

FY21

CLASSROOM TEACHER EVALUATION SYSTEM HANDBOOK



MISSION STATEMENT

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible and productive careers.

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** The Parties acknowledge that this handbook is incorporated in and a part of the Collective Bargaining Agreement between the Parties ("CBA"). The terms of this handbook supersede provisions in the CBA only to the extent that the terms of this handbook and the CBA expressly conflict.*

SECTION I: PURPOSE

MISSION OF THE PALM BEACH COUNTY SCHOOL BOARD

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible and productive careers.

MISSION OF THE PALM BEACH COUNTY CLASSROOM TEACHERS ASSOCIATION

The mission of the Palm Beach County Classroom Teachers Association is to obtain, advance, and protect the professional, economic, human and civil rights of members, advance professional standards, and act as a catalyst for quality public education.

SCHOOL DISTRICT STRATEGIC PLAN

- **Long Term Outcome 1: Increase reading on grade level by 3rd grade.**
- **Long Term Outcome 2: Ensure high school readiness.**
- **Long Term Outcome 3: Increase the high school graduation rate.**
- **Long Term Outcome 4: Foster post-graduate success.**

SECTION II: OVERVIEW

Introduction: The Classroom Teacher Evaluation System (CTES) was developed jointly by the Palm Beach County Classroom Teachers Association (CTA) and the School District of Palm Beach County (SDPBC) with the input of principals, teachers, district administrators, and consultants. The intent was and still is to provide direction to supervisors and teachers regarding the evaluation of teachers. Implementation of Domain One began in the 2011-2012 school year. Domains Two, Three, and Four were implemented in the 2013-2014 school year. In the 2018-2019 school year, the system was revamped to be the Palm Beach Focused Model of Instruction.

Handbook Contents: The handbook consists of the purpose of the evaluation system and an overview of the evaluation processes for the evaluation of a teacher under the Instructional Practices Evaluation Instrument. The handbook also contains the evaluation forms, performance criteria indicators, definitions of terms used throughout the guide, data collection sources, guidelines, a flowchart, sample letters, a professional improvement plan, and a district assistance plan. As provided in the Collective Bargaining Agreement (CBA), this CTES Handbook is incorporated and made a part of the CBA.

Category 1A Teacher: Employees who are in their first year of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the CTA Collective Bargaining Agreement.

Category 1B Teacher: Employees who are in their second or third consecutive year of employment with the District. Time starts with the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the CTA Collective Bargaining Agreement.

Category 2 Teacher: Employees who are in their fourth or more consecutive years of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the CTA Collective Bargaining Agreement.

Observation Forms: Two forms are available for observation: the classroom teacher form and the non-classroom teacher form. Teachers who primarily deliver instruction are recommended to use the classroom teacher form while teachers who spend the majority of their time in non-traditional capacity might prefer the non-classroom teacher form. It is recommended that both the teacher and their observer determine together

which form most accurately reflects what the teacher does throughout the year. The form must be chosen prior to creating the Professional Growth Plan (PGP) and prior to conducting the first observation. If the teacher doesn't meet with the observer by the Professional Growth Plan (PGP) deadline, then the observer reserves the right to choose the appropriate form to use when conducting observations on the teacher.

Sources of Authority: The following documents provide the research base for the CTES:

- Florida Educators' Accomplished Practices for the Twenty-First Century
- Personnel Evaluation Procedures & Criteria 1012.34, F.S.
- Educator Certification Requirements 1012.56, F.S.
- Teacher Certification Examination/Essential Teaching Competencies
- School Improvement & Accountability Goals

Training: Training has been and will continue to be provided to administrators charged with observing and/or evaluating employees, employees being observed and/or evaluated with this system, and all individuals who support its processes.

Student Performance: Student performance is an important component of the evaluation of employees in Palm Beach County. For the 2019-2020 school year, the Student Performance component will be weighted as one third of the overall teacher evaluation.

The School District of Palm Beach County will generate expected scores for each identified assessment based on the demographic characteristics and prior achievement of students. Teachers will be rated based on the students assigned to them during both the October and February FTE surveys (with limited exceptions) who meet or exceed the student's expected scores on the identified assessments.

The achievement of the District is an aggregate of the achievement of individual teachers and students. As such, a teacher's Student Performance Rating (SPR) will include the District SPR as a portion of their rating. The impact of including the District SPR will be limited to a one rating increase and may not result in a rating decline/decrease for a teacher's SPR. If a teacher earns on their own a SPR of Highly Effective, the District SPR will not be applied.

The Parties will develop a local model to determine the Student Performance component for teachers assigned to courses aligned to all local, statewide, and national assessments.

The District will apply a locally developed model that identifies similar distributions of teachers and combines with the District VAM score to determine the evaluation rating for the Student Performance component in each of the evaluation rating categories (Highly Effective, Effective, Needs Improvement/Developing, Unsatisfactory).

Teacher Evaluation Components: There are three components of the teacher evaluation system. As of 2018-2019, one third (33.3%) of the teacher evaluation will be derived from an Instructional Practice Score, one third (33.3%) from the Deliberate Practice Score, and one third (33.3%) of the teacher evaluation will be based upon Student Performance data.

Teacher Evaluation Components Models, Teachers, and Measures:

Model	Teachers	Prior Achievement	Outcome Measure
K-2 Reading	K-2 ELA	Fall iReady Reading Diagnostic	Spring iReady Reading Diagnostic
Gr 3 Reading	Gr 3 ELA	Fall iReady Reading Diagnostic	Current Year FSA ELA
Gr 3 Math	Gr 3 Math	Prior Spring iReady Math Diagnostic	Current Year FSA Math
Gr 4-10 ELA	Gr 4-10 ELA	Prior Year FSA ELA	Current Year FSA ELA
Gr 4-8 Math	Gr 4-8 Math	Prior Year FSA Math	Current Year FSA Math
Biology	HS Biology	Prior Year FSA ELA	Biology EOC
Civics	MS Civics	Prior Year FSA ELA	Civics EOC
US History	HS US History	Prior Year FSA ELA	US History EOC
Algebra 1	Algebra 1	Prior Year FSA Math	Algebra 1 EOC
Geometry	Geometry	Prior Year FSA Algebra EOC	Geometry EOC
Gr 5 & 8 Science	Gr 5 & 8 Science	Prior Year FSA ELA	Gr 5 & 8 Science
Gr 11 SAT ELA	Gr 11 ELA	Prior Year PSAT EBRW	Gr 11 SAT EBRW
Gr 11 SAT Math	Gr 11 Math	Prior Year PSAT Math	Gr 11 SAT Math
Reading Retakes	Gr 11-12 Int. Reading	Prior Year FSA ELA	Meet ELA Graduation Requirement
AP-IB-AICE	AP-IB-AICE w/ Exam	Most Recent FSA*	Passed AP-IB-AICE Exam
Industry Certification	IC w/ Exam	Prior Year FSA ELA	Passed IC Exam
ELA Standards Model (Former non- FSA)	Other Gr K-11 Teachers Assigned 10+ Students	K-3: Fall iReady Reading Diagnostic	Spring iReady Reading Diagnostic
		4-10: Prior Year FSA ELA	Current Year FSA ELA
		11: Prior Year PSAT EBRW	Gr 11 SAT EBRW
School Score	Teacher <10 Students	N/A	School % Meeting Expectation
District Score	Other Inst. Staff	N/A	District % Meeting Expectation

**ELA, or Math EOC depending on course alignment.*

Teacher Evaluation Scoring Components Rubric and Scale:

Scoring Components Rubric

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
3.2 - 4.0	2.1 - 3.1	1.5 - 2.0	1.0 - 1.4

Final Evaluation Scoring Components Scale

IP (33.3%)	SP (33.3%)	DP (33.3%)	Final Rating
4	4	4	4.00
4	4	3	3.67
4	4	2	3.33
4	4	1	3.00
4	3	4	3.67
4	3	3	3.33
4	3	2	3.00
4	3	1	2.67
4	2	4	3.33
4	2	3	3.00
4	2	2	2.67
4	2	1	2.33
4	1	4	3.00
4	1	3	2.67
4	1	2	2.33
4	1	1	2.00
3	4	4	3.67
3	4	3	3.33
3	4	2	3.00
3	4	1	2.67
3	3	4	3.33
3	3	3	3.00
3	3	2	2.67
3	3	1	2.33
3	2	4	3.00
3	2	3	2.67
3	2	2	2.33
3	2	1	2.00
3	1	4	2.67
3	1	3	2.33
3	1	2	2.00
3	1	1	1.67

IP (33.3%)	SP (33.3%)	DP (33.3%)	Final Rating
2	4	4	3.33
2	4	3	3.00
2	4	2	2.67
2	4	1	2.33
2	3	4	3.00
2	3	3	2.67
2	3	2	2.33
2	3	1	2.00
2	2	4	2.67
2	2	3	2.33
2	2	2	2.00
2	2	1	1.67
2	1	4	2.33
2	1	3	2.00
2	1	2	1.67
2	1	1	1.33
1	4	4	3.00
1	4	3	2.67
1	4	2	2.33
1	4	1	2.00
1	3	4	2.67
1	3	3	2.33
1	3	2	2.00
1	3	1	1.67
1	2	4	2.33
1	2	3	2.00
1	2	2	1.67
1	2	1	1.33
1	1	4	2.00
1	1	3	1.67
1	1	2	1.33
1	1	1	1.00

SECTION III: DEFINITIONS

Applying Data Mark: Please refer to the individual protocols for each element under the four domains.

Assessment Data: Evidences of student performance (e.g. standardized tests, diagnostic tests, portfolio assessments).

Beginning Data Mark: Please refer to the individual protocols for each element under the four domains.

Category 1A Employees: Employees who are in their first year of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the Collective Bargaining Agreement.

Category 1B Employees: Employees as defined above who are in their second or third consecutive year of employment with the District. Time starts with the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the Collective Bargaining Agreement.

Category 2 Employees: Employees who are in their fourth or more consecutive years of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the CTA Collective Bargaining Agreement.

Classroom Teacher Form: The observation instrument (protocols) used to observe teachers who primarily deliver instruction.

Coaching: A process that enables people to meet their goals for improved performance, growth or career enhancement.

CTES: Classroom Teacher Evaluation System is the term for the overall protocols and procedures for the evaluation of an employee.

Data Mark: The mark used to score individual elements in iObservation.

Day: Unless otherwise specified, a “day” shall mean an employee duty day, during the regular school year.

Deliberate Practice: Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. Involved in the Deliberate Practice Plan are: setting goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.

Desired Effect: The intended result of the teacher’s strategy.

Developing Evaluation: Applies only to Category 1A and 1B employees in Instructional Practice and Deliberate Practice.

Developing Data Mark: Please refer to the individual protocols for each element under the four domains.

District-Based Plan: A professional development plan designed and implemented from the District level for employees who have received an overall "Unsatisfactory" evaluation or two consecutive "Needs Improvement" evaluations.

District Support Plan Day: All days in the school year, including weekends, but excluding holidays.

Dominant Element: The element that the teacher explicitly used or should have used to drive instruction during the observation.

Effective Evaluation – Category 1A, 1B, and 2: For the Instructional Practice Score, any employee who has an average observation rating of Effective. For the Deliberate Practice Score, a rating of Applying or a growth of 1 level.

Elements: Instructional strategies directly related to improved student performance, organized into four domains that develop teacher expertise. There are a total of 22 Elements; Domain 1: Standards-Based Planning (3 Elements), Domain 2: Standards-Based Instruction (10 Elements), Domain 3: Conditions for Learning (7 Elements), Domain 4: Professional Responsibilities (2 Elements).

Feedback: Written or oral summaries of conferences between the administrator and the teacher. Feedback may be provided in an electronic format. Receipt of these notes is signed for by the teacher.

Florida Educator Accomplished Practices (FEAPs): Florida's core standards for effective educators and provide valuable guidance to Florida's public school educators and educator preparation programs throughout the state on what educators are expected know and be able to do. The Educator Accomplished Practices are based upon three (3) foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility. (<http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>)

Florida State Standards: The Florida State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Formal Observation: A longer duration observation that is scheduled in advance and requires a face-to-face pre-conference and post-conference.

Highly Effective Evaluation – Category 1A, 1B, and 2: For the Instructional Practice Score, any employee who has an average observation rating at the Innovating level. For the Deliberate Practice Score, a rating of Innovating or a growth of 2 levels.

Independent Observation: An observation that is undertaken by a neutral third party. The observer is selected by the Parties from a list mutually agreed upon. The observer shall be free from influence from either Party to this Agreement.

Informal Observation: A shorter duration observation that may be announced or unannounced.

Innovating Data Mark: Please refer to the individual protocols for each element under the four domains.

Instructional Practice Performance Level: Highly Effective, Effective, Developing/Needs Improvement, or Unsatisfactory, as determined by the district rubric.

iObservation: A multi-purpose, web-based online tool that aids in the teacher feedback and evaluation process, to include recording observation data and evaluations, teacher observation protocols, conferencing and discussion groups, and a resource library for professional development.

Needs Improvement Evaluation: Only applies to Category 2 employees in Instructional Practice and Deliberate Practice.

Non-Classroom Teacher: For purposes of evaluation, Non-Classroom Teachers are employees who spend the majority of their time in the non-traditional capacity and may include, but not limited to School Counselors, Media Specialists, Therapists, and School Psychologists, etc..

Non-Classroom Teacher Form: The observation instrument (protocols) used to observe teachers who spend the majority of their time in non-traditional capacity.

Not Using Data Mark: Please refer to the individual protocols for each element under the four domains.

Observation: Classroom visits by an administrator to formally or informally assess classroom instruction. There are two (2) formats for observations: Formal and Informal. Formal observations are announced. Informal observations may be announced or unannounced. Please see the Teacher Instructional Practice Observation System Process (page 12) for more information on observations.

Performance Criteria: Examples of descriptors which define the indicators.

Performance Evaluation: A permanent record of an administrator's evaluation of the employee.

Performance Scales: The scales present on the Protocols. These scales provide a developmental (growth/implementation) continuum for teachers.

Post-Conference: A scheduled meeting after an observation to provide feedback and coaching. A face-to-face conference is required after all Formal observations which is also known as a reflection conference.

Pre-Conference: A scheduled meeting prior to an observation to discuss the components of the lesson being observed. A face-to-face conference is required before all Formal observations which is also known as a planning conference and may include the submission of the employee's lesson plan.

Professional Growth Plan (PGP): The document that captures the Deliberate Practice process. The plan includes setting goals, focused practice, focused feedback, observing and discussing practices, monitoring progress, and reflection.

Proficiency: A method for measuring how students perform at a single point in time.

Roster: A match of students who are assigned to the employee of record and will be based upon both the October and February FTE counts.

School-Based Plan: A professional development plan designed to improve employee's instructional practices and is implemented at the school/worksite level.

Student Performance: A model that measures the amount of academic progress students make between two points in time. District calculated student performance component for the teacher evaluation.

Targeted Observation: A worksite visit in which Marzano certified observers collect data pertaining to one specific element, such as the Target Element from the PGP.

Teacher Observation Instruments: They are the mutually developed and agreed upon tools used to collect data on the Instructional Practices portion of an employee's evaluation.

Unsatisfactory Evaluation – Category 1A, 1B, and 2: For the Instructional Practice Score, any employee who has an average observation rating at (Beginning and/or Not Using). For the Deliberate Practice Score, any employee who drops one (1) level on their Deliberate Practice or who does not create a Professional Growth Plan (PGP).

Unsatisfactory Performance: Can result from two consecutive unsatisfactory annual CTES evaluations, two unsatisfactory annual CTES evaluations within a three-year period, or three consecutive annual CTES evaluations of Needs Improvement or a combination of Needs Improvement and Unsatisfactory.

VAM: State calculation of Student Growth, based on up to three years of student assessment data in ELA and/or Math. VAM is only computed by FDOE for ELA teachers in grades 4-10, Math teachers in grades 4-8, and Algebra teachers in grades 8 and 9 if they have sufficient students assigned with the appropriate test scores.

SECTION IV: Teacher Instructional Practice Observation System Processes

Palm Beach County’s Teacher Instructional Practices component of the evaluation system is comprised of both announced and unannounced observations. Following is a brief description of these processes:

Implementation Requirements		
Formal	<ul style="list-style-type: none"> 30-55 minutes (or until the completion of a lesson). Must be scheduled between the teacher and their observer for a specific date and time. Pre-Conference must be a face-to-face meeting. Post-Conference must be a face-to-face meeting. 	<ul style="list-style-type: none"> Specific written recommendations for improvement must be provided through the observations instrument in iObservation within 10 days of the observation occurring. Observations taking place immediately before or after the Thanksgiving, winter and spring breaks are strongly discouraged. Teachers can be observed delivering live instruction during a face-to-face or distance learning (Google Meet) lesson. Recordings of lessons may only be used for evaluative purposes with expressed permission of the teacher.
Informal	<ul style="list-style-type: none"> 20-40 minutes. May be announced or unannounced. For announced observations, either party may request a Pre-Conference meeting. 	
Walkthroughs	<ul style="list-style-type: none"> Shall not be used for evaluative purposes. 	
Data Marks	<ul style="list-style-type: none"> All 22 Elements are NOT required to be observed or scored in one academic year. Only dominant Elements should be scored during an observation. At least 1 Element must be scored from each of the 4 Domains during the evaluation period. No Elements are to be scored until 10/1/2020. 	

Observation Schedule	
<p><i>The observation schedule highlights the minimum observation requirements. Additional observations may be conducted throughout the evaluation period as the schedule permits.</i></p>	
Category 1A Teachers	<ul style="list-style-type: none"> 1 Informal completed by 12/11/2020. 1 Formal completed by 1/15/2021. 1 Informal completed by 2/26/2021. 1 Formal completed by 4/30/2021.
Category 1B & 2 Teachers	<ul style="list-style-type: none"> At least 1 Informal and 1 Formal completed by the end of the evaluation period. The order is to be determined by the teacher: <ul style="list-style-type: none"> 1 completed by 1/15/2021. 1 completed by 4/9/2021.

Deliberate Practice Schedule	
PGP	<ul style="list-style-type: none"> • Created in iObservation by 10/13/2020. • All teachers will be required to take the self-assessment in order to establish a baseline for growth. • Evidence added in iObservation by 4/23/2021. • Finished by the administrators by 5/14/2021.

Evaluation Schedule	
Mid-Year Evaluations	<ul style="list-style-type: none"> • Category 1A Teachers only. • A conference will held between the principal and teacher by the last instructional day of September to select the student performance model (measure with a pre/post) that will determine the Student Performance Rating portion of the teacher’s Mid-Year Evaluation. • Entered in iObservation by 1/29/2021. • At least 1 Element from each of the 4 Domains.
Final Evaluations	<ul style="list-style-type: none"> • Category 1A, 1B, 2 Teachers. • Entered in iObservation by 6/4/2021. • At least 1 Element from each of the 4 Domains.
Evaluation Period	<ul style="list-style-type: none"> • The observation/evaluation protocols for instructional employees is set forth in the CTA Contract (Article II, Section G). Any teacher hired within the last seventy-five (75) days of school will not be subject to an annual evaluation due to insufficient data.

Classroom Teacher Domain Scoring Reference Table

Domain	Observation Type	Clarifications	Frequency	Evidence	How to Reach Innovating
Domain 1 Standards-Based Planning	<ul style="list-style-type: none"> • Formal • Informal* <p style="font-size: small; color: red;">*Prior to Domain 1 being marked, a documented face-to-face conference between the observer and the teacher must take place.</p>	Should be discussed during the Pre (Planning) and Post (Reflection) Conferences of the Formal Observation	At least one Element rated during the evaluation period	<ul style="list-style-type: none"> • Pre (Planning) Conference • Post (Reflection) Conference • Conversation 	Implementation demonstrates a positive impact on student learning
Domain 2 Standards-Based Instruction	<ul style="list-style-type: none"> • Formal • Informal 	Should be observed during a Classroom Observation	At least one Element rated from both Domain 2 and Domain 3 during a Classroom Observation	<ul style="list-style-type: none"> • Classroom Observation • Additional evidence may be provided during Post (Reflection) Conference 	Strategy is used correctly and implements adaptations to meet the specific needs of diverse learners OR 90-100% of students are demonstrating the Desired Effect
Domain 3 Conditions for Learning					
Domain 4 Professional Responsibilities	<ul style="list-style-type: none"> • Formal • Informal 	Should be discussed during the Pre (Planning) and Post (Reflection) Conferences of the Formal Observation	At least one Element rated during the evaluation period	<ul style="list-style-type: none"> • Pre (Planning) Conference • Post (Reflection) Conference • Conversation • PGP • First-Hand knowledge from observing PLCs, meetings, etc. 	Helps others by sharing evidence of how to be "Applying" relative to that Domain 4 Element

Non-Classroom Teacher Domain Scoring Reference Table

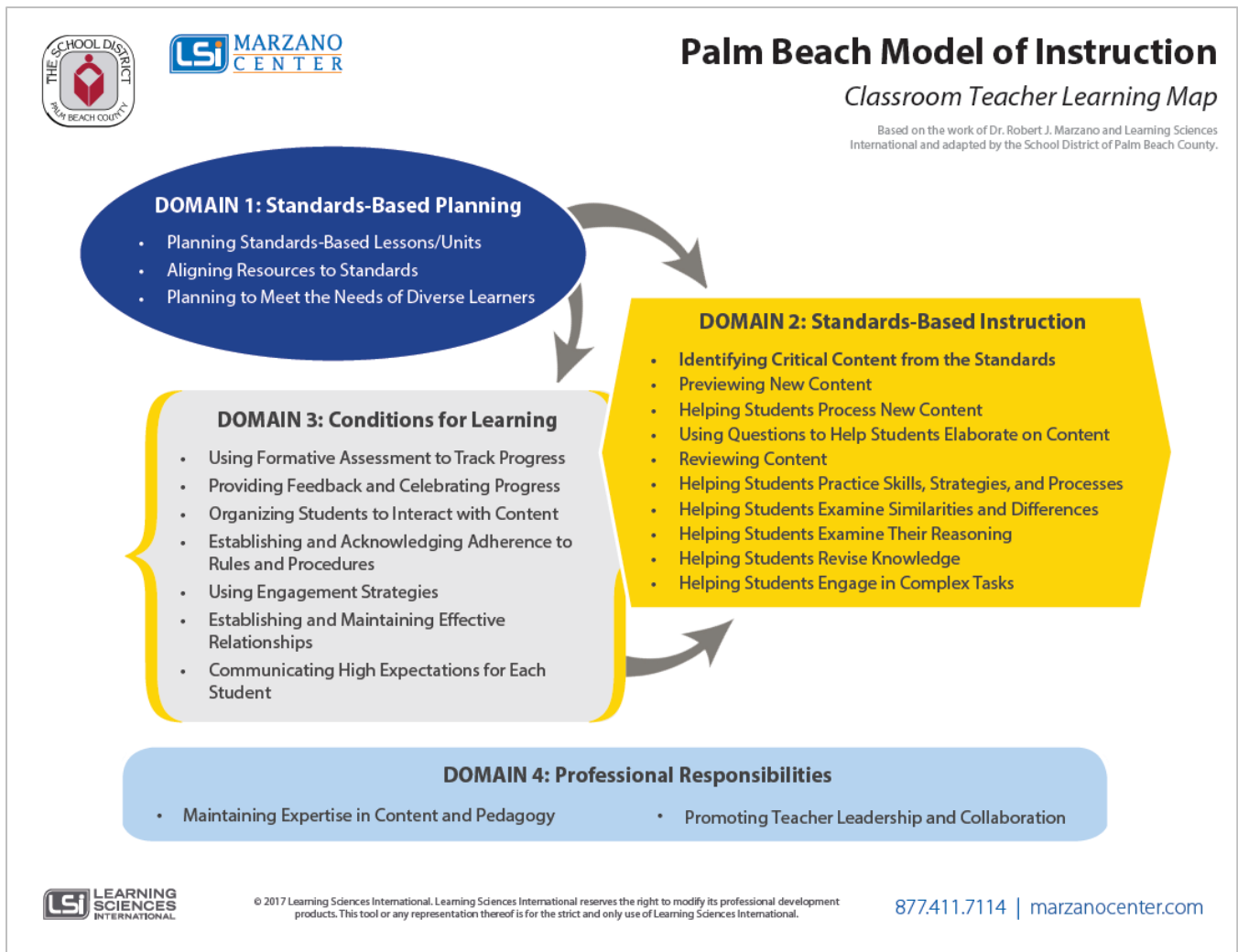
Domain	Observation Type	Clarifications	Frequency	Evidence	How to Reach Innovating
Domain 1 Planning and Preparing to Provide Support	<ul style="list-style-type: none"> • Formal • Informal 	<ul style="list-style-type: none"> • Should be discussed the Pre (Planning) and Post (Reflection) conferences of the Formal observation • “If Applicable” Elements are observed during direct instruction 	At least one Element from each Domain rated during the evaluation period	<ul style="list-style-type: none"> • Classroom Observation • Pre (Reflection) Conference • Post (Reflection) Conference • Conversation • PGP • First-Hand knowledge from observing PLCs, meetings, etc. 	Provides evidence of helping others by sharing how they reached “Applying” relative to that Element
Domain 2 Supporting Student Achievement					
Domain 3 Continuous Improvement of Professional Practice					
Domain 4 Professional Responsibilities					

SECTION V: Instructional Practices Component of the Evaluation Process

Classroom Teacher Model:

This process includes performance indicators that focus on FOUR DOMAINS. **The Four Domains of the Palm Beach Model of Instruction** for classroom teachers contains 22 total elements and build on each other to support teacher growth, development and performance. Unlike other evaluation models, this is a coaching model that has been shown in causal studies to have the most direct effect on student performance.

The Four Domains contain 22 elements that define a knowledge base for teaching and a framework for the systematic development of expertise.



Participants The Instructional Practices Component is utilized to assess all K-12 School District of Palm Beach County instructional personnel as defined in 1012.01(2)(a-d) excluding substitutes.

Non-Classroom Teacher Model:

This process includes performance indicators that focus on FOUR DOMAINS. **The Four Domains of the Palm Beach Model of Instruction** for the non-classroom teacher contains 16 total elements and build on each other to support growth, development and performance. Unlike other evaluation models, this is a coaching model that has been shown in causal studies to have the most direct effect on student performance.

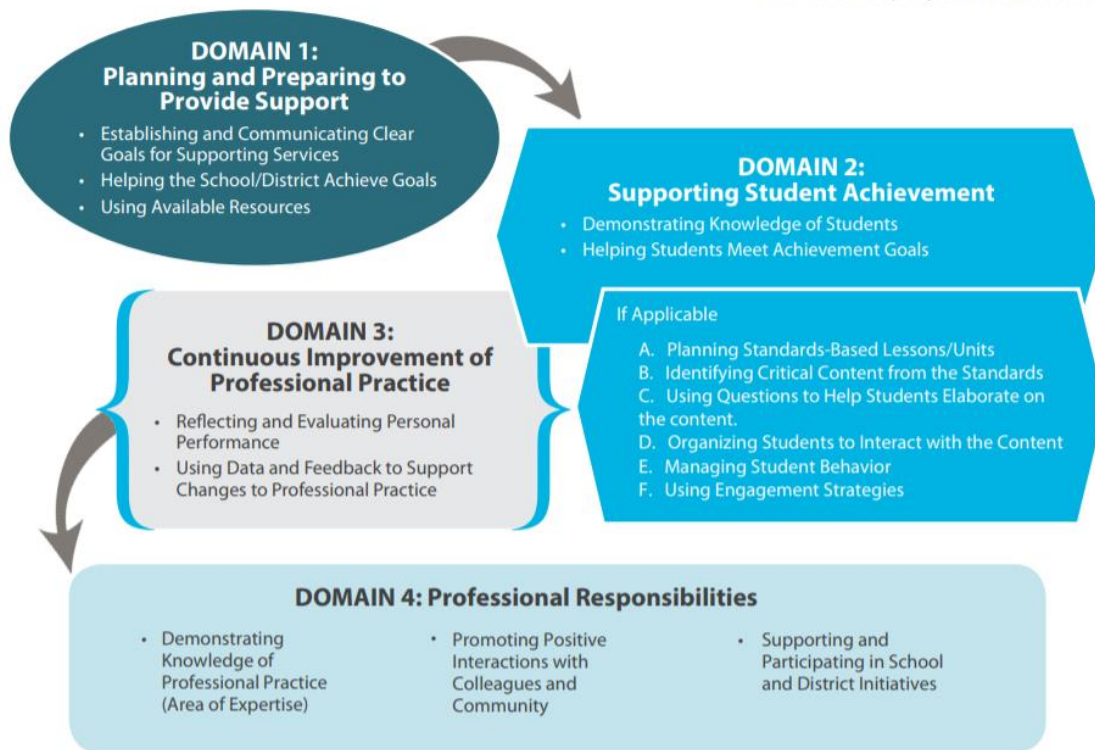
The Four Domains contain 16 elements that define a knowledge base for educational support and a framework for the systematic development of expertise.



Palm Beach Model of Instruction

Non-Classroom Instructional Support Personnel Learning Map

Based on the work of Dr. Robert J. Marzano and Learning Sciences International and adapted by the School District of Palm Beach County.



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Instructional Practice Rating Score and Rubric (33.3%):

Elements from all observations (Informals and Formals) will be sorted to show how many times each scale score of Innovating (Level 4), Applying (Level 3), Developing (Level 2), Beginning (Level 1), and Not Using (Level 0) was scored. This can be seen under the Evaluation tab in iObservation. There is no weighting to a Formal or an Informal: they are equal.

The Instructional Practice Score is determined by averaging the highest score achieved on each element from an observation during the evaluation period. Use the rubric below to identify the Instructional Practice Score based on the possible ranges.

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
3.2 - 4.0	2.1 - 3.1	1.5 - 2.0	1.0 - 1.4

The rating of Developing will apply to those teachers classified as category 1A & 1B. The rating of Needs Improvement will apply to those teachers classified as category 2 teachers.

Deliberate Practice Rating Process, Score and Rubric (33.3%):

The Professional Growth Plan (PGP) must be created in iObservation by 10/13/2020. Category 1B and Category 2 teachers are encouraged to create theirs well in advance of the deadline. There is no approval process. Teachers must choose **1 Target Element** from either the Classroom Teacher Form or Non-Classroom Teacher Form on which to focus on for their Professional Growth Plan (PGP) and develop **at least 2 Action Steps** with which to complete the process.

Teachers should update the status of their PGPs (e.g., drop down menu for Action Steps, complete reflection logs, upload evidence, add comments, etc.) by 4/23/2021.

Observers must finish and submit the Deliberate Practice Score for the PGP by 5/14/2021. The Deliberate Practice Score is determined by the highest score received on the Target Element from an observation during the evaluation period. Use the rubric below to identify the Deliberate Practice Score based on the possible ranges.

Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
Innovating	Applying	No Growth	Not Observed or No Plan Created
OR Grows 2 Levels	Or Grows 1 Level		

The rating of Developing will apply to those teachers classified as category 1A & 1B. The rating of Needs Improvement will apply to those teachers classified as category 2 teachers.

GENERAL PROCEDURES

1. Evaluation Requirements for School District of Palm Beach County Teachers:
 - a. Category 1A Teachers – Will be formally evaluated twice annually. The first evaluation will be provided to the employee mid-year. The second evaluation will occur at least 10 days prior to the employee’s last duty day. Each employee shall receive their final Instructional Practice portion of their evaluation, at least ten (10) days prior to the employee’s last regular duty day of the school year.
 - i. Category 1A employees hired after November 1 are not subject to a mid-year evaluation.
 - ii. Additionally, Category 1A employees shall receive their second Instructional Practice portion of their evaluation with all other employees.
 - iii. For employees who are non-reappointed, they shall receive the Instructional Practice portion of the evaluation at that time.
 - b. Category 1B Teachers – Will be formally evaluated once annually. Each employee shall receive their final Instructional Practice portion of their evaluation, at least ten (10) days prior to the employee’s last regular duty day of the school year.
 - c. Category 2 Teachers – Will be formally evaluated once annually. Each employee shall receive their final Instructional Practice portion of their evaluation, at least ten (10) days prior to the employee’s last regular duty day of the school year.
 - d. Any teacher hired within the last seventy-five (75) days of school will not be subject to an annual evaluation due to insufficient data.
2. All employees will be fully informed of the criteria and procedures of the observations and evaluation process prior to it taking place.
3. A pre-conference may be requested for an announced informal observation at the request of either the employee or the observer. A pre-conference must be held prior to any formal observation for all Category teachers. A preconference must be held as a face-to-face meeting and may include the submission of lesson plans. Please refer to the definition for a pre-conference on page 11.
4. A post-conference is required after a formal observation. This conference must take place within 10 days after the formal observation. The post-conference must be held as a face-to-face meeting. Please refer to the definition for a post-conference on page 11.
5. Within ten (10) days of completing an observation and/or evaluation, the principal shall give the employee a copy of the iObservation form with data marks (copies may be provided in an electronic format) and discuss its contents with the employee.
6. Prior to "Not Using" being marked, a documented face-to-face conference between the observer and the employee must take place for all categories of employees.
7. As a result of an observation, if an observer rates any employee “**Beginning**” or “**Not Using**” in any element, the observer will make available to the employee specific recommendations (written or electronic) for improvement within ten (10) days.
8. Additionally, all elements marked as “**Beginning**” or “**Not Using**” must be observed on at least one additional occasion (after actionable feedback was provided) in a given school year to observe if there was improvement. The second observation should occur no sooner than ten (10) days after the improvement strategies were made available. If the ratings of “**Beginning**” or “**Not Using**” occur after all required observations have been completed for any school year, the observer will make every effort to conduct one

additional announced targeted observation after the specific recommendation(s) have been provided to the employee.

9. Additionally, a Targeted Formal observation must be provided if requested by a teacher who receives a score of developing, beginning, and/or not using on any element and must be conducted within ten (10) days of the post-conference.
10. It is understood that an employee is entitled to representation when an observation or evaluation is being discussed. Requests for such representation shall not unduly delay a conference. The employee shall have the right to initiate an electronic response in iObservation for any observation.
11. Each employee shall receive his/her final Instructional Practice portion of his/her evaluation, at least ten (10) days prior to the employee's last regular duty day of the school year. If a Category 1A employee is employed prior to November 1st, he/she shall receive notification of his/her first Instructional Practice portion of his/her evaluation prior to the end of January. Additionally, Category 1A employees shall receive their second Instructional Practice portion of their evaluation with all other employees. For employees who are non-reappointed, they shall receive the Instructional Practice portion of the evaluation at that time.
12. After notification of the Instructional Practice portion, the employee shall electronically sign the completed iObservation form to acknowledge that it has been received/reviewed. This signature does not indicate agreement with the Instructional Practices portion of the employee's evaluation.
13. If the employee is absent from the worksite during the timelines allotted in this agreement for receipt of the Instructional Practices portion of the evaluation, the employee will receive notification of the Instructional Practices portion of his/her Evaluation immediately upon his/her return to the worksite. If the employee does not return to the worksite prior to the end of school year, the Principal/Director will mail the final Instructional Practices portion to the employee's most recent home mailing address on file with the District by U. S. Certified Mail.
14. If a teacher does not create a Professional Growth Plan (PGP) by the required deadline, then the observer and teacher must have a face-to-face conference confirming that the teacher declines to complete the process.

SECTION VI: Improvement Plans

SCHOOL-BASED PLAN

1. Assistance will be provided for Category 2 Teachers as soon as a deficiency is noted. Category 1B Teachers may be placed on a plan at the discretion of the principal when their Instructional Practices portion is rated as Developing or Unsatisfactory.
2. If after a minimum of 1 Informal observation and 1 Formal observation the teacher's Instructional Practice Status is at either the Needs Improvement level or at the Unsatisfactory level, a review of observed elements must be conducted to identify areas of concern.
 - a. Prior to the initiation of a school-based plan the employee may, at his/her discretion, request that an independent observation be conducted. The employee must make the request to the Department of Professional Development. The Department of Professional Development will assign an observer with similar background or experience.
 - b. If elements that were rated at a "**Beginning**" or "**Not Using**" level were not observed twice, an evaluator must conduct another Formal observation to determine if those areas or elements of concern remain.
 - i. Area/Element of Concern: If an observed element was coded as "**Beginning**" or "**Not Using**" twice this element will be classified as a concern.
 1. Areas of Concern will be documented (e.g., observations, written records).
 2. Areas of Concern will be noticed in writing (in a paper or electronic format) to the teacher.
 - c. During the pre-conference, the administrator and teacher should identify possible observation dates/times that will enable the observer to conduct an observation that includes, but is not limited to the identified elements.
 - d. If at least three (3) Area/Elements of Concern were identified then a School-Based Plan will be initiated.
 - e. Once it is determined that a School-Based Plan shall be initiated, the employee shall receive notification, in writing, of his/her current Instructional Practices rating and the areas of concern. This notice shall be given to the employee five (5) days in advance of the initial School-Based Plan meeting. The School-Based Plan will be collaboratively developed by a committee consisting of the employee, the administrator, the employee's representative, and the Performance Standards representative.
 - f. Prior to the initiation of a school-based plan the employee may, at his/her discretion, request that an independent observation be conducted. The employee must make the request to the Department of Professional Development. The Department of Professional Development will assign an observer with similar background or experience.
3. Creation of a School-Based Plan:
 - a. Goals: Within each plan a minimum of one goal must be constructed for each area/element of concern. Each goal must be attainable within sixty (60) calendar days (the length of the School-Based Plan). All parties must be in consensus that the goal could be attained within sixty (60) calendar days. If they are not then the goal needs to be revised.
 - b. Strategies: A minimum of two (2) improvement strategies must be identified for each goal.
4. Facilitating a School-Based Plan:
 - a. Meetings: The teacher and administrator will meet a minimum of every twenty (20) days throughout the duration of the School-Based Plan. During these meetings progress will be reviewed and additional improvement strategies will be provided if warranted.
 - b. During the School-Based Plan two (2) Informal observations will be conducted. Within ten (10) days of the conclusion of the plan a Formal observation will occur. The areas/elements of concern must be observed during the Formal observation.

5. Concluding the School-Based Plan:
 - a. The School-Based Plan Team will discuss the results of the Formal observation at the Final Support Meeting.
 - b. A School-Based Plan must be provided for a minimum of sixty (60) calendar days excluding holidays.
6. At the conclusion of the School-Based Plan, the Instructional Practice rating will be reviewed.
 - a. If the overall Instructional Practice rating is “Effective” or “Highly Effective”, the School-Based Plan will terminate and no further action will be taken.
 - b. If the Instructional Practice rating does not reach “Effective” or higher, the employee will remain on the School-Based Plan.



Comprehensive Review of Observed Elements Completed

All Areas/Elements that were scored as "Beginning" or "Not Using" were observed twice with no improvement after improvement strategies were provided. These areas will be considered as Areas/Elements of Concern.

At least three Areas/Elements were identified.

School-Based Plan initiates.

Elements scored as "Beginning" or "Not Using" were not observed twice, but improvement strategies were provided.

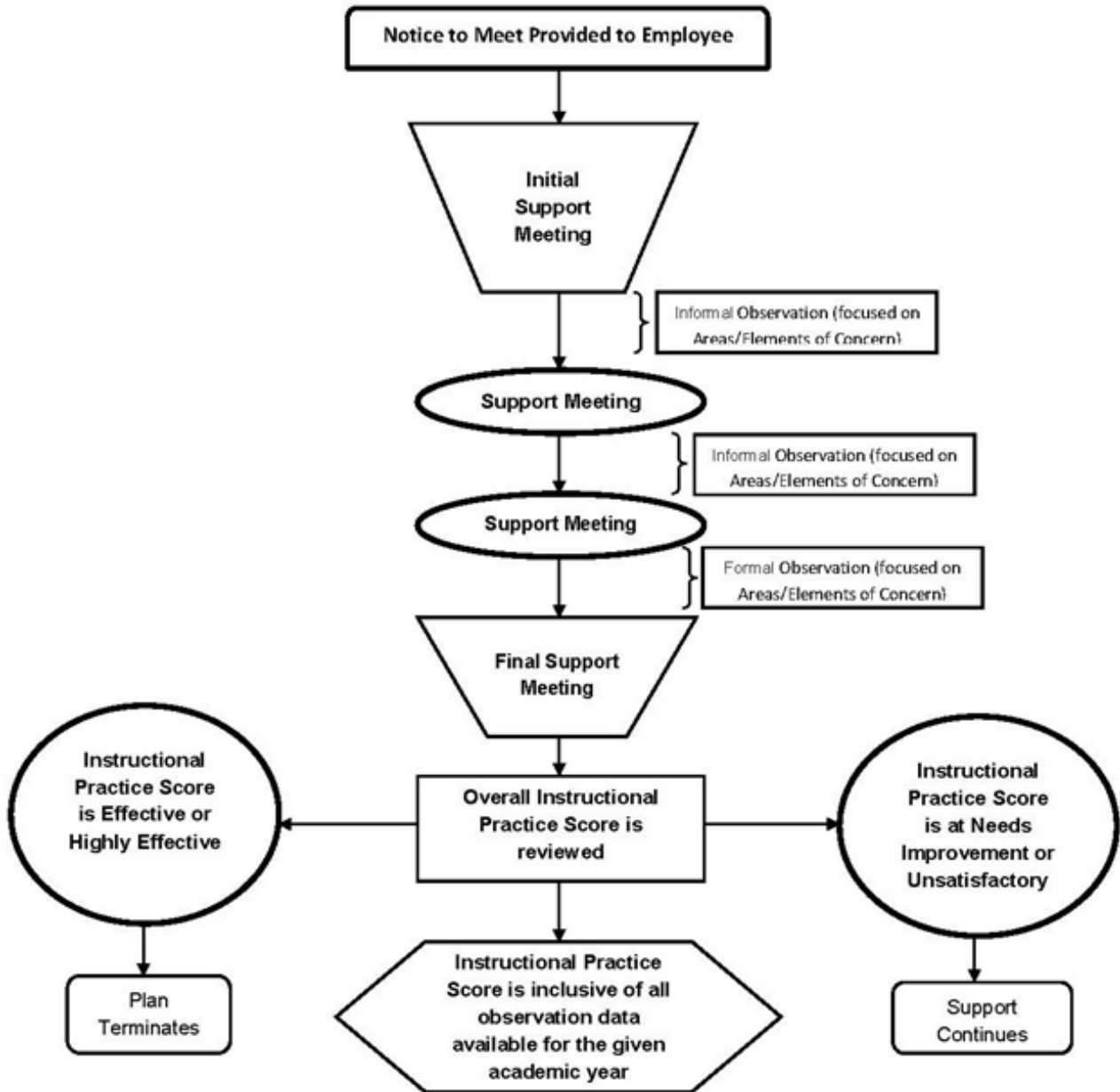
Additional Formal observation conducted. Minimally, the observation must yield data on elements previously rated as "Beginning" or "Not Using".

All Areas/Elements that were scored as "Beginning" or "Not Using" were observed twice with no improvement after improvement strategies were provided. These areas will be considered as Areas/Elements of Concern.

At least three Areas/Elements were identified.

School-Based Plan initiates.

1. School-Based Plan Process



2. DISTRICT-BASED PLAN (Performance Probation)

If an employee who holds a professional service contract, as provided in 1012.33, is not performing his/her duties in a satisfactory manner pursuant to 1012.34, the evaluator shall notify the employee in writing of such determination. Unsatisfactory performance shall be defined as an overall “Unsatisfactory” evaluation rating for any given school year or if an employee receives a second consecutive overall “Needs Improvement” evaluation rating. A principal, at his/her discretion, may opt to place a Category 2 annual contract employee on a District-Based Plan after consultation with the Office of Performance Standards.

APPENDIX A

Observation Instruments

A – 1: Classroom Teacher Protocol

[https://www.palmbeachschools.org/UserFiles/Servers/Server_270532/File/Careers/Professional%20and%20Leadership%20Development/Teachers-Instructional Evaluation System State Plan 10-26-2018.pdf](https://www.palmbeachschools.org/UserFiles/Servers/Server_270532/File/Careers/Professional%20and%20Leadership%20Development/Teachers-Instructional%20Evaluation%20System%20State%20Plan%2010-26-2018.pdf)

A – 2: Non-Classroom Teacher Protocol

[https://www.palmbeachschools.org/UserFiles/Servers/Server_270532/File/Careers/Professional%20and%20Leadership%20Development/Teachers-Instructional Evaluation System State Plan 10-26-2018.pdf](https://www.palmbeachschools.org/UserFiles/Servers/Server_270532/File/Careers/Professional%20and%20Leadership%20Development/Teachers-Instructional%20Evaluation%20System%20State%20Plan%2010-26-2018.pdf)

APPENDIX B
Evaluation Forms

B – 1: Midyear Evaluation Report for Category 1A Teachers

B – 2: Annual Evaluation Report for Teachers

THE SCHOOL DISTRICT OF PALM BEACH COUNTY

Mid-Year Evaluation Report for Teachers

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period. It is based on specific criteria as it relates to the teacher's Instructional Practice using the Palm Beach Focused Model of Instruction resulting in the evaluation level.

Empl ID First Name Last Name
 School/Fiscal Yr Job Code Job Title
 School/Dept

PERFORMANCE LEVELS

Instructional Practice	Student Growth	Deliberate Practice	Student Growth Score Type	Final Evaluation
<p>Review carefully, select agree or disagree, and electronically sign.</p> <p>This evaluation has been reviewed by me. <input type="checkbox"/> I agree with the contents <input type="checkbox"/> I disagree with the contents</p> <p>I further understand that by signing this form I do not waive any right I have under the Collective Bargaining Agreement or law. My signature merely demonstrates receipt of the document and does not necessarily indicate agreement with the contents.</p>				
Teacher Signature			Date Signed	
Administrator Signature			Date Signed	

THE SCHOOL DISTRICT OF PALM BEACH COUNTY
Annual Evaluation Report for Teachers

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period. It is based on specific criteria as it relates to the teacher's Instructional Practice using the Palm Beach Focused Model of Instruction resulting in the evaluation level.

Empl ID First Name Last Name
 School/Fiscal Yr 2015 Job Code Job Title
 School/Dept

PERFORMANCE LEVELS

Instructional Practice	Student Growth	Deliberate Practice	Student Growth Score Type	Final Evaluation
<p>Review carefully, select agree or disagree, and electronically sign.</p> <p>This evaluation has been reviewed by me. <input type="checkbox"/> I agree with the contents <input type="checkbox"/> I disagree with the contents</p> <p>I further understand that by signing this form I do not waive any right I have under the Collective Bargaining Agreement or law. My signature merely demonstrates receipt of the document and does not necessarily indicate agreement with the contents.</p>				
Teacher Signature			Date Signed	
Administrator Signature			Date Signed	

APPENDIX C
School-Based Plan Documents

C – 1: Notice/Directive to Meet

C – 2: School-Based Plan Notification Letter

C – 3: School-Based Plan

C – 4: School-Based Plan Meeting Summary

(School/Department Letterhead)

DATE:

TO:

FROM: _____, Principal/Department Head

SUBJECT: NOTICED/DIRECTIVE TO MEET

You are directed to meet with me on (DATE) at (TIME) in my office to discuss your job performance. You have the right to bring representation to this meeting. Failure to attend this meeting will be considered insubordination and may result in disciplinary action up to and including termination.

Your signature merely signifies receipt and does not necessarily indicate agreement with the contents of this document. FS 1012.31(2)(c)(2)

Signature of Employee

Date

SCHOOL-BASED PLAN NOTIFICATION LETTER

MEMORANDUM

(To be used to initiate the School-Based Plan for a minimum of sixty (60) calendar days)

TO:

FROM: _____, Principal/Department Head

DATE:

SUBJECT:

With this memorandum, I am notifying you that you are not completing your duties in a satisfactory manner.

Attached please find a preliminary unsatisfactory evaluation listing each of your areas of concern and a School-Based Plan with improvement strategies for each area. You have a minimum of sixty (60) calendar days to improve your performance to a satisfactory level.

Your performance will be reviewed in no fewer than sixty (60) calendar days from the date of this memo. Failure to improve your performance may result in further action. Please feel free to contact me if I can be of assistance.

Your signature merely signifies receipt and does not necessarily indicate agreement with the contents of this document.

Signature of Employee

Date

cc: Chief of Human Resources
Director of Professional Development Regional/Instructional Superintendent
CTA Representative

SCHOOL-BASED PLAN

Name:	School/Department:
Employee Id#:	Contract:
Meeting Date:	Date of Next Meeting:

Targeted Domain(s):
Targeted Element(s):
Strategies and timelines specific to each targeted element are provided below.

School-Based Plan		
Domain 1: Standards-Based Planning		
Area of Improvement	Improvement Strategies	Completion Date
<input type="checkbox"/> Element 1: Planning Standards-Based Lessons/Units <input type="checkbox"/> Element 2: Aligning Resources to Standard(s) <input type="checkbox"/> Element 3: Planning to Meet the Needs of Diverse Learners		
Dates progress will be reviewed:		
Signature of Employee:	Date:	
Signature of Principal/Designee:	Date:	

School-Based Plan		
Domain 2: Standard-Based Instruction		
Area of Improvement	Improvement Strategies	Completion Date
<ul style="list-style-type: none"> <input type="checkbox"/> Element 4: Identifying Critical Content from the Standards <input type="checkbox"/> Element 5: Previewing New Content <input type="checkbox"/> Element 6: Helping Students Process New Content <input type="checkbox"/> Element 7: Using Questions to Help Students Elaborate on Content <input type="checkbox"/> Element 8: Reviewing Content <input type="checkbox"/> Element 9: Helping Students Practice Skills, Strategies, and Processes <input type="checkbox"/> Element 10: Helping Students Examine Similarities and Differences <input type="checkbox"/> Element 11: Helping Students Examine Their Reasoning <input type="checkbox"/> Element 12: Helping Students Revise Knowledge <input type="checkbox"/> Element 13: Helping Students Engage in Complex Tasks 		
Dates progress will be reviewed:		
Signature of Employee:	Date:	
Signature of Principal/Designee:	Date:	

School-Based Plan

Domain 3: Conditions for Learning

Area of Improvement	Improvement Strategies	Completion Date
<ul style="list-style-type: none"> <input type="checkbox"/> Element 14: Using Formative Assessment to Track Progress <input type="checkbox"/> Element 15: Providing Feedback and Celebrating Progress <input type="checkbox"/> Element 16: Organizing Students to Interact with Content <input type="checkbox"/> Element 17: Establishing and Acknowledging Adherence to Rules and Procedures <input type="checkbox"/> Element 18: Using Engagement Strategies <input type="checkbox"/> Element 19: Establishing and Maintaining Effective Relationships in a Student-Centered Classroom <input type="checkbox"/> Element 20: Communicating High Expectations for Each Student 		

Dates progress will be reviewed:

Signature of Employee:	Date:
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Signature of Principal/Designee:	Date:
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School-Based Plan		
Domain 4: Professional Responsibilities		
Area of Improvement	Improvement Strategies	Completion Date
<input type="checkbox"/> Element 21: Maintaining Expertise in Content and Pedagogy <input type="checkbox"/> Element 22: Promoting Teacher Leadership and Collaboration		
Dates progress will be reviewed:		
Signature of Employee:	Date:	
Signature of Principal/Designee:	Date:	

<i>Employee's signature demonstrates receipt of the completed form and does not necessarily indicate agreement with its content.</i>	
Signature of Employee /Date	_____
Signature of Principal (Designee)/Date	_____

Note: District Professional Development Plan with original signatures to be retained in Principal's file. Please send a copy to the Compensation & Employee Information Services, FHESC A-125, West Palm Beach.

Copy Distribution: Principal; Regional/Instructional Superintendent; Director of Professional Development; Classroom Teachers Association (CTA) Representative.

SCHOOL-BASED PLAN MEETING SUMMARY

MEMORANDUM

(To be used during the School-Based Plan to document progress.)

TO:

FROM: _____, Principal/Department Head

DATE:

SUBJECT:

This is to confirm our conference on _____. The purpose of the meeting was to determine your progress toward remediating the areas/elements of concern, as listed in your School-Based Plan.

We discussed the following: *(List areas/elements of concern and comment on progress. Remind employee of your expectations in each area.)*

- You have remediated areas/elements of concern and your overall Instructional Practice rating is “Effective” or higher and you are released from this plan.
- You have remediated ___ areas/elements of concern and your overall Instructional Practice rating has not reached “Effective” or higher. You will remain on the School-Based Plan.

Failure to improve your performance may result in further action. Please feel free to contact me if I can be of assistance.

Your signature merely signifies receipt and does not necessarily indicate agreement with the contents of this document.

Signature of Employee

Date

cc: Principal; Regional/Instructional Superintendent; Director of Professional Development; Classroom Teachers Association (CTA) Representative.

