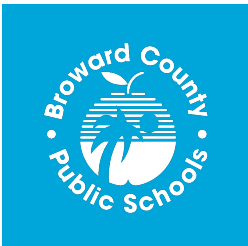


# OFFICE OF TALENT DEVELOPMENT EMPLOYEE EVALUATIONS

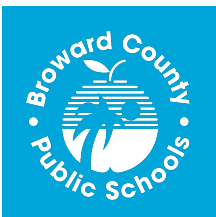
## 2015-2016 Orientation for *Broward Instructional Development and Growth Evaluation System (BRIDGES)*



**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:**

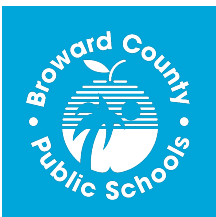
*(iObservation available for preview)*

August 17 – 21, 2015

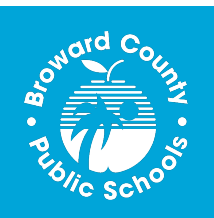
## **Observation Window:**

August 27, 2015 - May 13, 2016

(Classroom/Non-Classroom Teachers)

The logo for iObservation, featuring a stylized red and blue arc above the word "iObservation" in a sans-serif font.

# CLASSROOM TEACHERS

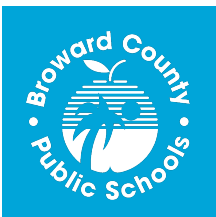


# REQUIREMENTS FOR CLASSROOM TEACHERS

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

	Formal	Informal	Snap-shot	Total Datamarks
Experienced	1	1	1	<b>35*</b>

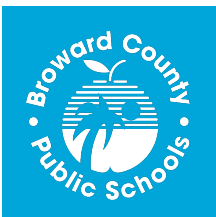
- At least 25 datamarks within Domain 1 and at least 10 within Domains 2, 3, 4.
- All datamarks will be entered into iObservation within 10 work days of the observation/meeting.
- Administrators will make every effort to allow for a reasonable amount of time for growth between observations.



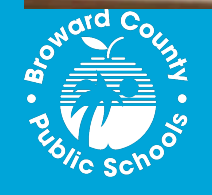
# REQUIREMENTS FOR PROBATIONARY CLASSROOM TEACHERS

	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 15<sup>th</sup>, 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 15<sup>th</sup>, 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 15<sup>th</sup> of the following school year.



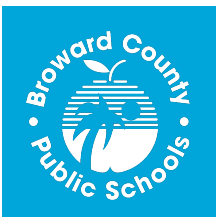
# NON-CLASSROOM TEACHERS



# REQUIREMENTS FOR NON-CLASSROOM TEACHERS

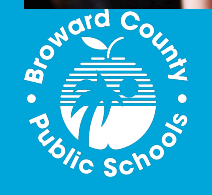
	Meetings and/or Observations	Total Datamarks
Probationary (same specifics as classroom teachers)	2 (1 per semester)	<b>30</b>
Experienced	2	<b>30</b>

- 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.

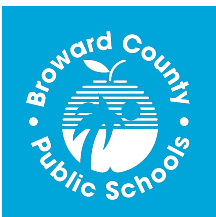
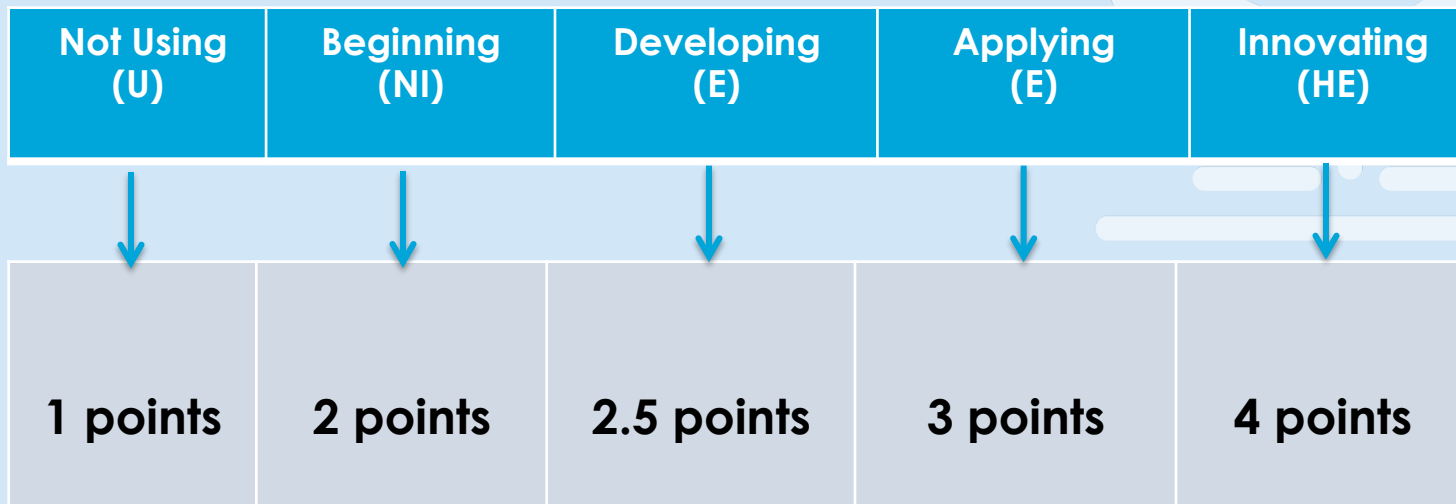




# COMPONENTS FOR CLASSROOM AND NON-CLASSROOM TEACHERS

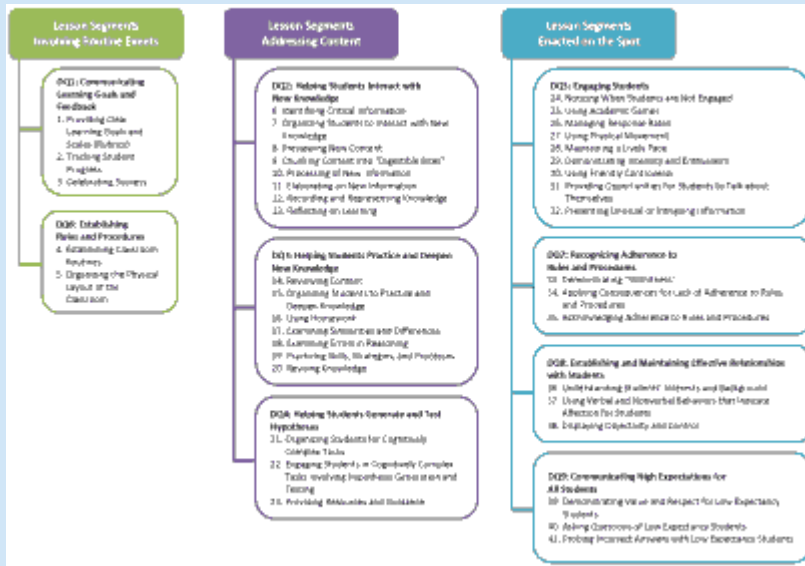


# BRIDGES RATINGS 2015-2016

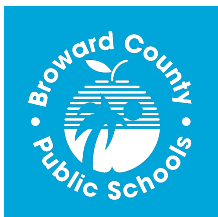
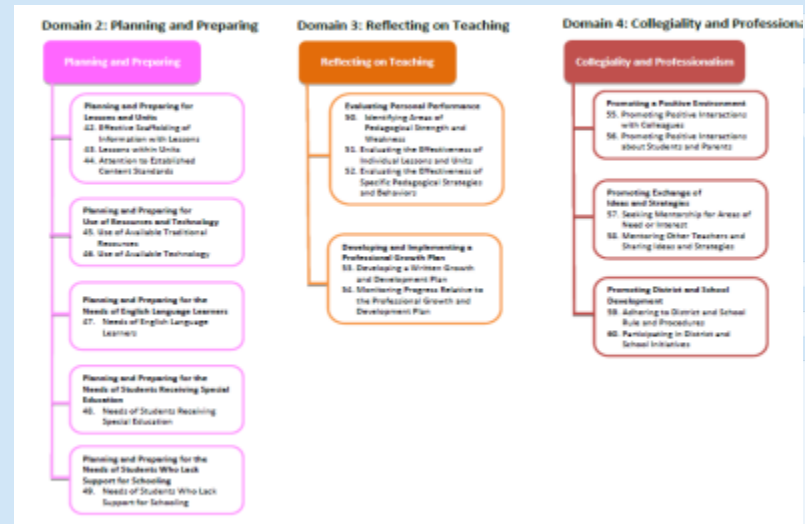


# DOMAIN WEIGHTS

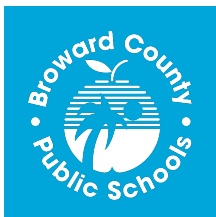
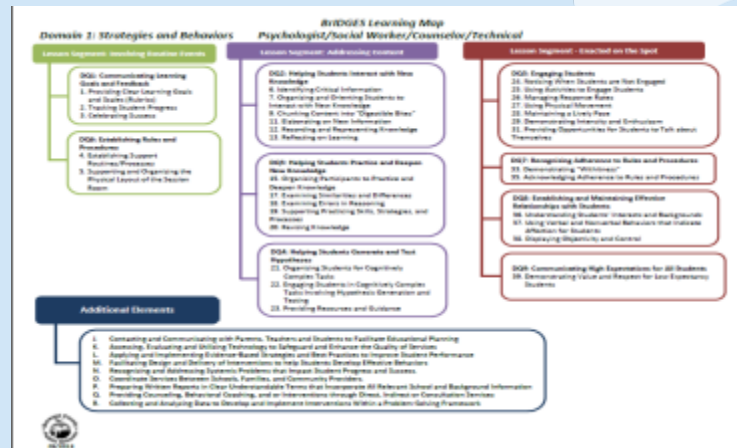
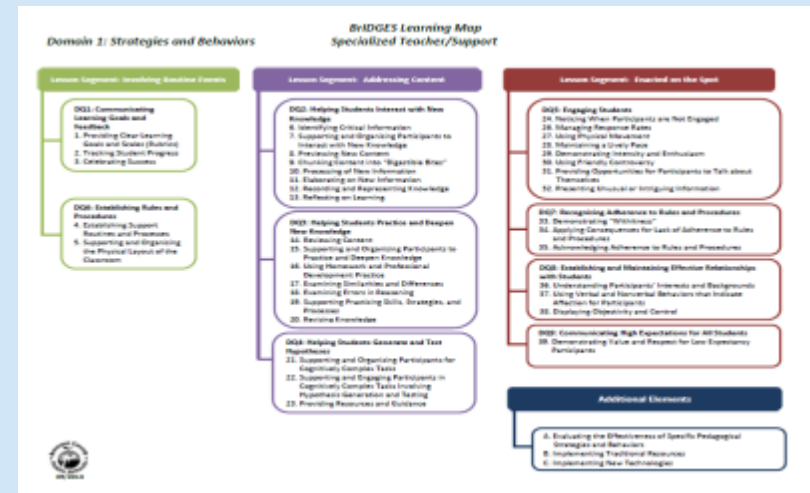
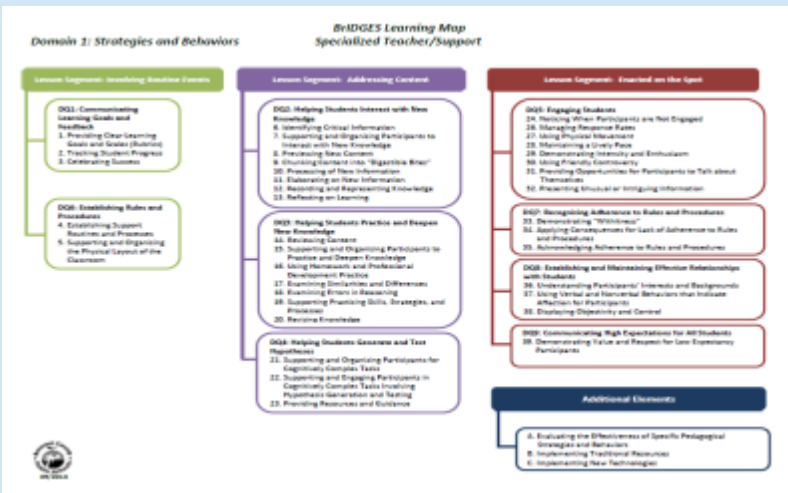
Domain 1 = 68%



Domain 2,3,4 = 32%



# NON-CLASSROOM DOMAIN 1 MAPS

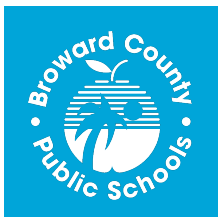


# INSTRUCTIONAL PRACTICE SCALE

- 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**

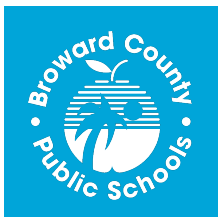
- 5-7 Beginning/Not Using Datamarks
- Informal conversation between teacher & administrator to discuss strategies for improvement

## **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

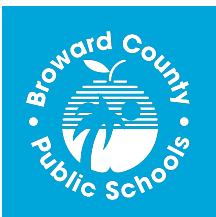
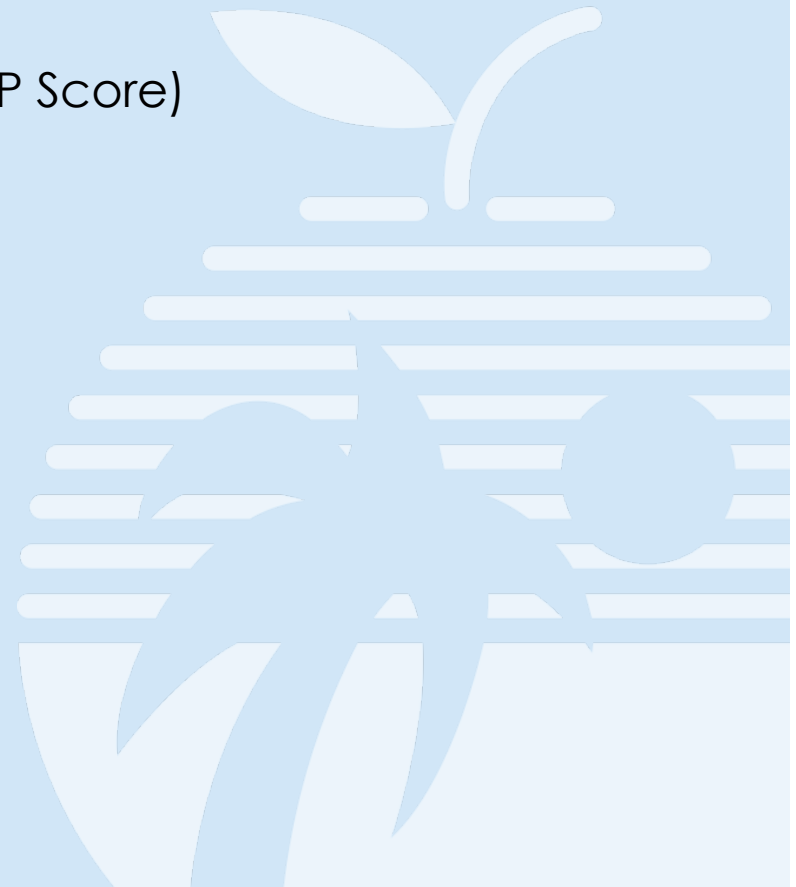


RIGOR



# BRIDGES FINAL EVALUATION SCORE

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



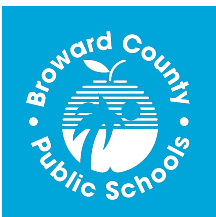


# DELIBERATE PRACTICE/GROWTH PLAN DATES

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 <sup>th</sup> -10 <sup>th</sup> ) Teachers	FSA Read/Math
7 <sup>th</sup> -9 <sup>th</sup> Grade Algebra I Teachers	Algebra I EOC
FCAT Science 8 <sup>th</sup> Grade Teachers	FCAT Science
8 <sup>th</sup> -10 <sup>th</sup> Grade Biology Teachers	Biology EOC
8 <sup>th</sup> -10 <sup>th</sup> Grade Geometry Teachers	Geometry EOC
10 <sup>th</sup> -11 <sup>th</sup> Grade US History Teachers	US History EOC
7 <sup>th</sup> Grade Civics Teachers	Civics EOC
10 <sup>th</sup> -11 <sup>th</sup> 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 <sup>th</sup> -10 <sup>th</sup> ) Teachers*	FSA Read/Math
3 <sup>rd</sup> Grade Teachers	FSA Read/Math
2 <sup>nd</sup> Grade Teachers	Primary Reading and Primary Math Test (PRT/PMT)
1 <sup>st</sup> 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

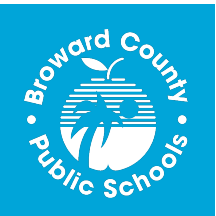


RIGOR



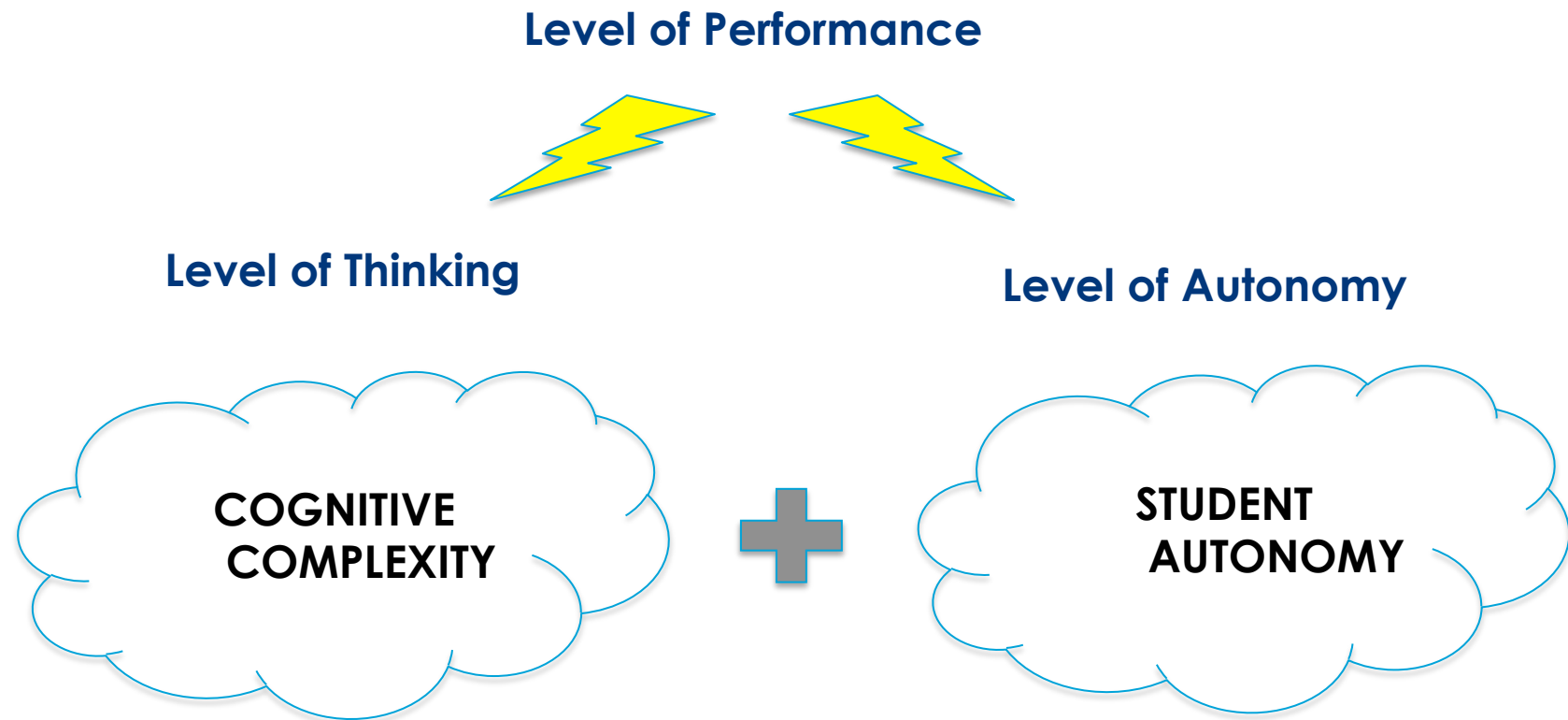
# ESTABLISHING A COMMON LANGUAGE

Activity  
Learning Target  
Student Centered Language  
Assignment  
Scoring Rubric  
Standard  
Rigor  
Performance Scale  
Student Evidence  
Formative Assessment  
Learning Goal  
Tracking Student Progress

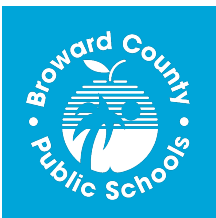
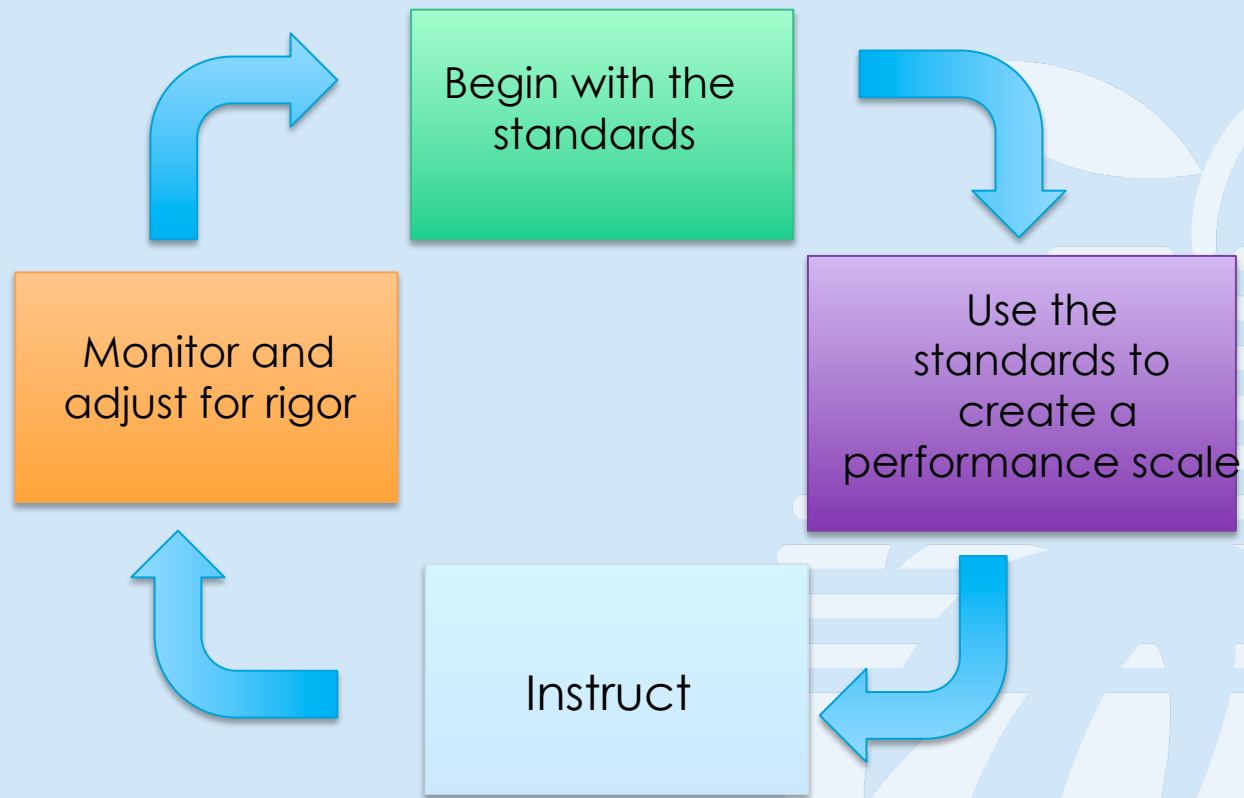


# WHAT IS RIGOR?

Rigor is automatically embedded in the standards.



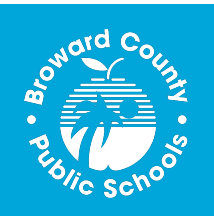
# PLANNING FOR RIGOR



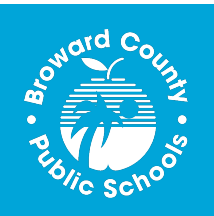
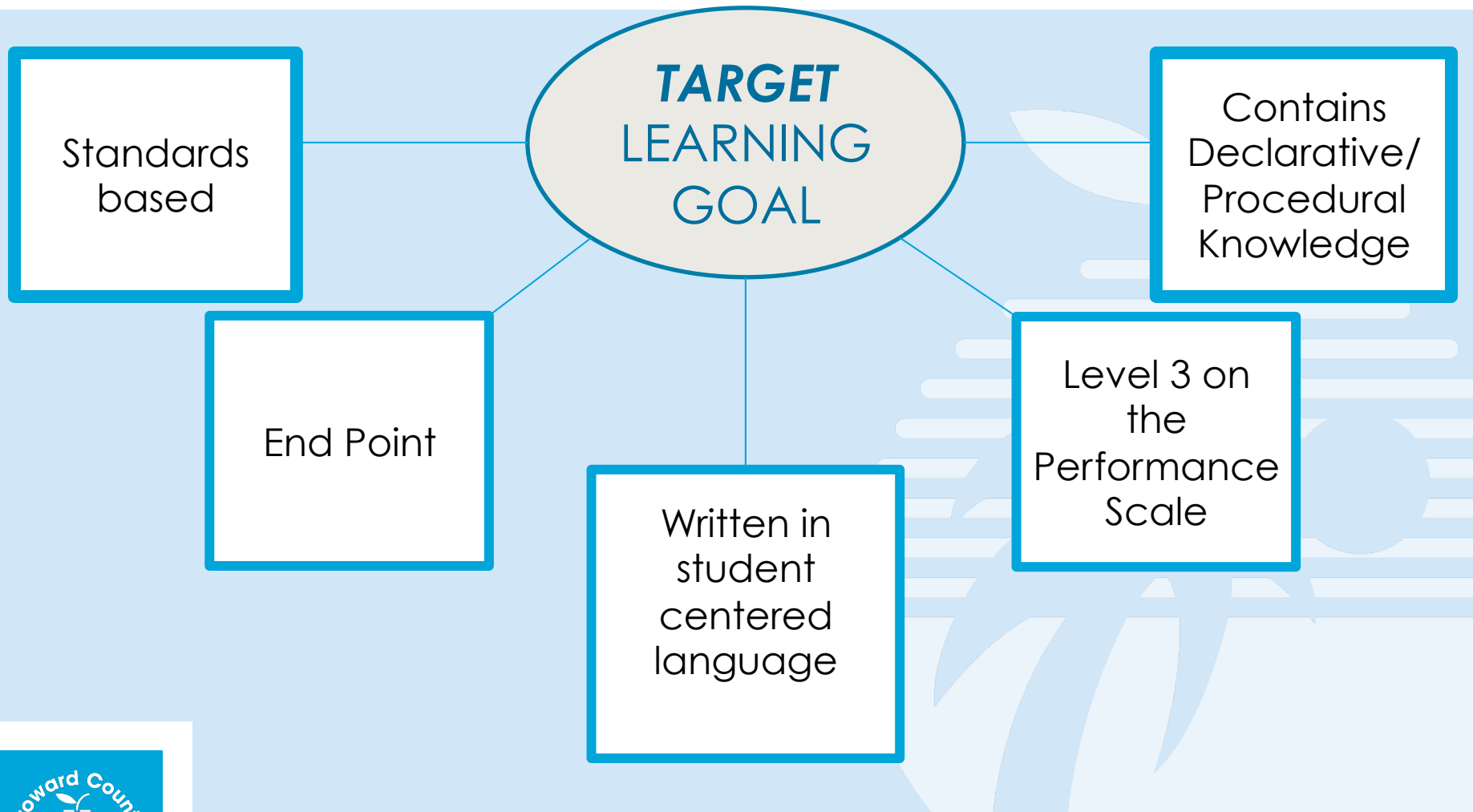


# DESIGN QUESTION 1

- DQ1: Communicating Learning Goals and Feedback**
- 1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)**
  - 2. Tracking Student Progress**
  - 3. Celebrating Success**

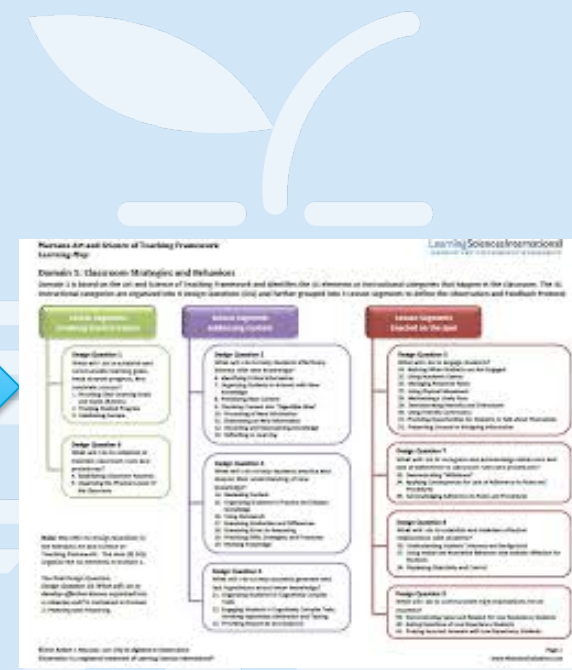
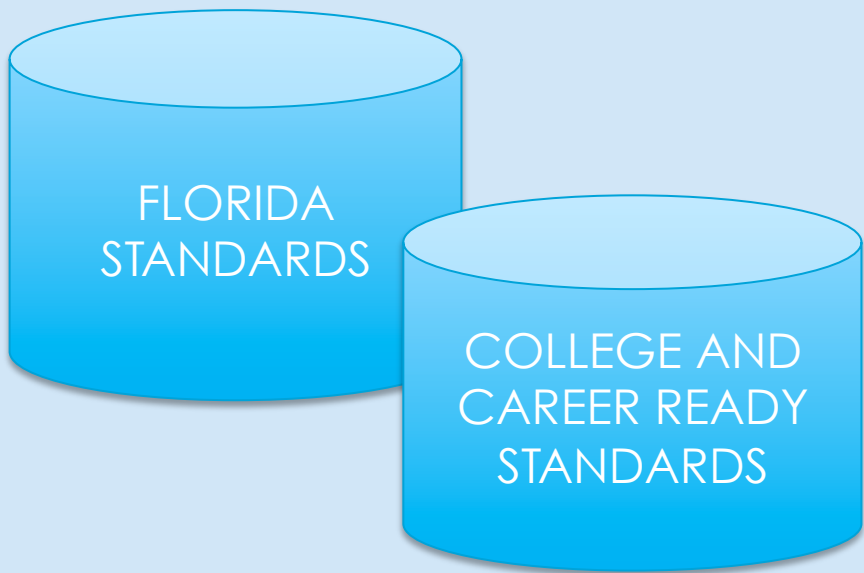


# TARGET LEARNING GOAL

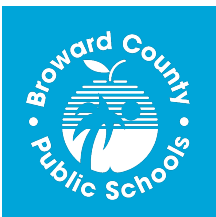


# THE STANDARDS AND THE ELEMENTS

THE STANDARDS ARE THE “WHAT”



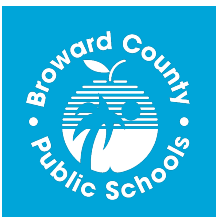
THE ELEMENTS ARE THE “HOW”



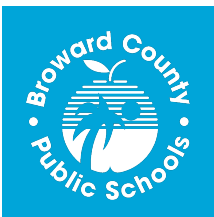
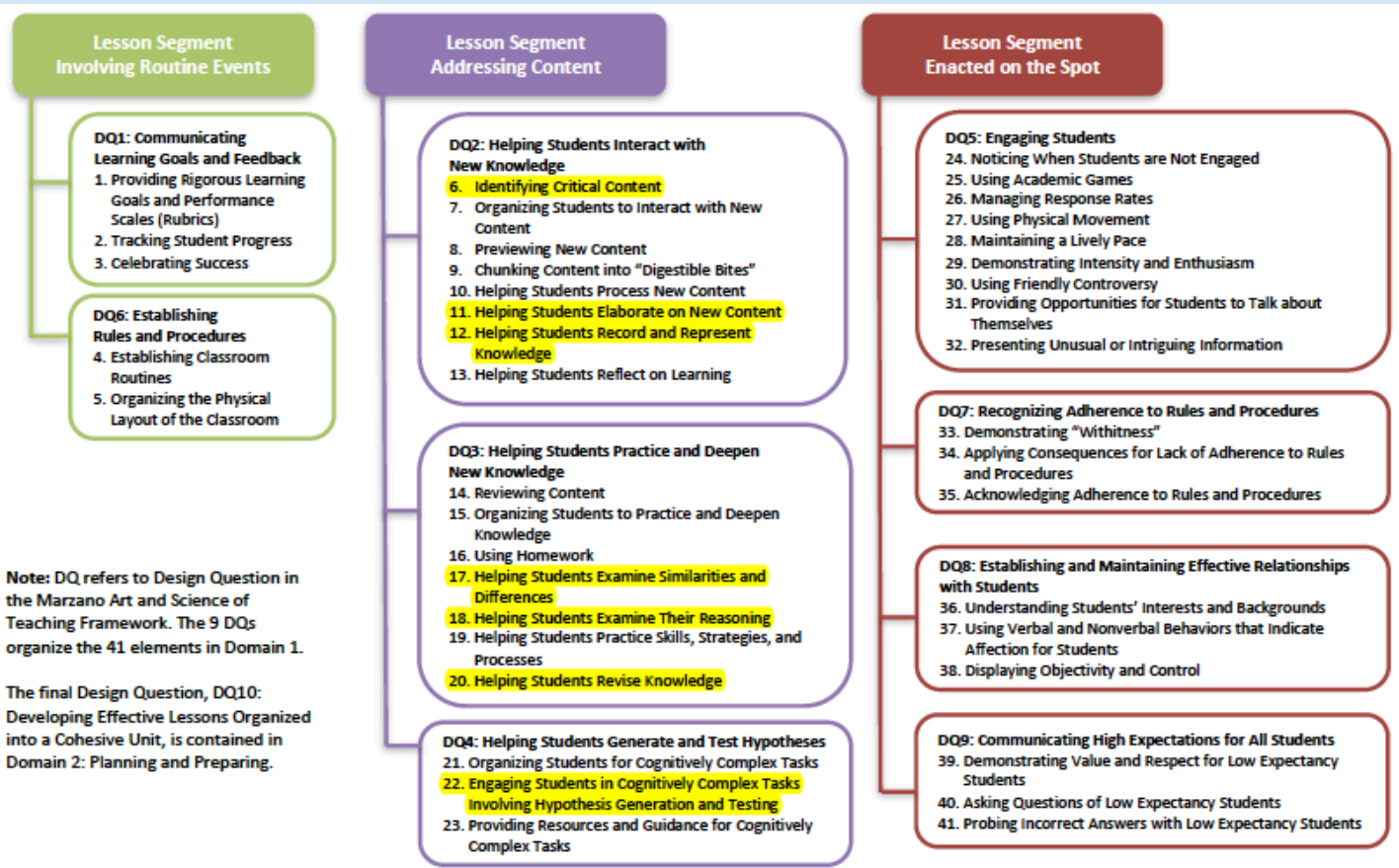
# SUPER 7 ELEMENTS



- 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



# A CLOSER LOOK AT THE EVALUATION TOOL (iOBSERVATION)



# OBSERVATION TYPES

Type:

Formal	Informal	Walkthrough	Meeting
--------	----------	-------------	---------

# THE PROTOCOLS AND iOBSERVATION



**12. Helping Students Record and Represent Knowledge**  
 The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

**Example Teacher Evidence**

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
  - Graphic organizers
  - Pictures
  - Photographs
  - Flow charts
- Teacher asks students to represent new knowledge through various types of models
  - Mathematical
  - Visual
  - Linguistic (e.g., mnemonics)
- Teacher facilitates generating and manipulating images of new content

**Example Student Evidence**

- Student summaries and notes include critical content
- Student nonlinguistic representations include critical content
- Student models and other artifacts represent critical content
- Students can explain main points of the lesson
- Student explanations of mental images represent critical content



**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:**

- 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:**

- 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

**Resources:**

[Scale](#) | [Reflection Questions](#)

**Scale:**

Not Applicable | Not Using | Beginning | Developing | Applying | Innovating

Scale	Not Using	Beginning	Developing	Applying	Innovating
Helping students record and represent knowledge	Strategy was called for but not exhibited.	Uses strategy incoherently or with parts missing.	Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models.	Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models and monitors the extent to which students organize and summarize the important content.	Adapts and creates new strategies for unique student needs and situations.

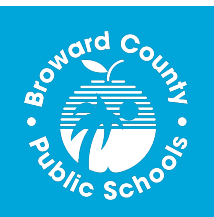
Reflection Questions	Not Using	Beginning	Developing	Applying	Innovating
Helping students record and represent knowledge	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in activities that help them record and represent their knowledge in understanding of important content using a variety of models?	In addition to engaging students in activities that help them record and represent their knowledge in understanding of important content using a variety of models, how can you monitor the extent to which students organize and summarize important content?	How might you adopt and create new strategies for recording and representing knowledge that address unique student needs and situations?	What are you learning about your students as you adopt and create new strategies?



# 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.



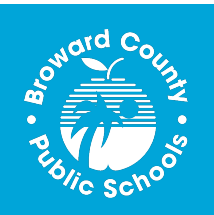
# DESIRED EFFECTS

- 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.

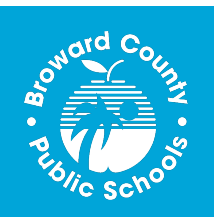
**Desired Effect:** Students understand the learning goal and what the scale means.



# EXAMPLE TEACHER EVIDENCE

## Example Teacher Evidence:

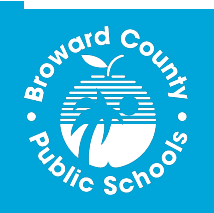
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# EXAMPLE STUDENT EVIDENCE

## Example Student Evidence:

- Students can explain the learning goal or target for the lesson
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# THE PROTOCOLS AND OBSERVATION



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 The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

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Scale	Not Using	Beginning	Developing	Applying	Innovating
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Reflection Questions	Not Using	Beginning	Developing	Applying	Innovating
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### Resources:

[Scale](#) | [Reflection Questions](#)

### Scale:

Not Applicable | Not Using | Beginning | Developing | Applying | Innovating

## Glossary of Marzano Terminology

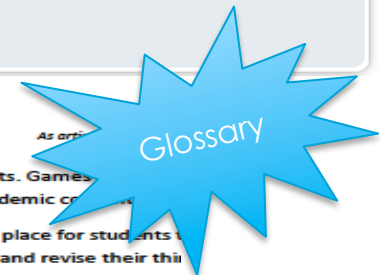
**Academic Games:** Games or activities used to engage students. Games focus on discovery of missing information. Games should focus on academic content.

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

**Academic Vocabulary:** The vocabulary terms critical to building background for a subject.

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

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



# RATINGS

Scale:

Not Applicable

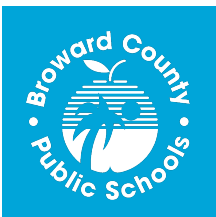
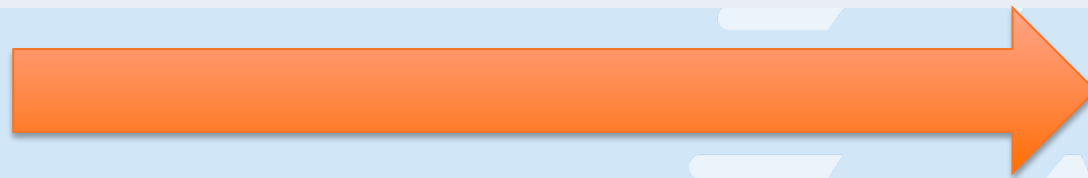
Not Using

Beginning

Developing

Applying

Innovating



# THE SCALE

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

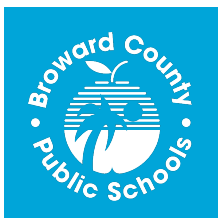
**Desired Effect:** Students understand the goal and what the scale means

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 <b>monitors students' understanding of the learning goal and the levels of performance.</b>	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

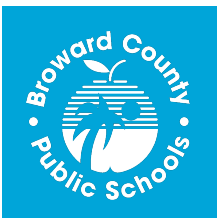
Because of strategy or modification to strategy, 100% reach desired effect



# PASSWORD PROTECTED DOCUMENTS

## LEARNING MAPS AND COACHING LOGS FOR CLASSROOM TEACHERS

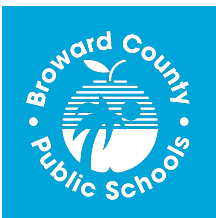
- Domain 1 - [Learning Map](#)
- Domains 2 - 4 - [Learning Map](#)
- Domain 1 - [Coaching Log Database | PDF](#)
- Domain 2 - [Coaching Log Database | PDF](#)





# 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

The screenshot displays the iObservation web application interface. At the top, the logo for iObservation is visible, along with a navigation menu containing 'Home', 'Observations', 'Collaborate', 'Growth', 'Resource Library', 'Reports', and 'Events'. The main content area is titled 'Completed Observations' and includes a 'Date Submitted' dropdown menu. A blue sidebar on the left contains a 'FILTER' button, which is highlighted by an orange arrow. A filter panel is open on the right side of the screen, featuring the following sections:

- Comments By Learner:** Radio buttons for 'Yes' and 'No'.
- Date Started:** Input fields for 'Start Date' (08/24/2015) and 'End Date' (05/13/2016), with 'Filter By Date' and 'Clear Date Filter' buttons below.
- Evaluative:** Radio buttons for 'Yes' and 'No'.

In the bottom left corner, there is a logo for Broward County Public Schools. The bottom right corner of the page contains the text 'OFFICE OF TALENT DEVELOPMENT EMPLOYEE EVALUATIONS' and the page number '43'.

# EVALUATIONS

**iObservation**  
a division of Learning Sciences International  
ADVANCING PROFESSIONAL GROWTH

Home Observations - Collaborate - Growth - Resource Library Reports **Evaluations -**

My Evaluations

Search [Clear Search](#)

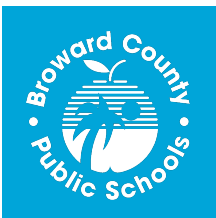
Evaluator Full Name [dropdown] [dropdown]

« » 10 [dropdown]

**i** [redacted] Evaluation Category: Category C [View](#)

**Final Score: N/A**

Category	Score	Rating	Percentage
Instructional Practice	3.355	Effective	49.0%
Deliberate Practice/Growth Plans	3.0	Effective	1.0%
Student Data	N/A		50.0%



**Broward County Public Schools**

600 SE 3rd Ave

Fort Lauderdale, FL 33301

**browardschools.com**

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**Office of Talent Development**

Employee Evaluations

754.321.5067

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

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**OFFICE OF TALENT DEVELOPMENT  
EMPLOYEE EVALUATIONS**