

ONE VISION  ONE VOICE

INSTRUCTIONAL
PERSONNEL
EVALUATION SYSTEM

Procedures Manual

2011-2012



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. For the 2011-12 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

1. Percentage of VAM to use

FCAT Teachers & Non FCAT teachers with FCAT Students:

40% with less than 3 years of data

Other School Based Instructional Personnel & District-level Personnel:

Treat the same as FCAT & Non-FCAT Teachers

2. Cut scores

For FCAT Teachers & Non-FCAT Teachers who have students taking the FCAT

<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

3. Models for use of scores for each instructional category

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

4. Cell size-Non FCAT teachers w/ FCAT students

Elementary	8 students min
Middle	22 students min
High	25 students min
ESE	8 students min

5. Inclusion in Overall Evaluation Rating

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 on-line, and support information will be permanently posted on the Professional Development website. Additional resources will be made available through PDS On-line, 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.

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 four designations of teachers in the Marzano model.

Category 1:

Teachers are 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:

Teachers are 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:

Teachers are experienced teachers who have at least three (3) years of teaching experience but who may be:

- 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

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.

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.)

Examples of Measures

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
- Conferences
- Discussions
- Artifacts
- Lesson Study

Domain 4

Collegiality & Professionalism

- Conferences
- Teacher Surveys
- Discussions
- Artifacts

During the preconference the teacher and the evaluator will collaborate on the evidence that will be collected in each Domain during the school year along with a timeline for collection. This may be done individually or in groups.

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 can be announced or unannounced and may or may not include an observation of the full class period. The recommended minimum time for an informal observation is ten (10) minutes. This type of observation will be performed by a trained observer. There is 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 is the primary method for collecting evidence that will be used as a source of data for the summative evaluation. It is not the summative evaluation. The recommended minimum for a formal observation is thirty (30) minutes. This type of observation will be performed by an evaluating administrator. 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 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.

For any teacher new to the OCPS/Marzano evaluation system, the first informal observation may be used as a practice observation and may be used in the evaluation process at the teacher's request.

Category 1 Teacher: 2 Formal, 4 Informal

Category 2A Teacher: 1 Formal, 2 Informal

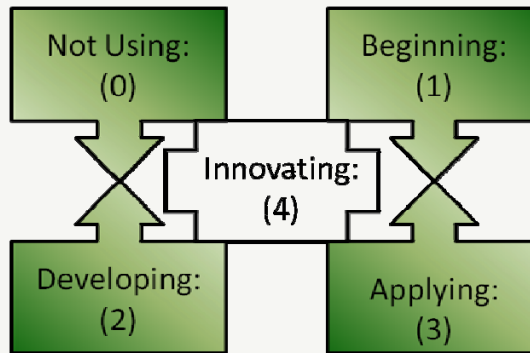
Category 2B Teacher: 2 Formal, 4 Informal

Category 3 Teacher: 4 Formal, 10 Informal

EVALUATION PROCESS (cont.)

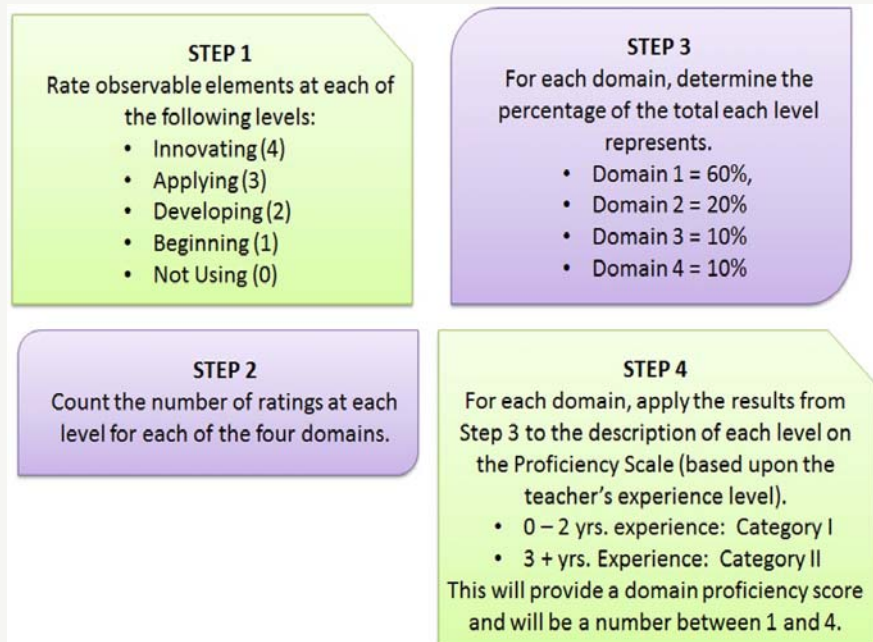
Observation Ratings

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:



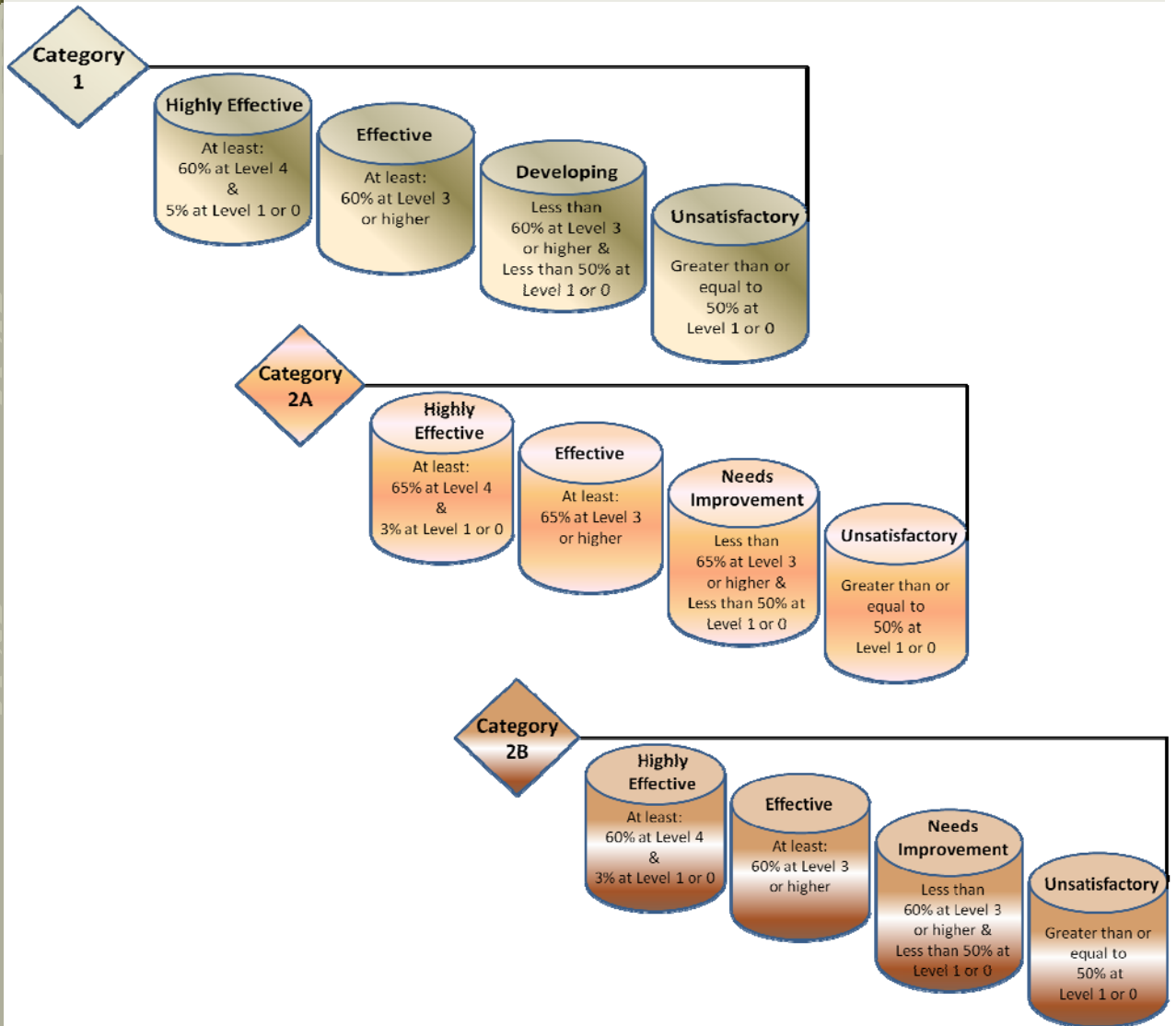
Each source of evidence is rated based upon the rubrics provided by the OCPS/Marzano Evaluation Model on the scale of 0-4 as described above and added to the collection of evidence. Once the teacher has achieved the minimum number of observations/collections of evidence s/he may request and be granted an additional informal observation. All teachers who exceed the minimum number of observations, will automatically have their lowest informal observation score dropped prior to the final summative evaluation. 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 2011-12 school year.

The process is as follows:



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.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
Innovating	Applying	Category I- Developing Category II(a)(b)- In Need of Improvement	Not Using
3.50-4.00	2.50-3.49	1.50-2.49	1.00-1.49

EVALUATION PROCESS (cont.)

DELIBERATE PRACTICE SCORE

In school year 2013-14 and beyond, the Deliberate Practice Score component will be added to the process. The teacher's deliberate practice score reflects his/her progress with specific Elements in the Four Domains of the OCPS/Marzano Art and Science of Teaching framework. In the Deliberate Practice component the teacher will continually self-assess and seek feedback on performance in a specific area. Teachers and their observers will focus on up to three "thin slices" of teaching to focus their efforts, engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement. Teachers and principals may choose to practice with the Deliberate Practice Score component in preparation for its inclusion in the overall score, but it should not be included in the evaluation until 2013-2014. The combination of the Status Score and the Deliberate Practice Score is known as 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. We recognize that a few select instructional personnel are in non-teaching positions. For the initial year of implementation, the Instructional Non-Classroom Personnel listed below will be able to be evaluated in Domains 2, 3, and 4 without modification.

The following positions fall in this category:

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

During the current school year we will examine Domain I for its applicability to the specific job functions in order to determine which Lesson Segments, if any should be included in this evaluation.

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 2011-12 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.

Modifications for Nurses

School Nurses will also be evaluated on an alternate form designed for their specific functions. Please see Appendix B pages 58-61.

DESCRIPTION OF EVALUATION PROCESS

CATEGORY 1 TEACHER

CATEGORY 1 TEACHER

INFORMAL OBSERVATION #1 (Formative)
Conducted after the first 20 days of school
(After September 19, 2011)

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

INFORMAL OBSERVATION #2 (Formative)
Recommended in November

FORMAL OBSERVATION #1 (Formative) AND REVIEW
OF PROGRESS IN THE COLLECTION OF ARTIFACTS
To be conducted by the close of the first semester
(Recommended in November/ December/January)

PRELIMINARY PERFORMANCE EVALUATION UTILIZ-
ING THE OCPS/Marzano Art and Science of Teaching
PRELIMINARY EVALUATION FORM
Conducted by the close of the first semester

INFORMAL OBSERVATION #3 (Formative)
Recommended in January/February

INFORMAL OBSERVATION #4 (Formative)
Recommended in February/March

FORMAL OBSERVATION #2 (Formative)
Recommended in March/April

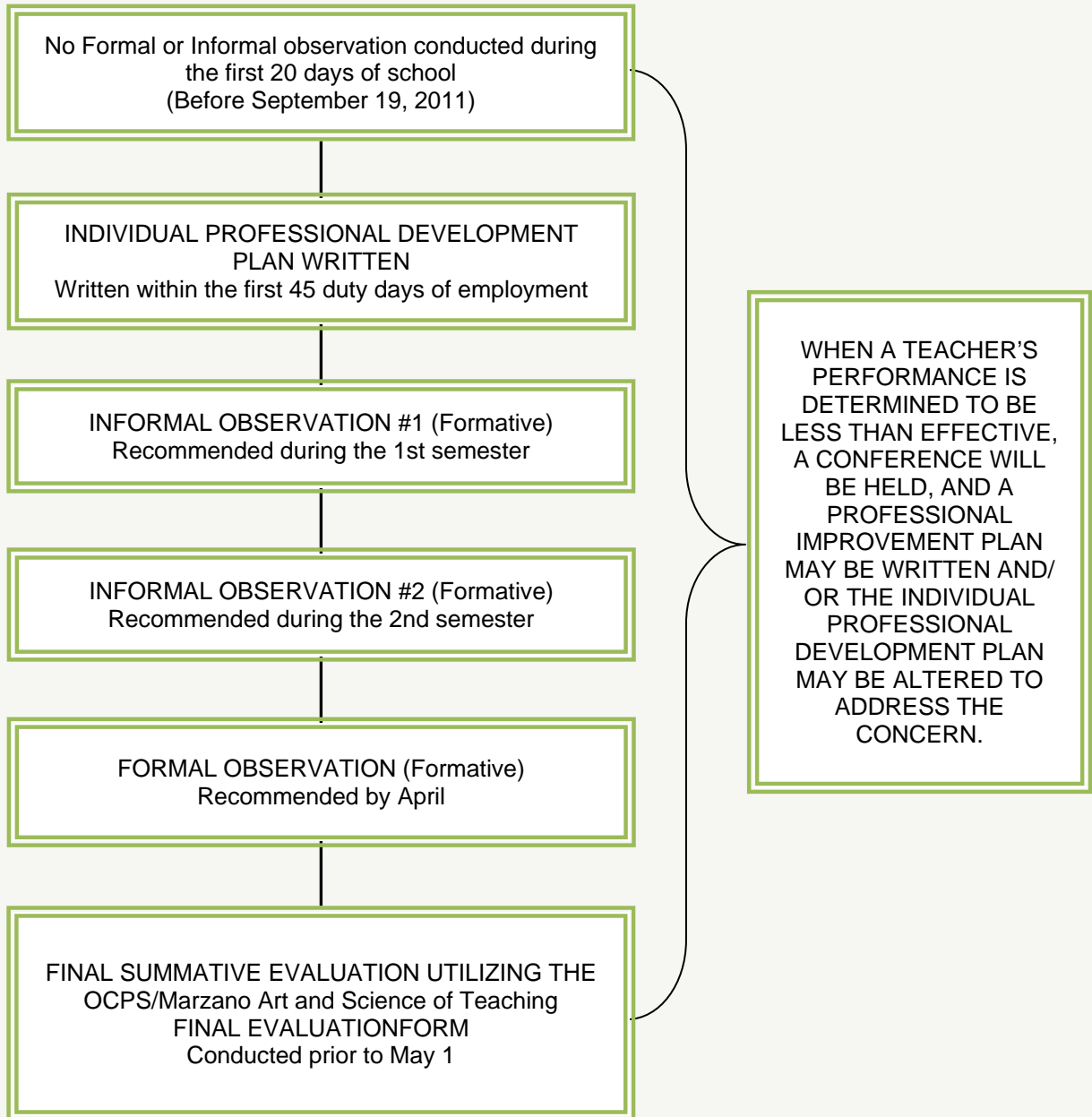
FINAL SUMMATIVE EVALUATION UTILIZING THE
OCPS/Marzano Art and Science of Teaching
FINAL EVALUATION FORM
Conducted prior to May 1

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.

DESCRIPTION OF EVALUATION PROCESS

CATEGORY 2A TEACHER

CATEGORY 2A TEACHER



DESCRIPTION OF EVALUATION PROCESS

CATEGORY 2B TEACHER

CATEGORY 2B TEACHER

INFORMAL OBSERVATION #1 (Formative)
Conducted after the first 20 days of school
(After September 19, 2011)

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

INFORMAL OBSERVATION #2 (Formative)
Recommended in November

FORMAL OBSERVATION #1 (Formative) AND RE-
VIEW OF PROGRESS IN THE COLLECTION OF
ARTIFACTS
To be conducted by the close of the first semester
(Recommended in November/ December/January)

PRELIMINARY SUMMATIVE EVALUATION UTILIZ-
ING THE OCPS/Marzano Art and Science of Teaching
PRELIMINARY EVALUATION FORM
Conducted by the end of the first semester

INFORMAL OBSERVATION #3 (Formative)
Recommended in January/February

INFORMAL OBSERVATION #4 (Formative)
Recommended in February/March

FORMAL OBSERVATION #2 (Formative)
Recommended in March/April

FINAL SUMMATIVE EVALUATION UTILIZING THE
OCPS/Marzano Art and Science of Teaching
FINAL EVALUATION FORM
Conducted prior to May 1

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.

DESCRIPTION OF EVALUATION PROCESS

(Teachers on a Professional Improvement Plan)
 Requires 4 Formal Observations, 10 Informal Observations

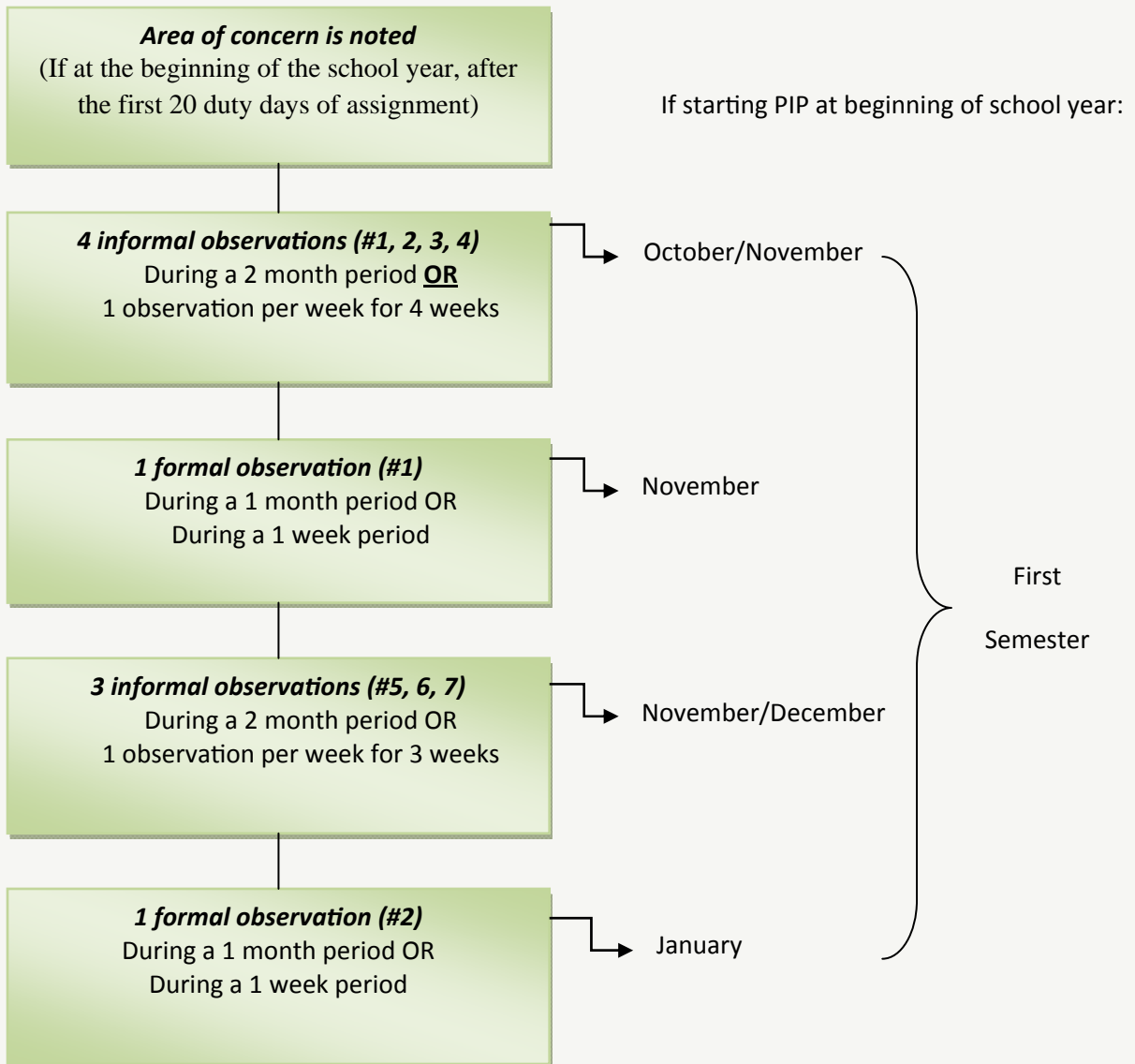
Duration: 14 weeks to 8-9 school months

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. Times noted are the longest (8-9 months) and shortest (14 weeks) length of time to complete a Professional Improvement Plan.

CATEGORY 3 TEACHER

CATEGORY 3 TEACHER

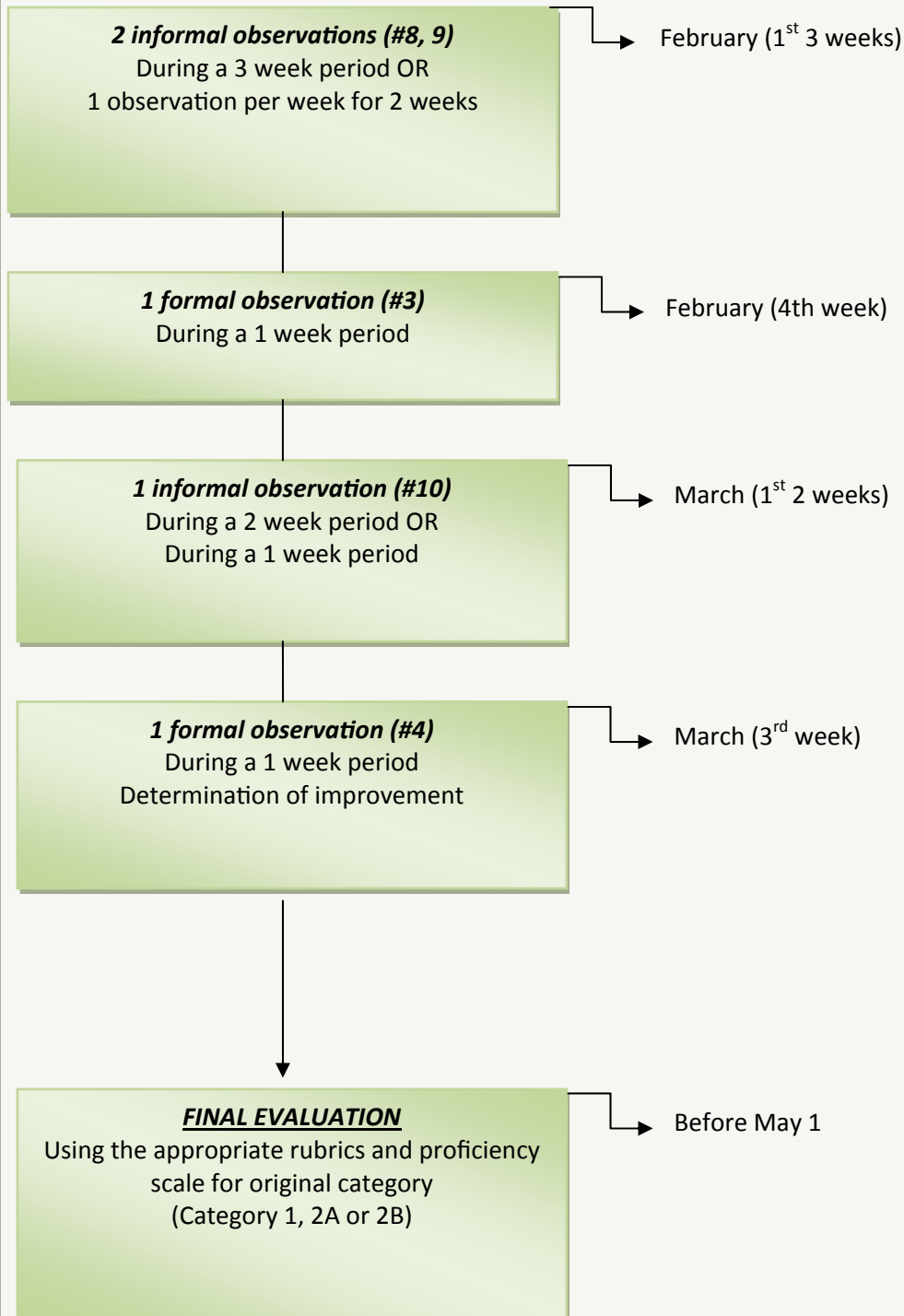
Correction Phase of PIP



DESCRIPTION OF EVALUATION PROCESS

Monitoring Phase of PIP

If starting PIP at beginning of school year (cont.):



PROFESSIONAL IMPROVEMENT PLAN (PIP) GUIDELINES

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 14 weeks to 8-9 school months. The timeline may be extended as outlined in Article X (CTA Contract).

An original plan may continue into the following school year if the timeline of the plan is so designed.

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.

A PIP may be written for the following reasons:

- 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
- 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 seven (7) conferences are required and shall follow two (2) observations, whether the observations are formal or informal.

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.
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	<p>Florida Educator Accomplished Practices embody three essential principles:</p> <ol style="list-style-type: none"> 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. 2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. 3. The effective educator exemplifies the standards of the profession. There are 6 accomplished practices: <ol style="list-style-type: none"> 1. Quality Instruction 2. The Learning Environment 3. Instructional Delivery and Facilitation 4. Assessment 5. Continuous Improvement, Responsibility and Ethics 6. Professional Responsibility and Ethical Conduct
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 (cont.)

Focused Practice	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.
Formal Observation	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).
Guiding Questions	Questions that lead you to the Essential Question. They often point toward a specific answer, factual knowledge and a definite answer.
High Probability Strategies	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.
Informal Observation	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.

GLOSSARY OF TERMS (cont.)

Learning Goals/ Objectives	<p>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.</p>
Lesson Segment	<p>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:</p> <ul style="list-style-type: none"> • Involving Routine Events • Addressing Content • Enacted on the Spot
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 14 weeks to 8-9 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	<p>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.</p>

GLOSSARY OF TERMS (cont.)

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"> Innovating Applying Developing Beginning Not Using
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"> Domain 1—Classroom Strategies and Behaviors Domain 2—Planning & Preparing Domain 3—Reflecting on Teaching Domain 4—Collegality & Professionalism
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 2011-12 school year, 60% of the summative evaluation will be based upon the status score (only) 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

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.

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

- 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

Evaluation Criteria—Learning Map for Classroom Teachers

http://www.marzanoevaluation.com/files/Day_1/LearningMap_4Domains.pdf

See next page



Appendix B

Evaluation Criteria—Learning Map for Classroom Teachers and Non-Teaching Educators

http://www.marzanoevaluation.com/files/Day_1/LearningMap_4Domains.pdf

See next page

Appendix C

Observation Forms

1. Planning Conference Structured Interview Form – pp 29-30
http://www.marzanoevaluation.com/files/domain2/AST_Planning_ConferenceA.pdf
2. Reflection Conference Structured Interview Form — pp 31-32
http://www.marzanoevaluation.com/files/domain2/AST_Reflection_ConferenceA.pdf
3. Domain 1, Design Question 1 — pp 33-36
http://www.marzanoevaluation.com/files/domain1/Marzano_AST_Domain1_Routines_LongForm.pdf
4. Domain 1, Design Question 6 — pp 37-38
http://www.marzanoevaluation.com/files/domain1/Marzano_AST_Domain1_Content_LongForm.pdf
5. Domain 2 — pp 39-46
[http://www.marzanoevaluation.com/files/Marzano_AST_Domain2_LongForm\(3\).pdf](http://www.marzanoevaluation.com/files/Marzano_AST_Domain2_LongForm(3).pdf)
6. Domain 3 — pp 47-51
http://www.marzanoevaluation.com/files/domain3/Marzano_AST_Domain3_LongForm.pdf
7. Domain 4 — pp 52-57
http://www.marzanoevaluation.com/files/domain4/Marzano_AST_Domain4_LongForm.pdf
8. Observation/Evaluation Report for School Nurses — pp 58-61

Appendix C

Planning Conference Form

(to be used before a Formal Observation, Domain I, Design Question 1)

Page 1

Art and Science of Teaching Teacher Evaluation Framework
Planning Conference Structured Interview Form A

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

Classroom Demographics		
Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.)		
Answer:		
Routine Events		
1. What will you do to establish learning goals, track student progress and celebrate success for this lesson?		
Answer:		
2. What will you do to establish or maintain classroom rules and procedures for this lesson?		
Answer:		
Content		
Please consider the following questions as appropriate for the lesson being observed		
3. What will you do to help students effectively interact with new knowledge?	4. What will you do to help students practice new knowledge?	5. What will I do to help students generate and test hypothesis about new knowledge?
Answer:		

Appendix C

Planning Conference Form

(to be used before a Formal Observation, Domain I, Design Question 1))

Page 2

Art and Science of Teaching Teacher Evaluation Framework
Planning Conference Structured Interview Form A

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Enacted on the Spot	
6. What will you do to engage students in the lesson?	
Answer:	
7. What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures?	
Answer:	
8. What will I do to establish and maintain effective relationships with students during this lesson?	
Answer:	
9. What will I do to communicate high expectations to students within the lesson?	
Answer:	
10. How will this lesson be organized as part of a cohesive unit?	
Answer:	

Appendix C

Reflection Conference Form

(to be used after a Formal Observation, Domain I, Design Question 1))

Page 1

Art and Science of Teaching Teacher Evaluation Framework
Reflection Conference Structured Interview Form A

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Name of Teacher: _____ Name of Observer: _____

Planning Conference Date: ____ Observation Date: ____ Reflection Conference Date: ____

Instructions: Please bring student work, assessments, scoring guides, and/or rubrics to the reflection conference and be prepared to discuss the following questions

General Reflection		
Overall, how do you think the lesson went and why?		
Answer:		
Routine Events		
1. In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?		
Answer:		
2. To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?		
Answer:		
Content		
3. How did the strategies you used to introduce new content to students support student learning?	4. How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?	5. How did the strategies you used to help students generate and test hypotheses about new knowledge support student learning?
Answer:	Answer:	Answer:

Appendix C

Reflection Conference Form

(to be used after a Formal Observation, Domain I, Design Question 1))

Page 2

Art and Science of Teaching Teacher Evaluation Framework
Reflection Conference Structured Interview Form A

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Enacted on the Spot
6. Which techniques for engaging students were most successful? Which techniques were not successful?
Answer:
7. How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures?
Answer:
8. What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationships with students?
Answer:
9. What specific actions did you take to communicate high expectations for students? How did these impact students learning?
Answer:
10. How will this lesson inform changes to your instructional plan?
Answer:

Appendix C—Observation Forms

Domain 1, Design Question 1 (page 1)

Marzano Protocol: Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

Appendix C—Observation Forms

Domain 1, Design Question 1 (page 2)

2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence

- Teacher helps student track their individual progress on the learning goal
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher charts the progress of the entire class on the learning goal

Student Evidence

- When asked, students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment, that address unique student needs and situations?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

Appendix C—Observation Forms

Domain 1, Design Question 1 (page 3)

3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Teacher Evidence

- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
 - Show of hands
 - Certification of success
 - Parent notification
 - Round of applause

Student Evidence

- Student show signs of pride regarding their accomplishments in the class
- When asked, students say they want to continue to make progress

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	Adapts and creates new strategies for unique student needs and situations.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	How can you begin to incorporate some aspects of this strategy into your instruction?

Appendix C—Observation Forms

Domain 1, Design Question 1 (page 4)

4. Student Interviews

Student Questions:

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal.

Appendix C—Observation Forms

Domain 1, Design Question 6 (page 1)

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

1. Establishing Classroom Routines

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

Teacher Evidence

- Teacher involves students in designing classroom routines
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used

Student Evidence

- Students follow clear routines during class
- When asked, students can describe established rules and procedures
- When asked, students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their own behavior

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing classroom routines	Adapts and creates new strategies for unique student needs and situations.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Establishing classroom routines	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How can you establish and review expectations regarding rules and procedures?	How can you begin to incorporate some aspects of this strategy into your instruction?

Appendix C—Observation Forms

Domain 1, Design Question 6 (page 2)

2. Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

Teacher Evidence

- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning:
 - Bulletin boards relate to current content
 - Students work is displayed

Student Evidence

- Students move easily about the classroom
- Students make use of materials and learning centers
- Students attend to examples of their work that are displayed
- Students attend to information on the bulletin boards
- Students can easily focus on instruction

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing the physical layout of the classroom	Adapts and creates new strategies for unique student needs and situations.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing the physical layout of the classroom	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and focus on learning that address unique student needs and situations?	In addition to organizing the physical layout of the classroom to facilitate movement and focus on learning, how can you monitor the impact of the environment on student learning?	How can you organize the physical layout of the classroom to facilitate movement and focus on learning?	How can you begin to incorporate some aspects of this strategy into your instruction?

3. Student Interviews

Student Questions:

- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?

Appendix C—Observation Forms

Domain 2 (page 1)

Art and Science of Teaching Teacher Evaluation Model: Domain 2: Planning and Preparing

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success

Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information within Lessons

Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.

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

Scale

Planning Evidence

- Content is organized to build upon previous information
- Presentation of content is logical and progresses from simple to complex
- Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units
- The plan anticipates potential confusions that students may experience

Teacher Evidence

- When asked, the teacher can describe the rationale for how the content is organized
- When asked, the teacher can describe the rationale for the sequence of instruction
- When asked, the teacher can describe how content is related to previous lessons, units or other content
- When asked, the teacher can describe possible confusions that may impact the lesson or unit

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Effective Scaffolding of Information within Lessons	The teacher is recognized leader in helping others with this activity	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece	The teacher scaffolds the information but the relationship between the content is not clear	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 2 (page 2)

Art and Science of Teaching
Teacher Evaluation Model: Domain 2: Planning and Preparing

2. Lessons within Units													
<p>The teacher organizes lessons within units to progress toward a deep understanding of content.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>												
<p>Planning Evidence</p> <p> <input type="checkbox"/> Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways <input type="checkbox"/> Plans incorporate student choice and initiative <input type="checkbox"/> Plans provide for extension of learning </p>	<p>Teacher Evidence</p> <p> <input type="checkbox"/> When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content <input type="checkbox"/> When asked, the teacher can describe how students will make choices and take initiative <input type="checkbox"/> When asked, the teacher can describe how learning will be extended </p>												
<p>Scale</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d9d9d9;"> <th style="width: 15%;"></th> <th style="width: 15%;">Innovating</th> <th style="width: 15%;">Applying</th> <th style="width: 15%;">Developing</th> <th style="width: 15%;">Beginning</th> <th style="width: 15%;">Not Using</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 5px;">Lessons within Units</td> <td style="padding: 5px;">The teacher is a recognized leader in helping others with this activity</td> <td style="padding: 5px;">The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks</td> <td style="padding: 5px;">The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways</td> <td style="padding: 5px;">The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td> <td style="padding: 5px;">The teacher makes no attempt to perform this activity</td> </tr> </tbody> </table>			Innovating	Applying	Developing	Beginning	Not Using	Lessons within Units	The teacher is a recognized leader in helping others with this activity	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
	Innovating	Applying	Developing	Beginning	Not Using								
Lessons within Units	The teacher is a recognized leader in helping others with this activity	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity								

Appendix C—Observation Forms

Domain 2 (page 3)

Art and Science of Teaching
Teacher Evaluation Model: Domain 2: Planning and Preparing

3. Attention to Established Content Standards					
<p>The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>				
<p>Planning Evidence</p> <p><input type="checkbox"/> Lesson and unit plans include important content identified by the district (scope)</p> <p><input type="checkbox"/> Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district</p>	<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can identify or reference the important content (scope) identified by the district</p> <p><input type="checkbox"/> When asked, the teacher can describe the sequence of the content to be taught as identified by the district</p>				
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Attention to Established Content Standards	The teacher is a recognized leader in helping others with this activity	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 2 (page 4)

Art and Science of Teaching

Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources

The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.

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

Scale

Planning Evidence

- The plan outlines resources within the classroom that will be used to enhance students' understanding of the content
- The plan outlines resources within the school that will be used to enhance students' understanding of the content
- The plan outlines resources within the community that will be used to enhance students' understanding of the content

Teacher Evidence

- When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Use of Available Traditional Resources	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used	The teacher identifies the available traditional resources that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 2 (page 5)

Art and Science of Teaching
Teacher Evaluation Model: Domain 2: Planning and Preparing

2. Use of Available Technology													
<p>The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>												
<p>Planning Evidence</p> <p><input type="checkbox"/> The plan identifies available technology that will be used:</p> <ul style="list-style-type: none"> • Interactive whiteboards • Response systems • Voting technologies • One-to-one computers • Social networking sites • Blogs • Wikis • Discussion Boards <p><input type="checkbox"/> The plan identifies how the technology will be used to enhance student learning</p>	<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the technology that will be used</p> <p><input type="checkbox"/> When asked, the teacher can articulate how the technology will be used to enhance student learning</p>												
<p>Scale</p> <table border="1"> <thead> <tr> <th></th> <th>Innovating</th> <th>Applying</th> <th>Developing</th> <th>Beginning</th> <th>Not Using</th> </tr> </thead> <tbody> <tr> <td>Use of Available Technology</td> <td>The teacher is a recognized leader in helping others with this activity</td> <td>The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used</td> <td>The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used</td> <td>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td> <td>The teacher makes no attempt to perform this activity</td> </tr> </tbody> </table>			Innovating	Applying	Developing	Beginning	Not Using	Use of Available Technology	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
	Innovating	Applying	Developing	Beginning	Not Using								
Use of Available Technology	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity								

Appendix C—Observation Forms

Domain 2 (page 6)

Art and Science of Teaching
Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for the Needs of English Language Learners

1. Needs of English Language Learners

<p>The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>
--	---

<p>Planning Evidence</p> <p><input type="checkbox"/> The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson</p> <p><input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction</p>	<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson</p> <p><input type="checkbox"/> When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction</p>
---	--

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Needs of English Language Learners	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of English Language Learners and the adaptations that will be made to meet these needs	The teacher identifies the needs of English Language Learners but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 2 (page 7)

Art and Science of Teaching

Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for Needs of Students Receiving Special Education

1. Needs of Students Receiving Special Education													
<p>The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>												
<p>Planning Evidence</p> <p><input type="checkbox"/> The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP) for a lesson</p> <p><input type="checkbox"/> The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction</p>	<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson</p> <p><input type="checkbox"/> When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction</p>												
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	Innovating	Applying	Developing	Beginning	Not Using								
Needs of Students Receiving Special Education	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students receiving special education and the accommodations and modifications that will be made to meet these needs	The teacher identifies the needs of students receiving special education but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity								

Appendix C—Observation Forms

Domain 2 (page 8)

Art and Science of Teaching
Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for Needs of Students Who Lack Support for Schooling

1. Needs of Students Who Lack Support for Schooling

The teacher identifies the needs of students who come from home environments that offer little support for schooling.

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

Scale

Planning Evidence

- The plan provides for the needs of students who come from home environments that offer little support for schooling
- When assigning homework, the teacher takes into consideration the students' family resources
- When communicating with the home, the teacher takes into consideration family and language resources

Teacher Evidence

- When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
- When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework
- When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Needs of Students Who Lack Support for Schooling	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 3 (page 1)

Art and Science of Teaching
Teacher Evaluation Model: Domain 3: Reflecting on Teaching

Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

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

Scale

Teacher Evidence

- The teacher identifies specific areas of strengths and weaknesses within Domain 1
- The teacher keeps track of specifically identified focus areas for improvement within Domain 1
- The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
- When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying Areas of Pedagogical Strength and Weakness	The teacher is a recognized leader in helping others with this activity	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 3 (page 2)

Art and Science of Teaching

Teacher Evaluation Model: Domain 3: Reflecting on Teaching

2. Evaluating the Effectiveness of Individual Lessons and Units

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

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

Scale

Teacher Evidence

- The teacher gathers and keeps records of his or her evaluations of individual lessons and units
- When asked, the teacher can explain the strengths and weaknesses of specific lessons and units
- When asked, the teacher can explain the alignment of the assessment tasks and the learning goals
- When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the Effectiveness of Individual Lessons and Units	The teacher is a recognized leader in helping others with this activity	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 3 (page 3)

Art and Science of Teaching
Teacher Evaluation Model: Domain 3: Reflecting on Teaching

3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

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

Scale

Teacher Evidence

- The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- The teacher provides a written analysis of specific causes of success or difficulty
- When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	The teacher is a recognized leader in helping others with this activity	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 3 (page 4)



Art and Science of Teaching

Teacher Evaluation Model: Domain 3: Reflecting on Teaching

Developing and Implementing a Professional Growth Plan

1. Developing a Written Growth and Development Plan

The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.

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

Scale

Teacher Evidence

- The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
- When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Developing a Written Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 3 (page 5)

Art and Science of Teaching
Teacher Evaluation Model: Domain 3: Reflecting on Teaching

2. Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable Scale
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Teacher Evidence

The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Monitoring Progress Relative to the Professional Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines but does not make modifications or adaptations as needed	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 4 (page 1)

Art and Science of Teaching
Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

1. Promoting Positive Interactions with Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

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

Scale

Teacher Evidence

- The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
- The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher accesses available expertise and resources to support students' learning needs
- When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions with Colleagues	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 4 (page 2)

Art and Science of Teaching

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

2. Promoting Positive Interactions about Students and Parents

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

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

Scale

Teacher Evidence

- The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- The teacher encourages parent involvement in classroom and school activities
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- The teacher uses multiple means and modalities to communicate with families
- The teacher responds to requests for support, assistance and/or clarification promptly
- The teacher respects and maintains confidentiality of student/family information
- When asked, the teacher can describe instances when he or she interacted positively with students and parents.
- When asked, students and parents can describe how the teacher interacted positively with them
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions about Students and Parents	The teacher is a recognized leader in helping others with this activity	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 4 (page 3)

Art and Science of Teaching
Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

Promoting Exchange of Ideas and Strategies

1. Seeking Mentorship for Areas of Need or Interest					
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.			<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable		
<p><u>Scale</u></p>					
Teacher Evidence					
<input type="checkbox"/> The teacher keeps track of specific situations during which he or she has sought mentorship from others <input type="checkbox"/> The teacher actively seeks help and input in Professional Learning Community meetings <input type="checkbox"/> The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction <input type="checkbox"/> When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction					
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Seeking Mentorship for Areas of Need or Interest	The teacher is a recognized leader in helping others with this activity	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 4 (page 4)

Art and Science of Teaching

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

2. Mentoring Other Teachers and Sharing Ideas and Strategies

The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.

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

Scale

Teacher Evidence

- The teacher keeps tracks of specific situations during which he or she mentored other teachers
- The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- When asked, the teacher can describe specific situations in which he or she has mentored colleagues

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Mentoring Other Teachers and Sharing Ideas and Strategies	The teacher is a recognized leader in helping others with this activity	The teacher provides other teachers with help and input regarding classroom strategies and behaviors	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 4 (page 5)

Art and Science of Teaching

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

Promoting District and School Development

1. Adhering to District and School Rules and Procedures

The teacher is aware of the district's and school's rules and procedures and adheres to them.

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

Scale

Teacher Evidence

- The teacher performs assigned duties
- The teacher follows policies, regulations and procedures
- The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
- The teacher fulfills responsibilities in a timely manner
- The teacher understands legal issues related to students and families
- The teacher demonstrates personal integrity
- The teacher keeps track of specific situations in which he or she adheres to rules and procedures

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Adhering to District and School Rules and Procedures	The teacher is a recognized leader in helping others with this activity	The teacher is aware of district and school rules and procedures and adheres to them	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C—Observation Forms

Domain 4 (page 6)

Art and Science of Teaching

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

2. Participating in District and School Initiatives

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

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

Scale

Teacher Evidence

- The teacher participates in school activities and events as appropriate to support students and families
- The teacher serves on school and district committees
- The teacher participates in staff development opportunities
- The teacher works to achieve school and district improvement goals
- The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives
- When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Participating in District and School Initiatives	The teacher is a recognized leader in helping others with this activity	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability	The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Appendix C

Observation and Evaluation Form for Nurses Page 1

Copy Distribution:

- Evaluator
- Evaluatee

**ORANGE COUNTY PUBLIC SCHOOLS
SCHOOL NURSE
OBSERVATION / FINAL SUMMATIVE EVALUATION REPORT**

Name _____ Personnel # _____ School Year _____
School/Work Location _____
 Preliminary Assessment (check one) Final Assessment
 Probationary Continued
Employment Status (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 Nurses

Page 2

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 Nurses

Page 3

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 C

Observation and Evaluation Form for Nurses Page 4

Standard VIII: **Professional Responsibility**

Performance Indicators:

1. Participates in continuing education programs to increase knowledge and update skills, when applicable, and maintain certification and licensure
2. Demonstrates knowledge of the legal and ethical aspects of nursing practice
3. Maintains professional responsibility, accountability, and behavior
4. Demonstrates sensitivity to the organizational structure of the school system

Comments:

Overall Assessment Rating (check one): HE = Effective E = Effective with Recommendations
 NI = Needs Improvement U = Unsatisfactory

Evaluator's Signature _____ Date _____

Evaluatee's Signature _____ Date _____

The signature of the nurse does not necessarily imply agreement with the evaluation, but rather acknowledges that it has been discussed with the evaluator.

When determining the overall evaluation rating, an individual may not receive an overall rating lower than the lowest rating in any one category. For example, a teacher may not receive an overall rating of Unsatisfactory if the lowest rating in the six areas is Needs Improvement.

Appendix D

Final Summative Evaluation Forms

http://www.marzanevaluation.com/members_area/florida_model_materials/

(look under Summative Evaluation: Calculation and Weighing System for Instructional Practice Score)

1. Category I and 2B Teachers
 - Evaluation Form
 - Spreadsheet example
2. Category 2A Teachers
 - Evaluation Form
 - Spreadsheet example

Appendix D—Summative Evaluation Report

Category I and 2B Teachers:

(**Category I:** New teachers who have 0-2 years of experience and are in their 1st, 2nd, or 3rd year of teaching. **Category 2B:** Experienced teachers who have at least 3 years of experience, i.e., in their 4th year of teaching but are new to OCPS, teaching a new subject or level that is different from their previous assignment, or assigned to a school with a different student population from their previous assignment.)

Page 1

Marzano Art and Science of Teaching
Annual Evaluation Report

LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

Annual Evaluation Report for Category I Teachers

(New teachers who have 0-2 years of teaching experience and are in their 1st, 2nd or 3rd year of teaching)

Category 2A Teachers

(Experienced teachers who have at least 3 years of experience, i.e., in their 4th year of teaching but are new to OCPS, teaching a new subject or level that is different from their previous assignment, or assigned to a school with a different student population from their previous assignment.)

Instructional Practice Score

Teacher: _____	Current Assignment: _____
District: _____	Grade/Subject: _____
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's instructional practice using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status and deliberate practice scores, and ultimately the overall performance score.

Appendix D—Summative Evaluation Report

Category I and 2B Teachers:

Page 2

1. Status Score

The teacher's status score reflects his/her overall 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.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in green in the spreadsheet.

<p>Domain 1 Sources of Evidence (select all that applies):</p> <input type="checkbox"/> Formal Observation <input type="checkbox"/> Informal, Announced Observation <input type="checkbox"/> Informal Unannounced Observation <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____ <p>Domain 2 Sources of Evidence (select all that applies):</p> <input type="checkbox"/> Planning (Pre) Conference <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____ <p>Domain 3 Sources of Evidence (select all that applies):</p> <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Reflection (Post) Conference <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____ <p>Domain 4 Sources of Evidence (select all that applies):</p> <input type="checkbox"/> Conferences <input type="checkbox"/> Discussions <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____	<p>Evaluator Comments:</p>
---	-----------------------------------

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT OR DEVELOPING	UNSATISFACTORY
3.50 - 4.00	2.50 - 3.49	1.50 - 2.49	1.00 - 1.49

Appendix D—Summative Evaluation Report

Category I and 2B Teachers:

Page 3

2. Final Score

The final score reflects the teacher's overall performance and for 2011-12 the status score calculations will be the only score. The district determines the weight of the status scores toward overall score.

Directions: Use the accompanying spreadsheet to compute the teacher's overall score. Reference the Final Score number in the cell highlighted in orange in the spreadsheet.

Evaluator Comments:

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT OR DEVELOPING	UNSATISFACTORY
3.50 - 4.00	2.50 - 3.49	1.50 - 2.49	1.00 - 1.49

3. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his or her instructional practice.

Evaluator's Signature: _____ Date: _____

Evaluator Comments:

Teacher: I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature: _____ Date: _____

Teacher Comments:

Appendix D—Summative Evaluation Report

Category I and 2B Teachers: Spreadsheet

Teacher Name: _____

STATUS SCORE

Directions:

- Using the Domain Forms, count the number of times each scale level has been recorded
- Enter the frequency in the yellow highlighted cells

Frequency		D1	D2	D3	D4
Innovating	Level 4				
Applying	Level 3				
Developing	Level 2				
Beginning	Level 1				
Not Using	Level 0				
Total Elements Used		-	-	-	-

Percentages		D1	D2	D3	D4
Innovating	Level 4				
Applying	Level 3				
Developing	Level 2				
Beginning	Level 1				
Not Using	Level 0				
		0%	0%	0%	0%

Category I and 2 B Teachers (View Scale)	D1	D2	D3	D4	Total
Status Score					
Weight	60%	20%	10%	10%	100%
Weighted Score					
Overall Status Score:	0.00				
Overall Status:					

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT OR DEVELOPING	UNSATISFACTORY
3.50 - 4.00	2.50 - 3.49	1.50 - 2.49	1.00 - 1.49

Appendix D—Summative Evaluation Report

Category 2A Teachers:

(Teachers who have at least 3 years of teaching experience and in at least their 4th year of teaching)

Page 1

Marzano Art and Science of Teaching
Annual Evaluation Report



**Annual Evaluation Report for
Category 2A Teachers**
(Teachers who have at least 3 years of teaching experience and in their 4th year of teaching)
Instructional Practice Score

Teacher: _____	Current Assignment: _____
District: _____	Grade/Subject: _____
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's instructional practice using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status and deliberate practice scores, and ultimately the overall performance score.

Appendix D—Summative Evaluation Report

Category 2A Teachers:

Page 2

1. Status Score

The teacher's status score reflects his/her overall 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.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in green in the spreadsheet.

<p>Domain 1 Sources of Evidence (select all that applies):</p> <input type="checkbox"/> Formal Observation <input type="checkbox"/> Informal, Announced Observation <input type="checkbox"/> Informal Unannounced Observation <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____ <p>Domain 2 Sources of Evidence (select all that applies):</p> <input type="checkbox"/> Planning (Pre) Conference <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____ <p>Domain 3 Sources of Evidence (select all that applies):</p> <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Reflection (Post) Conference <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____ <p>Domain 4 Sources of Evidence (select all that applies):</p> <input type="checkbox"/> Conferences <input type="checkbox"/> Discussions <input type="checkbox"/> Artifacts: _____ <input type="checkbox"/> Other: _____		<p>Evaluator Comments:</p>	
<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVEMENT (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Status Score of 3.50 – 4.00	Overall Status Score of 2.50 – 3.49	Overall Status Score of 1.50 – 2.49	Overall Status Score of 1.00 – 1.49

Appendix D—Summative Evaluation Report

Category 2A Teachers:

Page 3

2. Final Score

The final score reflects the teacher's overall performance and for 2011-12 the status score calculations will be the only score. The district determines the weight of the status scores toward overall score.

Directions: Use the accompanying spreadsheet to compute the teacher's overall score that includes both status and deliberate practice scores. Reference the Final Score number in the cell highlighted in orange in the spreadsheet.

Evaluator Comments:

HIGHLY EFFECTIVE (4)

EFFECTIVE (3)

NEEDS IMPROVEMENT (2)

UNSATISFACTORY (1)

Overall Final Score of
3.50 – 4.00

Overall Final Score of
2.50 – 3.49

Overall Final Score of
1.50 – 2.49

Overall Final Score of
1.00 – 1.49

3. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his or her instructional practice.

Evaluator's Signature: _____

Date: _____

Evaluator Comments:

Teacher: I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature: _____

Date: _____

Teacher Comments:

Appendix D—Summative Evaluation Report

Category 2A Teachers: Spreadsheet

Teacher Name: _____

STATUS SCORE

Directions:

1. Using the Domain Forms, count the number of times each scale level has been recorded
2. Enter the frequency in the yellow highlighted cells

Frequency		D1	D2	D3	D4
Innovating	Level 4				
Applying	Level 3				
Developing	Level 2				
Beginning	Level 1				
Not Using	Level 0				
Total Elements Used		-	-	-	-

Percentages		D1	D2	D3	D4
Innovating	Level 4				
Applying	Level 3				
Developing	Level 2				
Beginning	Level 1				
Not Using	Level 0				
		0%	0%	0%	0%

Category 2A Teachers (View Scale)	D1	D2	D3	D4	Total
Status Score					
Weight	60%	20%	10%	10%	100%
Weighted Score					
Overall Status Score:	0.00				
Overall Status:					

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT OR DEVELOPING	UNSATISFACTORY
3.50 - 4.00	2.50 - 3.49	1.50 - 2.49	1.00 - 1.49

Appendix E—IPDP Form

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 measurable result on a specific assessment. Multiple data sources are encouraged.)	(Indicate what you 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 F

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
Informal #1				Initial Session			
Informal #2				Conference #1			
Informal #3				Conference #2			
Informal #4				Conference #3			
Formal #1				Conference #4			
Informal #5				Conference #5			
Informal #6				Conference #6			
Informal #7				Conference #7			
Formal #2							
Informal #8							
Informal #9							
Formal #3							
Informal #10							
Formal #4							

ADEQUATE IMPROVEMENT: SHOWN _____ NOT SHOWN _____

Teacher Signature _____/Date _____

Administrator Signature _____/Date _____

**Individual Plans should not be written for more than one domain. 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 G

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.