OFFICE OF TALENT DEVELOPMENT EMPLOYEE EVALUATIONS

2015-2016 Orientation for Broward Instructional Development and Growth Evaluation System (BrIDGES)



BROWARD COUNTY PUBLIC SCHOOLS

PRESENTATION CONTENT

- Components of BrIDGES
- Instructional Practice Score
- Student Performance Score
- iObservation Electronic Evaluation Tool





DATES FOR IOBSERVATION

BrIDGES Orientation Days:

(iObservation available for preview)

August 17 – 21, 2015

Observation Window:

August 27, 2015 - May 13, 2016

(Classroom/Non-Classroom Teachers)





CLASSROOM TEACHERS





REQUIREMENTS FOR CLASSROOM TEACHERS

	Formal	Informal	Snap-Shot
Minutes	30	15-25	3-10
	or more		
Recommended	12-15	5-10	2-3
Datamarks			

	Formal	Informal		Total Datamarks
Experienced	1	1	1	35*

- At least 25 datamarks within Domain 1 and at least 10 within Domains 2, 3, 4.
- All datamarks will be entered into iObservation within 10 work days of the observation/meeting.
- Administrators will make every effort to allow for a reasonable amount of time for growth between observations.



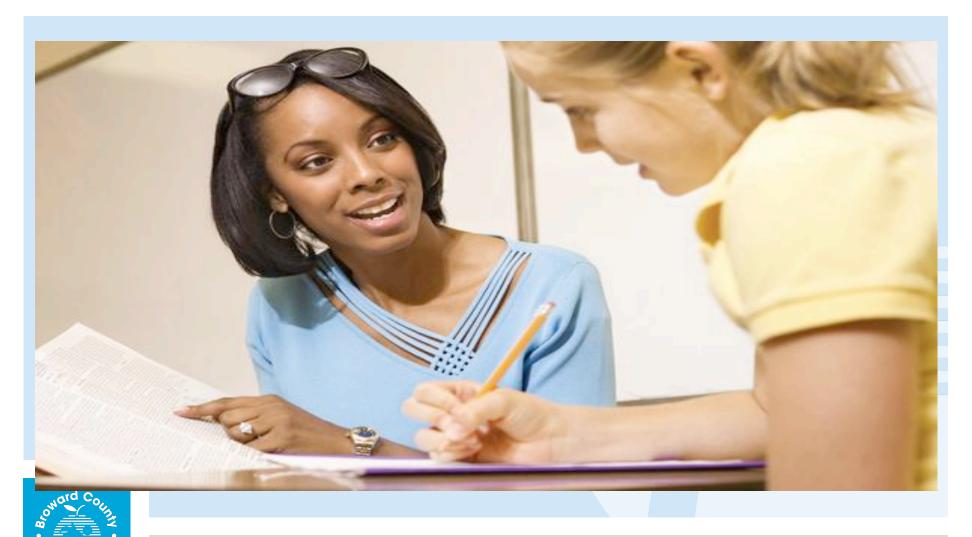
REQUIREMENTS FOR PROBATIONARY CLASSROOM TEACHERS

	Formal	Informal	Snap-Shot	Total Datamarks
Probationary	2 (1 per semester)	1	1	35*

- A probationary teacher is new to BCPS, regardless of prior experience in other districts, or returned to BCPS after a break in service. (FS 1012.335 (1c)
 - Probationary Evaluations will be based on the Instructional Practice Score.
 - For educators hired prior to November 15th, the Instructional Practice Score constitutes the first evaluation and shall be completed by the end of the first semester, and the second evaluation shall be completed at the same time as all other educators.
 - For educators hired after November 15th, the first evaluation shall be completed at the same time as all educators and the second, based on the current Instructional Practice Score, shall be completed by November 15th of the following school year.



NON-CLASSROOM TEACHERS



REQUIREMENTS FOR NON-CLASSROOM TEACHERS

	Meetings and/or Observations	Total Datamarks
Probationary (same specifics as classroom teachers)	2 (1 per semester)	30
Experienced	2	30

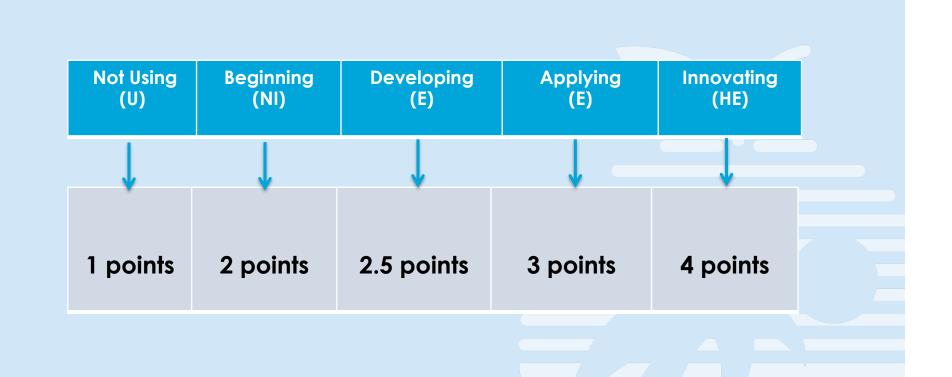
- At least 20 datamarks within Domain 1 and at least 10 within Domains 2, 3, 4.
- Any combination of 2 observations and/or meetings.
 - 2 formal observations
 - 1 formal observation, 1 meeting
 - 2 meetings
 - Administrator may do additional observations/meetings
- An observation must be a formal observation (at least 30 minutes) that includes a pre-conference, prior to the formal observation and a post-conference.
- All datamarks will be entered into iObservation within 10 work days of the observation/meeting.



COMPONENTS FOR CLASSROOM AND NON-CLASSROOM TEACHERS



BrIDGES RATINGS 2015-2016





DOMAIN WEIGHTS

Domain 1 = 68%

- Gestning Goah and Feedback L.Praything Citie
- Scales Wiverson 2. Tracking Student Programs 5 Geleknoling Surveys

DOK Disabilitation

Parks and Procedures
4. Scanning Class son Restmen 5 Digesting the Physical Layout of the Characteristics

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- 22. Eugaging Styclents in Cognitively Complex
- 21. Providing Restriction and Distalance

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- 6 Church my Contest area "Engeletible Secon" 30. Processing of New Information
- 11. Elaborating on New Information
- 12. Recording and Representing Crowledge 13. Reflecting on Leasing

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Themselves 12. Presenting Lineauxi or Intropologic (formation

15, Usine Academic Games

26. Managing besponse kassis 27. Using Protosi Movement 36. Maintening a Livelle Pace

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- It? Devicementing value and Respect for Law Expectancy.
- 40 Asking Controver-of Law Expectance Students 41. Probing Incorrect Amwers with Low Spectance Students

Domain 2,3,4 = 32%

Domain 2: Planning and Preparing

- Planning and Propering for Use of Bessures and Technology 45. Use of Available Traditional
- Planning and Propering for the Needs of English Language Learn 67. Needs of English Language Learners

Domain 3: Reflecting on Teaching

- Evaluating Personal Performance 90. Identifying Small of Periographical Strength and Washington
- Individual Lessons and Units 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors
- Developing and Implementing a Professional Grounth Flan IS. Developing a Writzer Grounth and Development Flan IS. Manitaring Progress Relative to the Professional Growth and Development Flan

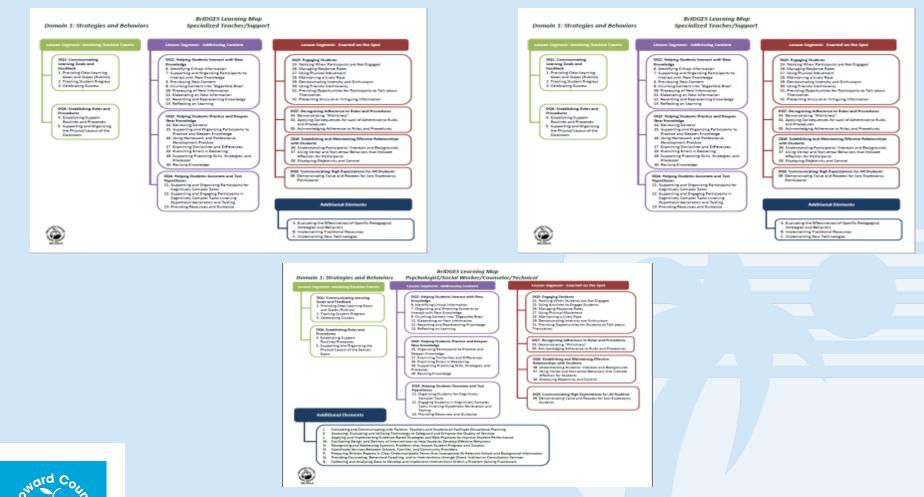
Domain 4: Collegiality and Professiona



- Promoting a Positive Environment 55. Promoting Positive Interactions with Calleagues 56. Promoting Positive Interactions about Students and Panents
- Promoting Exchange of Ideas and Strategies 57. Sealing Manascribip for Areas of Seal or Interest St. Manascring Other Teachers and Sharing Ideas and Strategies
- Promoting District and Sahard Development 19. Adhering to District and School Bule and Procedures 80. Participating in District and School Initiatives



NON-CLASSROOM DOMAIN 1 MAPS





INSTRUCTIONAL PRACTICE SCALE

- The Instructional Practice Score is based on datamarks received within the Domains and the combined weights of the Domains.
- Once a score is calculated, a scale is applied and the Instructional Practice Score is determined.

Instructional Practice Scale

	2015-2016
Highly Effective	3.450-4.000
Effective	2.500-3.449
Needs Improvement	2.000-2.499
Unsatisfactory	1.000-1.999



PERFORMANCE INTERVENTIONS

TIER ONE

- 5-7 Beginning/Not Using Datamarks
- Informal conversation between teacher & administrator to discuss strategies for improvement

TIER TWO

- 8 Beginning/Not Using Datamarks
- Formal conversation between teacher & administrator to discuss areas of concern, implement a cycle of assistance, and discuss possible consequences

TIER THREE

- 10 Beginning/Not Using Datamarks
- Instructional Practice Score of Needs Improvement or Unsatisfactory
- Two formals and one additional observation
- A Performance Development Plan (PDP) may be written
- PDPs must be conducted by a credentialed observer





COMPONENTS OF EVALUATION

LEARNING GOALS
AND
PERFORMANCE SCALES



SUPER SEVEN ELEMENTS



RIGOR



BrIDGES FINAL EVALUATION SCORE

- Instructional Practice Score
- Deliberate Practice (worth 1% within the IP Score)
- Student Performance Score





DELIBERATE PRACTICE/GROWTH PLAN DATES

Date	Action
The week of September 21, 2015	Administrators share the Brainshark on Deliberate Practice with Teachers.
September 28, 2015 – October 23, 2015 @ 11:59 pm	Teachers complete a self assessment.
October 26, 2015 –November 20, 2015	Teachers complete their growth plan.
November 23, 2015 – December 18, 2015	Administrators approve growth plans.

STUDENT PERFORMANCE 2015-16

- Under State statute, Student Performance "must include growth or achievement data of the teacher's students", so school score is longer allowed.
- Districts are awaiting additional information from the State on certain pieces of VAM; additional information on this metric for 2015-16 evaluations is forthcoming.



STUDENT PERFORMANCE ASSESSMENTS (CONTINUING IN 2015-16)

Teacher Group	Assessment
FSA Subject/FSA Grade Level (4 th -10 th) Teachers	FSA Read/Math
7 th -9 th Grade Algebra I Teachers	Algebra I EOC
FCAT Science 8 th Grade Teachers	FCAT Science
8 th -10 th Grade Biology Teachers	Biology EOC
8 th -10 th Grade Geometry Teachers	Geometry EOC
10 th -11 th Grade US History Teachers	US History EOC
7 th Grade Civics Teachers	Civics EOC
10 th -11 th Algebra 2 Teachers	Algebra 2 EOC
Advanced Placement (AP) Teachers	AP Test

STUDENT PERFORMANCE ASSESSMENTS (NEW IN 2015-16)

Teacher Group	Assessment
Non-FSA Subject/FSA Grade Level (4 th -10 th) Teachers*	FSA Read/Math
3 rd Grade Teachers	FSA Read/Math
2 nd Grade Teachers	Primary Reading and Primary Math Test (PRT/PMT)
1 st Grade Teachers	Primary Reading and Primary Math Test (PRT/PMT)
Kindergarten Teachers	Early Literacy and Mathematics Skills Checklist
Pre-K Teachers	Teaching Strategies Gold

^{*}Includes teachers whose students take the FSA but they are not the primary ELA/Math subject teacher (i.e., Art, Music, PE, Foreign Languages, etc.)

A CLOSER LOOK AT INSTRUCTIONAL PRACTICE

LEARNING GOALS
AND
PERFORMANCE SCALES



SUPER SEVEN ELEMENTS



RIGOR



ESTABLISHING A COMMON LANGUAGE

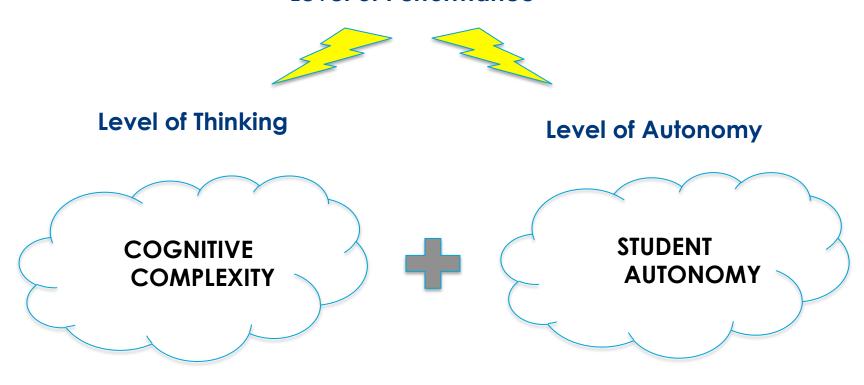
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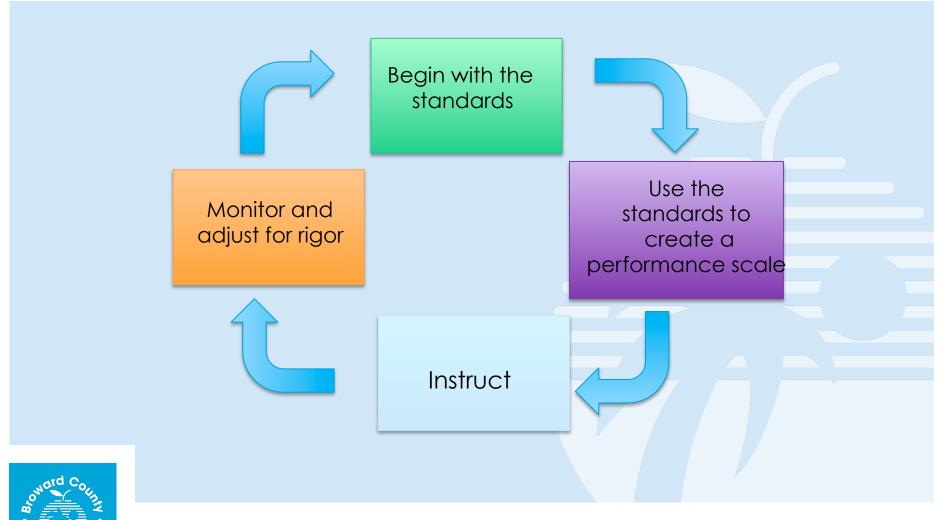
WHAT IS RIGOR?

Rigor is automatically embedded in the standards.

Level of Performance



PLANNING FOR RIGOR



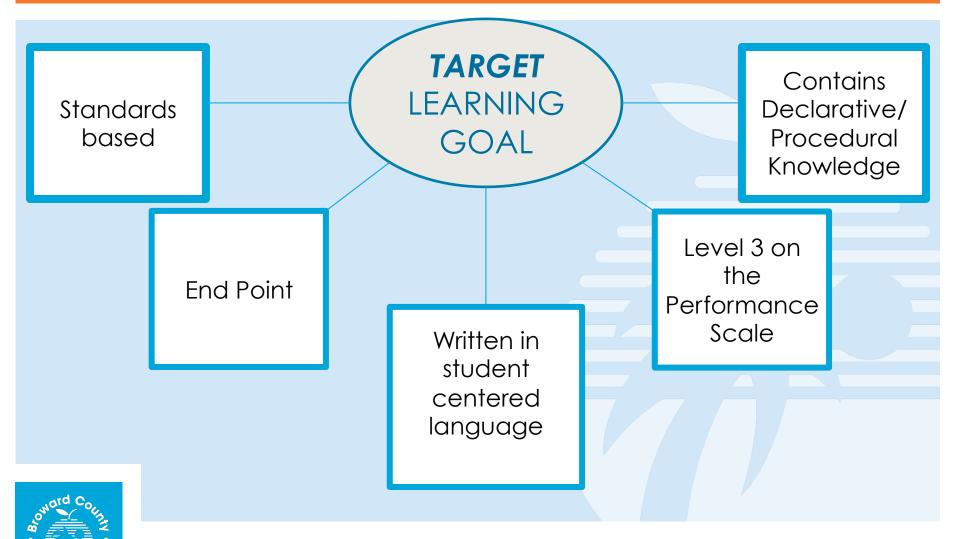
DESIGN QUESTION 1

DQ1: Communicating Learning Goals and Feedback

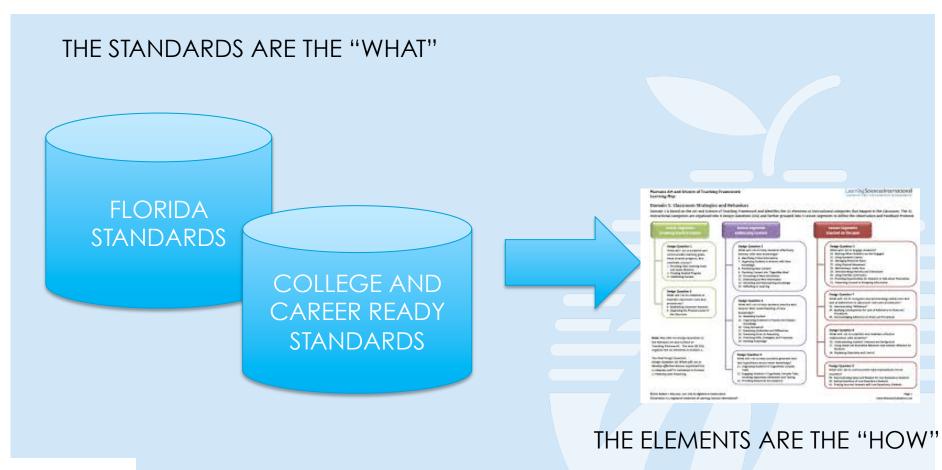
- 1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
- 2. Tracking Student Progress
- 3. Celebrating Success



TARGET LEARNING GOAL



THE STANDARDS AND THE ELEMENTS





SUPER 7 ELEMENTS



- Element 6: Identifying Critical Content
- Element 11: Helping Students to Elaborate on Content
- Element 12: Helping Students to Record and Represent Knowledge
- Element 17: Helping Students Examine Similarities and Differences
- Element 18: Helping Students to Examining their Reasoning
- Element 20: Helping Students to Revise Knowledge
- Element 22: Engaging Students in Cognitively Complex Tasks Involving
 Hypotheses Generation and Testing



SUPER SEVEN ELEMENTS ON LEARNING MAP

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

- Providing Rigorous Learning
 Goals and Performance
 Scales (Rubrics)
- 2. Tracking Student Progress
- 3. Celebrating Success

DQ6: Establishing Rules and Procedures

- 4. Establishing Classroom Routines
- Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

- 6. Identifying Critical Content
- Organizing Students to Interact with New Content
- 8. Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Helping Students Process New Content
- 11. Helping Students Elaborate on New Content
- 12. Helping Students Record and Represent
 Knowledge
- 13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

- 14. Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- 16. Using Homework
- 17. Helping Students Examine Similarities and Differences
- 18. Helping Students Examine Their Reasoning
- Helping Students Practice Skills, Strategies, and Processes
- 20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses

- 21. Organizing Students for Cognitively Complex Tasks
- 22. Engaging Students in Cognitively Complex Tasks
 Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students

- 24. Noticing When Students are Not Engaged
- 25. Using Academic Games
- 26. Managing Response Rates
- 27. Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 30. Using Friendly Controversy
- 31. Providing Opportunities for Students to Talk about Themselves
- 32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

- 33. Demonstrating "Withitness"
- Applying Consequences for Lack of Adherence to Rules and Procedures
- 35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students

- 36. Understanding Students' Interests and Backgrounds
- 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- 38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

- Demonstrating Value and Respect for Low Expectancy Students
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students



A CLOSER LOOK AT THE EVALUATION TOOL (IOBSERVATION)

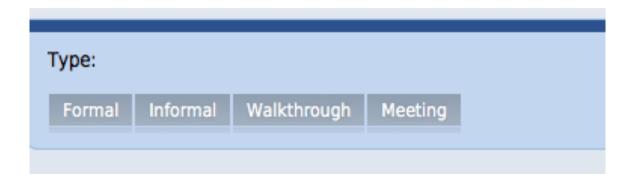




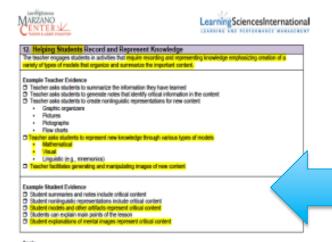




OBSERVATION TYPES



THE PROTOCOLS AND IOBSERVATION



	Not Using	Beginning	Developing	Applying	Imnovating
Herping stadents recent and represent knowledge	Strategy was called for but not subbled.	Uses strategy incorrectly or with parts missing.	Engages students in activities that hold them record and represent their knowledge in undendanding of important content using a waiety of models.	Engages students in activities that help them record and impresent their throwledge in understanding of important content using a variety of models and monitors the calest to which students organize and aurimanize the important content.	Adapts and seates new strategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Innovating
Helping stadents recard and represent traveledge	How can you begin to hear to incorporate some superts of this strategy into your instruction?	How can you empage students in activities that help them record and represent their smokings in understanding of reportant content using a variety of models?	In addition to engaging students in activities that help them record and represent their knowledge is understanding of important content using a warriery of models, how carryou received the extent to wall on students or parties and summarize important exercise.	How might you adopt and create new strategies for recording and representing knowledge that address unique student needs and situations?	What are you issuming about your students as you adapt and create new strategies?

Providing Rigorous Learning Goals and Performance Scales (Rubrics) Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge. Desired Effect: Students understand the learning goal and what the scale means. Evidences: **Example Teacher Evidence:** Example Student Evidence: ☐ Teacher has a learning goal and/or target posted for student Students can explain the learning goal or target for the lesson Students can explain how their current activities relate to the learning ☐ The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards □ Students can explain the levels of performance, from simple to Teacher makes reference to the learning goal or target throughout the complex, in the scale Student artifacts demonstrate students know the learning goal or □ Teacher has a scale that builds a progression of knowledge from simple to complex Student artifacts demonstrate students can identify a progression of ☐ Teacher relates classroom activities to the scale throughout the Teacher has goals or targets at the appropriate level of rigor Performance scales include application of knowledge Resources: Scale | Reflection Questions Not Applicable Not Using Beginning Developing Applying Innovating

LOOK FOR

Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.



DESIRED EFFECTS

 Desired effects can be viewed within iObservation on the classroom teacher protocol.

Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Desired Effect: Students understand the learning goal and what the scale means.



EXAMPLE TEACHER EVIDENCE

Example Teacher Evidence:

- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson
- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge



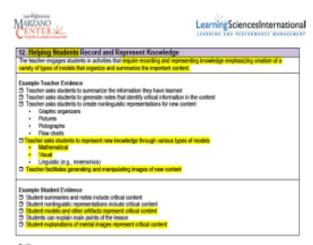
EXAMPLE STUDENT EVIDENCE

Example Student Evidence:

- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge



THE PROTOCOLS AND IOBSERVATION



	Not Using	Beginning	Developing	Applying	Innovating
Helping students record and represent traceledge	Strategy was called for but not subbled.	Uses strategy incorrectly or with parts missing.	Engages students in activities that help them record and represent their knowledge in undendanding of important content using a watery of models.	Engages students in outsides that help them record and represent their knowledge in understanding of important content using a variety of models and monitory the calest to which students organize and aurimanize the important content.	Adapts and sreates new shategies for unique student needs and situations.

	Not Using	Beginning	Developing	Applying	Imnovating
Hetping students recent and represent browledge	How can you begin to incorporate some aspects of	How can you engage students in	In addition to engaging students in engaging students in advises that help them record and represent their knowledge is understanding of emportant content using a warring of models, her carryou received the extent to wall on students engagine and teammarks important exercise.	How might you adopt and create new strategies for recording and representing knowledge that address unique student needs and situations?	What are you insuring about your students as you adopt and create new strategies?

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Glossary of Marzano Terminology

Academic Games: Games or activities used to engage students. Games discovery of missing information. Games should focus on academic cr

Academic Notebook: The academic notebook is a structured place for students representations of vocabulary and other academic concepts, and revise their this with new content. Academic notebooks have been adapted by Dr. Robert Marza vocabulary. There are six steps involved in building academic vocabulary. The first indirect instruction. The last three steps are to provide the learner practice and results.

Academic Vocabulary: The vocabulary terms critical to building background for i

Accommodation: Provision of a different environment or circumstance in order problem or task.

Acknowledging Adherence to Rules and Procedures: Verbal and non-verbal beh reinforcement for following rules and procedures. This might take the form of te individual students, that they did a nice job carrying out a procedure.

RATINGS



THE SCALE

#1: Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Desired Effect: Students understand the goal and what the scale means

NOT USING	BEGINNING	DEVELOPING	APPLYING	INNOVATING
Strategy called for but not exhibited	Uses strategy incorrectly or with parts missing	Provides rigorous learning goals and performance scales or rubrics that describe levels of performance.	Provides rigorous learning goals and performance scales or rubrics and monitors students' understanding of the learning goal and the levels of performance.	Adapts and creates new strategies for unique student needs and strategies

Less than 50% monitored for desired effect

More than 50% monitored for desired effect

Because of strategy or modification to strategy, 100% reach desired effect



PASSWORD PROTECTED DOCUMENTS

LEARNING MAPS AND COACHING LOGSFOR CLASSROOM TEACHERS

- Domain 1 Learning Map
- Domains 2 4 Learning Map
- Domain 1 Coaching Log Database | PDF
- Domain 2 Coaching Log Database | PDF

Password



'2014_Domain1_LearningMap...' is protected. Please enter a Document Open Password.

Enter Password: broward

Cancel



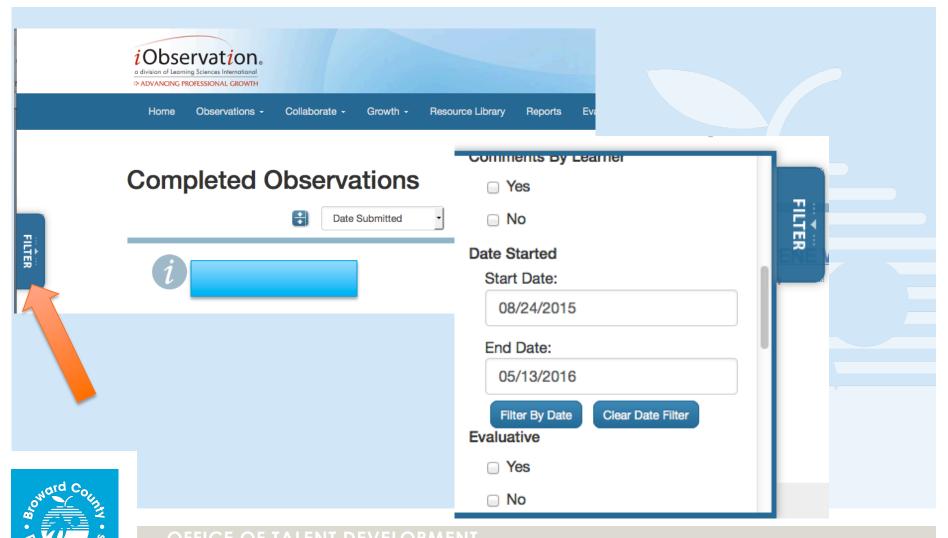


CONCERN ABOUT OBSERVATION

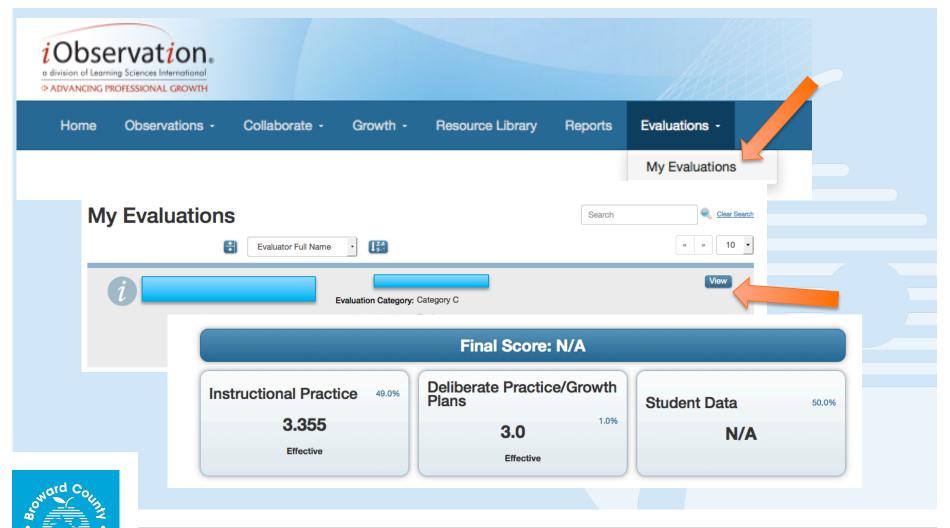
- Write a comment in iObservation (There is not a notification feature)
- Email/Speak to your administrator
- Request Follow-Up Conference



USING FILTER FEATURE



EVALUATIONS



Broward County Public Schools

browardschools.com

600 SE 3rd Ave Fort Lauderdale, FL 33301

Office of Talent Development

Employee Evaluations 754.321.5067

http://www.broward.k12.fl.us/talentdevelopment/html/evaluation.html

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