Effective
Details	0.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

Instructional Practice: 3.17 - Effective

**Instructional Practice Scale** Weight: 88.67% | Range: 0.0 - 4.0

Label	Ineffective	Developing	Effective	Highly Effective
Details	0.0 - 1.49	1.5 - 2.49	<b>2.5 - 3.49</b>	3.5 - 4.0

Marzano Focused Teacher Evaluation Model

Score: 3.17 - Effective

Weight: 100.0%

Look-for	Last Observations	Evaluation Score
Planning Standards-Based Lessons/Units	<input type="radio"/> <input type="radio"/>	-
Aligning Resources to Standard(s)	<input type="radio"/> <input type="radio"/>	-
Planning to Close the Achievement Gap Using Data	<input type="radio"/> <input type="radio"/>	-
Identifying Critical Content from the Standards	<input checked="" type="radio"/> <input checked="" type="radio"/>	Applying <input type="text" value="3"/>
Previewing New Content	<input type="radio"/> <input type="radio"/>	-
Helping Students Process New Content	<input type="radio"/> <input type="radio"/>	-
Using Questions to Help Students Elaborate on Content	<input type="radio"/> <input checked="" type="radio"/>	Applying <input type="text" value="3"/>
Reviewing Content	<input type="radio"/> <input checked="" type="radio"/>	Applying <input type="text" value="3"/>
Helping Students Practice Skills, Strategies, and Processes	<input type="radio"/> <input type="radio"/>	-
Helping Students Examine Similarities and Differences	<input type="radio"/> <input type="radio"/>	-
Helping Students Examine Their Reasoning	<input type="radio"/> <input type="radio"/>	-
Helping Students Revise Knowledge	<input type="radio"/> <input type="radio"/>	-
Helping Students Engage in Cognitively Complex Tasks	<input type="radio"/> <input type="radio"/>	-
Using Formative Assessment to Track Progress	<input type="radio"/> <input type="radio"/>	-
Providing Feedback and Celebrating Progress	<input checked="" type="radio"/> <input checked="" type="radio"/>	Innovating <input type="text" value="4"/>
Organizing Students to Interact with Content	<input type="radio"/> <input checked="" type="radio"/>	Applying <input type="text" value="3"/>
Establishing and Acknowledging Adherence to Rules and Procedures	<input type="radio"/> <input checked="" type="radio"/>	Applying <input type="text" value="3"/>
Using Engagement Strategies	<input type="radio"/> <input type="radio"/>	-
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	<input type="radio"/> <input type="radio"/>	-
Communicating High Expectations for Each Student to Close the Achievement Gap	<input type="radio"/> <input type="radio"/>	-
Adhering to School/District Policies and Procedures	<input type="radio"/> <input type="radio"/>	-
Maintaining Expertise in Content and Pedagogy	<input type="radio"/> <input type="radio"/>	-

Promoting Teacher Leadership and Collaboration



-

Marzano Focused Teacher Evaluation Model Score: 3.17

Student Data: N/A

**Student Data Scale**

Weight: 33.33% | Range: 0.0 - 4.0

Label	Ineffective	Developing	Effective	Highly Effective
Details	0.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

Student Data

Weight: 33.33%

N/A

**Overall Evaluation Comments**

**Comments**

**Approval and Notifications**

**Signatures** *Needs Attention*

This evaluation was finished by [redacted] on Jan 29, 2018 2:49:23 PM.

[redacted] has not acknowledged this evaluation.

**Additional Acknowledgment**

[redacted] acknowledged the Instructional Practice rating on Jan 29, 2018 2:49:23 PM.  
[redacted] has not yet acknowledged the Instructional Practice rating.

The Final Score rating can be acknowledged once it becomes available.

Evaluator Signature:

Date:

\_\_\_\_\_

\_\_\_\_\_

Learner Signature:

Date:

\_\_\_\_\_

\_\_\_\_\_