



The School District of Osceola County

2017 - 2018

Instructional Employee Evaluation System



School District of Osceola County
Dr. Debra Pace, *District Superintendent*
Virginia Ramie, *District Contact Person*
Department of Human Resources
*Director of Instructional Improvement &
Student Success*
407.518.2940

Contributors:

Osceola County Bargaining Leadership Team
Professional Development and Evaluation Subcommittee

Osceola County Education Association

- Apryle Jackson, President
- Lori Swaby, Chief Negotiator
- Anne Calandrino, Uni-serv Director
- Michelle VanderLey, Executive Director
- Karen Pruit, Vice President

The School District of Osceola County, Florida

- John Boyd, Director of Government and Labor Relations / Chief Negotiator
- Virginia Ramie, Director of Student Success and Instructional Improvement
- Lissette Brizendine, Senior Manager Leadership Training and Development

Table of Contents

Introduction:	5
Performance of Students	6
Student Growth Introduction:	6
Florida's VAM Formula.....	9
• Data Elements Used to Set Florida's Performance Level Standards are as follows:	9
1. Statewide Average Year's Growth for Students in Each Grade and Subject:	9
2. Educator's Value Added Model Score:	9
3. Confidence Interval.....	9
4. Performance-level standards for the Performance of Students Criterion	10
Student Growth Measurement Models:.....	11
Student Performance Measures	12
Teacher Selected/Created Pre-Post, Principal Approved Pre-Post Test Details.....	12
Selecting a Valid and Reliable Pre-Test and Post-Test to Obtain the Student Learning Growth Measure	12
Required Criteria for Selected Assessments	13
Other Criteria	14
Calculating the Teacher Selected/Created, Principal Approved Pre-Post Test Model	15
Test Security.....	17
I. Instructional Practice	20
Domains 1-3 Elements	21
Domain 1	21
Domain 2 Elements.....	28
Planning and Preparing for Lessons and Units	28
Planning and Preparing for Use of Resources and Technology	29
Planning and Preparing for Special Needs of Students	30
Domain 3	30
Evaluating Personal Performance	30
Developing and Implementing a Professional Growth Plan	31
Marzano Element Crosswalk to Florida Educator Accomplished Practices (FEAPS).....	32
Instructional Status Score (Domains 1-3).....	44

Domain 1	44
Domain 2	44
Domain 3	46
Deliberate Practice	47
• The deliberate practice score shall reflect the teacher's growth on elements that he or she selects given the criteria below.	47
Domain 1 Observations (Formal, Informal, Walkthrough)	49
Formal Observations	49
Informal Observations	51
Walkthrough Observations	51
Domain 1 Observation Counts:	52
Domain 2-3 (Observational Sessions)	53
Domains 2-3 Observation Counts:	53
Summative Evaluation Weightings for Instructional Practice Score.....	54
• Status Scoring for the Instructional Practice	54
Domain Weightings.....	54
Frequency Configuration and Score for Instructional Status Score.....	55
Examples of Evidence.....	56
Observation Scoring and Ratings	57
Description of Evaluation Process – Category 1 Teacher	58
Description of Evaluation Process – Category 2 Teacher	60
Professional & Ethical Behaviors Metric	61
Professional & Ethical Behaviors Metric Description and Weight	61
Professional & Ethical Behaviors Elements	62
Professional & Ethical Behaviors Rubric	64
Professional & Ethical Behaviors Rating	68
Summative Evaluation	69
Final Score Scale.....	69
Recommended Best Practices for Evaluation	70
Additional Requirements	72
District Evaluation Procedures.....	73
District Self-Monitoring.....	74

Glossary of Key Instructional Employees' Evaluation System Terms 75

****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.**

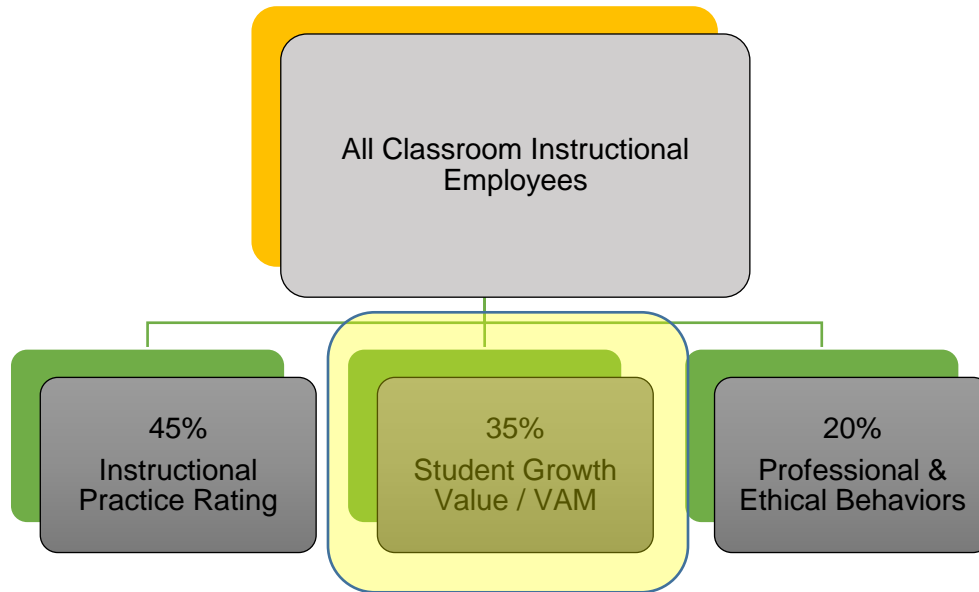
Introduction:

The School District of Osceola County's Instructional Assessment System is designed to contribute toward the achievement of goals identified in the District Plan pursuant to state statute. The system also supports district and school-level improvement plans and promotes actions that are consistent with the district's stated purpose for instructional OCEA Contract: Article XII.

The Marzano model was selected based on the recommendation through a collaborative effort with the Osceola County Education Association and The School District of Osceola County's as a sub-committee of the Bargaining Leadership Teams. The purpose of the redeveloped evaluation system is to increase student learning growth by improving the quality of instructional and supervisory practices. This model will provide a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data based on student growth. The District affirms Marzano's expectation that all teachers can increase their expertise from year to year, producing annual gains in student growth with a powerful cumulative effect.

Performance of Students

The School District of Osceola County, Florida Instructional Employee Evaluation Flowchart



Student Growth Introduction:

As required by s. 1012.34 F.S. student learning growth shall count for at least 1/3 an instructional employee's performance evaluation.

Florida's Value Added Model (VAM) is the state's method to comply with this law and to calculate student growth based upon student performance on specific statewide assessments determined by the Florida Department of Education.

For courses assessed by the state for which a state growth model has been selected (currently Florida Standards Assessments for Mathematics 4-8 and English/Language Arts (ELA) 4-10 and Algebra I), The School District of Osceola County will base the performance of students component on the results of the state growth model. Beginning in 2015-16 the district must also use performance standards adopted into State Board Rule for these courses.

Florida's VAM is a covariate adjustment model. The teacher's VAM score is the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students

in the state. The expected growth for each student is estimated from historical data each year. VAM calculations use student performance data taken from statewide assessments.

The calculations of expected growth for students accounts for the following variables:

- The number of subject-relevant courses in which the student is enrolled
- Two prior years of achievement scores
- Students with Disabilities (SWD) status
- English language learner (ELL) status
- Gifted status
- Attendance
- Mobility (number of transitions)
- Difference from modal age in grade (as an indicator of retention)
- Class size
- Homogeneity of entering test scores in the class

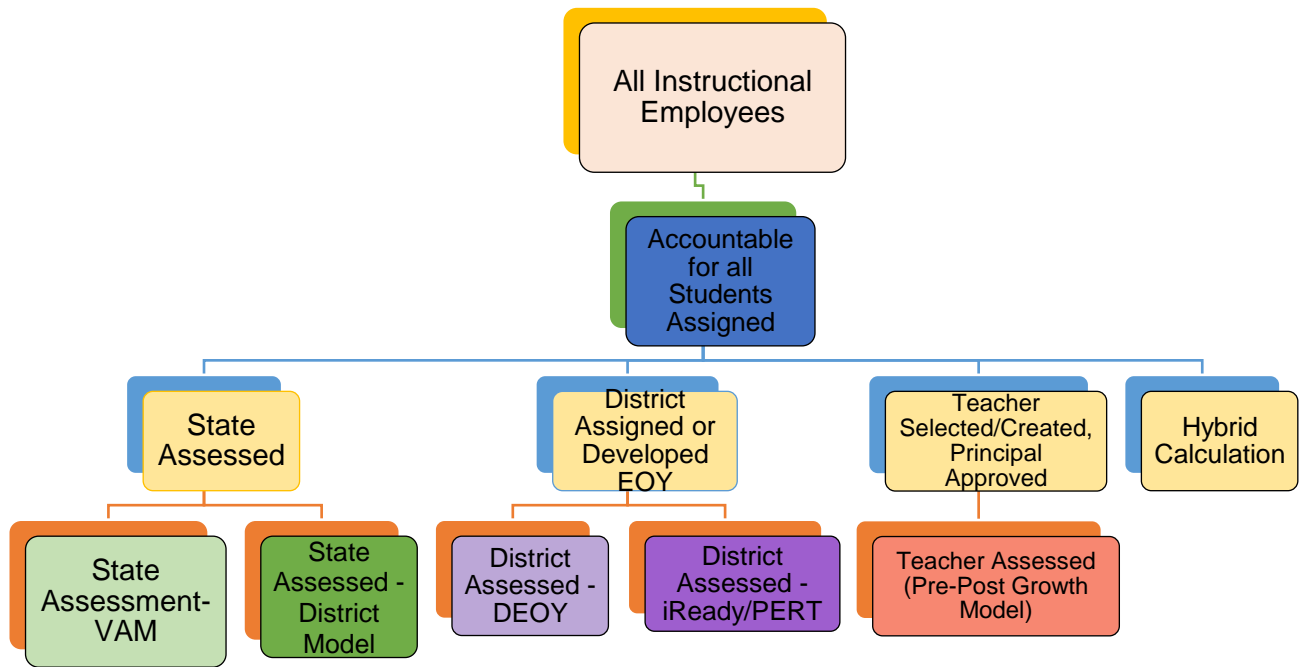
The teacher's VAM score is the sum of two components, or measures:

- *Teacher effect* – how much the teacher's students on average gained above or below similar students within the school; and
- *School effect* -- how much the school's students on average gained above or below similar students in the state.

NOTE: School effect is NOT a component of the VAM for state End of Course (EOC) tests.

Courses not assessed by the state, and courses with statewide assessments without a state-adopted growth model will receive their student learning growth value based on the results of the statewide assessments and/or comprehensive, district approved exam and/or comprehensive principal selected, teacher selected pre and post exam.

All classroom teachers as defined in s. 1012.01 F.S. will be evaluated in terms of Student Growth following the flow-chart below:



The Student Growth Value/ VAM contribution will be derived from all of the instructor's students and the courses of which they are taught. Courses will be assigned to one of five Student Growth Measurement Models to determine the corresponding student growth for each course. All growth scores will be weighted, and finally averaged together to calculate a final Student Growth Measure. In theory, the student growth measure could be comprised of multiple measurement models, all calculated on a 1-4 scale and weighted accordingly to the amount of students per course. This growth measure will contribute to 35% the instructional employee's final evaluation. For those cases where a VAM metric is incorporated, student performance data for three years, including the current year and the two years immediately preceding the current year will be utilized in the VAM calculation (when available). If less than the three most recent years of data are available, those years for which data are available will be used (as outlined in s.1012.34 and pursuant to Rule 6A-5.030(2)(a)3., F.A.C.).

Florida's VAM Formula

In its most general formulaic form, the VAM can be represented mathematically as:

$$y_{ti} = \mathbf{X}_i \boldsymbol{\beta} + \sum_{r=1}^L y_{t-r,i} \boldsymbol{\gamma}_{t-r} + \sum_{q=1}^Q \mathbf{Z}_{qi} \boldsymbol{\theta}_q + e_i$$

- y_{ti} is the observed score at time t for student i .
- \mathbf{X}_i is the model matrix for the student and school level demographic variables.
- $\boldsymbol{\beta}$ is a vector of coefficients capturing the effect of any demographics included in the model.
- $y_{t-r,i}$ is the observed lag score at time $t-r$ ($r \in \{1, 2, \dots, L\}$).
- $\boldsymbol{\gamma}$ is the coefficient vector capturing the effects of lagged scores.
- \mathbf{Z}_{qi} is a design matrix with one column for each unit in q ($q \in \{1, 2, \dots, Q\}$) and one row for each student record in the database.

Data Elements Used to Set Florida's Performance Level Standards are as follows:

1. **Statewide Average Year's Growth for Students in Each Grade and Subject:**
For each student learning growth formula, an average year's growth for students across the state on the statewide assessment is calculated, and once standardized, uses a threshold of zero (0) to establish performance expectations. A score of zero (0) indicates that a teacher's students scored no higher or lower, on average, than expected.
2. **Educator's Value Added Model Score:**
A value added model (VAM) score reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model. The value added score is converted to a proportion of a year's average growth.
3. **Confidence Interval**
A confidence interval is derived from using the standard error associated with the educator's value-added score. The standard error is a statistical representation of the variance in the score that could occur if the same teacher had been assigned to a different group of similar students. The standard error applied above and below the value-added score forms a confidence interval around the score. Because the confidence interval provides the numerical range within which the teacher's score could lie if assigned a different group of similar students, it provides a level of statistical confidence in using the educator's value-added score to evaluate his or her performance to an established performance level standard.

4. Performance-level standards for the Performance of Students Criterion

The value-added calculation is built upon taking the difference between a student's actual score on a test and his or her predicted score on the test, which prediction is based upon the elements in the model. Therefore, for each educator, the model results provide the number and percentage of each educator's assigned students who met or exceeded their predicted test score. For teachers whose value-added score includes a larger degree of variance as determined by the confidence interval, the use of this data element can provide additional evidence of the teacher's performance during the time observed to assist in classification of the educator's performance. The performance standards for the performance of students' criterion in performance evaluations under Section 1012.34, F.S., for classroom teachers of courses associated with statewide, standardized assessments shall be as follows.

The performance-level standards for the English Language Arts and Mathematics value-added models are as follows:

Highly Effective: A highly effective rating on Performance of Students' criteria is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0).

Effective: An effective rating on Performance of Students' criteria is demonstrated by the following:

- A value-added score of zero (0);
- A value-added score of greater than zero (0), where some portion of the range of scores associated with a 95-percent confidence interval lies at or below zero (0); or
- A value-added score of less than zero (0), where some portion of the range of scores associated with both the 68-percent and the 95-percent confidence interval lies at or above zero (0).

Needs Improvement, or Developing (if the teacher has been teaching for fewer than three (3) years): A needs improvement or developing rating on Performance of Students' criteria is demonstrated by a value-added score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0).

Unsatisfactory: An unsatisfactory rating on Performance of Students' criteria is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0).

Implementing the performance-level standards.

Beginning with the evaluations for performance during the 2015-16 school year, each district school board will implement the performance-level standards for Florida's English Language Arts, Mathematics and Algebra I value-added models, as described in this rule.

Student Growth Measurement Models:

The School District of Osceola County has developed policies for selection, development, administration, and scoring of local assessments and for collection of assessment results.

In addition, Section 1012.34, Florida Statutes, requires the Value Added Model (VAM) for others. As the Florida Department of Education provides more technical assistance and additional VAM measures for statewide assessments of additional content areas, district administration shall revise these procedures to reflect such changes on at least an annual basis.

State Assessments for which a state growth model has been selected (VAM)	State Assessment - VAM
State Assessments for which a state growth model has not been provided by State (Algebra 10 ECO, Civics, , etc.)	State Assessed-District Model
District Level Assessments / DEOY	District Assessed - DEOY
Teacher selected/created, principal approved pre and post test	Pre-Post Test Growth Model
Hybrid	For those class periods/sections teaching a course that may have one or more grade levels; and where one of those grade levels are tied to a State VAM, and the other grade levels are tied to one or more of the other SGM models.

Student Performance Measures

Student Performance Measure:

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. The table below is a general list. Teachers and Principals shall refer to the SDOC created Course & Assessment List which housed on the SDOC website and can be easily accessed through the following link:

http://www.osceolaschools.net/employees/employee_evaluation_system/

Teacher Selected/Created Pre-Post, Principal Approved Pre-Post Test Details

At present, a classroom teacher who is assigned courses aligned with the Teacher selected/created, Principal approved performance measure, he or she may choose to create his or her own tests within the required criteria in the remainder of this section.

However, per Section 1012.34 (7), Florida Statutes, as state and district assessments and student achievement measures become available, instructional employees shall be required to use different measures than those choices listed in this section.

Selecting a Valid and Reliable Pre-Test and Post-Test to Obtain the Student Learning Growth Measure

- The administrator and the classroom teacher who is assigned to a grade level or content area that is NOT assessed on a statewide or districtwide assessment shall agree upon an appropriate content area assessment to measure Student Learning Growth of the students assigned to the classroom teacher.
- School administrators and classroom teachers as defined in the first paragraph of this subsection may consult jointly with additional resource staff or peers for recommendations regarding appropriate assessments.

Required Criteria for Selected Assessments

- The selected assessment must:
 - be available for use at a minimum of twice per school year as a pre-test and a post-test, or
 - have student data available for at least two consecutive years.

- The selected assessment may be:
 - a test taken from the district-adopted textbook program materials;
 - a classroom teacher-created test using questions from an item bank from the district-adopted textbook program materials;
 - a classroom teacher-created test using questions from the teacher item bank (e.g., NOT the secure district item bank) from the Local Instructional Improvement System or similar technology.
 - an appropriate standardized test that
 - ✓ can be administered more than once per school year or
 - ✓ for which student data is available for at least two consecutive years for the same student and content area (e.g., SAT-10, Career & Technical Education Industry Certification Exams, etc.).

- If an instructional employee chooses to create his or her own pre-test or post-test, the administration window of either test shall not exceed four (4) weeks.

- Instructional employees are responsible for their own data analysis of any selected test and should plan for at least two (2) weeks in order to complete data analysis of any selected test.

- The administrator and classroom teacher shall agree upon an appropriate content area assessment that must be a *valid, reliable, and academically rigorous* measure of student learning growth as defined below.

- The classroom teacher will provide school administration with the pre-test, answer key, student roster and scores within the first nine (9) weeks of school.

- For the final evaluation meeting with the principal, the classroom teacher shall bring:
 - The roster of student baseline/ pre-test and summative/ post-test scores;
 - All related student answer documents; **AND**
 - Copies of the baseline/ pre-test and summative/ post-test used (unless the test is a state or district secured document).

- A district computer program shall combine the Student Learning Growth Value, and other applicable metrics to compute the classroom teacher's final summative evaluation score.

- An opportunity for review, clarification, and if necessary, corrections shall occur no later than the time of the final evaluation meeting with the principal.

a. Validity

Validity is the extent to which a test measures what it claims to measure. For Florida classroom teachers, content validity means the degree to which a test assesses the Florida Standards. Detailed descriptions of the courses and associated standards can be found at the following link.

<http://www.cpalms.org/Public/>

Just as state assessments used for accountability purposes, all test items must be in multiple-choice format with four (4) answer choices unless a student is eligible for alternate assessments with more appropriate formats.

b. Reliability

Reliability means that a test yields consistent measures when given over time. Assessment research shows that longer tests produce more reliable results than very brief quizzes. The following ranges for the number of questions shall apply strictly to teacher-created tests; however, the ranges are flexible for district assessments, textbook publisher summative assessments, and standardized assessments.

Required Ranges for Number of Questions

- ✓ Grades K-2, 10-20 questions
- ✓ Grades 3-5, 25-40 questions
- ✓ Grades 6-8, 35-50 questions
- ✓ Grades 9-12, 35-50 questions

c. Academic Rigor

Academic rigor means that a test measures content, applied skills, and critical thinking skills at an appropriate level of difficulty that differentiates it from other content areas and/ or grade levels that precede it in an established curriculum sequence.

Other Criteria

- Best practices for test administration include that:
 - ✓ Unless there are extenuating circumstances that prevent it, both the pre-test and the post-test shall be administered in the same format (e.g., paper, online);
 - ✓ Mixing of testing formats from pre-test to post-test shall be avoided; and
 - ✓ Unless there are extenuating circumstances that prevent it, the method for administration for both the pre-test and the post-test shall be the same.
 - ✓ Students shall be given an opportunity to experience online testing before actual testing for evaluation purposes.

- If a valid and reliable subject area test is not available or too difficult to develop, then the classroom teacher shall default to using the available district assessment that is most appropriate for their teaching assignment.

- If valid and reliable subject area test results are not available due to any circumstances beyond the classroom teacher's control, then the classroom teacher shall default to using the available results for his or her students of record on the district assessment that is most appropriate for his or her teaching assignment.
- If valid and reliable subject area test results are not available due to any testing irregularities or improprieties, due process shall be enacted. If the employees testing irregularities result in neglect or willful disregard, then the employee's student growth measure will result in a zero and the final summative evaluation will not result in a score of Effective or Highly Effective.
- A default student growth score of a 3 may be applied to an instructor's final evaluation when otherwise no score would be generated (upon review and approval from district designee) for the following reasons:
 - a. The instructor was hired during the third quarter of the school year,
 - b. The instructor was on district approved leave for an extended period of time
 - c. The instructor was administratively assigned for an extended period of time
- As the Florida Department of Education provides more technical assistance and Value Added Model measures for statewide assessments of additional content areas (e.g., End of Course Exams), district administration shall revise these procedures to reflect such changes on at least an annual basis.

Calculating the Teacher Selected/Created, Principal Approved Pre-Post Test Model

- The classroom teacher will administer the assessment and collect individual student **baseline scores** (e.g., pre-test).
- The classroom teacher will administer the assessment and collect individual student **summative scores** (e.g., post-test).
- To determine the **Student Growth Measure Denominator**, the classroom teacher will count the number of individual students who have both baseline/ pre-test and summative/ post-test scores.
 - If a student enrolls later or withdraws and misses either the pre-test or the post-test, then the classroom teacher will remove the student from the count in the denominator.
- To determine the **Student Growth Measure Numerator**, the classroom teacher will count the number of individual students whose summative scores are greater than their baseline scores.
 - If a student maintains the same score, then the classroom teacher will NOT count the student in the numerator.

Instructional Employees' Evaluation Handbook
Pending BLT Approval

- In the event the student receives a 100% on for the baseline score, the teacher may count the student in the numerator given their post- test or summative score remains the same (100%).
- To compute the **Student Growth Measure Value**, the classroom teacher will divide the numerator in Step 5 by the denominator in Step 4 and multiply the quotient by 100 to convert it to a percentage. The classroom teacher will round up the resulting percentage to the next highest whole number (e.g., 55.45 = 56).
- A sample Student Growth Measure Value computation and points earned appears on the last page of this section.
- A district computer program shall compute the classroom teacher's points earned toward the Teacher selected/created, principal approved pre and post-test Student Learning Growth Value using the following scale:

75% to 100% increase in student scores (e.g., equal to or greater than three-quarters of the classroom teacher's students)	= 4 points
50% to 74% increase in student scores (e.g., equal to or greater than one-half, but less than three quarters, of the classroom teacher's students)	= 3 points
25% to 49% increase in student scores (e.g., equal to or greater than one-quarter, but less than one-half, of the classroom teacher's students)	= 2 points
1% to 24% increase in student scores (e.g., greater than none, but less than one-quarter, of the classroom teacher's students)	= 1 point
0% increase in student scores (e.g., none of the classroom teacher's students)	= 0 points

Sample Student Learning Growth Value Computation and Points Earned

Sample Classroom Teacher's Student Roster

Instructional Employees' Evaluation Handbook
Pending BLT Approval

Student	Baseline Score	Summative Score	Difference	Counts for Numerator?	Counts for Denominator?
Student 1	90	100	10	YES	YES
Student 2	75	--	N/A	N/A	N/A
Student 3	20	50	30	YES	YES
Student 4	80	90	10	YES	YES
Student 5	75	80	5	YES	YES
Student 6	70	--	N/A	N/A	N/A
Student 7	65	70	5	YES	YES
Student 8	--	70	N/A	N/A	N/A
Student 9	95	90	-5	NO	YES
Student 10	10	60	50	YES	YES
Student 11	--	40	N/A	N/A	N/A
Student 12	100	100	0	NO	YES
Student 13	--	60	N/A	N/A	N/A
Student 14	90	85	-5	NO	YES
Student 15	35	75	40	YES	YES
Student 16	55	50	-5	NO	YES
Student 17	60	80	20	YES	YES
Student 18	70	85	15	YES	YES
Student 19	60	80	20	YES	YES
Student 20	20	65	45	YES	YES
• Total Individual Students Who Increased Their Scores (e.g., "YES")					11
• Total Individual Students with Both Baseline and Summative Scores					15
• Student Learning Growth Value					73%
• Student Learning Growth Value Point(s) Earned					3

Test Security

- For any local assessment to be used for the employee evaluation purposes defined in this document, instructional employees shall follow basic test administration and security procedures.
- Instructional employees who administer any local assessments for the employee evaluation purposes defined in this document shall sign the Test Administration and Security Agreement form included in this section. Each district department or school administration shall be responsible for maintaining a record of this form for each employee as appropriate.
- The appropriate test security form to be used is on the following page.

The School District of Osceola County, Florida

**Test Administration and Security Agreement for
Assessments Used for Employee Evaluation Purposes**

Per Florida State Board of Education Rule 6A-10.042, FAC, Sections 1008.22 and 1008.24, Florida Statutes, shall also apply to anyone involved in the administration of any student assessment used for employee evaluation purposes in The School District of Osceola County.

Florida law prohibits activities that may threaten the integrity of the test including, but not limited to, the following examples:

- Revealing or giving students access to tests, individual test items, or test answer keys prior to testing;
- Coaching students during testing or altering or interfering with students' responses during or after testing;
- Explaining or reading test items for students;
- Copying, reproducing, or using in any manner inconsistent with basic test security rules all or any portion of any test booklet;
- Failing to follow basic test security rules for distribution and return of tests as directed;
- Failing to account for all test materials before, during, and after testing;
- Causing student achievement to be inaccurately measured or reported;
- Failing to follow test administration directions;
- Participating in, directing, aiding, counseling, assisting in, or encouraging any of the acts prohibited in state law or district policy regarding testing or any additional activity which could result in the inaccurate measurement or reporting of the students'/ examinees' achievement; or
- Failing to report test administration violations, test security violations, or any additional activity which could result in the inaccurate measurement or reporting of the students'/ examinees' achievement.

If any of the above examples are allowable accommodations for students with current IEPs, Section 504 plans, or ELL plans, test administrators are permitted to provide the accommodation(s) per district procedures.

The security of all test materials must be maintained before, during, and after the test administration. After any administration, initial OR make-up, the teacher must place and secure test materials in locked storage.

Inappropriate actions by district or school employees will result in further investigation and possible loss of teaching certification.

I have received adequate training regarding the administration of the assessment to be used for employee evaluation purposes and have read the Florida Test Security Statute, State Board of Education Rule, and the essential information and instructions for the assessment. I agree to administer the assessment according to these procedures.

Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of the assessment to be used for employee evaluation purposes and/ or that would cause student achievement to be inaccurately represented.

School/ Facility Name: _____

School/ Facility Number: _____

Print Employee's Name: _____

**Employee's Florida Professional
Educator's Certificate Number:** _____

Employee's Signature: _____

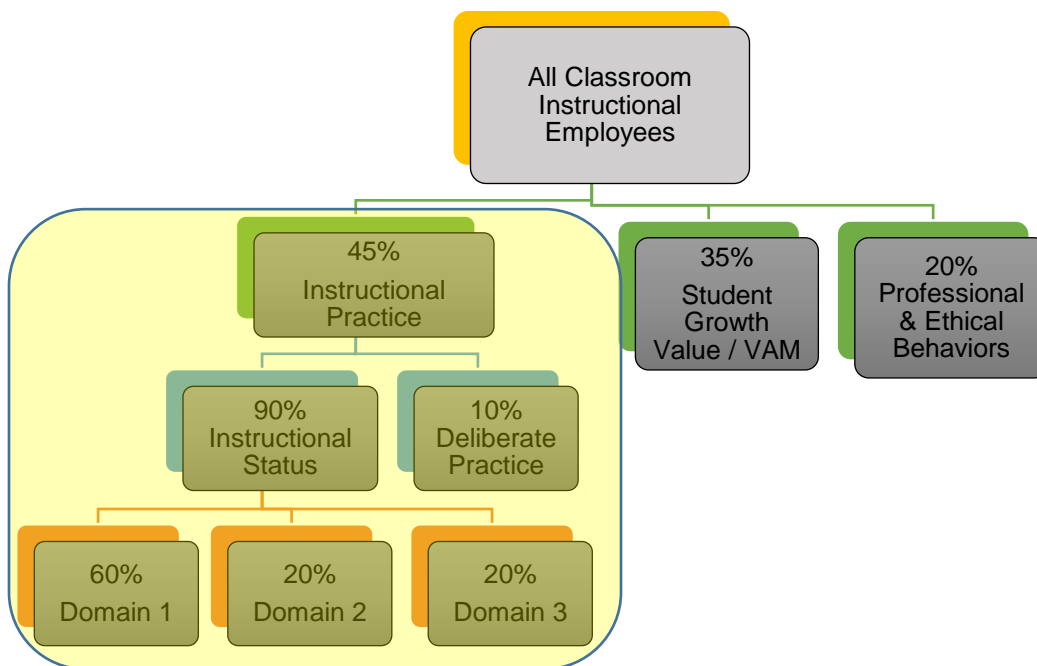
Date: _____

I. Instructional Practice

As stated in the beginning of this handbook, the Marzano model was selected based on the recommendation through a collaborative effort with the Osceola County Education Association and The School District of Osceola County's as a sub-committee of the Bargaining Leadership Teams. The Marzano model focuses on effective instructional practices, that when used efficiently and at the appropriate time in the unit of instruction, will positively impact student achievement. This model emphasizes that through deliberate instructional planning, leading to deliberate instruction, will result in deliberate student achievement. The instructional employees' Instructional Practice Score will be a combination of three focused domains and the deliberate practice of one instructional element throughout the school year.

$$[\text{Instructional Status Score (.9)}] + [\text{Deliberate Practice Score (.10)}] = \text{Instructional Practice Score}$$

In this section, a description of the domains, the deliberate practice element selection, and the percentage break down on how it contributes to the evaluation will be described. Additionally, the type and amount of observations that will contribute to the instructional employees' evaluation will be defined.



Domains 1-3 Elements

Domain 1

For scoring domain 1 Administrators will differentiate scoring using the following format.

Not Using: Strategy was called for but not exhibited.

Beginning: Uses the strategy incorrectly or with parts missing.

Developing: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards, but the majority of students are not monitored for the desired effect of the strategy.

Applying: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards, and monitors for evidence of which the desired effect of that strategy is evident by the majority of the students.

Innovating: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards and adapts/creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

4. Establishing Classroom Routines

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

5. Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

6. Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

7. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

8. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

9. Chunking Content into “Digestible Bites”

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

10. Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

11. Elaborating on New Information

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

12. Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

13. Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

14. Reviewing Content

The teacher engages students in a brief review of content that highlights the critical information.

15. Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

16. Using Homework

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

17. Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

18. Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

19. Practicing 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.

20. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

21. Organizing Students for Cognitively Complex Tasks

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

23. Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

24. Noticing when Students are Not Engaged

The teacher scans the room making note of when students are not engaged and takes overt action.

25. Using Academic Games

The teacher uses academic games and inconsequential competition to maintain student engagement.

26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

27. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

31. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

32. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

33. Demonstrating "Withitness"

The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

34. Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for not following rules and procedures consistently and fairly.

35. Acknowledging Adherence to Rules and Procedures

The teacher consistently and fairly acknowledges adherence to rules and procedures.

36. Understanding Students' Interests and Background

The teacher uses students' interests and background to produce a climate of acceptance and community.

37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.

38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

39. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

40. Asking Questions of Low Expectancy Students

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

41. Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

Domain 2 Elements

Planning and Preparing for Lessons and Units

42. Effective Scaffolding of Information within Lessons

Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.

43. Lessons within Units

The teacher organizes lessons within units to progress toward a deep understanding of content.

44. Attention to Established Content Standards

The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

Planning and Preparing for Use of Resources and Technology

45. Use of Available Traditional Resources

The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.

46. Use of Available Technology

The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.

Planning and Preparing for Special Needs of Students

47. Needs of English Language Learners

The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.

48. Needs of Special Education Students

The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.

49. Needs of Students Who Lack Support for Schooling

The teacher identifies the needs of students who come from home environments that offer little support for schooling.

Domain 3

Evaluating Personal Performance

50. Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

51. Evaluating the Effectiveness of Individual Lessons and Units

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

Developing and Implementing a Professional Growth Plan

53. Developing a Written Growth and Development Plan

The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.

54. Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

Marzano Element Crosswalk to Florida Educator Accomplished Practices (FEAPS)

The School District of Osceola County has aligned the FEAPs with the Marzano Evaluation System in the key areas that support the quality of instruction:

- Instructional Design and Lesson Planning
- Learning Environment,
- Instructional Delivery and Facilitation
- Assessment
- Continuous Professional Development
- Professional Responsibility and Ethical Conduct

Related resources are located in Florida's Department of Education website: <http://www.fldoe.org/profdev/resources-TA.asp>.

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
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 at the appropriate level of rigor;	<p>Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales C 1 Identifying critical information</p> <p>Domain 2: Planning and Preparing 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	<p>Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p> <p>Domain 2: Planning and Preparing 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p>

	2.1.3 Planning and preparing for appropriate attention to established content standards
c. Designs instruction for students to achieve mastery;	<p>Domain 1: Classroom Strategies and Behaviors C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks</p> <p>Domain 2: Planning and Preparing 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>
d. Selects appropriate formative assessments to monitor learning;	<p>Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress</p>
e. Uses diagnostic student data to plan lessons; and,	<p>Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success C 11 Homework EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students</p> <p>Domain 2: Planning and Preparing 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<p>Domain 1: Classroom Strategies and Behaviors C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks</p>

2. The Learning Environment	
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;	<p>Domain 1: Classroom Strategies and Behaviors RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom EOS 10 Demonstrating "withitness" EOS 12 Acknowledging adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control</p> <p>Domain 4: Collegiality and Professionalism 4.1.2 Promoting positive interactions with students and parents</p>
b. Manages individual and class behaviors through a well-planned management system;	<p>Domain 1: Classroom Strategies and Behaviors RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom EOS 10 Demonstrating "withitness" EOS 12 Acknowledging adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control</p> <p>Domain 4: Collegiality and Professionalism 4.1.2 Promoting positive interactions with students and parents</p>
c. Conveys high expectations to all students;	<p>Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success C 1 Identifying critical information C 2 Organizing students to interact with new knowledge EOS 16 Demonstrating value and respect for low expectancy students</p>
d. Respects students' cultural linguistic and family background;	<p>Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success C 1 Identifying critical information C 2 Organizing students to interact with new knowledge EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students</p>

	EOS 6 Demonstrating intensity and enthusiasm
e. Models clear, acceptable oral and written communication skills;	<p>Domain 1: Classroom Strategies and Behaviors</p> <p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 4 Establishing classroom rules and procedures</p> <p>EOS 10 Demonstrating "withitness"</p> <p>EOS 11 Applying consequences for lack of adherence to rules and procedures</p> <p>EOS 12 Acknowledging adherence to rules and procedures</p> <p>C 1 Identifying critical information</p> <p>C 2 Organizing students to interact with new knowledge</p> <p>C 3 Previewing new content</p> <p>C 4 Chunking content into "digestible bites"</p>
f. Maintains a climate of openness, inquiry, fairness and support;	<p>Domain 1: Classroom Strategies and Behaviors</p> <p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 3 Celebrating success</p> <p>EOS 14 Using verbal and nonverbal behaviors that indicate affection for students</p> <p>EOS 16 Demonstrating value and respect for low expectancy students</p> <p>EOS 17 Asking questions of low expectancy students</p> <p>EOS 18 Probing incorrect answers with low expectancy students</p> <p>C 1 Identifying critical information</p> <p>C 2 Organizing students to interact with new knowledge</p> <p>Domain 4: Collegiality and Professionalism</p> <p>4.1.2 Promoting positive interactions with students and parents</p>
g. Integrates current information and communication technologies;	<p>Domain 2: Planning and Preparing</p> <p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	<p>Domain 1: Classroom Strategies and Behaviors</p> <p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 3 Celebrating success</p> <p>RE 4 Establishing classroom rules and procedures</p> <p>RE 5 Organizing the physical layout of the classroom</p> <p>C 1 Identifying critical information</p> <p>C 2 Organizing students to interact with new knowledge</p> <p>C 10 Organizing students to practice and deepen new knowledge</p> <p>C 16 Organizing students for cognitively complex tasks</p>

	<p>EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence and adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students Domain 2: Planning and Preparing 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>
<p>i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</p>	<p>Domain 2: Planning and Preparing 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>

3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
<p>a. Deliver engaging and challenging lessons;</p>	<p>Domain 1: Classroom Strategies and Behaviors EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks EOS 5 Maintaining a lively pace</p> <p>Domain 2: Planning and Preparing 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>
<p>b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</p>	<p>Domain 1: Classroom Strategies and Behaviors C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures</p> <p>Domain 2: Planning and Preparing 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>

c. Identify gaps in students' subject matter knowledge;	<p>Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success EOS 3 Managing response rates C 7 Recording and representing knowledge</p>
d. Modify instruction to respond to preconceptions or misconceptions;	<p>Domain 1: Classroom Strategies and Behaviors EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Providing opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds</p> <p>Domain 2: Planning and Preparing 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>
e. Relate and integrate the subject matter with other disciplines and life experiences;	<p>Domain 1: Classroom Strategies and Behaviors C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks</p> <p>Domain 2: Planning and Preparing 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>
f. Employ higher-order questioning techniques;	<p>Domain 1: Classroom Strategies and Behaviors EOS 3 Managing response rates EOS 7 Using friendly controversy</p>

	<p>C 5 Processing new information C 6 Elaborating on new information C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies and processes C 15 Revising knowledge</p>
<p>g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</p>	<p>Domain 1: Classroom Strategies and Behaviors C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks EOS 5 Maintaining a lively pace EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures Domain 2: Planning and Preparing 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>
<p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</p>	<p>Domain 1: Classroom Strategies and Behaviors EOS 13 Understanding students' interests and backgrounds</p> <p>Domain 2: Planning and Preparing Planning and preparing for effective scaffolding within lessons Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content Planning and preparing for appropriate attention to established content standards 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education</p>

	2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success EOS 3 Managing response rates C 7 Recording and representing knowledge
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success EOS 3 Managing response rates C 7 Recording and representing knowledge
4. Assessment	
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;	Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures C 2 Organizing students to interact with new knowledge C 5 Processing new information C 6 Elaborating on new information C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies and processes C 15 Revising knowledge EOS 1 Noticing when students are not engaged C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves

	<p>EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students</p> <p>Domain 2: Planning and Preparing 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>
<p>b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;</p>	<p>Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success</p> <p>Domain 2: Planning and Preparing 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards</p>
<p>c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;</p>	<p>Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success C 5 Processing new information C 7 Recording and representing knowledge C12 Examining similarities and differences C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing EOS 2 Using academic games EOS 3 Managing response rates EOS 18 Probing incorrect answers with low expectancy students EOS 17 Asking questions of low expectancy students</p>

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	<p>Domain 1: Classroom Strategies and Behaviors EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds</p> <p>Domain 2: Planning and Preparing 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	<p>Domain 1: Classroom Strategies and Behaviors RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success EOS 3 Managing response rates</p> <p>Domain 4: Collegiality and Professionalism 4.1.2 Promoting positive interactions with students and parents</p>
f. Applies technology to organize and integrate assessment information.	<p>Domain 2: Planning and Preparing 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	<p>Domain 3: Reflecting on Teaching 3.1.1 Identifying areas of pedagogical strengths and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors</p>
b. Examines and uses data-informed research to improve instruction and student achievement;	<p>Domain 3: Reflecting on Teaching 3.1.1 Identifying areas of pedagogical strengths and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units</p>

	3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors
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;	<p>Domain 3: Reflecting on Teaching</p> <p>3.1.1 Identifying areas of pedagogical strengths and weakness</p> <p>3.1.2 Evaluating the effectiveness of individual lessons and units</p> <p>3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors</p> <p>3.2.1 Developing a written growth plan and development plan</p> <p>3.2.2 Monitoring progress relative to the professional growth and development plan</p>
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	<p>Domain 4: Collegiality and Professionalism</p> <p>4.1.1 Promoting positive interactions with colleagues</p> <p>4.1.2 Promoting positive interactions about students and parents</p>
e. Engages in targeted professional growth opportunities and reflective practices; and,	<p>Domain 3: Reflecting on Teaching</p> <p>3.2.1 Developing a written growth plan and development plan</p> <p>3.2.2 Monitoring progress relative to the professional growth and development plan</p>
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	<p>Domain 3: Reflecting on Teaching</p> <p>3.2.2 Monitoring progress relative to the professional growth and development plan</p>
6. Professional Responsibility and Ethical Conduct	
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.	<p>Professional & Ethical Behaviors</p> <p>i. Demonstrates professional responsibilities, punctuality, attendance, and timely completion of records and reports.</p> <p>ii. Complies with school and district policies, procedures, programs, and the Florida Code.</p> <p>iii. Demonstrates professionalism.</p> <p>iv. Initiates professional communication with appropriate stakeholders.</p> <p>v. Provides information about school and community resources to parents.</p>

Instructional Status Score (Domains 1-3)

The Instructional Status Score contributes to 90% of the Instructional Practice Score. It consists of scored observations in Domains 1-3.

Domain 1

Domain 1 is based on the Art and Science of Teaching Framework and identifies 41 elements or instructional categories that happen in the classroom. The 41 instructional behaviors are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to categorize Observation and Feedback procedures. This domain will contribute to 60% of the Instructional Status Score.

Domain 2

Domain 2 focuses on how instructors plan and prepare for the content, technology and unique needs of the students they are instructing. This is not the 'what' (e.g. lesson plan completion) but rather the 'why' and 'how' they have chosen to plan instruction a specific way. Often, the results of reflection (found in Domain 3) are what drive the decisions in Domain 2. This domain encompasses 8 elements that address planning and preparing. This domain will contribute to 20% of the Instructional Status Score. The School Principal shall select two elements in this domain that will each be scored twice throughout the school year. This will equated to a total of 4 scored elements in this domain.

Guiding Principles for Lesson Plans

- 1. Lesson plans shall meet federal and state requirements for classroom instruction.**
 - *Section 1003.41 -- Next Generation Sunshine State Standards (Florida Standards), Florida Statutes*
 - *Section 1003.42 – Required Instruction, Florida Statutes*
 - *State Board of Education Rule 6A-5.065 -- The Educator Accomplished Practices.*
 - (2) The Educator Accomplished Practices.*
 - (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 at the appropriate level of rigor;*
 - 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; and*
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.*
- Accommodations for:
 - Exceptional Student Education (ESE) students
 - Gifted students
 - Section 504 students
 - English Language Learner (ELL) students
- Differentiated instruction modifications for students in Tier 2 or Tier 3 of Multi-Tiered Systems of Support/ Problem Solving (MTSS/ PS)

NOTE: A list of appropriate instructional strategies that will be used for a group of ESE, ELL, or MTSS/ PS students shall meet this requirement for lesson plans.
- 2. Lesson plans shall address Florida Standards.**
 - <http://www.cpalms.org/Public/search/Standard>
- 3. Florida Course Descriptions shall guide lesson plans.**
 - <http://www.cpalms.org/Public/search/course>
- 4. In general, lesson plans may include, but shall not be limited to:**
 - Learning Goals (or Objectives or Essential Questions)
 - Methods or Procedures
 - Resources or Materials Used

- Assessment or Evaluation

- 5. **A unit plan may fulfill the lesson plan requirement for the defined duration of the unit if the unit plan contains sufficient information that complies with these guiding principles. However, administrators shall not require instructional employees to submit both a unit plan and a lesson plan for the same instructional content.**

- 6. **Certain instructional programs or grants may require that lesson plans include additional elements and/ or different timelines for submission in order to meet specific program or grant criteria.**
 - The school principal shall receive written approval of the appropriate Assistant Superintendent of Curriculum and Instruction prior to implementing these requirements.
 - School principals shall share these requirements with instructional employees in advance.

- 7. **In general, instructional employees shall submit lesson plans to the appropriate designated administrator on a weekly basis within one week prior to the actual classroom instruction of the content within the lesson plan.**
 - Administrators shall permit instructional employees the flexibility to amend lesson plans when:
 - Data supports that students require differentiated instruction; or
 - Changes to the regular classroom schedule occur that are beyond the instructional employee's control (e.g., schoolwide testing, required professional development, school activities, fire or tornado drills, etc.).

Domain 3

The focus of Domain 3 is on how teachers evaluate personal performance, and the development and implementation of an Individual Professional Growth Plan. In this domain, the instructional employee will reflect upon the development and monitoring of their Individual Professional Growth Plan. Additionally reflection on the effectiveness of individual lessons and units; identification of pedagogical strengths and weaknesses; evaluating the effectiveness of instructional strategies are incorporated. This domain will contribute to 20% of the Instructional Status Score. The School Principal shall select two elements in this domain that will each be scored twice throughout the school year. This will equate to a total of 4 scored elements in this domain.

Deliberate Practice

The Deliberate Practice Score contributes 10% of the Instructional Practice Score. When an instructor specifically focuses on an instructional strategy that is directly correlated with improved student achievement, he or she is not only improving one's own individual growth, but also the academic growth of his or her students. The deliberate practice element is 1 of the 41 elements found in Domain 1. This element is selected by the instructor at the beginning of the school year and should have either previous year's data or a self-assessment to support the need to work on the particular strategy.

The deliberate practice score shall reflect the teacher's growth on elements that he or she selects given the criteria below.

- The classroom teacher shall select one of the 41 elements in Domain 1 for which he or she has data the prior year from formal, informal, or walkthrough observation(s) for *deliberate practice*.
- The administrator and the teacher shall meet to determine the deliberate practice element to be selected for the current school year.
- Classroom teachers who are new to the district or teachers who have no prior data, shall agree upon a deliberate practice element and baseline score based on a self-assessment.
- The average of aggregated observation scores for Domain 1 elements shall be computed for both the baseline year and the current year. Each average shall include the following criteria:
 - **Baseline Year**
 - ✓ Formal Observations
 - ✓ Informal Observations
 - ✓ Walkthroughs
 - ✓ Scored and sent or not sent to evaluation
 - **Current Year**
 - ✓ Formal Observations
 - ✓ Informal Observations
 - ✓ Walkthroughs
 - ✓ Scored and sent to or not sent to evaluation
 - ✓ Self-assessment when no prior data is available
- The classroom teacher shall select an element where the prior year's average of aggregated observation scores for Domain 1 is less than 3.0.
- The teacher's deliberate practice percentage of change shall be calculated using the following formula:

$$(Current\ Year - Baseline\ Year) / Baseline\ Year = Percentage\ of\ Change$$

- The following chart shall be used to determine the point value to be assigned for the teacher's deliberate practice percentage of change:

Deliberate Practice Score Point Values	
▪ Less than 24%	1
▪ 25% - 49%	2
▪ 50% - 74%	3
▪ 75% or higher	4

- The point value assigned shall be the teacher's Deliberate Practice score. The Instructional Status score which reflects the observation scores for the current year shall have a weight of 90%, and the Deliberate Practice score shall have a weight of 10%. Both scores shall be included within the teacher's Instructional Practice score using the formula below.

Instructional Status Score (90%) + Deliberate Practice Score (10%) = Instructional Practice Score

Domain 1 Observations (Formal, Informal, Walkthrough)

During a Domain 1 Observation, the number of elements upon which to focus the observations/evaluation is dependent on whether the observation is coded as Formal, Informal, or Walkthrough

Formal Observations

During *formal observations*, administrators may observe and apply data points toward only those specific elements in Domain 1 for which administrators and teachers discussed prior to the observation.

- Formal observations shall be scheduled with teachers in advance.
- For formal observations, both a pre-conference and a post-conference shall be held, which may be either face-to-face or via the MyPGS website.
- Formal observations may range from twenty-five (25) minutes to an entire class period.
 - If the administrator does not observe evidence for the elements during this time, he or she shall permit the classroom teacher the opportunity to provide the appropriate evidence no later than the post-conference.
 - If the administrator arrives more than ten (10) minutes late to the scheduled time for the observation, then the observation shall be rescheduled unless the teacher requests in writing the same day that the administrator apply the data points for this observation.
- Formal observations shall always count towards a teacher's evaluation.
- Teachers may benefit from additional observations.
 - Teachers may request additional observations beyond the recommended number of observations.
 - A teacher must submit the request in writing to his or her principal within ten (10) working days of the most recent observation.
 - Teachers may receive an additional observation by a trained administrator mutually agreed upon by the teacher and the administration.
 - An additional observation shall be part of the teacher's overall evaluation and data points shall apply.

Elements scored for Formal Observations:

- Only those elements discussed in the Pre-Observation meeting which may include:
- Only elements applicable to the lesson and unit of instruction
- 3-4 elements (not to exceed 4) should be selected to contribute to the final evaluation.
- No more than 4 elements should be selected to contribute to the final evaluation
- Deliberate Practice element (if applicable)
- School-wide element (must be selected in collaboration with the Faculty Steering Committee and applicable to the lesson)
- The administrator can also request that a teacher select one element, if based on a trend in data, from feedback entered during prior classroom observations, and an area for needed growth. The administrator will notify the teacher before adding the additional element.
- Of the maximum four (4) elements, the teacher and the administrator may mutually agree to include up to two (2) of the thirteen(13) elements that research correlates with high instructional rigor and a high probability for student achievement .:

Marzano Evaluation System Element
✓ 06. Identifying Critical Information
✓ 07. Organizing Students to Interact with Content
✓ 08. Previewing New Content
✓ 10. Processing of New Information
✓ 11. Elaborating on New Information
✓ 12. Recording and Representing Knowledge
✓ 14. Reviewing Content
✓ 17. Examining Similarities and Differences
✓ 18. Helping Students Examine Their Reasoning
✓ 19. Helping Students Practice Skills and Strategies
✓ 20. Helping Students Revise Knowledge
✓ 21. Organizing Students for Cognitively Complex Tasks
✓ 26. Managing Response Rates with Tiered Questioning Techniques.

Informal Observations

- During *informal observations*, administrators may observe, provide feedback, and/ or apply data points toward any of the 41 elements in Domain 1 for which teachers provide behavioral evidence, including the element that the teacher selects and/or the school wide focus element that the Faculty Steering Committee selects. No more than 4 data points may be applied to an Informal Observation that contributes to the Final Evaluation.
 - 2-3 elements (not to exceed 3) should be selected to contribute to the final evaluation.
 - Pre-determined elements should not be scored school-wide unless a school-wide element has been identified with the faculty steering committee.
 - Only elements that are applicable to the lesson being taught, or elements that target strategies addressing student behaviors shall be scored.
 - Informal observations are NOT scheduled in advance.
 - Informal observations may range from ten (10) to twenty (20) minutes.
 - Informal observations will be data point observations and will count towards a teacher's evaluation.
 - Within five (5) business days after an administrator shares the results for an informal observation, teachers shall have the opportunity to provide additional examples of valid evidence for the principal to consider toward the rating(s) for that observation.

Walkthrough Observations

- During *classroom walkthroughs*, administrators may observe and provide feedback on any of the 41 elements in Domain 1, including the element that the teacher selects and/or the school wide focus element that the Faculty Steering Committee selects.
 - Classroom walkthroughs may range from three (3) to five (20) minutes in duration.
 - Classroom walkthroughs shall be conducted for all teachers.
 - Classroom walkthroughs are NOT scheduled in advance.
 - Classroom walkthroughs are NOT data point observations and do NOT contribute to Domain 1's 60% of the Instructional Status Score. Scored walkthrough elements serve to inform dialogue between the administrator and teacher for coaching and feedback on instructional practice. Walkthrough data points will contribute to the Deliberate Practice Score.

Domain 1 Observation Counts:

The administrative staff at each school, which includes the Principal and Assistant Principal(s), will conduct observations of, and data reviews with, the teacher. Administrators will observe teachers on the following schedules.

The table below identifies the minimum amount of domain 1 observations that can contribute towards a classroom teacher's final evaluation. The number of observations is a teacher should have is dependent on the 'Category' of which they belong. The category type is defined by the instructional employees' contract type.

REQUIRED OBSERVATION	Category 1 (PP – A2)	Category 2 (A3+ or PSC)	Struggling Teachers
<ul style="list-style-type: none"> • Formal (Announced) 	2 Additional Optional, See Below	1 Additional Optional, See Below	2 Additional Optional, See Below
<ul style="list-style-type: none"> • Informal (Announced or Unannounced) 	2 Additional Optional, See Below	1 Additional Optional, See Below	2 Additional Optional, See Below

The recommended number of observations a teacher in any category can have is listed below. [This list includes both the required number of observations (table above) and additional observations.] Observations shall not exceed the listed amounts unless it is requested by the instructional employee.

TOTAL NUMBER OBSERVATIONS	Category 1	Category 2	Struggling Teachers
<ul style="list-style-type: none"> • Formal (Announced) 	4	2	4
<ul style="list-style-type: none"> • Informal (Announced or 	4	2	4

- Struggling teachers are those not meeting district expectations regarding their performance (e.g., pattern of observation ratings at the "Beginning" level). Struggling teachers may:
 - be placed on an improvement plan.
 - receive a higher number of observations beyond the recommended number of observations.
- Teachers who are placed on an improvement plan may receive a higher number of observations beyond the recommended number of observations.

Domain 2-3 (Observational Sessions)

During observational sessions in Domains 2 and 3, all instructional employees will be scored on the two elements in each of these domains (which were selected by the principal and disclosed at the beginning of the school year) twice per year. There will be two observational sessions containing two scored elements per observational session in each of these domains. For each domain, one observational session will be scored on within the first semester of school, while the second observational session will be scored during the second semester of school. By year end, there will be four scored elements per Domains 2 and 3, which will contribute to the final summative evaluation.

During the observation session:

- The classroom teacher may provide evidence to support/document indicators within the selected element.
- The administrator may utilize the evidence provided by the instructional employee or additional documented evidence to support scoring of the elements that contribute towards the final summative evaluation.

Domains 2-3 Observation Counts:

Domains Data Points	Category 1 (PP – A2)	Category 2 (A3+ or PSC)	Struggling Teachers
• Domain 2 (Weight = 20%)	2	2	2
• Domain 3 (Weight = 20%)	2	2	2

- These observations are data point observations.
- The focus of Domain 2 is on process as well as product. Further, the degree to which lesson plan procedures are followed is a focus in the Final Evaluation metric 'Professional & Ethical Behaviors', not Domain 2.

Summative Evaluation Weightings for Instructional Practice Score

Status Scoring for the Instructional Practice

During the current school year, teachers will be assessed based on an overall status score. The status score reflects his/her understanding and application of the Art and Science of Teaching framework across the four domains:

- ✓ Domain 1: Classroom Strategies and Behaviors
- ✓ Domain 2: Planning and Preparing
- ✓ Domain 3: Reflecting on Teaching

Multiple measures determine the overall status score.

Domain Weightings

Categories I, II, and Struggling Teachers	Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
• Domain 1	60%	60%	60%	60%
• Domain 2	20%	20%	20%	20%
• Domain 3	20%	20%	20%	20%

*A full explanation of the above table can be found in the Appendix section of this packet.

Frequency Configuration and Score for Instructional Status Score

Categories I, II, and Struggling Teachers	Highly Effective (4)	Effective (3)	Developing/ Needs Improvement	Unsatisfactory (1)
<ul style="list-style-type: none"> • Domain 1 	<p><i>The Instructional Status Score is an average of the ratings across all levels, per domain</i></p> <ul style="list-style-type: none"> • <i>If the resulting average is not a whole number, the number is rounded to the nearest whole number as follows:</i> <ul style="list-style-type: none"> ○ <i>If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest whole number.</i> ○ <i>If the decimal is less than 0.5, then the number is rounded down to the nearest whole number.</i> 			
<ul style="list-style-type: none"> • Domain 2 				
<ul style="list-style-type: none"> • Domain 3 				

Examples of Evidence

Domain 1 – <i>Classroom Strategies and Behaviors</i>	Domain 2 – <i>Planning and Preparing</i>
<ul style="list-style-type: none"> • Formal observations • Informal, announced observations • Informal, unannounced observations • Artifacts 	<ul style="list-style-type: none"> • Planning conference or pre-conference • Content of lesson plans • Designing common student assessments • Artifacts <p>NOTE: The focus of this domain is process, not the product only.</p>
Domain 3 – <i>Reflecting on Teaching</i>	
<ul style="list-style-type: none"> • Self-assessment • Reflection conference • Professional growth plan • Conferences • Discussions • Lesson Study • Artifacts 	

During the beginning of the year initial review of the evaluation system, the teacher and the evaluator will collaborate on the evidence that will be collected in each Domain during the school year along with a timeline for collection. The administrator may complete this procedure for teachers individually or in groups.

During the pre and post conferences for Domains 1-3, only administration and the observed instructional employee shall be present.

Above all, the Marzano Observation/ Evaluation System is a qualitative, not a quantitative, model that is designed to help teachers improve their delivery of instruction and grow professionally.

In order to receive a particular rating for a specific element or domain, the teacher is NOT required to:

- ✓ *include all examples of evidence listed above;*
- ✓ *include all examples of evidence listed on any of the Marzano protocol forms; or*
- ✓ *complete all questions on Marzano pre-conference or post-conference forms.*

Instead, the focus of the evaluation of each element or domain should be on the quality of the examples of evidence the teacher does provide, not the quantity.

Two (2) elements in Domains 2, and 3 shall be selected by the principal and disclosed to the classroom teachers during the pre-planning. Both selected elements in Domains 2, and 3 will be scored and counted towards evaluation in each of the required observational sessions.

Observation Scoring and Ratings

The collection of data from observations, predetermined activities, and artifacts will be reviewed and assessed based upon rubrics set forth in the Marzano Art and Science of Teaching Model. Within the Marzano Teacher Evaluation Model, a five-level rubric is used to rate the performance and provide feedback to teachers on their use of the sixty Elements of the Art and Science of Teaching Framework. These ratings are considered formative in nature and are provided to give direction and feedback to the teacher prior to the final evaluation. The ratings are:

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

Each source of evidence is rated based upon the rubric provided by the Osceola County School District/Marzano Evaluation Model on the scale of 0-4 as described above and added to the collection of evidence.

Step 1
<i>Rate observable elements at each of the following levels:</i> <ul style="list-style-type: none">• Innovating (4)• Applying (3)• Developing (2)• Beginning (1)• Not Using (0)
Step 2
<i>Calculate the average of the ratings across all levels, for each of the four domains.</i>
Step 3
<i>For each domain, determine the percentage of the total each level represents:</i> <ul style="list-style-type: none">• Domain 1: 60%• Domain 2: 20%• Domain 3: 20%
Step 4
<i>For each domain, apply the results from Step 3 to the description of each level on the Proficiency Scale (based upon the teacher's experience level).</i> <ul style="list-style-type: none">• PP-A2 years• A3+ or PSC Teachers

Description of Evaluation Process – Category 1 Teacher

The chart below reflects the timeline for REQUIRED observations ONLY.

<p>Informal Observation #1 (Formative)</p> <ul style="list-style-type: none"> ✓ Conducted within the first forty-five (45) days of school.
<p>Individual Professional Growth Plan</p> <ul style="list-style-type: none"> ✓ Written within the first forty-five (45) days of school
<p>Formal Observation #1 (Formative) and Review of Progress in the Collection of Artifacts</p> <ul style="list-style-type: none"> ✓ To be conducted by the close of the first semester ✓ Probationary instructional staff members must be formally observed within the first 45 days of their hire date. ✓ Recommended in October/ November/ December
<p>Mid-Point Evaluation utilizing the MyPGS site</p> <ul style="list-style-type: none"> ✓ Conducted by the end of the first semester ✓ Suggested window for identifying struggling teachers
<p>Informal Observation #2</p> <ul style="list-style-type: none"> ✓ Recommended in January/ February
<p>Formal Observation #2 (Formative) and Review of Progress in the Collection of Artifacts</p> <ul style="list-style-type: none"> ✓ To be conducted by the close of the second semester ✓ Recommended in March/ April
<ul style="list-style-type: none"> ✓ FINAL Summative Evaluation Utilizing the MyPGS site Conducted prior to the end of April

Newly hired teachers will receive at minimum two annual evaluations within the first year of hire. These evaluations will include scores from Instructional Practice (45%), Professional & Ethical Behaviors (20%), and Student Growth (35%). The School District of Osceola County will allow site based principals to determine student performance measures for newly hired instructional personnel for their first evaluation (mid-point) and use a Non-VAM calculation for the scoring. The resulting score of the Mid-Point Evaluation does not impact the scoring for the Final Evaluation, but rather serves as a snapshot of the teacher's current performance.

50% of the required observations for Domains 1-3 and Professional & Ethical Behaviors will be required for classroom teachers newly hired in the district after January 1.

Classroom teachers will be notified of a deficiency prior to be scored (counting towards the final evaluation) as less than effective in Professional & Ethical Behaviors.

When a teacher's performance is determined to be less than effective, according to Article 12.11.1 in the Teacher's Contract, a conference will be held, and a professional improvement plan shall be developed jointly and/or the individual professional development plan may be altered to address the concern.

Additional observations can be conducted as stated on pages 53, 55-56.

Description of Evaluation Process – Category 2 Teacher

The chart below reflects the timeline for REQUIRED & Additional observations.

<p>Individual Professional Development Plan Written</p> <ul style="list-style-type: none"> ✓ Written within the first forty-five (45) days of school
<p>Informal Observation #1</p> <ul style="list-style-type: none"> ✓ To be conducted by the last week of January ✓ Recommended in September/ October/ November
<p>Formal Observation #1 (Formative) and Review of Progress in the Collection of Artifacts</p> <ul style="list-style-type: none"> ✓ To be conducted by the last week of March ✓ Recommended no later than the last week of January
<p><u>Additional</u> Informal Observation can be conducted</p> <ul style="list-style-type: none"> ✓ Recommended in December/ January
<p><u>Additional</u> Formal Observation can be conducted</p> <ul style="list-style-type: none"> ✓ Recommended in March/ April
<ul style="list-style-type: none"> ✓ Collection of Artifacts ✓ To be conducted by the close of the second semester ✓ Recommended in April/May
<p>FINAL Summative Evaluation Utilizing the MyPGS site</p> <ul style="list-style-type: none"> ✓ Conducted prior to the end of May

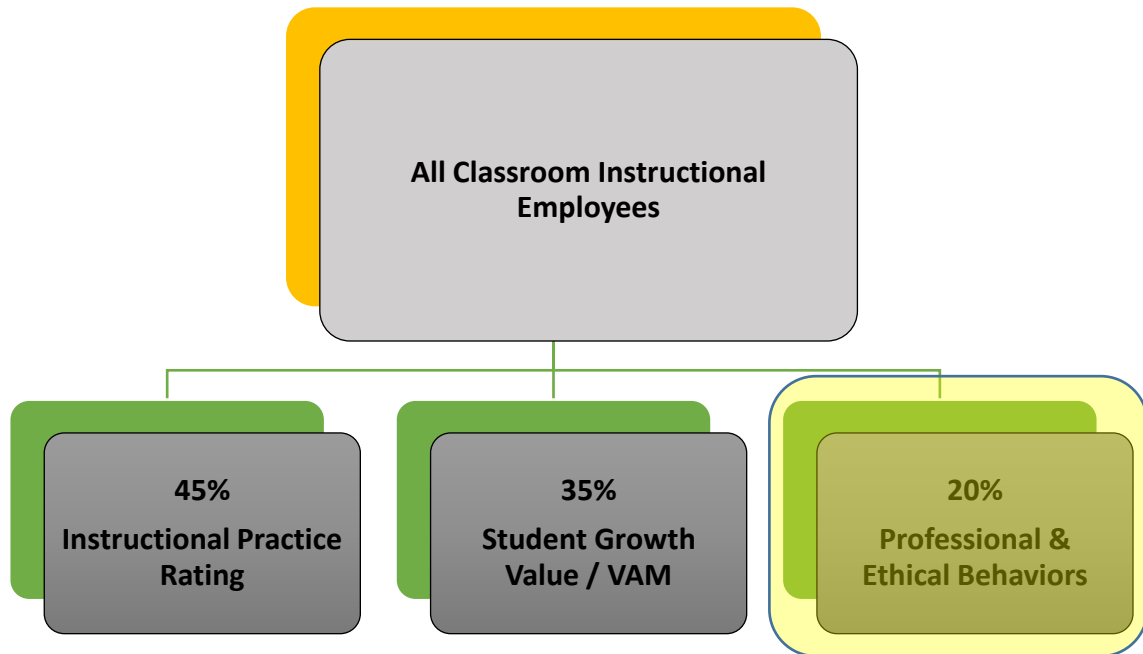
Classroom teachers will be notified of a deficiency prior to be scored (counting towards the final evaluation) as less than effective in Professional & Ethical Behaviors.

When a teacher's performance is determined to be less than effective, according to Article 12.11.1 in the Teacher's Contract, a conference will be held, and a professional improvement plan shall be developed jointly and/ or the individual professional development plan may be altered to address the concern.

Additional observations can be conducted as stated on pages 53, 55-56.

Professional & Ethical Behaviors Metric

Professional & Ethical Behaviors Metric Description and Weight



The third and final metric contributing to the Instructional Employees evaluation focuses on the employee's professional and ethical decision making. This metric will equate to 20% of the final summative evaluation.

Professional & Ethical Behaviors Elements

The following five (5) elements will be scored formally twice (2) per school year. Teachers will have the opportunity to demonstrate these behaviors during or beyond the contractual workday. However, teachers shall not be negatively impacted by lack of participation in activities that occur beyond the contractual workday.

#	Element	Focus:
1	RESPONSIBILITY – Demonstrates professional responsibilities, punctuality, attendance, and timely completion of records and reports that meet state and District requirements	<ul style="list-style-type: none"> - Compliance with professional responsibilities, school rules, policies and procedures regarding punctuality and attendance according to contractual hours - Maintenance and reporting of current information that meets state and District requirements
2	COMPLIANCE – Complies with District and school policies, procedures, programs, and State Board of Education Rules 6B-1.001, The Code of Ethics of the Education Profession in Florida and 6B-1.006, The Principles of Professional Conduct of the Education Profession in Florida	<ul style="list-style-type: none"> - Compliance with District and school policies, procedures, programs, School Board Rules, collective bargaining agreements, and/ or the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida
3	ETHICAL CONDUCT – Demonstrates professionalism as defined by the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida	<ul style="list-style-type: none"> - Professional conduct when dealing with students, parents, colleagues, and/or the community as defined by the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida - Participation and implementation of school and District initiatives
4	COMMUNICATION – Initiates professional communication with appropriate stakeholders	<ul style="list-style-type: none"> - Communication of information about the instructional program(s) - Responsiveness and availability to parents and their concerns

		<ul style="list-style-type: none">- Efforts in connecting families, school, and communities
5	PARENT ENGAGEMENT – Provides information about school and community resources to parents	<ul style="list-style-type: none">- Extent to which strategies and opportunities for parents to assist with student learning are provided- Extent to which parents are provided with information about the school, community events and resources

Professional & Ethical Behaviors Rubric

#	Element	Highly Effective	Effective	Developing/ Needs Improvement	Unsatisfactory
1	RESPONSIBILITY— Demonstrates professional responsibilities, punctuality, attendance, and timely completion of records and reports that meet state and District requirements	<ul style="list-style-type: none"> - Complies fully with professional responsibilities, policies, procedures and School Board Rules regarding punctuality and attendance - Collects, maintains, interprets, and acts upon all required data - Contributes in this area to the level that teacher is considered a leader by others 	<ul style="list-style-type: none"> - Complies with professional responsibilities, policies, procedures and School Board Rules - Regularly updates and reports information on students, lesson plans, reports and other required data 	<p><i>Does not meet parameters of effective range:</i></p> <ul style="list-style-type: none"> - Incorrectly complies with professional responsibilities, policies, procedures and School Board Rules - Incorrectly maintains and manages student information, lesson plans, reports, and other data 	<ul style="list-style-type: none"> - Does not comply with professional responsibilities, policies, procedures and School Board Rules - Maintenance and reporting of information on students, lesson plans, and other required data is insufficient and/or out of date
2	COMPLIANCE – Complies with District and school policies, procedures, programs, and the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida	<ul style="list-style-type: none"> - Complies fully with District and school policies, rules, procedures and/or the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida - Contributes in this area to the level that teacher is considered a leader by others (Some examples may include academic coaches, Professional Learning Community facilitators, committee/ grade level/ department chairs, etc.) 	<ul style="list-style-type: none"> -Maintains compliance with District and school policies, rules, procedures and the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida 	<p><i>Does not meet parameters of effective range:</i></p> <ul style="list-style-type: none"> - Incorrectly complies with District and school policies, rules, procedures and/or the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida 	<ul style="list-style-type: none"> - Does not comply with District and school policies, rules, procedures and/or the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida

#	Element	Highly Effective	Effective	Developing/ Needs Improvement	Unsatisfactory
3	ETHICAL CONDUCT – Demonstrates professionalism as defined by the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida	<ul style="list-style-type: none"> - Displays conduct based on the highest professional standards - Acts honestly and with utmost integrity - Full participation in District and school initiatives, and contributes to the level that teacher is considered a leader by others (Some examples may include academic coaches, Professional Learning Community facilitators, committee/ grade level/ department chairs, etc.) 	<ul style="list-style-type: none"> - Displays conduct based on professional standards when dealing with students, parents and/or colleagues - Acts honestly and with integrity - Consistently participates in and implements school and District initiative(s) that are clearly communicated (e.g. School Improvement Plan, District Improvement Plan, District Strategic Plan, etc.) 	<p><i>Does not meet parameters of effective range:</i></p> <ul style="list-style-type: none"> - Responds inappropriately in dealing with students, parents and/or colleagues - Insufficiently participates in school and District initiative(s) 	<ul style="list-style-type: none"> - Displays unethical or dishonest conduct - Does not participate in school and District initiative(s)

#	Element	Highly Effective	Effective	Developing/ Needs Improvement	Unsatisfactory
4	<p>COMMUNICATION –</p> <p>Initiates professional communication with appropriate stakeholders</p>	<ul style="list-style-type: none"> - Promotes a two way partnership between school and home - Maintains exemplar communication between classroom and student's family regarding the instructional program and the child's progress - Connects frequently and successfully to families and communities (e.g. newsletters, family nights, District-approved technology, electronic communication, and/or phone calls) - Students and their families understand behavioral and academic expectations and has access to support on how to meet those expectations - Promotes a professional communication and collegial environment with school and District employees and contributes in this area to the level that teacher is considered a leader by others 	<ul style="list-style-type: none"> - Provides regular information about the instructional program - Is available as needed to respond to parental concerns - Makes reasonable and purposeful efforts to connect families, school, and communities - Purposefully communicates professionally with, school and District employees. 	<p><i>Does not meet parameters of effective range:</i></p> <ul style="list-style-type: none"> - Participates in school's activities for parent communication but offers insufficient information regarding the instructional program - Inconsistently addresses parents' concerns with little or no follow up - Makes minimal attempts to connect families and communities to the instructional program --Inconsistently communicates professionally with, school and District employees 	<ul style="list-style-type: none"> - Provides little or no information about the instructional program - Does not respond or responds inappropriately to parental concerns - Makes no attempt to connect families and communities to the instructional program - Rarely communicates professionally with, school and District employees

#	Element	Highly Effective	Effective	Developing/ Needs Improvement	Unsatisfactory
5	PARENT ENGAGEMENT – Provides information about school and community resources to parents	<ul style="list-style-type: none"> - Provides parents with multiple strategies and opportunities to assist with student learning - Provides parents with information about the school, community events and resources such that teacher is considered a leader by others 	<ul style="list-style-type: none"> - Routinely provides strategies and opportunities for parents to assist with student learning - Routinely provides parents with information about the school, community events, and resources. 	<p><i>Does not meet parameters of effective range:</i></p> <ul style="list-style-type: none"> - Provides limited opportunities for parents to assist with student learning - Provides parents with limited information about community events and resources 	<ul style="list-style-type: none"> - Does not provide or promote opportunities for parents to assist with student learning - Does not provide parents with information about community events and resources

Professional & Ethical Behaviors Rating

A four level rubric shall be used to rate and provide feedback to teachers on their performance of the five elements associated with professional and ethical behaviors. These ratings are considered formative in nature and are provided to give direction and feedback to the teacher prior to the final evaluation. The ratings are:

- **Highly Effective = (4)**
- **Effective = (3)**
- **Developing/
Needs Improvement = (2)**
- **Unsatisfactory = (1)**

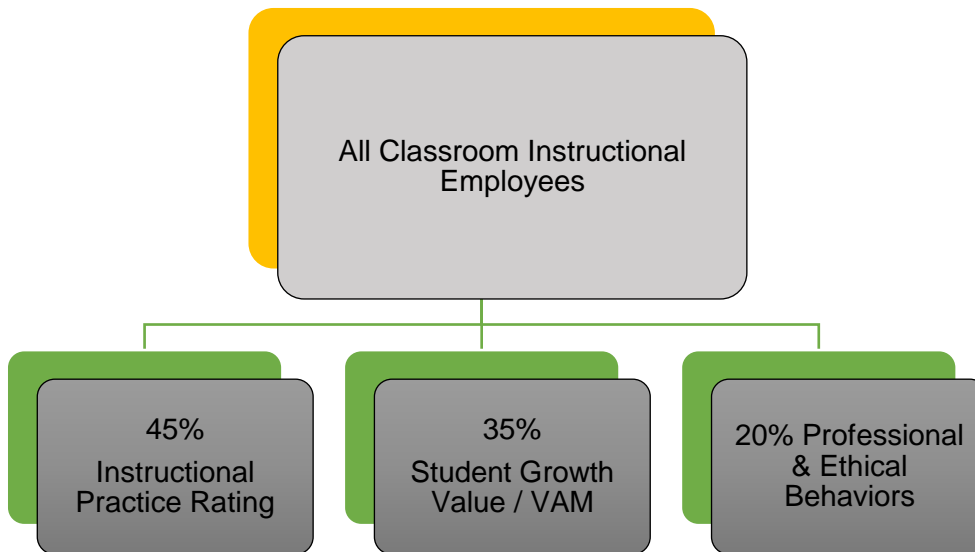
The level of expectation for all instructional staff is to fall within the Effective range on all elements in the Professional and Ethical Behaviors portion of this evaluation tool. Administrators shall begin at this level when scoring, and if the employee meets all of the indicators of Effective, then the administrator shall review the Highly Effective indicators to determine whether the employee meets all of those indicators as well. If the employee meets all of those indicators, the administrator shall score the employee at the Highly Effective level for that element. If the employee does not meet all of the indicators of Highly Effective, then the administrator shall score the employee as Effective. If the employee does not meet all of the indicators of Effective, then the administrator may determine, based upon the indicators whether the employee should be scored at Developing/Needs Improvement or Unsatisfactory. Adequate notification of deficiencies (e.g., Developing/Needs Improvement or Unsatisfactory) shall be provided prior to scoring elements that are evaluative.

The ratings shall be added and averaged to produce a 1-4 score, and the result shall be given a Professional and Ethical Behavior rating according to the following scale:

Rating	Scale
<i>Highly Effective</i>	3.5 – 4.0
<i>Effective</i>	2.5 – 3.49
<i>Developing/Needs Improvement</i>	1.5 – 2.49
<i>Unsatisfactory</i>	1.0 – 1.49

The Professional and Ethical Behavior rating shall contribute to 20% of the employee's final summative evaluation rating.

Summative Evaluation



The calculation of the Final Summative Evaluation Score is as follows.

1. Once all scores have been calculated following the procedures listed on pages:
 - Pg. 51, 52, 58-61 for the Instructional Practice Rating
 - Pg. 6-16 for the Student Growth Value / VAM Rating
 - Pg. 71 for the Professional & Ethical Behaviors Rating

2. Multiply the rating by the corresponding negotiated percentage:
 - (1-4 Rating) .45 = Instructional Practice Rating
 - (1-4 Rating) .35 = Student Growth Value Rating
 - (1-4 Rating) .20 = Professional & Ethical Behaviors Rating

3. The Final Summative Score is the sum of the three metrics:

$$\text{Instructional Practice} + \text{Student Growth Value} + \text{Professional \& Ethical Behaviors} = \text{Final Summative Score}$$

Final Score Scale

Rating	Highly Effective	Effective	Developing/ Needs Improvement	Unsatisfactory
Score	3.5 - 4.0	2.0 – 3.49	1.5 – 1.99	0.0 – 1.49

Recommended Best Practices for Evaluation

Observers may:

- ✓ Communicate on a regular basis clear expectations for successful implementation of the Marzano Observation/ Evaluation System.
- ✓ Clarify that the teacher understands the criteria of the key elements he or she has selected.
- ✓ Set a schedule in which teachers can sign up for their pre-conference, post-conference, and formal observations. Block certain weeks throughout the school year and request that teachers make it their responsibility to schedule the pre- and post- conferences and the observation according to the district guidelines and timelines.
- ✓ Follow the pacing guide that Human Resources provides that defines approximate completion dates by quarter or semester so that teachers receive feedback throughout the school year.
- ✓ Avoid delaying and scheduling a large number of observations into the last month of school.
- ✓ Ease any anxiety about informal observations (particularly if this is a new practice for a teacher) by announcing the day or the week observations will be taking place; and once the teacher is comfortable with having an administrator in his or her room, move to unannounced informal observations.
- ✓ Complete observations for elements for which behavioral evidence is observed.
 - Administrators shall not select in advance an element to observe unless the element is one that the teacher or Faculty Steering Committee selected.
- ✓ Reschedule an observation for another time when, non-traditional instruction (that does not lend well to a formative observation) is taking place. (i.e. testing)
- ✓ Avoid scheduling observations for teachers:
 - during times when 'auto-splitting' is occurring in a classroom;
 - only at the same time of the instructional day;
 - for teachers of students who are tested during state and district testing windows to the extent possible; and/ or
 - during times when student behavior may be affected due to a disruption in the daily schedule such as immediately after fire or tornado drills, special student activities, or other unusual circumstances that may skew observation data.
- ✓ Provide finalized feedback no more than ten (10) working days after an observation concludes.
- ✓ Use the appropriate pre-observation, post-observation, and lesson plan forms to empower teachers to reflect upon classroom instruction.

- ✓ Plan observations to represent a fair sampling of the teacher's instructional day. Per Article V, Section 5.23, of the Contract:
 - *Every reasonable effort will be made to place teachers in their certified teaching field.*
 - *In some cases, the Board may assign a teacher outside the scope of his/her certification areas.*
 - *When this is done, the teaching evaluation will note that the teacher is assigned out of field if the evaluation is done on that assignment.*
 - *When teachers are given split assignments, evaluations shall be done only in their certified areas.*

Recommended Roles		
Formal Observation	Observer	Teacher
Pre-Conference	To support and guide the teacher in planning and preparation	To provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula
Post-Conference	To provide a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine next steps	To reflect upon the impact that the lesson had on student learning.
Written Feedback	To provide objective, actionable and timely feedback as described in the district procedures	To reflect upon and engage in dialogue with observers; and to take appropriate action

Additional Requirements

- The School District of Osceola County and the Osceola County Education Association agree to the use of the observation forms that are part of the Marzano Teacher Observation Model.
- The School District shall provide the electronic tool to be used by administrators and teachers for observation/ evaluation for the current school year.
- If Student Growth /VAM data is calculated in to the Final Evaluation Score of an employee in the Fall of the following year, the current administrator is authorized to sign-off as the evaluator.
- All classroom teachers will be provided an orientation of the District observation/ evaluation system within the first twenty (20) days of school or employment. Such orientation may be made available on-line for the convenience of teachers and administration. In addition, faculty training on the Marzano Observation/ Evaluation System may be offered during Pre-Planning. The faculty training will be conducted by the trained administrators and/ or designated trained teachers at that school site.
- All administrative employees observing/ evaluating teachers will be trained on the system prior to observations/ evaluations.

Instructional Employees

- District and school instructional employees shall receive ongoing training on Domains 1 through 3 of the Marzano Art and Science of Teaching Framework and Professional & Ethical Behaviors. These trainings shall include the following components as a minimum:
 - Education research upon which the framework is based;
 - Identifying the indicators and evidence of effective instruction; and
 - Using rubrics to distinguish proficiency levels for each element of instruction observed.

Administrators

- Through credentialing processes, school administrators will participate in continuous professional learning to stay apprised with instructional research. Inter-rater reliability activities and assessments will be utilized to maintain credentialing and provide data on professional learning needs to ensure observations and evaluations are being completed with fidelity.
- Only supervising administrators will observe/evaluate instructional employees.
- Instructional employees may request additional observations from a different evaluator. It will be at the discretion of the district as to whether the additional evaluator will be a

supervising administrator, a school administrator from another school, or a credentialed administrator from the district office.

- Instructional employees shall have the opportunity to review their class rosters and correct any mistakes.
- The observing administrator shall provide finalized feedback no more than ten (10) working days after an observation concludes.
- Results from teacher evaluations are utilized to develop individual professional development growth plans and professional development offerings by school and district.
- Within five (5) business days after an administrator shares the results for an observation, teachers shall have the opportunity to provide additional examples of valid evidence for the principal to consider toward the rating(s) for that observation.
- When a teacher's performance is determined to be less than effective, according to Article 12.11.1 in the Teacher's Contract, a conference will be held, and a professional improvement plan shall be developed jointly and/or the individual professional development plan may be altered to address the concern.
- Classroom instructors whom have been an instructional employee for more than three years (since their most recent date of hire in the district) shall be observed and evaluated at least once per year.
- As stated on page 56, newly hired teachers will be observed at least four times within the first year of hire.
- Newly hired teachers will receive at minimum two annual evaluations within the first year of hire.
- Parents may share compliments and concerns about instructional personnel with a supervising administrator at any time. The Professional & Ethical Behaviors Metric may be utilized to contribute parental compliments and concerns in the evaluation process of instructional employees.

District Evaluation Procedures

The following district procedures are in place and are in compliance with s. 1012.34, F.S.:

- Evaluators must submit a report of final evaluations to the district school superintendent for the purpose of reviewing the employees' contracts.
- The evaluator must submit a final evaluation report to the employee no later than 10 days after the final evaluation scoring is acknowledged.
- The evaluator shall provide an opportunity to discuss the official evaluation report with the employee.
- The employee shall have the right to initiate a written response to the evaluation no later than 10 business days after the evaluation was shared and finalized with the employee and the response shall become a permanent attachment to his or her personnel file.
- The School District of Osceola County's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- The district school superintendent shall annually notify the department of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations. The district school superintendent shall also notify the department of any instructional personnel or school administrators who are given written notice by the district of intent to terminate or not renew their employment.

District Self-Monitoring

Through the electronic observation and evaluation system, the district will frequently monitor evaluation procedures to ensure the classroom instructors' evaluations are being conducted with fidelity and will assist in making informed decisions.

Areas that will be monitored are:

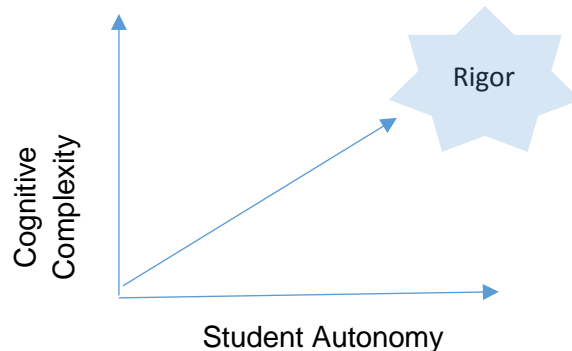
- ✓ Timeline compliance
- ✓ Element and Observation Count Compliance
- ✓ Inter-rater reliability
- ✓ Effective Feedback Practices

Monitoring will contribute to:

- ✓ Individual Professional Development needs
- ✓ Individual Growth Plan opportunities
- ✓ School and District Improvement Plans

Glossary of Key Instructional Employees' Evaluation System Terms

- **Rigor** –
 1. In general, the level of the academic skills and independent learning that a teacher's lesson requires from students
 2. More specifically, the level of cognitive complexity and student autonomy that results from the teacher's instructional practice and its direct effect upon each student's engagement and learning



- **Cognitive Complexity** – The level of cognitive demand that is required of the student in order to master specific academic standards
- **Student Autonomy** – The level in which the demands of a lesson require the student to be actively involved in his or her own learning while reliant on the teacher with regulated support as a resource and interventionist to encourage productive struggle
- **Monitoring** – The method by which a teacher checks on an ongoing basis whether students have reached the desired effect of the instructional strategy and achieved progress towards the standards-based learning target in order to provide feedback and adjust instruction as needed
 - **Desired Effect** – The intended result of the teacher's instructional strategy upon student learning
 - **Learning Goal** – The Essential Standard written in a student friendly 'I can' statement.
 - **Learning Target (s)** – Necessary skills and processes that represent a progression to reaching mastery of the full intent of the Learning Goal (Essential Standard).
 - **Performance Scale** – A continuum that articulates learning targets relative to a specific learning goal.