

INSTRUCTIONAL EVALUATION SYSTEM

Evaluation Procedures and Criteria

Required Annual Training



OUR MISSION

“...is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.”

FLORIDA STATUTE

1012.34

Personnel Evaluation Procedures and Criteria

EVALUATION SYSTEM REQUIREMENTS/ PROCEDURES

FS 1012.34

The evaluation system must:

- Be designed to support effective instruction and student learning growth and the results must be used to develop district and school improvement plans.

EVALUATION SYSTEM REQUIREMENTS/ PROCEDURES

FS 1012.34

The evaluation system must:

- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of professional skills and must be used when identifying professional development.

EVALUATION SYSTEM REQUIREMENTS/ PROCEDURES

FS 1012.34

The evaluation system must:

- Be based upon the performance of students assigned to the classroom of instructional personnel.

EVALUATION DEFINITION

An evaluation is the summative compilation of evidence gathered over time from multiple observations, to include walk-throughs and formal and informal observations. Evidence is also gathered via artifacts, documents and the Deliberate Practice Plan.

An evaluation is **NOT** a one-time observation and conference.

EVALUATION COMPONENTS

- **Instructional Practice**
(65% of the evaluation score)
- **Student Performance**
(35% of the evaluation score)

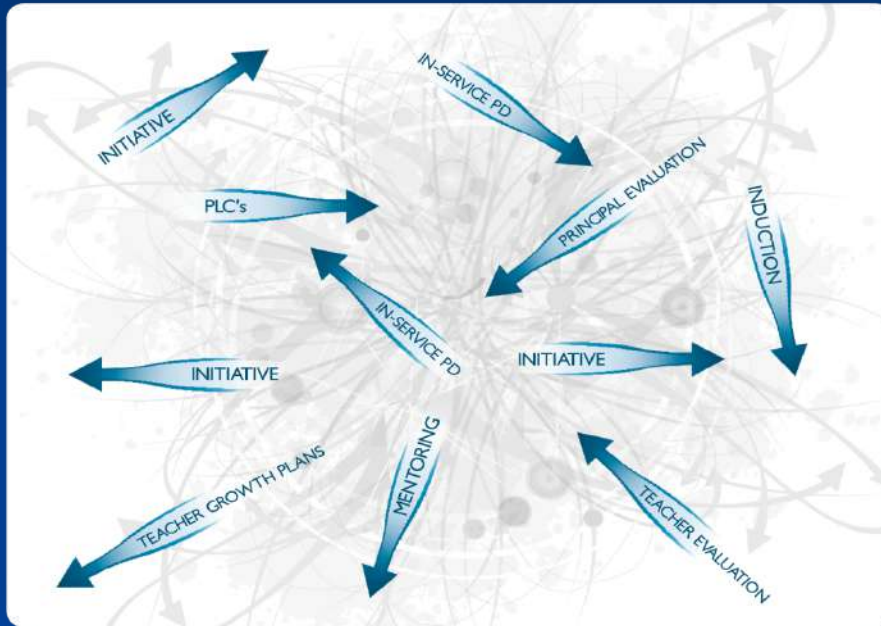
INSTRUCTIONAL PRACTICE

Comprises 65% of the
evaluation score and is
based upon the Marzano
Framework / Model

MARZANO FRAMEWORK

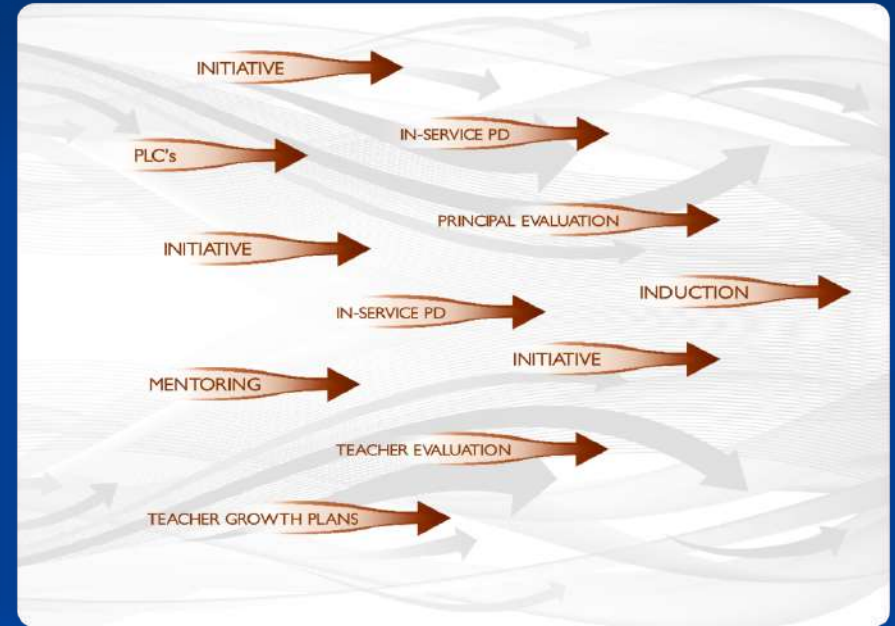
- Is the research-based model developed by Dr. Robert Marzano. The model defines 60 elements of teacher practice and those elements are organized into four (4) “domains.”
- Each element has a description, examples of teacher and student evidence, and a rubric that differentiates the degree of quality of the teacher’s expertise and use of the element.

COMMON LANGUAGE OF INSTRUCTION ALIGNS SYSTEMS



MISALIGNED SYSTEM

No Common Language or Model of Instruction



ALIGNED SYSTEM

Common Language or Model of Instruction



One of the greatest barriers to school improvement is the lack of an agreed upon definition of what high quality instruction looks like. *Elmore (2010)*

A COMMON LANGUAGE OF INSTRUCTION

- It is a well-articulated knowledge base that describes the complexity of teaching and describes key strategies revealed by the research to have a high probability of impacting student learning.
- It also describes the instructional context for appropriate use of instructional strategies that have the highest probability for raising student achievement. The common language represents what a school or district defines as effective instruction based on contemporary research.

A COMMON LANGUAGE OF INSTRUCTION

- A common language enables teachers to engage in professional conversations aimed at improving student achievement.
- For administrators, a common language provides the means to offer focused formative and summative feedback. It supports administrators in making decisions regarding professional development, coaching and support for new or struggling teachers.

MARZANO FRAMEWORK

- The protocol for classroom teachers is comprised of 4 domains.
- Domain 1 – Classroom Strategies and Behaviors is comprised of 41 strategies and comprises 60% of the instructional practice score.
- Domain 2 – Planning and Preparing comprises 20% of the instructional practice score.

MARZANO FRAMEWORK Cont.

- Domain 3 - Reflecting on Teaching comprises 10% of the instructional practice score.
- Domain 4 – Collegiality and Professionalism comprises 10% of the instructional practice score.

Domain 1: Classroom Strategies and Behaviors

Domain 2

Planning and Preparing

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

MARZANO FRAMEWORK Cont.

- The protocol for non-classroom instructional personnel (NCIPs) is comprised of 4 domains.
- Domain 1 – Instructional Support Strategies and Behaviors comprises 60% of the instructional practice score.
- Domain 2 – Planning and Preparing comprises 20% of the instructional practice score.

MARZANO FRAMEWORK Cont.

- Domain 3 - Reflecting on Job Responsibilities comprises 10% of the instructional practice score.
- Domain 4 – Collegiality and Professionalism comprises 10% of the instructional practice score.

NCIP Domain 1: Instructional Support Strategies and Behaviors

NCIP Domain 2

Planning and Preparing

NCIP Domain 3: Reflecting on Job Responsibilities

NCIP Domain 4: Collegiality and Professionalism

Element Ratings and Descriptions

GENERIC SAMPLE SCALE FOR ALL ELEMENTS/STRATEGIES

DOMAIN 1

(See each element-specific scale and Desired Effect in iObservation)

NOT USING (1)	BEGINNING (2)	DEVELOPING (3)	APPLYING (4)	INNOVATING (5)
Strategy was called for or needed in order to impact student learning, but was not exhibited or used	Uses the strategy but incorrectly or with phases or parts missing	Uses the strategy and is consciously skilled in doing so, but is focused on own actions, not student results; does not monitor for student understanding or effect	Uses the strategy effectively and monitors the majority of students' understanding or learning to determine if strategy is having the desired effect on student understanding. THIS IS THE TARGET LEVEL.	Adapts, modifies, or creates new strategies for unique student needs and situations by monitoring ALL students to ensure the strategy is having the desired effect on all students' understanding.

- DEVELOPING Rating: 0% (none) to less than the majority of students (0% – 50%) are monitored
- APPLYING Rating: majority, but not all (51% - 99%) of students are monitored
- INNOVATING Rating: ALL students (100%) are monitored

iObservation

- A technology platform and system used for recording observation data by administrators, giving feedback, providing collaboration, documenting supportive evidence, and accessing professional development resources.
- Under the “Resource Tab” teachers and NCIPs can find many resources, print and video, to deepen their understanding of the domains and elements/strategies.



**“We cannot
always build the
future for our
children, but we
can build our
children for the
future.”**

**- *Franklin D.
Roosevelt***

NUMBER AND DESCRIPTION OF OBSERVATIONS

Each Evaluation Cycle is comprised of :

- One (1) Walkthrough (3 to 10 minutes)
Unannounced.
- Two (2) Informal Observations (10 minutes or more) – Announced or Unannounced
- One (1) Formal Observation (30 minutes or more) – Announced or Unannounced.

NUMBER AND DESCRIPTION OF OBSERVATIONS Cont.

- By Statute, the individual responsible for supervising the employee must evaluate the employee's performance.

NUMBER OF EVALUATION CYCLES

- Two (2) for classroom teachers in their first year of employment in the district or returning to employment in the district after a break in service.
- One (1) for all other instructional personnel, except instructional personnel on a Professional Development Plan.

NUMBER OF EVALUATION CYCLES Cont.

- All other instructional personnel includes classroom teachers not new to the district or those who are returning from a leave of absence of one (1) year or less, or were reduced in force and were placed within the following school year, or were terminated and were reemployed at the beginning of the following school year and all non-classroom instructional personnel.

OBSERVATION AND EVALUATION DEADLINES

- **Midpoint Observations for classroom teachers new to the district – Completed by December 15th.**
- **Final Observations for classroom teachers new to the district and all other instructional personnel – Completed by March 15th.**

STUDENT PERFORMANCE

Comprises 35%
of the evaluation score

STUDENT PERFORMANCE Cont.

FS 1012.34 states the following :

- “Instructional personnel and school administrator performance evaluations must be based upon the performance of students assigned to their classrooms or schools...”
- “Each school district shall measure student learning growth using the formulas approved by the commissioner..... for courses associated with the statewide, standardized assessments....”
- Value-Added Model (VAM)

STUDENT PERFORMANCE Cont.

FS 1012.34 further states:

- “For grades and subjects not assessed by statewide, standardized assessments, each school district shall measure student performance using a methodology determined by the district.”

STUDENT PERFORMANCE Cont.

- NCSB's methodology includes teacher-made tests and district selected tests, which includes state assessments.
- District selected tests include, the SAT 10, FAA, CELLA, ULSA, AP Exams, TABE and Industry Certifications, etc.
- See Appendix 10 of the Instructional Evaluation System located on the Personnel Department's webpage for more information.

WHAT IS A VALUE-ADDED MODEL (VAM)?

- It is a statistical model that uses student-level growth scores to differentiate teacher performance in the area of student learning growth.
- Florida chose a covariate adjustment model that factors in certain student characteristics that serve to level the playing field by accounting for differences in the proficiency and characteristics of students assigned to teachers.

FACTORS IN FLORIDA'S VALUE-ADDED MODEL

- Up to 2 years of prior achievement scores
- Number of subject relevant courses
- Disability status
- English Language Learner (ELL) status
- Gifted status
- Mobility
- Attendance
- Difference for modal age
- Class size
- Homogeneity of prior test scores

For more information on VAM, visit the following site:

<http://www.fldoe.org/teaching/performance-evaluations>

REQUIRED PERFORMANCE LEVELS

As per Statute, the evaluation performance levels are:

- Highly Effective
- Effective
- Needs Improvement / Developing (*“Developing” will be used for instructional personnel in first 3 years of employment, as applicable, in lieu of “Needs Improvement”*)
- Unsatisfactory

PROCEDURAL OVERVIEW

- Per Statute, the person responsible for supervising the employee must evaluate the employee.
- The administrator conducts the required number of observations (1 Walkthrough, 2 Informal Observations, and 1 Formal Observation).
- Prior to each announced formal observation, pre-observation information may be requested, utilizing the Planning Conference / Pre-Observation Form.

PROCEDURAL OVERVIEW Cont.

- The administrator conducts a post-observation conference with the employee within 10 days of completion of the final formal observation of Domain 1.
- During that meeting, the observation results and ratings, for all 4 domains, are discussed and the Annual Evaluation Report is completed.
- The signed, original Annual Evaluation Report is sent to Personnel. This normally takes place at the end of the school year. Annual Evaluation reports completed for mid-point evaluations are sent in when completed.

PROCEDURAL OVERVIEW Cont.

- Concerns or unsatisfactory performance that may result in a Developing / Needs Improvement or Unsatisfactory rating of the Instructional Performance Score must be documented on the Notification of Less Than Effective Performance Form, prior to the evaluation taking place.
- This form must be given to the employee in sufficient time, prior to the formal evaluation, IF POSSIBLE, so as to provide the employee with time for improvement.

PROCEDURAL OVERVIEW Cont.

- This requirement does not pertain to student performance data, teacher misconduct or lack of adherence to safety concerns.
- See Appendix 6 – Notification of Less than Effective Performance For Instructional Personnel Form.

PROCEDURAL OVERVIEW Cont.

- When current year student performance data becomes available, the Final Summative Evaluation Form, which includes both the instructional practice score and the student performance score, is completed and discussed with the employee.
- The signed, original Final Summative Evaluation Form is sent to Personnel.
- The signature of the employee only serves to acknowledge that the form has been read and that it has been discussed with the employee. It does not necessarily indicate agreement with its content.

PROCEDURAL OVERVIEW Cont.

- Employees who receive an Unsatisfactory rating will be placed on a Professional Development Plan.
- The employee has the right to submit a written response to the evaluation, and the response will be placed in his/her permanent record file in Personnel.

“I touch the future. I teach.”

- Christa McAuliffe

