

# EMPLOYEE EVALUATIONS

**2017-2018 Orientation**

**for**

***Broward Instructional Development and Growth  
Evaluation System  
(BRIDGES)***



**BROWARD COUNTY PUBLIC SCHOOLS**



Engaging & Empowering Educators

# PRESENTATION CONTENT

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



# PRESENTATION DOCUMENTS

BRIDGES ORIENTATION 17\_18 BRAINSHARK

**Broward County Public Schools**

**EMPLOYEE EVALUATIONS** more

Contents Attachments

- Non-Classroom Cate... Download (32.6KB)
- Domain 1 - Learning... Download (545.9KB)
- Domains 2-4-Learnin... Download (439.5KB)
- Domain 1- Protocols -... Download (606.2KB)
- Domains 2-4 - Protocols Download (253.4KB)
- Domain 1 - Learning... Download (585.8KB)
- Domain 1 - Learning... Download (759.2KB)
- Domain 1 - Learning... Download (404.8KB)
- Desired Effects Map Download (322.3KB)

## 2017-2018 Orientation for Broward Instructional Development and Growth Evaluation System (BrIDGES)

**Broward County Public Schools** Employee Evaluations

Total duration: 22:51/22:51

Slide 1 of 37 00:00 / 00:10



# DATES FOR iOBSERVATION

## **BRIDGES Orientation Days:**

*(iObservation available for preview)*

August 14 – 23, 2017

## **Observation Window:**

August 24 - May 11, 2018

(Classroom/Non-Classroom Teachers)



*i*Observation

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# CLASSROOM TEACHERS



# REQUIREMENTS FOR CLASSROOM TEACHERS

	Formal	Informal	Walkthrough
Minutes	30 or more	11-29	3-10

	Formal	Informal	Walkthrough	Total Datamarks
Experienced	1	1	1	35

- At least 25 datamarks within Domain 1 and at least 10 within Domains 2, 3, and 4.
- All datamarks will be entered into iObservation within 10 work days of the observation/meeting.



# REQUIREMENTS FOR PROBATIONARY CLASSROOM TEACHERS

	Formal	Informal	Walkthrough	Total Datamarks
Probationary	2 (1 per semester)	1	1	35

**Based on Florida State Statute (1012.335), probationary teachers will receive two evaluations within their first year of teaching.**

- If hired on/before November 15, 2017, the teacher will receive the 1st evaluation at the end of the first semester (January 8, 2018).
- If hired after November 15, 2017, the teacher will receive the 1st evaluation at the end of the 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, and 4.
- Any combination of 2 observations/meetings (Article 18-E 3 a(2)).
  - 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



# PRE-CONFERENCES

- A pre-conference is offered before the first formal observation. Observers will notify educators two workdays in advance of the pre-conference date of the first formal observation and provide the date of the formal observation. (Article 18-E 4 a(1))
- For probationary educators, a face-to-face pre-conference prior to **ALL** formal observations will be provided. (Article 18-E 4 a(1))

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



# PRE-CONFERENCES

- Experienced educators have the option of requesting a face-to-face pre-conference and/or may communicate using electronic forms within the electronic system. (Article 18-E 4 a(2))
- If any of these educators receive additional formal observations, the observer will notify the educator at least two working days in advance of the observation window. (Article 18-E 4 a(2))**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



# POST-CONFERENCES

- A face-to-face post-conference will be initiated by the observing administrator and will be provided after **EVERY** formal observation, within ten working days of that observation. (Article 18-E 4 b(1))
- Follow-up conferences will be granted, at an employee or administrator's request. (Article 18-E 4 c(1))
- **Datamarks may be discussed and/or altered as the result of a post-conference.** (Article 18-E 4 c(2))



# “BEGINNING” AND “NOT USING” DATAMARKS

- If/when an assessor gives a “Not Using” datamark the administrator shall provide feedback to the educator through brief comments and/or summary remarks that are verbal or written and promote growth. (Article 18-E 4 c(2))
- **If/when an assessor gives a “Beginning” datamark, the administrator may provide feedback to the educator through brief comments and/or summary remarks that are verbal or written and promote growth. (Article 18-E 4 c(3))**

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses strategy correctly, but the desired effect is displayed with less than the majority of students.	Uses strategy correctly and monitors for and obtains evidence that the majority of students display the desired effect.	Adapts and creates new strategies to meet the needs of specific students or the whole class in order for the desired effect to be displayed with all students.



# CONCERN ABOUT INFORMAL/WALKTHROUGH OBSERVATION

- If an educator has concerns about an informal/walk-through observation, the educator must initiate a follow-up conference with the assessor within ten workdays of the submitted observation. (Article 18-E 1b(2))

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	<del>11</del>	<del>12</del>	<del>13</del>	14
15	<del>16</del>	<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	21
22	<del>23</del>	24	25	26	27	28
29	30	31				



# CONCERN ABOUT FORMAL OBSERVATION

- If an educator has concerns about a formal observation, the educator must initiate a follow-up conference (**preferably via email**) with the assessor within ten work days of the post-conference. (Article 18-E 1b(2))

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	<del>11</del>	<del>12</del>	13	14
15	<del>16</del>	<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	21
22	<del>23</del>	<del>24</del>	<del>25</del>	<del>26</del>	27	28
29	30	31				



# POST CONFERENCE MEETING

- If no post-conference is initiated by administration, within ten working days after a formal, and the educator brings the case to the Employee Evaluations Department for review within 25 days from the observation date, no harm will be done to the educator.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	<del>11</del>	<del>12</del>	<del>13</del>	14
15	<del>16</del>	<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	21
22	<del>23</del>	24	<del>25</del>	<del>26</del>	<del>27</del>	28
29	<del>30</del>	<del>31</del>				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	<del>6</del>	7
8	<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

# OBSERVATION ACKNOWLEDGEMENT

- Acknowledgement does not indicate agreement with the observation nor prevent observation from counting towards the evaluation.
- Acknowledgment is necessary to leave a comment.
- Make requests for conference with administration.



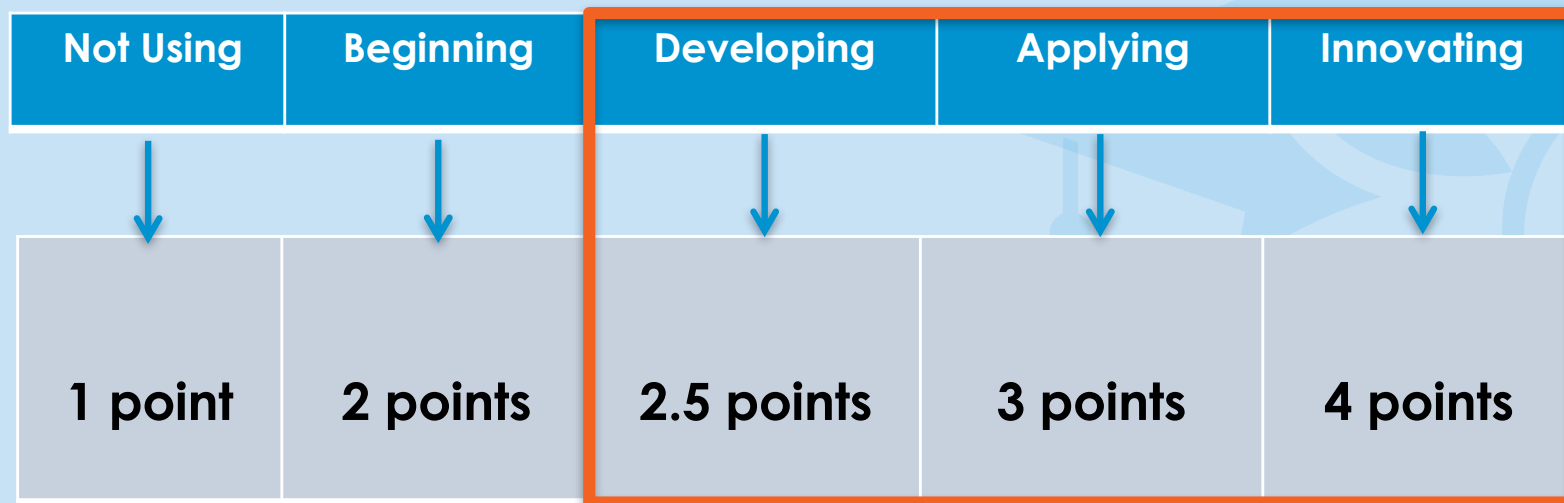
**PATRICK F**

***Attention***

***Needs***



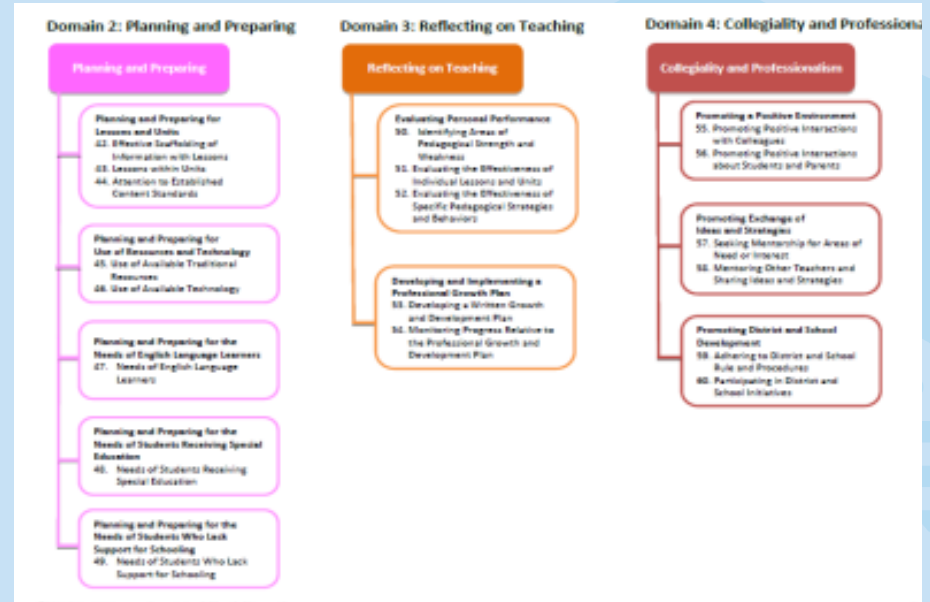
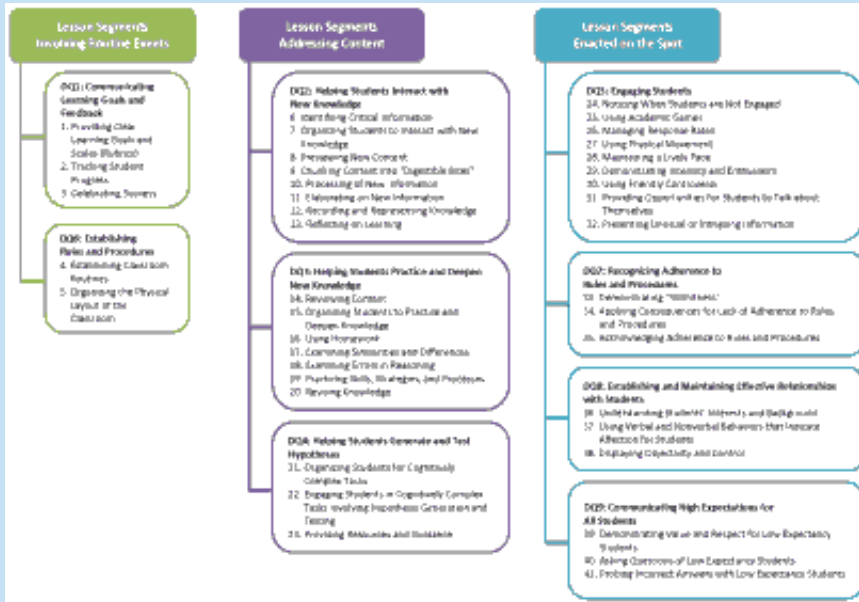
# BRIDGES RATINGS 2017-2018



# DOMAIN WEIGHTS

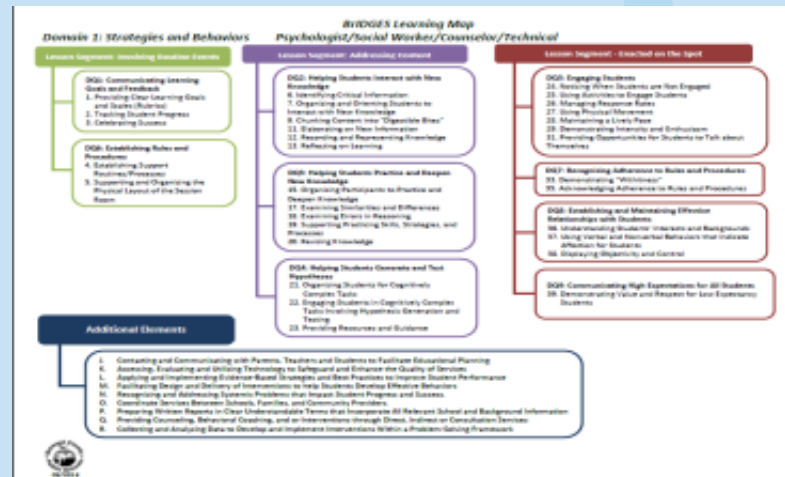
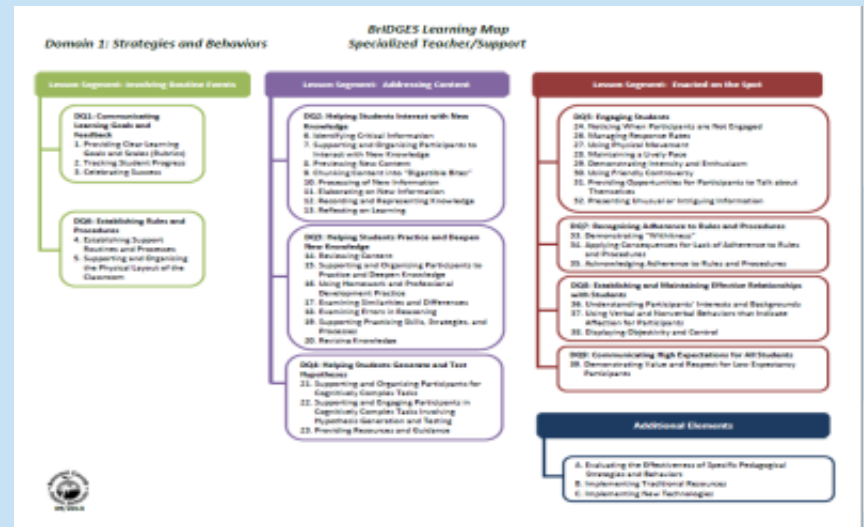
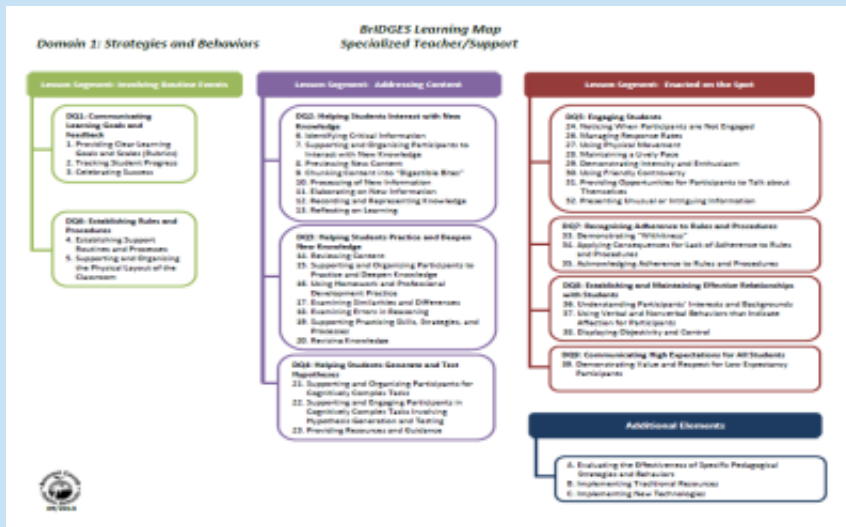
Domain 1 = 68%

Domains 2,3,and 4 = 32%





# NON-CLASSROOM DOMAIN 1 MAPS



# DESIRED EFFECTS

## Desired Effects: Domain 1 - Classroom Teacher

### Lesson Segment: Involving Routine Events

**DQ1: Students know and understand their goal of learning and can track their progress on a scale**

1. Students understand the learning goal and what the scale means
2. Students understand their current status on the scale and can articulate their progress towards the learning goal
3. Students feel pride in their knowledge gain and accomplishments and students are motivated to continue progress toward goal

**DQ6: Students understand classroom rules and procedures, can move easily about the classroom and have easy access to materials**

4. Students know and follow rules and procedures
5. Students have easy access to classroom materials in an environment that focuses on communicating what is being taught and learned



03/2014

### Lesson Segment: Addressing Content

**DQ2: Student process and understand new content**

6. Students know what content is important and what is not important
7. Students interact in small groups to process and understand new knowledge.
8. Students make a link from what they know to what is about to be learned: activating prior knowledge
9. Students process and learn information in appropriate chunks
10. Students are cognitively engaged with new content during interactions with other students
11. Students draw conclusions that were not explicitly taught within the chunk
12. Students accurately record and represent their understanding of critical content in linguistic and/or nonlinguistic ways.
13. Students examine their level of understanding and identify areas where they are clear and confused

**DQ3: Students practice and deepen knowledge**

14. Students produce an accurate representation of previously taught critical content
15. Students practice and deepen knowledge by interacting in small groups
16. Student's understanding of content and/or practice skills, strategies or processes is deepened with appropriate homework
17. Students describe how elements are similar and different and what new information they have learned as a result of their comparisons
18. Students can identify and articulate errors in logic or reasoning, or the structure of an argument, and explain new insights resulting from this analysis
19. Students develop automaticity with skills, strategies, or processes by engaging in appropriate practice activities
20. Students make additions and deletions to previous knowledge that deepen(s) their understanding

**DQ4: Students enhance their knowledge by engaging in cognitively complex and authentic learning tasks**

21. Students interact in small groups for the purpose of generating and testing hypotheses to enhance understanding of content
22. Students generate and test hypotheses to enhance their understanding of content and the inquiry process
23. Students have adequate resources and guidance to complete the hypothesis generation and testing task.

### Lesson Segment: Enacted on the Spot

**DQ5: Students are actively engaged in learning**

24. Students modify their level of engagement as a result of teacher action
25. Students cognitively engage or re-engage as a result of the use of academic games and inconsequential competition
26. Students cognitively engage or re-engage as a result of the use of questioning strategies or probes
27. Students cognitively engage or re-engage as a result of the use of physical movement activities
28. Students cognitively engage or re-engage as a result of the use of the teacher maintaining a lively pace
29. Students cognitively engage or re-engage as a result of the use of intensity and enthusiasm
30. Students cognitively engage or re-engage as a result of the use of friendly controversy
31. Students cognitively engage or re-engage as a result of opportunities to talk about themselves
32. Students cognitively engage or re-engage as a result of presentation of unusual or intriguing information

**DQ7: Students follow the rules and procedures**

33. Students adhere to rules and procedures as a result of the teacher's "withitness"
34. Students adhere to rules and procedures as a result of the teacher applying consequences consistently and fairly
35. Students adhere to rules and procedures as a result of the teacher acknowledging adherence to rules and procedures

**DQ8: Students feel part of the classroom community**

36. Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher exhibiting understanding of students' interests and background
37. Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher using verbal and non-verbal behaviors that indicate affection for students
38. Students' perceptions and sense of community are enhanced as a result of the teacher displaying objectivity and control

**DQ9: All students feel the teacher has high expectations of them**

39. All students feel equally valued by the teacher
40. All students are asked questions with the same frequency and depth
41. All students who respond with incorrect answers are probed in the same manner



# 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

	2017-2018
Highly Effective	3.450-4.000
Effective	2.500-3.449
Needs Improvement	2.000-2.499
Unsatisfactory	1.000-1.999



## PERFORMANCE INTERVENTIONS

- For any educator who has received less than effective ratings, administration is encouraged to have an informal discussion with the educator to share recommended strategies for improvement in an effort to promote growth.
- If there is no improvement and the educator accumulates additional less than effective ratings, the administrator will meet with the educator to discuss areas of concern, provide site-based and/or district-based support for 6 to 9 weeks, and explain possible consequences if the employee fails to improve.
- Once an educator has a less than effective Instructional Practice score and 10 or more Beginning/Not Using datamarks a Performance Development Plan (PDP) may be written.

# BRIDGES FINAL EVALUATION SCORE

- Instructional Practice Score (60%)
- Student Performance Score (35%)
- Deliberate Practice (5%)



## DELIBERATE PRACTICE/GROWTH PLAN DATES

DATE	ACTION
The week of September 18, 2017	Administrators share the Brainshark on Deliberate Practice with teachers.
September 25 – October 31, 2017 @ 11:59 pm	Teachers complete the Self-Assessment.
November 1- 30, 2017	Teachers complete their growth plan.
December 1 – January 8, 2018	Administrators approve growth plans.



# BrIDGES SELF-ASSESSMENT

- **Highly Effective (4.0)** – The educator completed and submitted the Self-Assessment by October 31, 2017.
- **Effective (3.0)** – The educator started the Self-Assessment on time and submitted after October 31, 2017.
- **Needs Improvement (2.0)** – The educator starts the Self-Assessment after October 31, 2017 and submits it by April 27, 2018.
- **Unsatisfactory (1.0)** – The educator does not start or submit the Self-Assessment by April 27, 2018.



# STUDENT PERFORMANCE 2017-2018

- Under State Statute, Student Performance “must include growth or achievement data of the teacher's students”.
- The following slides display teacher groups and the appropriate assessments that will be used to calculate Student Performance in 2017-2018.



# STUDENT PERFORMANCE ASSESSMENTS IN 2017-2018 (Page 1)

Teacher Group	Prior Assessment(s) (pre-test)	Current Year Assessment(s) (post-test)
Kindergarten Teachers	Letter Names, Sounds & Concepts of Print	Letter Names, Sounds & Concepts of Print
1 <sup>st</sup> Grade Teachers	Benchmark Assessment System (BAS)	PRT
2 <sup>nd</sup> Grade Teachers	PRT	PRT
3 <sup>rd</sup> Grade Teachers	Primary Reading Test (PRT)	FSA ELA
4 <sup>th</sup> -10 <sup>th</sup> Grade FSA ELA/Math Teachers	FSA ELA/Math	FSA ELA/Math
4 <sup>th</sup> -10 <sup>th</sup> Grade Non-ELA/Math Teachers <sup>a</sup>	FSA ELA	FSA ELA
7 <sup>th</sup> Grade Civics Teachers	FSA ELA	Civics EOC

<sup>a</sup> Includes teachers whose students take the FSA, though they are not the primary subject area teacher (i.e. Art, Music, P.E.)

# STUDENT PERFORMANCE ASSESSMENTS IN 2017-2018 (Page 2)

Teacher Group	Prior Assessment(s) (pre-test)	Current Year Assessment(s) (post-test)
7 <sup>th</sup> -9 <sup>th</sup> Grade Algebra I Teachers	FSA Math	Algebra I EOC
8 <sup>th</sup> -10 <sup>th</sup> Grade Biology Teachers	FSA ELA/ FCAT Science	Biology EOC
8 <sup>th</sup> -10 <sup>th</sup> Grade Geometry Teachers	FSA Math/ Algebra 1 EOC	Geometry EOC
FCAT Science 8 <sup>th</sup> Grade Teachers	FSA ELA/Math	FCAT Science
10 <sup>th</sup> -11 <sup>th</sup> Grade US History Teachers	FSA ELA	US History EOC
Advanced Placement (AP) Teachers	FSA ELA	AP Test
International Baccalaureate (IB) Teachers	FSA ELA	IB Test
Remaining 11 <sup>th</sup> -12 <sup>th</sup> Grade Teachers <sup>b</sup>	FSA ELA	SAT Total Score

<sup>b</sup> Includes only teachers who do not fall in any of the previous models.

# PARENTAL INPUT

- In accordance with Florida Statute 1012.34, parents must be notified of their right to provide input into the instructional **AND** administrative evaluations.
- Parents may be notified within the 1st school newsletter or it may be posted on the school's website by September 15, 2017.



# iOBSERVATION LOGON



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p000XXXXX@browardschools.com

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**BACK INTO**  
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COMMUNITY  
**LSI TRACKER**  
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[Redacted]

Evaluation Category: Category C

Evaluation Type: Final

View

**Final Score: N/A**

Instructional Practice 49.0%

**3.355**

Effective

Deliberate Practice/Growth Plans

**3.0**

Effective

Student Data 50.0%

**N/A**



## ADDITIONAL RESOURCES

- [Evaluation Details from the Collective Bargaining Agreement \(CBA\), Article 18 Brainshark](#)
- [BrIDGES Information](#)
- Password for any protected documents: broward



# ADDITIONAL QUESTIONS



[EMPLOYEE EVALUATIONS](#)



[BROWARD TEACHERS UNION](#)