



**Instructional Personnel  
Evaluation System  
Procedures Manual**

**2012-2013**

**ONE VISION**  **ONE VOICE**

## **Vision:**

**To be the top producer of successful students in the nation.**

## **Mission:**

**To lead our students to success with the support and involvement of families in the community.**

## **Goals:**

- \* Intense Focus on Student Achievement**
- \* High-Performing and Dedicated Team**
- \* Safe Learning and Working Environment**
- \* Efficient Operations**
- \* Sustained Community Engagement**

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## INTRODUCTION

The Orange County Public Schools' Instructional Personnel Evaluation System is designed to contribute toward achievement of goals identified in the District Plan pursuant to state statute. The system also supports district and school-level improvement plans, and promotes actions that are consistent with the district's stated purpose for instructional personnel evaluation.

CTA Contract: Article X. *"The overall purpose of evaluation shall be to improve the quality of instruction in compliance with mandates of State Regulations regarding the evaluation of the performance of instructional personnel."*

## CORE OF EFFECTIVE PRACTICES

The Orange County Public Schools' Instructional Personnel Evaluation System is based upon a philosophical commitment to the concept that the professional development of a teacher is a life-long process and that communication between the evaluator and evaluatee is a critical component. Florida Statute 1012.34 (1)(a) states *"For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative and supervisory personnel employed by the school district."*

The focus of this instructional evaluation system is to improve the quality of instruction impacting student performance through collaborative conversations and professional development. This purpose can best be achieved by establishing an evaluation system comprised of an integrated set of components that include gathering data, sharing information and providing opportunities for professional growth experiences. This evaluation system is based on the research of Dr. Robert Marzano.

In accordance with Florida State Statutes and the Race to the Top Memorandum of Understanding, Orange County Public Schools and Orange County Classroom Teachers Association have modified the state adopted model to create a teacher evaluation system that combines student growth measures with the evaluation of the delivery of core effective practices. Again for the 2012-13 school year, 40% of the evaluation of teachers will be based upon student growth using the FLDOE value added model and 60% will be based on the state approved Marzano Evaluation Model for continuous growth and improvement of teaching pedagogy. The Marzano Evaluation Model has been rigorously reviewed for fidelity with the Florida Educator's Accomplished Practices, as evidenced in the crosswalk provided in Appendix A. It is the expectation of the Superintendent that anyone involved in observing or giving input to a teacher evaluation will be trained to employ these core effective practices.



## CORE OF EFFECTIVE PRACTICES (cont.)

The underlying constructs of the Marzano Evaluation Model are:

1. Teachers can increase their expertise from year to year which can produce year to year gains in student learning.
2. A common language of instruction and evaluation is a key school improvement strategy.
3. The common language must reflect the complexity of teaching and learning.
4. Focused feedback and focused practice using a common language provides opportunities for teacher growth.
5. The Marzano Evaluation Framework is a causal model. When applied with fidelity (at the appropriate time and in the appropriate way) teacher efficacy will improve and student learning will follow.

The evaluation model includes four domains:

- Domain 1: Classroom Strategies and Behaviors
- Domain 2: Preparing and Planning
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

The framework for evaluation includes observation instruments with indicators of effective practice, a clear connection to each of the Florida Educator Accomplished Practices as revised in December, 2010, and procedures for how the same core is used for all who are conducting evaluations.

The plan outlined below supports the district and school level school improvement plans and meets the expectations of the Orange County School Board goals:

- Goal 1: Increased Focus on Student Achievement
- Goal 2: High Performing and Dedicated Teams

The plan trains and supports evaluators of instructional staff in a process that is in accordance with the expectations of FS 1012.34 (3) (a). Additionally the district and school board will review annually the results and report them to the Florida Department of Education. Those results will be incorporated into district and school level planning for continuous improvement of the process.

## COLLABORATION

The Instructional Personnel Evaluation System was cooperatively developed starting in November 2010 by appointees from the Orange County Classroom Teachers Association, Inc. and the School Board of Orange County, Florida.



# FLDOE VALUE ADDED MODEL

<b>1. Percentage of VAM to use</b>	
<b>FCAT Teachers &amp; Non FCAT teachers with FCAT Students:</b>	
40% with less than 3 years of data	
<b>Other School Based Instructional Personnel &amp; District-level Personnel:</b>	
Treat the same as FCAT & Non-FCAT Teachers	
<b>2. Cut scores</b>	
<b>For FCAT Teachers &amp; Non-FCAT Teachers who have students taking the FCAT</b>	
<i>Statistical Modeling</i>	
Unsatisfactory	-2.391 standard deviations, cut score of -.7554 and lower
Highly Effective	+1.177 standard deviations, cut score of .4042 and higher
Needs Improvement/Developing	-2.390 to -1.034 standard deviations, cut score between -.7553 and -.3200
Effective	-1.033 to +1.176 standard deviations, cut score between -.3199 and .4041
<b>3. Models for use of scores for each instructional category</b>	
Pre-K to 3:	The option that gives the best results at their school, either an aggregate of math, or reading or both
11-12th & Instruct Personnel w/out student assignment:	The option that gives the best results at their school, either an aggregate of math, or reading or both
<i>District Resource Instructors assigned to schools:</i>	75% from schools, 25% from district average of the student achievement portion. Hybrid aggregate of school-wide effect for schools to which they are assigned and district average, for a blend similar to the way these teachers work for OCPS
District Resource Instructors not assigned to schools: (Includes Alt Ed and CTE teachers who instruct Pre K - 12 students)	Aggregate of all schools for a district effect number
<b>4. Cell size-Non FCAT teachers w/ FCAT students</b>	
Elementary	8 students min
Middle	22 students min
High	25 students min
ESE	8 students min
<b>5. Inclusion in Overall Evaluation Rating</b>	
Needs Improvement/Developing	Scale of 1.50 to 2.49: use 2.49
Effective	Scale of 2.50 to 3.49: use 3.49
Highly Effective	Scale of 3.50 to 4.00: use 4.00





## TRAINING FOR STAKEHOLDERS

Evaluators and observers will receive intensive training through Learning Sciences International. All evaluators must be trained and certified to evaluate teachers in the system. The district will monitor teacher evaluations for consistency between Performance Scores and Student Growth Scores, and where discrepancies exist, additional training will be provided to the evaluator.

Florida Statute 1012.34(3)(b) requires that all personnel are fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Orange County Public Schools provides an evaluation manual for all instructional personnel in the school district. This manual will be available to all instructional employees within the first ten duty days.


All teachers will be introduced to the evaluation system during pre-planning. The information will be available afterward on the Professional Development Services (PDS) website for all personnel. An introduction to the system will be provided in Pre-Employment Orientation (PREO) for employees who enter the system after the beginning of the school year.

Throughout the school year teachers will be provided follow up training developed by Professional Development Services (PDS) to support the implementation of the evaluation system online, and support information will be permanently posted on the Professional Development website. Additional resources will be made available through PDS Online, through the iObservation Protocol and Library, as well as the Marzano Self Study Courses.

## INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

Florida Statute 1012.34 (2)(b) requires districts to provide instruments, procedures, and criteria for continuous quality improvement of the professional skills of personnel and school administrators, and performance evaluation results must be used when identifying professional development. As an integral part of the staff development protocol, the Individual Professional Development Plan is required for each teacher based upon the results of their personal performance data within the first 45 days of school. The IPDP takes the place of the Marzano professional growth plan in Domain 3 for the 2012-13 school year.

Teachers will develop their Individual Professional Development Plans based upon the results of performance data available connected to their classroom practice. This may include, but not be limited to standardized test scores and end of course exam results, and may include trend data spanning several years when available. With recognition that all teachers can improve their practice all teachers will develop an Individual Professional Development Plan that will address areas of desired growth. Teachers may work individually or in cohorts to address their professional development based upon the data.



## IPDP (cont.)

The teacher will meet with a school administrator to review the IPDP and identify additional individual professional learning strategies based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school.

An online IPDP tutorial can be found at <http://pdsonline.ocps.net>. Log in using your OCPS username and password. IPDP Tutorial will be listed under Recommended Courses.

## EVALUATION PROCESS

### Category Placement

The teacher and the evaluator shall schedule a conference time to review the Orange County Public Schools/ Marzano Art and Science of Teaching Final Evaluation to develop a plan for the school year to address the four domains of the evaluation model, and how it will be assessed.

### Evaluation

How a teacher will be assessed will be determined by the category they are assigned based upon experience and expertise. There are five designations of teachers in the Marzano model.

### Category 1:

New teachers who have 0-2 years of teaching experience. In other words, these teachers are in their first, second, or third year of teaching.

### Category 2A:

Experienced teachers who have at least three (3) years of teaching experience. These teachers would be at least in their fourth year of teaching.

### Category 2B:

Experienced teachers who have at least three (3) years of teaching experience but who are:

- a new hire to OCPS
- assigned to teach a new subject area or level that is different from their previous assignment
- assigned to a school with a different population of students from their previous assignment
- between a 2.0 and 2.4 for their 2011-12 instructional practice score





## EVALUATION PROCESS (cont.)

If the teacher meets one of the requirements for Category 2B, the teacher may make a request to the school principal to move to Category 2B. This request must be made in writing during the first twenty (20) student contact days of the new assignment. The change in category will be in effect for one (1) school year.

Principals may also assign teachers to Category 2B if the teacher meets one of the requirements of this category. This change must be communicated in writing to the teacher and be made during the first twenty (20) student contact days of the new assignment. The change in category will be in effect for one school year.

### Category 3:

Teachers who have been determined to be less than effective in the classroom either through observable behaviors that may result in an unsatisfactory rating or who fail to achieve gains based upon the state's value added model will be removed from their current Category and placed into Category 3, a category for struggling teachers. In order to provide a teacher with intensive support and feedback, the teacher will be placed on a Professional Improvement Plan (PIP). The evaluator, with input from the teacher, will develop a plan which includes additional observations and resources in an effort to improve teacher performance.

Principals are required to reassign the teacher to Category 3 **when** the teacher is placed on a Professional Improvement Plan (PIP). At the end of the school year, with successful completion of the Professional Improvement Plan (PIP), the teacher will be reassigned to their original category. Unsuccessful completion of the Professional Improvement Plan (PIP) may lead to an overall "Needs Improvement" or an overall "Unsatisfactory" on the final evaluation.

### Category 4:

A teacher originally in another category (1, 2A, 2B, 3), who does not have enough data in all four domains to be fairly evaluated due to:

- A significant leave of absence
- Being hired after February 15

### Scoring:

#### Status Score

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

- Domain 1: Classroom Strategies and Behaviors
- Domain 2: Planning and Preparing
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

The overall status score is determined by multiple measures.

# EVALUATION PROCESS (cont.)

## Domain 1

### Classroom Strategies & Behaviors

- Formal observations
- Informal, announced observations
- Informal, unannounced observations
- Student surveys
- Video/Audio of classroom practice
- Artifacts

## Domain 2

### Planning and Preparing

- Planning conference or pre-conference
- Artifacts
- Designing common student assessments

## Domain 3

### Reflecting on Teaching

- Self Assessment
- Reflection Conference
- Professional Growth Plan (IPDP)
- Conferences
- Discussions
- Artifacts
- Lesson Study

## Domain 4

### Collegiality & Professionalism

- Conferences
- Teacher Surveys
- Discussions
- Artifacts

## EVALUATION PROCESS (cont.)

For the purposes of the OCPS/Marzano Art and Sciences of Teaching Evaluation Model, there are two types of observations: informal and formal.

### The Informal Observation

- The first informal observation will be used as a practice observation unless the teacher requests that it be used in the evaluation process
- Can be announced or unannounced
- May or may not include an observation of the full class period.
- **The recommended minimum time for an informal observation is ten (10) minutes**
- Performed by a trained observer
- No planning or reflection conference
- An informal announced observation may be scheduled prior to the actual observation while an unannounced informal observation is not scheduled
- The informal observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting evidence to further inform the annual evaluation process
- While planning and reflection conferences are not required, observers should provide **timely and actionable feedback** to teachers regarding these observations.
- A classroom walkthrough, as previously used by OCPS, is not an informal observation and shall not be used for the purpose of evaluation

### The Formal Observation

- Primary method for collecting evidence that will be used as a source of data for the summative evaluation
- Not the summative evaluation
- **The recommended minimum for a formal observation is thirty (30) minutes**
- Performed by an evaluating administrator
- Includes a planning and reflection conference with the teacher
  - These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision-making process and help administrators clarify expectations
  - Both the planning conference and the reflection conference should be **scheduled at the same time the observation is scheduled** and should be conducted in a timely manner **(1-5 days preceding and following the observation.)**

The number and type of evaluation each teacher will receive is determined by the category in which they are placed. The chart below lists the **minimum** number of formal and informal observations required for each category.

**Category 1 and 2B: 2 Formal Observations, 4 Informal Observations**

**Category 2A: 1 Formal Observation, 2 Informal Observations**

**Category 3: 3 Formals, 7 Informal Observations**

## EVALUATION PROCESS (cont.)

### Observation Ratings

The collection of data from observations, predetermined activities and artifacts will be reviewed and assessed based upon rubrics set forth in the Marzano Art and Science of Teaching Model. Within the Marzano Teacher Evaluation Model a 5-Level rubric is used to rate the performance and provide feedback to teachers on their use of the 60 Elements of the Art and Science of Teaching Framework. These ratings are considered formative in nature and are provided to give direction and feedback to the teacher prior to the final evaluation. They are:

Innovating  
(4)

Applying  
(3)

Developing  
(2)

Beginning  
(1)

Not Using  
(0)

Each source of evidence is rated based upon the rubrics provided by the OCPS/Marzano Evaluation Model on the scale of 0-4 as described above and added to the collection of evidence. Once the teacher has achieved the minimum number of observations/collections of evidence s/he may request and be granted an additional informal observation. **The deadline for requesting an additional informal observation is April 1.** All teachers who exceed the minimum number of observations, will automatically have their lowest informal observation score dropped prior to the instructional practice score report. It is the responsibility of the evaluator to ensure that the minimum number of observations are met. Ultimately the collection of evidence across all observable elements in the framework will result in a Status Score, which will contribute 60% to the overall evaluation for the 2012-13 school year.

The process is as follows:

#### STEP 1

Rate observable elements at each of the following levels:

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

#### STEP 2

Count the number of ratings at each level for each of the four domains.

#### STEP 3

For each domain, determine the percentage of the total each level represents:

- Domain 1 = 60%
- Domain 2 = 20%
- Domain 3 = 10%
- Domain 4 = 10%

#### STEP 4

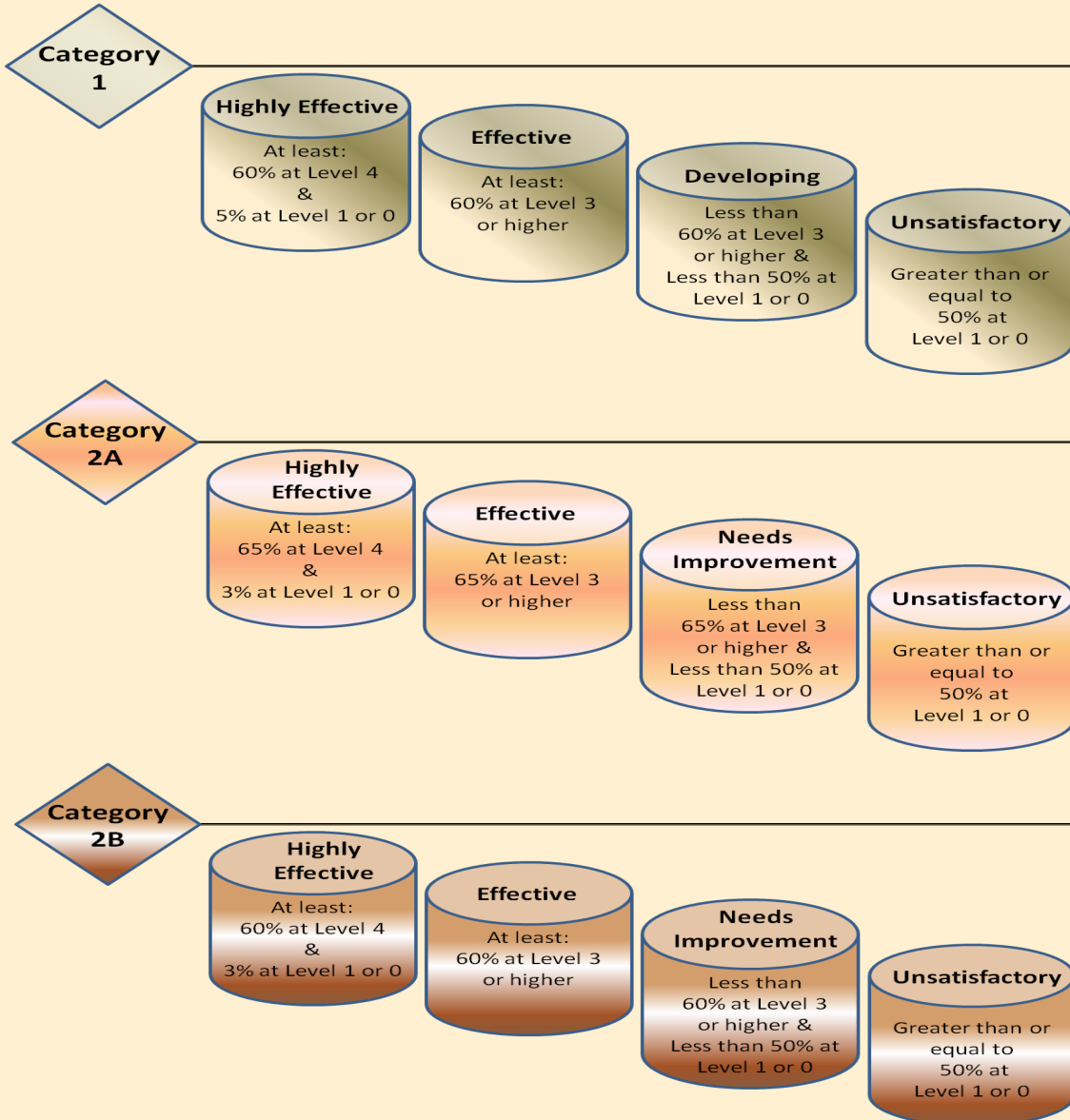
For each domain, apply the results from Step 3 to the description of each level on the Proficiency Scale (based upon the teacher's experience level).

- 0-2 yrs exp: Category 1
- 3+ yrs exp: Category II

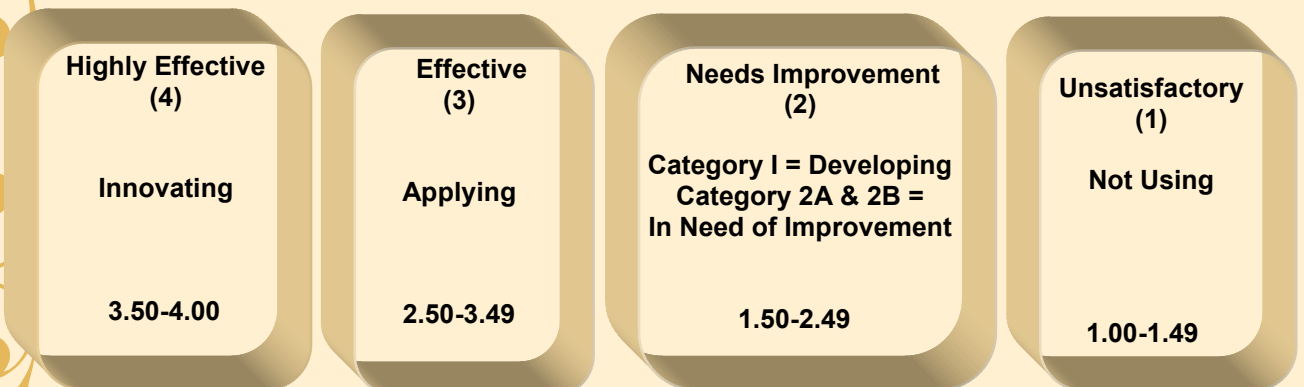
This will provide a domain proficiency score and will be a number between 1 and 4.

# EVALUATION PROCESS (cont.)

## Proficiency Scales: (step 4)



Step 5: Compute the weighted average of the four domain proficiency scores and find the resulting number on the scale.





## EVALUATION PROCESS (cont.)

### DELIBERATE PRACTICE SCORE

During 2012-13, we will pilot this process at selected schools and teachers who volunteer for the pilot will select one element for Deliberate Practice. The teacher will continually self-assess and seek feedback on performance in a specific area. Teachers and their observers will focus on one “thin slice” of teaching to focus their efforts, engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement. Teachers in the pilot may choose to include the score of the element in the instructional practice score during 2012-13.

In school year 2013-14 and beyond, the Deliberate Practice Score component is required by current state statute for all teachers. The Deliberate Practice Score shall be computed using an additive math model. The Status Score plus the Deliberate Practice Score equals the Instructional Practice Score.

### FINAL EVALUATION CRITERIA

Florida Statute 1012.34 (1)(a) states: “For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services....the district superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel...” The Student Success Act signed into law on March 24, 2011 further clarified what is required. There must be four summative final evaluation ratings as specified in Florida Statute 1012.34 (2)(e). The summative score is to be based on aggregating data from each of the two components required for evaluation: student growth and instructional practice. The statute further requires the differentiation among four levels of performance as follows:

#### Category 1:

1. Highly Effective
2. Effective
3. Developing
4. Unsatisfactory

#### Category 2A, 2B:

1. Highly Effective
2. Effective
3. Needs Improvement
4. Unsatisfactory

#### Category 3

Final Evaluation rating will be determined by their **original** Category





## EVALUATION PROCESS (cont.)

### Modifications for Non-Teaching Instructional

It is our belief that the Dr. Marzano System of Evaluation should be used with all Instructional Personnel who teach students and/or adults, thus limiting the use of alternative forms. Beginning in 2012-13, these teachers will use a modified system of evaluation designed specifically for these non-classroom positions: Audiologists, Behavior Specialists, Diagnosticians, District Staffing Specialists, Mental Health Counselors, Psychologists and Social Workers.

For these instructional non-classroom personnel, statewide assessment data for three years of students assigned to the individual; will include student learning growth data on state assessments will account for 50 percent of evaluation. If three years of student learning growth data are not available, years available must be used and will account for 40 percent of the evaluation. For the 2012-13 school year, 40% of the evaluation will be based upon student growth using the FLDOE value added model and 60% will be based on the state approved Marzano Evaluation model.

Domain 1 will be 30%

Domain 2 will be 40%

Domain 3 will be 20%

Domain 4 will be 10%

### Modifications for Registered Nurses

Registered Nurses will also be evaluated on an alternate form designed for their specific functions. Please see Appendix B pages 33-36. (LPN and clinic assistants are evaluated under the OCPS Classified Employees Evaluation System.)

# DESCRIPTION OF EVALUATION PROCESS

## CATEGORY 1 TEACHER

### PRACTICE OBSERVATION

The 1st informal observation is a practice observation unless the teacher requests that it be counted in the instructional practice score  
Conducted after the first 20 days of school

### INFORMAL OBSERVATION #1

Conducted after the first 20 days of school  
(After September 17, 2012)

### INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN WRITTEN

Written within the first 45 duty days of employment

### INFORMAL OBSERVATION #2

Recommended in November

### FORMAL OBSERVATION #1 MID POINT EVALUATION

**To be conducted in this order: Planning Conference (Domain 2), Formal Observation (Domain 1), Reflection Conference (Domain 3), Domain 4**  
(Conducted by the close of the 1st semester )

### INFORMAL OBSERVATION #3

Recommended in January/February

### INFORMAL OBSERVATION #4

Recommended in February/March

### FORMAL OBSERVATION #2

**To be conducted in this order: Planning Conference (Domain 2), Formal Observation (Domain 1), Reflection Conference (Domain 3), Domain 4**  
Recommended in March/April

### INSTRUCTIONAL PRACTICE SCORE REPORT

Prior to May 1

### SUMMATIVE EVALUATION SCORE REPORT

V.A.M. Score + Instructional Practice Score

\*Conference held with current administrator within 10 days of completing and publishing the Summative Score Report

**April 1 deadline for teachers to request an additional informal observation**

WHEN A TEACHER'S PERFORMANCE IS DETERMINED TO BE LESS THAN EFFECTIVE, A CONFERENCE WILL BE HELD, AND A PROFESSIONAL IMPROVEMENT PLAN MAY BE WRITTEN AND/OR THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN MAY BE ALTERED TO ADDRESS THE CONCERN.

\* Teachers may opt out of the conference if the VAM score did not cause the summative score to be lower than the instructional practice score.

# DESCRIPTION OF EVALUATION PROCESS

## PRACTICE OBSERVATION

The 1st informal observation is a practice observation unless the teacher requests that it be counted in the instructional practice score  
Conducted after the first 20 days of school

# CATEGORY 2A TEACHER

## INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN WRITTEN

Written within the first 45 duty days of employment

## INFORMAL OBSERVATION #1

Conduct after the first 20 duty days of school  
(After September 17, 2012)

**Recommended during the 1st semester**

## DOMAIN 4 MID POINT ONLINE CONFERENCE

Reviewing artifacts (journals, documentation)  
using iObservation conferencing tools

**April 1 deadline for teachers to request an additional informal observation**

## INFORMAL OBSERVATION #2

**Recommended during the 2nd semester**

## FORMAL OBSERVATION

**To be conducted in this order: Planning Conference (Domain 2), Formal Observation (Domain 1), Reflection Conference (Domain 3), Domain 4**  
Recommended during March/April

WHEN A TEACHER'S PERFORMANCE IS DETERMINED TO BE LESS THAN EFFECTIVE, A CONFERENCE WILL BE HELD, AND A PROFESSIONAL IMPROVEMENT PLAN MAY BE WRITTEN AND/OR THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN MAY BE ALTERED TO ADDRESS THE CONCERN.

## INSTRUCTIONAL PRACTICE SCORE REPORT

Prior to May 1

## SUMMATIVE EVALUATION SCORE REPORT

V.A.M. Score + Instructional Practice Score

\*Conference held with current administrator within 10 days of completing and publishing the Summative Score Report

\* Teachers may opt out of the conference if the VAM score did not cause the summative score to be lower than the instructional practice score.

# DESCRIPTION OF EVALUATION PROCESS

## CATEGORY 2B TEACHER

### PRACTICE OBSERVATION

The 1st informal observation is a practice observation unless the teacher requests that it be counted in the instructional practice score  
Conducted after the first 20 days of school

**INFORMAL OBSERVATION #1**  
Conducted after the first 20 days of school

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN WRITTEN**  
Written within the first 45 duty days of employment

**INFORMAL OBSERVATION #2**  
Recommended in November

**FORMAL OBSERVATION #1  
MID POINT EVALUATION**  
**To be conducted in this order: Planning Conference (Domain 2), Formal Observation (Domain 1), Reflection Conference (Domain 3), Domain 4**  
(Conducted by the close of the 1st semester )

**INFORMAL OBSERVATION #3**  
Recommended in January/February

**INFORMAL OBSERVATION #4**  
Recommended in February/March

**FORMAL OBSERVATION #2**  
**To be conducted in this order: Planning Conference (Domain 2), Formal Observation (Domain 1), Reflection Conference (Domain 3), Domain 4**  
Recommended in March/April

**INSTRUCTIONAL PRACTICE SCORE REPORT**  
Prior to May 1

**SUMMATIVE EVALUATION SCORE REPORT**  
V.A.M. Score + Instructional Practice Score  
\*Conference held with current administrator within 10 days of completing and publishing the Summative Score Report

**April 1 deadline for teachers to request an additional informal observation**

WHEN A TEACHER'S PERFORMANCE IS DETERMINED TO BE LESS THAN EFFECTIVE, A CONFERENCE WILL BE HELD, AND A PROFESSIONAL IMPROVEMENT PLAN MAY BE WRITTEN AND/OR THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN MAY BE ALTERED TO ADDRESS THE CONCERN.

\* Teachers may opt out of the conference if the VAM score did not cause the summative score to be lower than the instructional practice score.

# CATEGORY 3 TEACHER

(Teachers on a Professional Improvement Plan)  
Requires 3 Formal Observations, 7 Informal Evaluations  
Duration: 10 weeks to 5 school months

A Professional Improvement Plan may be initiated by either the teacher or the administrator when an area of concern is noted. Concerns may be identified through an observation, analysis of trending student data, or measurement of final student growth test scores, or other means. The evaluator, with input from the teacher, shall develop a plan which includes additional observations and resources in an effort to improve teacher performance. Teachers who have an instructional practice score of 2.0 to 2.4 on their 2011-12 evaluation shall be placed in Category 2B. They will receive this placement during their summative evaluation conference at the beginning of the 2012-13 school year.

## Correction Phase of PIP

**Area of concern is noted**  
(If at the beginning of the school year, after the first 20 duty days of assignment)

If the PIP is continuing from the previous year, observations may begin after the first 10 duty days of the new school year.

**3 informal observations (#1, 2, 3)**  
During a 1 month period **OR**  
1 observation per week for 3 weeks

**1 formal observation (#1)**  
During a 1 month period **OR**  
During a 1 week period

**2 informal observations (#4, 5)**  
During a 1 month period **OR**  
1 observation per week for 2 weeks

**1 formal observation (#2)**  
During a 1 month period **OR**  
During a 1 week period

**After each observation (formal and informal), document discussions in the comment section of**

# CATEGORY 3 TEACHER

## *Monitoring Phase of PIP*

**2 informal observations (#6, #7)**

During a 2 week period

**1 formal observation (#3)**

During a 1 week period

The time period from late February thru April may be used for additional observations if needed

### **INSTRUCTIONAL PRACTICE SCORE REPORT**

Using the appropriate rubrics and proficiency scale for original category (Category 1, 2A or 2B)

Before May 1





# PROFESSIONAL IMPROVEMENT PLAN (PIP) GUIDELINES

Professional Improvement Plan (PIP): the process by which a struggling teacher receives help and assistance to improve their instructional skills. A plan is written for specific strategies in one of the four Marzano domains. A timeline is established and the plan may last from 10 weeks to five school months. A plan may extend into the following school year but not to exceed the original timeline. If the teacher does not successfully complete the PIP within the agreed upon timeline and additional time is needed for improvement (based upon the original plan), the plan may be extended or a new plan should be written.

A PIP may be written for the following reasons: (not an exhaustive list)

- When an observation shows:
  - \* The teacher is not implementing the appropriate strategy (**Not using**)
  - \* The teacher is starting to use the appropriate strategy but is not skillful in its use (**Beginning**)
  - \* The teacher has some skill in the use of the appropriate strategy but has some areas of improvement (**Developing**)
- When data shows students did not make appropriate gains

General PIP understandings:

- The use of a PIP may be more appropriate for PSC and Category 2A and 2B teachers, or Category 1 teachers in their last year
- Category 2B teachers may be placed on a PIP; Category 2B teachers are challenged more by content than by best teaching practices
- PIPs may carry over to the following school year
- Assistance to the teacher needs to be varied and on-going and specific to the strategies in question
  - \* Examples
    - ◆ Mentor
    - ◆ Professional Development
    - ◆ Curriculum Resources
    - ◆ Observations of Peer Teaching
    - ◆ Observations by Peer Teacher
- The administrator and teacher shall meet for an initial conference to outline the plan and establish timelines.
- Conferences shall be scheduled to review the teacher's observations and track progress of improvement. A minimum of four conferences are required; the first after two informal observations, and the rest after each of the three formal observations.
- Teachers who have an instructional practice score of 2.0 to 2.4 on their 2011-12 evaluation shall be placed in Category 2B. They will receive this placement during their summative evaluation conference at the beginning of the 2012-13 school year.

# GLOSSARY OF TERMS

Artifacts	A piece of evidence (a product of the teacher and/or student work) that documents the successful use of the strategy.
Common Language	A research based framework that describes and defines teaching. The common language provides a foundation for professional conversation.
Deliberate Practice	A way for teachers to grow their expertise through a series of planned activities, reflection, and collaboration. Involved in the series is a protocol setting personal goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress
Design Questions	Ten questions teachers ask themselves when planning a lesson or unit of instruction.
Domain	A body of knowledge defined by research representing a particular aspect of teaching.
Essential Questions	Broad, important questions that refer to core ideas and inquiries within a discipline. They help students inquire and make sense of important but complicated ideas, knowledge and know-how. They are related to content, seek to prompt genuine inquiry leading to eventual understandings—inferences drawn from facts that are provisional but not meant to be final. They hook and hold the attention of your students.
FEAPs	Florida Educator Accomplished Practices embody three essential principles: <ol style="list-style-type: none"> <li>1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.</li> <li>2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.</li> <li>3. The effective educator exemplifies the standards of the profession. There are 6 accomplished practices: <ol style="list-style-type: none"> <li>1. Quality Instruction</li> <li>2. The Learning Environment</li> <li>3. Instructional Delivery and Facilitation</li> <li>4. Assessment</li> <li>5. Continuous Improvement, Responsibility and Ethics</li> <li>6. Professional Responsibility and Ethical Conduct</li> </ol> </li> </ol>
Focused Feedback	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective, and actionable. Feedback is generally provided by administrators or a trained observer.

# GLOSSARY OF TERMS

<p><b>Focused Practice</b></p>	<p>Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.</p>
<p><b>Formal Observation</b></p>	<p>The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following observation).</p>
<p><b>Guiding Questions</b></p>	<p>Questions that lead you to the Essential Question. They often point toward a specific answer, factual knowledge and a definite answer.</p>
<p><b>High Probability Strategies</b></p>	<p>High Probability Strategies are research-based strategies that have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context. Teachers must determine which strategies to use with the right students at the right time.</p>
<p><b>Informal Observation</b></p>	<p>The informal observation can be announced or unannounced and may or may not include an observation of the full class period. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process.</p>
<p><b>Instructional Practice Score</b></p>	<p>Status Score plus the Deliberate Practice Score</p>



# GLOSSARY OF TERMS

Learning Goals/ Objectives	What students should know, understand or be able to do at the end of a lesson. A learning goal often begins with “Students will be able to” or “Students will understand”. Learning goals should not be confused with activities.
Lesson Segment	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: <ul style="list-style-type: none"><li>•Involving Routine Events</li><li>•Addressing Content</li><li>•Enacted on the Spot</li></ul>
Professional Improvement Plan (PIP)	<p>The process by which a struggling teacher receives help and assistance to improve instructional skills. A plan is written for specific strategies in one of the four Marzano domains. A timeline is established and the plan may last from 10 weeks to 5 school months. The timeline may be extended due to extenuating circumstances.</p> <p>An original plan may continue into the following school year if the timeline of the plan is so designed.</p> <p>If the teacher does not successfully complete the PIP within the established timeline, the plan may be extended or a new plan should be written.</p>
Reflection (Post) Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to discuss the observation, clarify expectations and plan forward using the post conference form as a guide for contemplation and feedback.



# GLOSSARY OF TERMS

Scales	<p>Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels:</p> <ul style="list-style-type: none"> <li>Innovating</li> <li>Applying</li> <li>Developing</li> <li>Beginning</li> <li>Not Using</li> </ul>
Status Score	<p>Reflects the teacher’s overall understanding and implementation of the Art and Science of Teaching Framework across the four domains.</p> <ul style="list-style-type: none"> <li>Domain 1—Classroom Strategies and Behaviors</li> <li>Domain 2—Planning &amp; Preparing</li> <li>Domain 3—Reflecting on Teaching</li> <li>Domain 4—Collegality &amp; Professionalism</li> </ul>
Student Evidence	<p>Specific observable behaviors in which the students engage, in response to the teacher’s use of particular instructional strategies.</p>
Summative Evaluation	<p>The annual evaluation that is given to a teacher. For the 2012-13 school year, 60% of the summative evaluation will be based upon the instructional practice score and 40% will be based upon student growth measures which will be derived from state data. The evaluator may amend an evaluation based upon assessment data from the current school year, if the data becomes available 90 days after the close of the school year. If the data is not available within 90 days after the close of the school year, the evaluator must use the prior years of data (up to two if available).</p>
Teacher Evidence	<p>Specific observable behaviors that teachers engage in when using particular instructional strategies.</p>
Thin Slices of Behavior	<p>Notable teacher actions that can be observed in a classroom.</p>



# Appendix A

## Florida Educators Accomplished Practices

<https://www.flrules.org/gateway/ruleno.asp?id=6A-5.065>

Click on View Rule

### Quality of Instruction

- 1. Instructional Design and Lesson Planning.** *Applying concepts from human development and learning theories, the effective educator consistently:*
  - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
  - b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
  - c. Designs instruction for students to achieve mastery;
  - d. Selects appropriate formative assessments to monitor learning,
  - e. Uses a variety of data, independently, and in collaboration with colleagues to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
  - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- 2. The Learning Environment.** *To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative, the effective educator consistently:*
  - a. Manages individual and class behaviors through a well-planned management system;
  - b. Conveys high expectations to all students;
  - c. Respects students' cultural, linguistic and family background;
  - d. Models clear, acceptable oral and written communication skills;
  - e. Maintains a climate of openness, inquiry, fairness and support;
  - f. Integrates current information and communication technologies;
  - g. Adapts the learning environment to accommodate the differing needs and diversity of students; and
  - h. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
- 3. Instructional Delivery and Facilitation.** *The effective educator consistently utilizes a deep and comprehensive knowledge of the subject:*
  - a. Deliver engaging and challenging lessons;
  - b. Identify gaps in students' subject matter knowledge;
  - c. Employ higher-order questioning techniques;
  - d. Differentiate instruction based on an assessment of student learning needs recognition of individual differences in students;
  - e. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
  - f. Utilize student feedback to monitor instructional needs and to adjust instruction.

### 4. Assessment.

- The effective educator consistently:*
- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
  - b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
  - c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
  - d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
  - e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
  - f. Applies technology to organize and integrate assessment information.

### Continuous Improvement, Responsibility & Ethics

- 1. Continuous Professional Improvement.** *The effective educator consistently:*
  - a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
  - b. Examines and uses data-informed research to improve instruction and student achievement;
  - c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
  - d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
  - e. Implements knowledge and skills learned in professional development in the teaching and learning process.
- 2. Professional Responsibility and Ethical Conduct.** *Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.*





# Appendix B

## Learning Map, Page 1

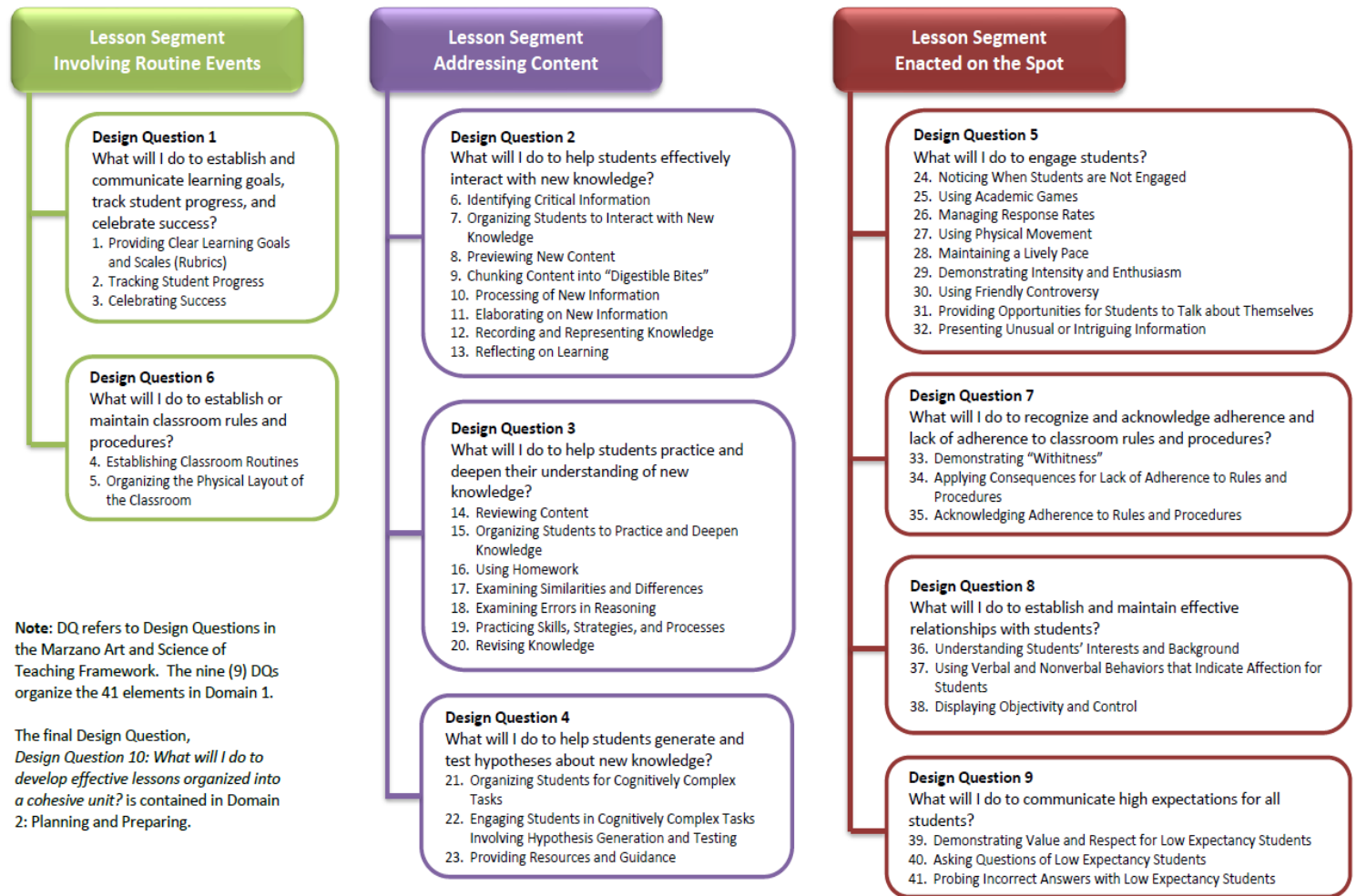
[http://www.marzanoevaluation.com/files/Day\\_1/LearningMap\\_4Domains.pdf](http://www.marzanoevaluation.com/files/Day_1/LearningMap_4Domains.pdf)

### Marzano Art and Science of Teaching Framework Learning Map



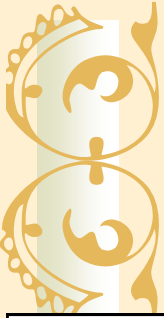
#### Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



#### Implementation Schedule

- Year 1 SY 2011-12: Design Questions 1 and 6
- Year 2 SY 2012-13: Adding Design Question 2, 5, 7, 8
- Year 3 SY 2013-14: Adding Design Questions 3, 4, 9



# Appendix B

## Learning Map, Page 2

[http://www.marzanoevaluation.com/files/Day\\_1/LearningMap\\_4Domains.pdf](http://www.marzanoevaluation.com/files/Day_1/LearningMap_4Domains.pdf)

### Marzano Art and Science of Teaching Teacher Evaluation Model

#### DOMAIN 2: PLANNING AND PREPARING

##### Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information within Lessons
2. Lessons within Units
3. Attention to Established Content Standards

##### Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources
2. Use of Available Technology

##### Planning and Preparing for Special Needs of Students

1. Needs of English Language Learners
2. Needs of Special Education Students
3. Needs of Students Who Lack Support for Schooling

#### DOMAIN 3: REFLECTING ON TEACHING

##### Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness
2. Evaluating the Effectiveness of Individual Lessons and Units
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

##### Developing and Implementing a Professional Growth Plan

1. Developing a Written Growth and Development Plan
2. Monitoring Progress Relative to the Professional Growth and Development Plan

#### DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

##### Promoting a Positive Environment

1. Promoting Positive Interactions with Colleagues
2. Promoting Positive Interactions about Students and Parents

##### Promoting Exchange of Ideas and Strategies

1. Seeking Mentorship for Areas of Need or Interest
2. Mentoring Other Teachers and Sharing Ideas and Strategies

##### Promoting District and School Development

1. Adhering to District and School Rules and Procedures
2. Participating in District and School Initiatives

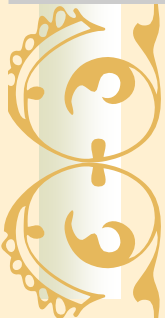
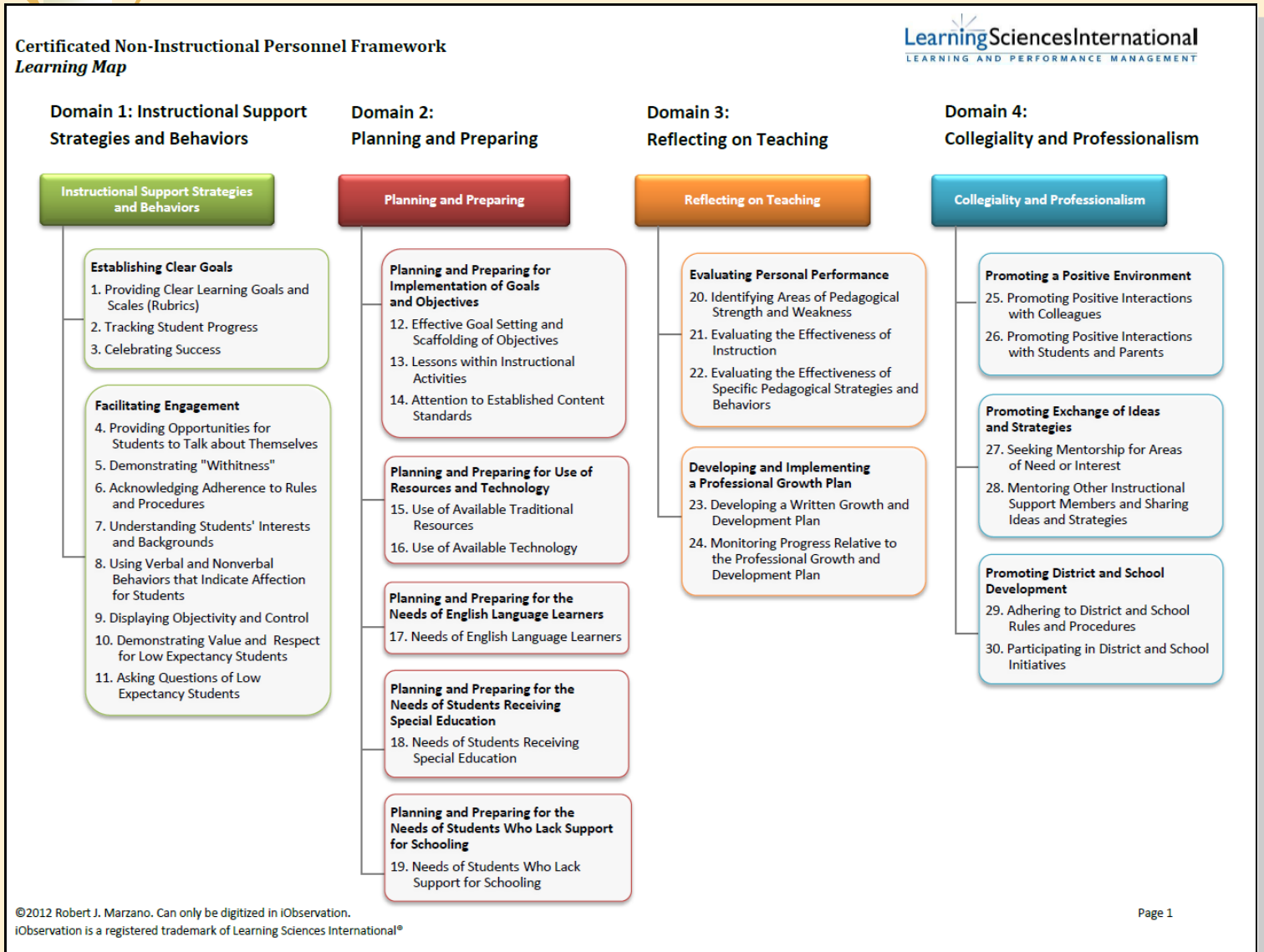




# Appendix B

## Learning Map for Non-Instructional Personnel

Audiologists, Behavior Specialists, Diagnosticians, District Staffing Specialists,  
Mental Health Counselors, Psychologists and Social Workers.



# Appendix C

## Pre and Post Conference Forms

Log onto iObservation  
(Personnel number @ ocps.net)  
12345@ocps.net  
(type password)

Click Collaborate

Click on Pre/Post Conference

The screenshot shows the iObservation website interface. At the top left is the iObservation logo, a division of Learning Sciences International, with the tagline 'ADVANCING PROFESSIONAL GROWTH'. Below the logo is a navigation menu with tabs for Home, Observations, Collaborate, Growth Plans, Resource Library, Reports, Evaluations, and Manage. The 'Collaborate' tab is selected. The main content area is titled 'Collaborate' and contains the text: 'Create your own learning communities within the system to enhance face-to-face conversations conveniently online. Share ideas and celebrate successes with each other!'. Below this is a 'Did you know?' section with a paragraph about asynchronous discussions. To the right, under 'Start Collaborating Now:', there are three links: 'View Pre/Post Conferences', 'View Conferences', and 'View Discussions'. At the bottom, there are four buttons: 'Collaborate', 'Pre/Post Conferences', 'Conferences', and 'Discussions'. Two arrows point from the text above to the 'Collaborate' button and the 'Pre/Post Conferences' button.



# Appendix C

## Domain 1 Observation Forms

Teachers shall be observed on Design Questions 1, 2, 5, 6, 7 and 8

Log onto iObservation

(Personnel number @ ocps.net)

12345@ocps.net

(type password)

The screenshot shows the iObservation web application interface. At the top, the logo for iObservation is displayed, along with the text "a division of Learning Sciences International" and "ADVANCING PROFESSIONAL GROWTH". Below the logo is a navigation menu with the following items: Home, Observations, Collaborate, Growth Plans, Resource Library, Reports, Evaluations, and Manage. The "Observations" menu item is highlighted. The main content area is titled "Observations" and contains the following text: "Observations define the process of observing and providing feedback to professionals in their practice to help them grow. This includes classroom visits by administrators, peers, mentors and coaches. Users can also conduct observations on themselves." Below this text is a section titled "Did you know?" which states "There are 3 types of observations in the system:" and lists three types: "Self-Observations", "Peer Observations", and "Standard Observations". To the right of the main content area is a section titled "Start Observing Now:" which contains a list of links: "Quick Start Guide", "Preview Forms", "Conduct", "View Saved Drafts", "View Completed", and "View Notebooks". At the bottom of the page is a row of buttons: "Observations", "Preview Forms", "Conduct", "Saved Drafts", "View Completed", and "Notebooks". Two arrows point from text labels to the interface: "Click Observations" points to the "Observations" menu item, and "Click on Preview Forms" points to the "Preview Forms" link in the "Start Observing Now:" section.

Click Observations

Click on Preview Forms

1st screen

Home Observations Collaborate Growth Plans Resource Library Reports Evaluations Manage

### Observations

Observations define the process of observing and providing feedback to professionals in their practice to help them grow. This includes classroom visits by administrators, peers, mentors and coaches. Users can also conduct observations on themselves.

Did you know?

There are 3 types of observations in the system:

- Self-Observations** - any observation conducted by users on themselves
- Peer Observations** - observations conducted by users with the same role in the system (e.g., Learner A observation on Learner B)
- Standard Observations** - all other types of observations (e.g., Building Administrator/Observer observation on Learner)

Start Observing Now:

- [Quick Start Guide](#)
- [Preview Forms](#)
- [Conduct](#)
- [View Saved Drafts](#)
- [View Completed](#)
- [View Notebooks](#)

Observations Preview Forms Conduct Saved Drafts View Completed Notebooks



# Appendix C

## Domain 1 Observation Forms

Teachers shall be observed on Design Questions 1, 2, 5, 6, 7 and 8

Click on an element within the design question to access the form

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

Home Observations Collaborate Growth Plans Resource Library Reports Evaluations Manage

**Preview Domain 1: Classroom Strategies and Behaviors** 2nd screen

[Back to Forms](#)

**Domain 1: Classroom Strategies and Behaviors**

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Copyright Robert J. Marzano

**Lesson Segments Involving Routine Events**

DQ1: Communicating Learning Goals and Feedback

- [Providing Clear Learning Goals and Scales \(Rubrics\)](#)
- [Tracking Student Progress](#)
- [Celebrating Success](#)  
[Student Interview](#)

DQ6: Establishing Rules and Procedures

- [Establishing Classroom Routines](#)
- [Organizing the Physical Layout of the Classroom](#)  
[Student Interview](#)

**Lesson Segments Addressing Content**

DQ2: Helping Students Interact with New Knowledge

- [Identifying Critical Information](#)
- [Organizing Students to Interact with New Knowledge](#)
- [Presenting New Content](#)
- [Chunking Content into "Digestible Bites"](#)
- [Processing New Information](#)
- [Elaborating on New Information](#)
- [Recording and Representing Knowledge](#)
- [Reflecting on Learning](#)  
[Student Interview](#)

DQ3: Helping Students Practice and Deepen New Knowledge

- [Reviewing Content](#)
- [Organizing Students to Practice and Deepen Knowledge](#)
- [Using Homework](#)
- [Examining Similarities and Differences](#)
- [Examining Errors in Reasoning](#)
- [Practicing Skills, Strategies, and Processes](#)
- [Revising Knowledge](#)  
[Student Interview](#)

DQ4: Helping Students Generate and Test Hypotheses

- [Organizing Students for Cognitively Complex Tasks](#)
- [Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing](#)
- [Providing Resources and Guidance](#)  
[Student Interview](#)

**Lesson Segments Enacted on the Spot**

DQ5: Engaging Students

- [Noticing when Students are not Engaged](#)
- [Using Academic Games](#)
- [Managing Response Rates](#)
- [Using Physical Movement](#)
- [Maintaining a Lively Pace](#)
- [Demonstrating Intensity and Enthusiasm](#)
- [Using Friendly Controversy](#)
- [Providing Opportunities for Students to Talk about Themselves](#)
- [Presenting Unusual or Intriguing Information](#)  
[Student Interview](#)

DQ7: Recognizing Adherence to Rules and Procedures

- [Demonstrating "Withitness"](#)
- [Applying Consequences for Lack of Adherence to Rules and Procedures](#)
- [Acknowledging Adherence to Rules and Procedures](#)  
[Student Interview](#)

DQ8: Establishing and Maintaining Effective Relationships with Students

- [Understanding Students' Interests and Background](#)
- [Using Verbal and Nonverbal Behaviors that Indicate Affection for Students](#)
- [Displaying Objectivity and Control](#)  
[Student Interview](#)

DQ9: Communicating High Expectations for All Students

- [Communicating Value and Respect for Low Expectancy Students](#)
- [Asking Questions of Low Expectancy Students](#)
- [Probing Incorrect Answers with Low Expectancy Students](#)  
[Student Interview](#)



# Appendix C

## Observation and Evaluation Form for Registered Nurses

Page 1 of 4

**Copy Distribution:**

- Evaluator
- Evaluatee

**ORANGE COUNTY PUBLIC SCHOOLS  
SCHOOL NURSE  
OBSERVATION FORM TO REPORT  
THE PRELIMINARY EVALUATION AND THE FINAL SUMMATIVE EVALUATION**

Name \_\_\_\_\_ Personnel # \_\_\_\_\_ School Year \_\_\_\_\_

School/Work Location \_\_\_\_\_  Preliminary Evaluation  Final Evaluation  
(check one)

HE = Effective	E = Effective	"NI = Needs Improvement"	U = Unsatisfactory	"NA = Not Applicable"
----------------	---------------	--------------------------	--------------------	-----------------------

**Directions:** Using the rating code above, place the appropriate code in the box next to the school nursing standard named. Specific recommendations for improvement must be included. All indicators may not be applicable to your teaching assignment.

The indicators listed below each standard are meant to give the evaluator best practices indication of competency demonstration. In no way do these indicators represent a fixed number for competency achievement. Each standard is assessed based on total performance. Some indicators may represent more or less importance in evaluating total performance.

The comment section provides an opportunity for documenting outstanding performance and also for identifying specific needs for improvement.

At first indication of an area in need of improvement, either the evaluator or evaluatee may initiate a PROFESSIONAL IMPROVEMENT PLAN in order to resolve the area of concern.

An UNSATISFACTORY rating concludes that one is not demonstrating competency in any manner for that standard and that previous attempts for improvement via the PROFESSIONAL IMPROVEMENT PLAN have failed.

**ASSESSMENT RATINGS AND DESCRIPTIONS**

- |                    |  |
|--------------------|--|
| Highly Effective:  | Shows innovative performance as evidenced by applicable indicators.            |
| Effective:         | Shows competent performance as evidenced by applicable indicators.             |
| Needs Improvement: | Shows less than satisfactory performance in one or more applicable indicators. |
| Unsatisfactory:    | Does not show adequate performance in one or more applicable indicators.       |
| Not Applicable:    | Evaluatee's job performance cannot be measured by this criterion.              |

**Standard I:**  Theory

**Performance Indicators:**

1. Demonstrates evidence of use of theory by sharing information with staff, students, family, professionals and the community to assist change
2. Demonstrates application of theory to practice by use of appropriate techniques and information which governs actions

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Appendix C

## Observation and Evaluation Form for Registered Nurses

Page 2 of 4

**Standard II:**  **Problem Solving**

**Performance Indicators:**

1. **Assessment:** collects and documents information regarding students and gathers additional information from families, staff members, healthcare providers, organizations, and/or the community in a systematic, continuous manner
2. **Diagnosis:** analyzes assessment data to arrive at conclusions which can be documented
3. **Plan:** develops a plan of care
4. **Identify Outcomes:** specifies measurable goals related to nursing and/or medical diagnosis as applicable
5. **Implement:** executes and adequately documents the interventions noted in a plan of care
6. **Evaluate:** systematically and continuously appraises client responses to prescribed interventions
7. **Records data on appropriate records**

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Standard III:**  **Clients Identified with Physical and Psychosocial Problems**

**Performance Indicators:**

1. Possesses knowledge to include, but is not limited to:
  - role of the school nurse
  - common and disabling conditions of childhood
  - national and state laws and judicial decisions applicable to Special Education, and the rights of students and parents
  - school district policy and procedures related to students with special needs
  - existence and nature of local resources designed to meet the health educational needs of the child with special needs
  - the roles of other members of the team assessing the student
  - the effect of chronic illness or disability on student and family
2. Participates in and presents findings, nursing diagnoses, and recommendations at team meetings affecting educational/school health activities
3. Participates in the development of the Individualized Health Plan (IHP)
4. Develops and implements nursing plan of care for students with significant health problems
5. Monitors ongoing health status of students with special needs and uses information gathered to adjust students' health programs as needed
6. Proactively supports the child/student with special health needs
7. Proactively supports the family of the child with special health needs as necessary and appropriate
8. Provides health education and information essential for facilitating inclusion as appropriate
9. Provides information to parents of students with special health needs regarding school policy and procedures related to their child and the child's condition
10. Supervises, trains, and monitors U.A.P.'s (Unlicensed Assistive Personnel) in the performance of skilled nursing procedures where permitted by state and local law and state Nurse Practice Act

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Standard IV:**  **Communication**

**Performance Indicators:**

1. Uses communication as a positive strategy to achieve goals
2. Employs effective expressive and receptive verbal skills
3. Completes written reports to provide continuity and accountability of the program
4. Employs an effective system of data storage, retrieval, and analysis
5. Demonstrates sensitivity to the values of students, families, and staff
6. Demonstrates understanding and clarification of professional and personal values and the impact of such on own professional communication
7. Employs counseling techniques and crisis intervention strategies in interventions with individuals and groups as appropriate
8. Identifies and uses own interpersonal strengths

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Appendix C

## Observation and Evaluation Form for Registered Nurses

Page 3 of 4

**Standard V:**  **Collaboration within the School System**

Performance Indicators:

1. Demonstrates knowledge of the philosophy and/or mission of the school district, the kind and purpose of its curricular and extracurricular activities, and its programs and special services
2. Demonstrates knowledge of the roles of other school professionals
3. Delineates roles and responsibilities of health care professionals and adjunct personnel
4. Demonstrates the ability to dialogue appropriately, and as necessary, regarding ongoing care for students/clients
5. Collaborates with parents or caregivers regarding self-care issues of students/clients
6. Collaborates with other school personnel to meet student health, development, and educational needs
7. Recognizes and utilizes as appropriate and necessary the expertise of other school professionals to meet the needs of students
8. Participates as an integral member of the interdisciplinary team(s)
9. Makes home visits, as necessary, to collect data, plan, implement, and/or evaluate client care
10. Functions as school-home liaison in student/family health concerns
11. Advises administrators and the School Board of collaborative plans of care for students as necessary
12. Provides inservice programs for school personnel regarding universal precautions and other health-related issues as needed
13. Establishes a follow-up mechanism for referral of identified students

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Standard VI:**  **Collaboration with Community Health Systems**

Performance Indicators:

1. Identifies community agencies as resources for students and families and evaluates each for appropriateness for clients needs to include: eligibility criteria, costs, accessibility, and other factors which may impact on services to clients
2. Communicates and networks with community health providers regarding client interventions as appropriate
3. Functions as a school-based case manager when collaborating with community providers as appropriate
4. Functions as a liaison for the school in ongoing school-community agency cooperation and collaboration related to health issues
5. Participates in community health needs assessments as necessary
6. Obtains expert consultation as needed

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Standard VII:**  **Health Education**

Performance Indicators:

1. Participates in the assessment of health education needs for the school community
2. Acts as a resource person to school staff regarding health education and health education material
3. Promotes and participates in the integration of health concepts within the regular school curriculum
4. Promotes and collaborates in the application of health promotion principles within all areas of the school community: food services, custodial, etc.
5. Provides individual health teaching and counseling for students and families as needed
6. Provides health instruction for student, staff, and parent groups
7. Promotes student, staff, and school safety through health education
8. Teaches the principles of health promotion and disease prevention to individuals and groups

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Appendix D—IPDP Form

(used in place of Marzano Growth Plan in Domain 3 in SY 2012-13)

Individual Professional Development Plan for 20\_\_ - 20\_\_

Orange County Public Schools

Teacher \_\_\_\_\_ Administrator \_\_\_\_\_ School \_\_\_\_\_

Focus (School Improvement Goal) \_\_\_\_\_

Student Baseline Data	Needs-based Question for Professional Inquiry	Expected Student Achievement Goal(s)	Related Professional Development Objectives (s)	Related Professional Training & Learning Activities	Classroom Implementation
<i>What specific student achievement data indicates the need for improvement?</i>	<i>In reflecting on this student achievement data, what instructional question(s) come to mind?</i>	<i>What is your expectation of student achievement as a result of your professional development?</i>	<i>What practice(s) will you need to enhance/develop in order to answer your question and meet your stated student achievement goals?</i>	<i>How will you use research-based knowledge and the strategies that will help you achieve your stated professional development objective(s)?</i>	<i>What practices have you implemented in your classroom as a result of your professional development?</i>
(Indicated Classroom Level Data that is disaggregated by student performance level, gender, ethnicity, and/or socio-economic status.)	(Considering this specific student data, formulate a question that will help you improve your practice and student performance.)	(Indicate a <b>measurable</b> result on a <b>specific</b> assessment. Multiple data sources are encouraged.)	(Indicate what <b>you</b> need to know and be able to do it.)	(List activities that you have planned for your personal professional learning.)	(Record strategies as you implement in your classroom.)

**Documented Results:** (completed just prior to final review) \_\_\_\_\_

**How do you plan to share what you have learned in the IPDP process?** (Check all that apply)  Action Research Report

Learning Community Sharing     Sharing at a workshop/conference     Web-based sharing     Dept. or Team Meeting    Other

Initiation \_\_\_\_\_ Teacher Signature \_\_\_\_\_ Administrator Signature \_\_\_\_\_ Interim Review Date(s) \_\_\_\_\_  
(Date) (Optional)

Final Review \_\_\_\_\_ Teacher Signature \_\_\_\_\_ Administrator Signature \_\_\_\_\_ Student Achievement Goal(s) accomplished?  
 Yes     No     To be continued

Comments \_\_\_\_\_

# Appendix E

ORANGE COUNTY PUBLIC SCHOOLS  
INSTRUCTIONAL PERSONNEL  
PROFESSIONAL IMPROVEMENT PLAN

NAME OF TEACHER \_\_\_\_\_ NAME OF SCHOOL \_\_\_\_\_

ADMINISTRATOR'S NAME: \_\_\_\_\_

\*COMPETENCY AREA/DOMAIN I, II, III, IV \_\_\_\_\_

DATE PLAN INITIATED \_\_\_\_\_ EXPECTED COMPLETION DATE \_\_\_\_\_

PRIORITY	SPECIFIC STRATEGIES TO BE IMPROVED	IMPROVEMENT OBJECTIVE	ACTION PLAN/TIMELINE	ASSISTANCE TO BE PROVIDED
1.				
2.				
3.				
4.				
5.				
6.				


Type of Observation	Observation Dates	Teacher Signature & Date	Observer Signature & Date	Type of Conference	Conference Dates	Teacher Signature & Date	Administrator Signature & Date
				Initial Session			
Informal #1							
Informal #2				Conference #1			
Informal #3							
Formal #1				Conference #2			
Informal #4							
Informal #5							
Formal #2				Conference #3			
Informal #6							
Informal #7							
Formal #3				Conference #4			

ADEQUATE IMPROVEMENT:      SHOWN \_\_\_\_\_      NOT SHOWN \_\_\_\_\_

Teacher Signature \_\_\_\_\_/Date \_\_\_\_\_      Administrator Signature \_\_\_\_\_/Date \_\_\_\_\_

*\*Individual Plans should not be written for more than one design question. Multiple plans can be written, but each should be specific to an area identified for improvement. The signature of the teacher does not necessarily imply agreement with the professional improvement plan, but rather acknowledges that it has been discussed with the administrator.*





## Appendix F

### Marzano Action Research

The Marzano Evaluation Model is supported by the Florida Department of Education (DOE). The Model is based on a number of previous, related works found in appendix that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). The Marzano model does not require a new set of skills or strategies; instead it embeds the Orange County Public Schools initiatives that are a part of the Framework for Teaching and Learning such as Professional Learning Communities, Response to Intervention, Lesson Study, and the Florida Continuous Improvement Model.

The Marzano Evaluation Model was designed using thousands of studies conducted over the past five or more decades and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted that establish a more direct causal linkages with enhanced student achievement than can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Research documents that were provided to the FLDOE are: *Research Base and Validation Studies on the Marzano Evaluation Model (2011)*, *Instructional Strategies Report: Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies (August, 2009)*. Additional information is provided at [www.marzanoevaluation.com](http://www.marzanoevaluation.com).