

For NCTQ's analysis of teacher evaluations in 2015-2016, this 2014-15 evaluation document was used, as it remained posted on the district website as of March 17, 2016.



# **2014-2015 INSTRUCTIONAL EMPLOYEES' EVALUATION HANDBOOK**

***Revised June 12, 2014***

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**Osceola County Bargaining Leadership Team  
Professional Development and Evaluation Subcommittee**

***Osceola County Education Association***

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- Lare Allen, Chief Negotiator
- Michelle VanderLey, Executive Director
- Nanci Brilliant, Teacher, Professional and Technical High School
- John LeGrande, Liberty High School

***The School District of Osceola County, Florida***

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- Lissette Brizendine, Assistant Superintendent of Elementary Curriculum and Instruction
- Virginia Costa, Director of Student Success and Instructional Improvement

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# THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA

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Superintendent of Schools  
Melba Luciano



July 25, 2014

Dear Teacher:

As you are aware, the Florida Legislature has passed legislation that clearly focuses on defining the purpose of teacher assessment systems. In essence, that stated purpose, is to increase student learning growth by improving the quality of instructional service. Now, more than ever, assessing the quality of that instructional service is being determined by measuring student learning through a variety of student assessment processes as well as by applying processes to determine the quality of practices derived from contemporary research by teachers in the classroom.

Osceola teachers and administrators have significantly redesigned the District's instructional employee evaluation system to enhance the measurement of student learning and to ensure the quality implementation of high probability strategies derived from contemporary research. The application of processes in the District's evaluation system will require a strong commitment by teachers and administrators to strengthen communication among them that is focused on student learning and enhanced instructional practice.

Certainly, the classroom teacher is an essential key to student learning growth and academic excellence. Highly effective instruction is dependent on a positive professional culture that focuses on learning. Improving the quality of instructional practice will require thoughtful planning, enhanced quality in communication among teachers and between teachers and their administrators, and engagement in relevant professional learning. The outcome will be enhanced achievement and performance of our students. The Bargaining Leadership Team's Professional Development and Assessment Subcommittee created the procedures in the *Instructional Employees Evaluation Handbook* to promote best practices for classroom instruction. This *Handbook* represents an ongoing collaborative effort to develop an equitable, valid evaluation system that best meets the diverse needs of teachers and students in a time of focused accountability to ensure student learning.

In closing, I appreciate your commitment to educational excellence and your openness to the changes that are taking place in the District's evaluation system. These changes will be beneficial to our students, our teachers, and our community. I encourage you to use the District's evaluation process as an opportunity to grow professionally and to provide quality instruction for all our students that is designed to enhance their learning.

Sincerely,

Mrs. Melba Luciano, Superintendent of Schools  
The School District of Osceola County, Florida



**Osceola County Education Association**

**722 Mabbette St.**

**Kissimmee, FL**

**Office: 407-870-4648**

July 25, 2014

Dear Teacher:

As you review this new evaluation system, please note that the representatives on the Assessment Sub-Committee of the Bargaining Leadership Team have presented your concerns, advocated loudly, strongly, and effectively to develop a quality teacher evaluation process. Your concerns were at the forefront of every conversation as this document was developed.

It is also important to note that this evaluation system will continue to evolve as we get feedback from you on how to improve the evaluation process itself. Your representatives have been pleased by the focus of the committee to create a system where teachers are continuously informed on their performance through immediate and ongoing feedback. Timely feedback was one of the concerns voiced by our teachers.

The Committee agreed that a teacher evaluation system shall be fair and consistent helping teachers and administrators to have positive discussions to enhance teacher performance. This system is a positive beginning that will continue to evolve over time which will benefit our students.

Our goal was to develop a fair, valid, and reliable evaluation system that provides ongoing and timely feedback regarding a teacher's performance. This system was not meant to be an "I got you" type of observation. The rubrics that describe performance through accomplished best practices are written to identify best classroom practices by focusing on what is going on in your classroom. School wide professional development needs will be easier to identify as your administrator uses this new system.

This system has been implemented within the School District of Osceola County to meet the changes in the state statute regarding teacher evaluation. As we wait for a ruling on the FEA lawsuit against the new statute, we must continue to work on the evaluation system. The Marzano I-Observe point totals are averaged to a numerical equivalent and converted to the mandated evaluations terms of Highly Effective, Effective, Needs Improvement, and Unsatisfactory. There are no preset percentages, for the number of teachers for each category. Administrators are encouraged to have on-going discussion with their teachers as an important part of this evaluation system.

In conclusion, we know the system is not perfect and much work remains to be done. Please continue to forward your concerns to the OCEA Leadership Team so that we may address them. Please know that OCEA is monitoring the implementation process and continues to seek feedback as we work to refine the system.

I want to thank everyone for their support as we enter this new phase of accountability, and particularly those teacher representatives and administrators who have worked tirelessly on the system to bring us this far.

Sincerely,

Apryle Jackson, President  
Osceola County Education Association



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**Instructional Employees' Evaluation Handbook**

**Tentatively Approved by BLT, 07-16-13; Revised 08-08-13, 08-29-13, 10-03-13, 06-12-14**

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## **SECTION I - Introduction**

The School District of Osceola County's Instructional Assessment System is designed to contribute toward the 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 OCEA Contract: Article XII.

The Marzano model was selected based on the recommendation through a collaborative effort with the Osceola County Education Association and The School District of Osceola County's as a sub-committee of the Bargaining Leadership Teams. The purpose of the redeveloped evaluation system is to increase student learning growth by improving the quality of instructional and supervisory practices. This model will provide a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data based on student growth. The District affirms Marzano's expectation that all teachers can increase their expertise from year to year, producing annual gains in student growth with a powerful cumulative effect.

## **SECTION II - Florida Educator Accomplished Practices (FEAPs)**

In 2012, the Florida Board of Education revised State Board Rule 6A-5.065 – The Educator Accomplished Practices. The intent of these research-based best practices is to support the quality of instruction, promote continuous improvement, and emphasize responsibility and ethics.

### **A. 6A-5.065 The Educator Accomplished Practices.**

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

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.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

#### **(a) 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 diagnostic student data to plan 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. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;

- f. Maintains a climate of openness, inquiry, fairness, and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. 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 taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

**4. Assessment.** The effective educator consistently:

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

**(b) Continuous Improvement, Responsibility, and 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. 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;

- d. Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and
- f. 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 Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority: 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.

## **B. Florida Department of Education's Alignment of the FEAPs with the Marzano Evaluation System**

The Florida Department of Education has aligned the FEAPs with the Marzano Evaluation System in the key areas that support the quality of instruction:

- instructional design and lesson planning,
- the learning environment,
- instructional delivery and facilitation, and
- assessment.

Related resources are located in the Marzano Evaluation System conference folder on the school district's FirstClass e-mail system and at <http://www.fldoe.org/profdev/resources-TA.asp>.

## **SECTION III – Student Growth Calculation Procedures**

### **A. Introduction**

Section 1012.34, Florida Statutes, (e.g., Senate Bill 736, “Student Success Act”) requires that student learning growth shall count for at least 50 percent of a school administrator’s or an instructional employee’s performance evaluation. Florida’s Value Added Model (VAM) is the state’s method to comply with this law and to calculate student growth based upon student performance on statewide assessments.

Florida’s VAM is a covariate adjustment model. The teacher’s VAM score is the average amount of learning growth of the teacher’s students above or below the expected learning growth of similar students in the state. The expected growth for each student is estimated from historical data each year. VAM calculations use student performance data taken from statewide assessments (e.g., Florida Comprehensive Assessment Test, End of Course).

The calculations of expected growth for students accounts for the following variables:

- The number of subject-relevant courses in which the student is enrolled
- Two prior years of achievement scores
- Students with Disabilities (SWD) status
- English language learner (ELL) status
- Gifted status
- Attendance
- Mobility (number of transitions)
- Difference from modal age in grade (as an indicator of retention)
- Class size
- Homogeneity of entering test scores in the class

The teacher’s VAM score is the sum of two components, or measures:

- *Teacher effect* – how much the teacher’s students on average gained above or below similar students within the school; and
- *School effect* -- how much the school’s students on average gained above or below similar students in the state.

**NOTE:** School effect is NOT a component of the VAM for state End of Course (EOC) tests.

## B. Florida's VAM Formula

In its most general formulaic form, the VAM can be represented mathematically as:

$$y_{ti} = \mathbf{X}_i \boldsymbol{\beta} + \sum_{r=1}^L y_{t-r,i} \gamma_{t-r} + \sum_{q=1}^Q \mathbf{Z}_{qi} \boldsymbol{\theta}_q + e_i$$

- $y_{ti}$  is the observed score at time  $t$  for student  $i$ .
- $\mathbf{X}_i$  is the model matrix for the student and school level demographic variables.
- $\boldsymbol{\beta}$  is a vector of coefficients capturing the effect of any demographics included in the model.
- $y_{t-r,i}$  is the observed lag score at time  $t-r$  ( $r \in \{1, 2, \dots, L\}$ ).
- $\boldsymbol{\gamma}$  is the coefficient vector capturing the effects of lagged scores.
- $\mathbf{Z}_{qi}$  is a design matrix with one column for each unit in  $q$  ( $q \in \{1, 2, \dots, Q\}$ ) and one row for each student record in the database.

## C. Florida's Methodology for Using Value Added Model Scores in Employee Evaluations

For the 2011-12 and 2012-13 school years, school districts were allowed to decide how to utilize state VAM data to determine performance levels for the student learning growth portion of evaluations. Like the super-majority of Florida school districts, Osceola developed and negotiated a conservative model that predicted more than 85% of teachers falling into the Effective category.

Beginning the 2013-14 school year, per Section 1012.34, Florida Statutes, school districts may no longer choose their own criteria for performance levels and must adhere to the performance level standards prescribed by the State Board of Education.

#### **D. Data Elements Used to Set Florida's Performance Level Standards**

The State Board of Education shall set performance level standards for statewide assessments using four data elements which are produced during the value-added calculations:

##### **1. Statewide Average Year's Growth for Students in Each Grade and Subject**

For each student learning growth formula, an average year's growth for students across the state on the statewide assessment is calculated. The average year's growth for 2011-2012 shall be used as a benchmark to set the performance standards as shown below. The average year's growth during the 2011-2012 school year shall become the criterion upon which annual performance is evaluated for each educator. This criterion is the "trigger" addressed above.

##### **2. Educator's Value Added Model Score**

A value added model (VAM) score reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model. The value added score is converted to a proportion of a year's average growth. This conversion provides a common metric across grade levels and subjects covered by statewide assessments, and along with anchoring it to the benchmark of the 2011-12 school year as described in subparagraph (4)(a)1. of this rule, and provides the score a context to describe the magnitude of the gain or decrease in learning. To convert the scores, the value added scores calculated through the student learning growth formula are divided by the average year's growth for 2011-12 in that particular grade level and/or subject covered by the statewide assessment. That calculation produces a score expressed as a proportion that represent the degree to which students outperformed or underperformed the criterion of growth observed in 2011-12.

##### **3. Confidence Interval**

A confidence interval is derived from using the standard error associated with the educator's value-added score. The standard error is a statistical representation of the variance in the score that could occur if the same teacher had been assigned to a different group of similar students. The standard error applied above and below the value-added score forms a confidence interval around the score. Because the confidence interval provides the numerical range within which the teacher's score could lie if assigned a different group of similar students, it provides a level of statistical confidence in using the educator's value-added score to evaluate his or her performance to an established performance level standard.

##### **4. Percentage of Students Assigned to the Teacher Who Met or Exceeded Their Predicted Score**

The value-added calculation is built upon taking the difference between a student's actual score on a test and his or her predicted score on the test, which prediction is based upon the elements in the model. Therefore, for each educator, the model results provide the number and percentage of each educator's assigned students who met or exceeded their predicted test score. For teachers whose value-added score includes a larger degree of variance as determined by the confidence interval, the use of this data element can provide additional evidence of the teacher's performance during the time observed to assist in classification of the educator's performance.



## **E. Performance Categories**

### **1. Highly Effective**

To be classified in this category, an educator must have a VAM score of greater than 0 with a confidence interval of two times the standard error, which is a 95 percent confidence interval. This represents that with 95 percent statistical certainty, an educator's value added score, including the range expressed by the confidence interval exceeded the standard of performance benchmark as described in subparagraph (4)(a)1. of State Board of Education Rule 6A-5.0411.

### **2. Effective**

To be classified in this category, an educator must have either of the following:

- a VAM score of greater than or equal to 0, where the entire range of scores associated with a 95 percent confidence interval does not fall at or above 0. This represents that an educator's value-added score meets or exceeds the standard of performance for an average year's growth as described in subparagraph (4)(a)1. of State Board of Education Rule 6A-5.0411, though one cannot conclude with statistical certainty that the range of scores expressed by the confidence interval of two times the standard error lie at or above the standard; or
- a VAM score of less than 0, where a portion of the range of scores associated with a confidence interval of one standard error, which is a 68 percent confidence interval, lies above 0. This represents that though an educator's value-added score fails to meet the standard of performance as described in subparagraph (4)(a)1. of State Board of Education Rule 6A-5.0411, one cannot conclude with a degree of statistical certainty that the range expressed by the confidence interval of one standard error falls below the standard.

### **3. Needs Improvement**

To be classified in this category, an educator must have a VAM score that does not meet the criteria for any one of the other performance levels. Therefore, the educator's VAM score must be less than 0, where the entire range of scores associated with a confidence interval of one standard error, which is a 68% confidence interval, falls below 0, but a portion of the range of scores associated with a confidence interval of two standard errors, which is a 95% confidence interval, lies above 0.

### **4. Unsatisfactory**

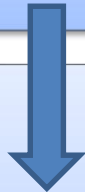
To be classified in this category, an educator must have a VAM score of less than 0 with a confidence interval of two times the standard error, which is a 95 percent confidence interval. This represents that with 95 percent statistical certainty, an educator's value added score, including the range expressed by the confidence interval, failed to meet the standard of performance as described in subparagraph (4)(a)1. of State Board of Education Rule 6A-5.0411.

## Positive Aggregated Value Added Model (VAM) Score

Lower Bound of 95% Confidence  
Interval  $\geq 0$



VAM Score - 2 SEs  $\geq 0$

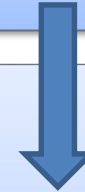


**4 = Highly Effective**

Lower Bound of 95% Confidence  
Interval  $< 0$



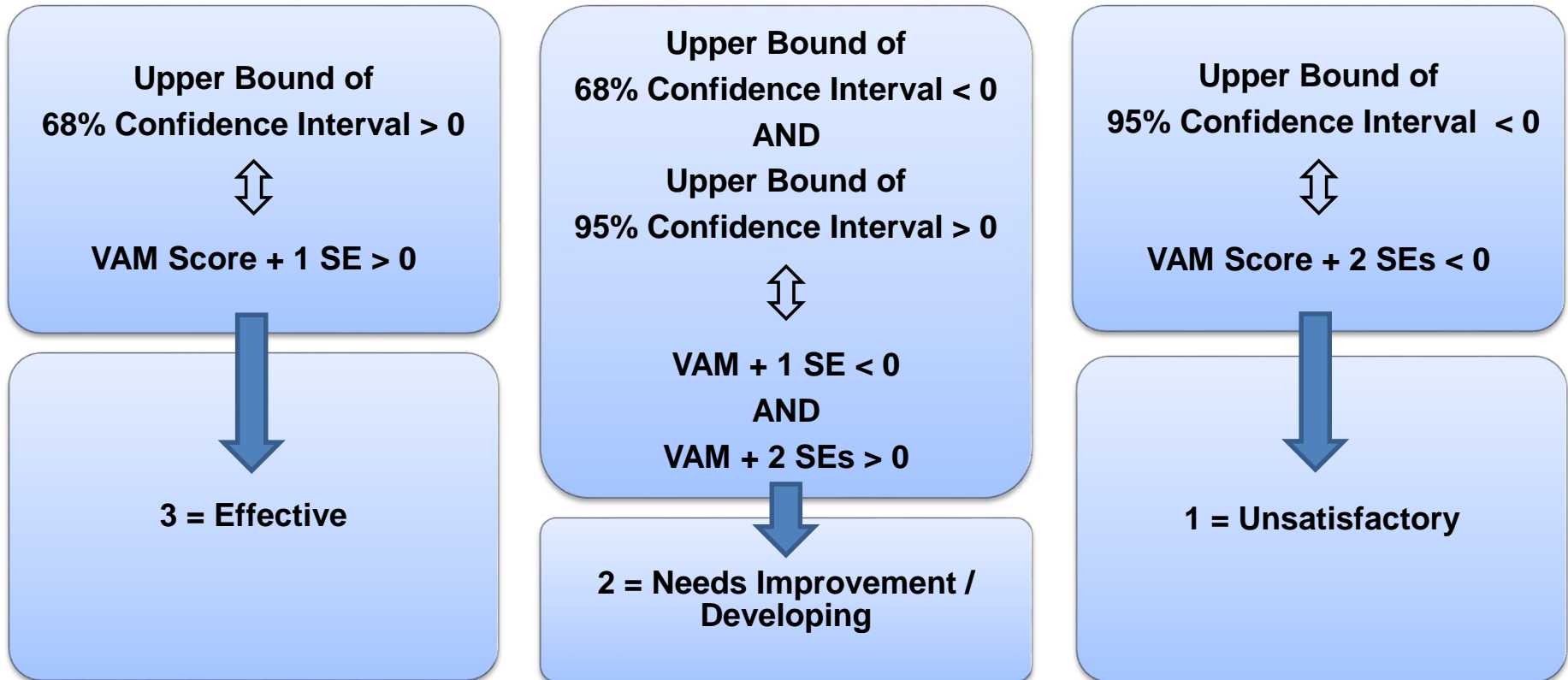
VAM Score - 2 SEs  $< 0$



**3 = Effective**

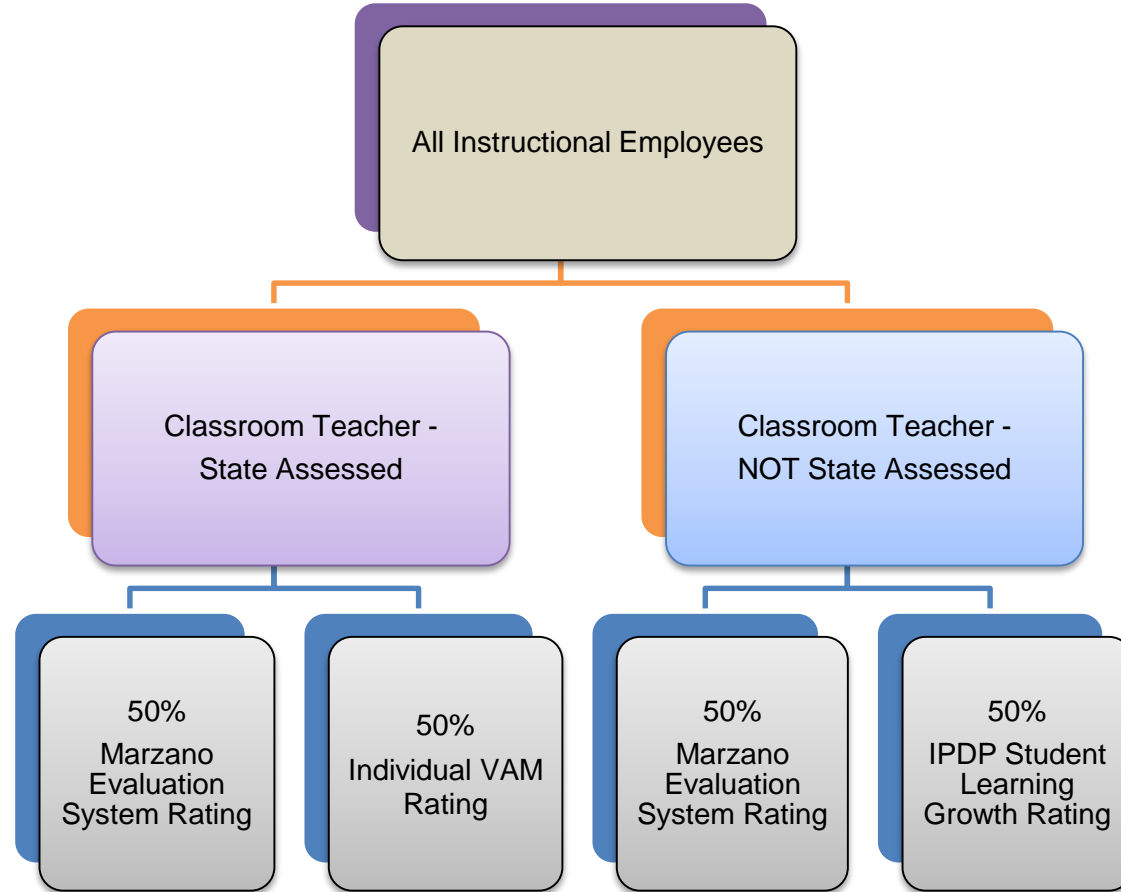
SE = Standard Error of Measurement

## Negative Aggregated Value Added Model (VAM) Score



SE = Standard Error of Measurement

## The School District of Osceola County, Florida Instructional Employee Evaluation Flowchart



All Ratings are on a scale of 1 to 4 (e.g., 1 = Unsatisfactory; 2 = Needs Improvement/ Developing; 3 = Effective; 4 = Highly Effective).

Value Added Model (VAM) Ratings of 1 to 4 are determined using the state's performance level standards.

**F. Percentages of VAM in Instructional Evaluations by Employee Group**

1. Classroom teachers assigned to grade levels or content areas that are *NOT* assessed on statewide assessments (including media specialists that are also classroom teachers, Exceptional Student Education teachers, English Speakers of Other Languages, special area, or elective classroom teachers) shall select and use the following option:
  - IPDP Student Learning Growth Value which shall comprise **50%** of their evaluation;
2. Classroom teachers assigned to grade levels or content areas that are assessed on statewide assessments shall select and use one (1) of the following available *individual* measures which is appropriate for their instructional assignment and which shall comprise 50% of their evaluation:
  - Individual Reading Value Added Model score;
  - Individual Mathematics Value Added Model score; or
  - Individual Combined Reading and Mathematics Value Added Model score

***NOTE:*** *Self-contained Exceptional Student Education teachers whose majority of students participates in state assessments shall select the appropriate individual VAM listed above.*

**G. Teacher Evaluation Component Points & Weights**

The chart below summarizes the percentage of an Osceola instructional employee's VAM score within his or her final summative evaluation.

Evaluation Components		Non-FCAT Assessed Classroom Teachers	FCAT Assessed Classroom Teachers	
Student Growth	Value-Added Model (VAM)	N/A	4 (50%)  Individual	
	IPDP Student Learning Growth Measure	4 (50%)	N/A, but all must complete an IPDP.	
Instructional Practice • <b>Deliberate Practice</b>	Marzano Evaluation System	4 (50%)	4 (50%)	
<b>TOTAL</b> <i>*District staff shall use the district VAM.</i>		4 (100%)	4 (100%)	

## SECTION IV - Individual Professional Development Plan (IPDP)

### A. Introduction

Section 1012.98, Florida Statutes, authorizes school districts to require all instructional employees to complete an Individual Professional Development Plan (IPDP) that:

- Addresses specific performance data for the students to whom the teacher is assigned.
- Defines the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity.
- Includes an evaluation component that determines the effectiveness of the professional development plan.

All instructional employees shall begin an IPDP within the first forty-five (45) days of the school year or the employee's initial hire date.

Section 1012.34, Florida Statutes, (e.g., Senate Bill 736, "Student Success Act") requires that student learning growth shall count for at least 50 percent of a school administrator's or an instructional employee's performance evaluation.

Beginning with the 2011-12 school year, the school district shall use the IPDP for calculating the student growth component of the summative evaluation for eligible instructional employees.

In addition, Section 1012.34, Florida Statutes, requires the Value Added Model (VAM) for others. As the Florida Department of Education provides more technical assistance and additional VAM measures for statewide assessments of additional content areas, district administration shall revise these procedures to reflect such changes on at least an annual basis.

Therefore, the IPDP now serves two (2) distinct purposes:

- ✓ the *original* purpose for measuring a teacher's progress toward his or her *professional development* goals based upon student performance data, and
- ✓ the *new* purpose of measuring student learning growth for an instructional employee's *evaluation* (for teachers of content areas/ courses/ grade levels without state assessments).
  - Assessments for an instructional employee's *evaluation* purposes must meet the minimum criteria required in the IPDP procedures document.
  - Assessments for an instructional employee's *professional development* purposes do not have to meet the same criteria in the IPDP procedures document. However, the same criteria may be used as a guide for this purpose.
  - Instructional employees may include additional goals and assessments for the IPDP in addition to those required solely for an instructional employee's evaluation. These additional goals and assessments may coincide with the Focus Element(s) selected for formal observations within the Marzano Evaluation System.

## B. Procedures for Completing the Individual Professional Development Plan (IPDP)

### 1. Selecting the Appropriate IPDP Student Learning Growth Measure

*Please be aware that, after written notification is issued, -the employee's Student Learning Growth Measure will result in a Zero (0) and the final summative evaluation will not result in a score of Highly Effective or Effective if:*

*an instructional employee does not select a student learning growth measure for his or her instructional position, as defined in Paragraph I., sections 1 through 5 below; or an instructional employee omits this selection altogether.*

#### a. Classroom teachers assigned to grade levels or content areas that are NOT assessed on statewide assessments

Classroom teachers assigned to grade levels or content areas that are *NOT* assessed on statewide assessments (including media specialists that are also classroom teachers, Exceptional Student Education teachers, English Speakers of Other Languages, special area, or elective classroom teachers) shall select and use the following measure:

- IPDP Student Learning Growth Value which shall comprise **50%** of their evaluation

#### b. Classroom teachers assigned to grade levels or content areas that are assessed on statewide assessments

Classroom teachers assigned to grade levels or content areas that are assessed on statewide assessments shall select and use one (1) of the following available *individual* measures which is appropriate for their instructional assignment and which shall comprise 50% of their evaluation:

- Individual Reading Value Added Model score;
- Individual Mathematics Value Added Model score; or
- Individual Combined Reading and Mathematics Value Added Model score

***NOTE:*** *Self-contained Exceptional Student Education teachers whose majority of students participates in state assessments shall select the appropriate individual VAM listed above.*

***Instructional employees shall select the appropriate IPDP Student Learning Growth Measure no later than the second week of November of each school year. Once the selection is made, it is final and can only be changed if a new job assignment calls for the IPDP Student Growth Measure selection to be revisited***

### 2. Selecting a Valid and Reliable Pre-Test and Post-Test to Obtain the IPDP Student Learning Growth Measure

- The administrator and the classroom teacher who is assigned to a grade level or content area that is NOT assessed on a statewide assessment shall agree upon an appropriate content area assessment to measure Student Learning Growth of the students assigned to the classroom teacher.



- School administrators and classroom teachers as defined in the first paragraph of this subsection may consult jointly with additional resource staff or peers for recommendations regarding appropriate assessments.

### **3. Available Pre-Test and Post-Test Choices**

At present, a classroom teacher as defined in the first paragraph of this subsection may choose to create his or her own tests within the required criteria in the remainder of this document.

*However, per Section 1012.34 (7), Florida Statutes, as state and district assessments and student achievement measures become available, instructional employees shall be required to use different measures than those choices listed in this section.*

Additional choices for specific content area tests include:

#### **a. Elementary (Grades Kindergarten through 5)**

- **Reading**
  - Appropriate district-adopted textbook program pre-test and post-test
  - Renaissance Learning STAR Early Literacy Enterprise (Grades K-3)
  - Renaissance Learning STAR Reading Enterprise
  - Fountas and Pinnell Reading Assessment
  - Developmental Reading Assessment (DRA), Grades K – 2
- **Math**
  - District formative Baseline assessment as pre-test
  - District formative Mid-Year assessment as post-test, or teacher-created test as post-test
  - Renaissance Learning STAR Math Enterprise
- **Science**
  - District formative Baseline assessment as pre-test
  - District formative Mid-Year assessment as post-test, or teacher-created test as post-test
- **Social Studies**
  - District formative Baseline assessment as pre-test
  - District formative Mid-Year assessment as post-test, or teacher-created test as post-test
- **Writing** – No district writing assessments may be used.
- **Other Content Areas** -- Appropriate district-adopted textbook program pre-test and post-test

**b. Middle School (Grades 6 through 8)**

- **Reading**
  - Appropriate district-adopted textbook program pre-test and post-test
  - Renaissance Learning STAR Reading Enterprise
  
- **Math**
  - District formative Baseline assessment as pre-test
  - District formative Mid-Year assessment as post-test, or teacher-created test as post-test
  - District Post-Test (Math)
  
- **Science**
  - District formative Baseline assessment as pre-test
  - District formative Mid-Year assessment as post-test, or teacher-created test as post-test
  - District Post-Test (Science)
  
- **Social Studies**
  - District formative Baseline assessment (Civics) as pre-test
  - District formative Mid-Year assessment (Civics) as post-test, or teacher-created test as post-test
  - District Post-Test (Social Studies, Grade 6)
  - District Post-Test (Civics)
  
- **Writing** – No district writing assessments may be used.
  
- **Other Content Areas** -- Appropriate district-adopted textbook program pre-test and post-test

**NOTE:** *The district formative Mid-Year assessments for Algebra I and Civics are designed to be opportunities for students to review prior to the state End of Course assessments that students must pass in order to graduate or be promoted.*

**c. High School (Grades 9 through 12)**

- **Reading** – Appropriate district-adopted textbook program pre-test and post-test
- **Math**
  - District formative Baseline assessment as pre-test
  - District formative Mid-Year assessment as post-test, or teacher-created test as post-test
  - District Post-Test (Algebra I, Geometry)
- **Science**
  - District formative Baseline assessment as pre-test
  - District formative Mid-Year assessment as post-test, or teacher-created test as post-test
  - District Post-Test (Biology)
- **Social Studies**
  - District formative Baseline assessment as pre-test
  - District formative Mid-Year assessment as post-test, or teacher-created test as post-test
  - District Post-Test (US History)
- **Writing** – No district writing assessments may be used.
- **Other Content Areas** -- Appropriate district-adopted textbook program pre-test and post-test

***NOTE:*** *The district formative Mid-Year assessments for Algebra I, Geometry, Biology, and US History are designed to be opportunities for students to review prior to the required state End of Course assessments.*

#### 4. Required Criteria for Selected Assessments

- The selected assessment must:
  - be available for use at least twice per school year as a pre-test and a post-test, or
  - have student data available for at least two consecutive years.
  
- The selected assessment may be:
  - a test taken from the district-adopted textbook program materials;
  - a classroom teacher-created test using questions from an item bank from the district-adopted textbook program materials;
  - a classroom teacher-created test using questions from the teacher item bank (e.g., NOT the secure district item bank) from Data Director or similar software program, etc.;
  - an appropriate standardized test that
    - ✓ can be administered more than once per school year or
    - ✓ for which student data is available for at least two consecutive years for the same student and content area (e.g., SAT-10, Career & Technical Education Industry Certification Exams, etc.).
  
- If an instructional employee chooses to create his or her own pre-test or post-test, the administration window of either test shall not exceed four (4) weeks.
  
- Instructional employees are responsible for their own data analysis of any selected test and should plan for at least two (2) weeks in order to complete data analysis of any selected test.
  
- The administrator and classroom teacher shall agree upon an appropriate content area assessment that must be a *valid, reliable, and academically rigorous* measure of student learning growth as defined below.

##### a. Validity

Validity is the extent to which a test measures what it claims to measure. For Florida classroom teachers, content validity means the degree to which a test assesses the Next Generation Sunshine State Standards, or if not yet available, the Sunshine State Standards, listed for a specific course in the Florida Course Descriptions at the following link.

- [http://www.fldoe.org/bii/Curriculum/Course\\_Descriptions/](http://www.fldoe.org/bii/Curriculum/Course_Descriptions/)

**Just as state assessments used for accountability purposes, all test items must be in multiple-choice format with four (4) answer choices unless a student is eligible for alternate assessments with more appropriate formats.**

##### b. Reliability

Reliability means that a test yields consistent measures when given over time. Assessment research shows that longer tests produce more reliable results than very brief quizzes. The following ranges for the number of questions shall apply strictly to teacher-created tests; however, the ranges are flexible for district assessments, textbook publisher summative assessments, and standardized assessments.

#### **Required Ranges for Number of Questions**

- ✓ Grades K-5, 25-40 questions
- ✓ Grades 6-8, 35-50 questions
- ✓ Grades 9-12, 35-50 questions

**c. Academic Rigor**

Academic rigor means that a test measures content, applied skills, and critical thinking skills at an appropriate level of difficulty that differentiates it from other content areas and/ or grade levels that precede it in an established curriculum sequence.

**5. Test Security**

- For any local assessment to be used for the employee evaluation purposes defined in this document, instructional employees shall follow basic test administration and security procedures.
- Instructional employees who administer any local assessments for the employee evaluation purposes defined in this document shall sign the Test Administration and Security Agreement form included in this section. Each district department or school administration shall be responsible for maintaining a record of this form for each employee as appropriate.
- The appropriate test security form to be used is on the following page.

**The School District of Osceola County, Florida**

**Test Administration and Security Agreement for  
Assessments Used for Employee Evaluation Purposes**

Per Florida State Board of Education Rule 6A-10.042, FAC, Sections 1008.22 and 1008.24, Florida Statutes, shall also apply to anyone involved in the administration of any student assessment used for employee evaluation purposes in the School District of Osceola County.

Florida law prohibits activities that may threaten the integrity of the test including, but not limited to, the following examples:

- Revealing or giving students access to tests, individual test items, or test answer keys prior to testing;
- Coaching students during testing or altering or interfering with students' responses during or after testing;
- Explaining or reading test items for students;
- Copying, reproducing, or using in any manner inconsistent with basic test security rules all or any portion of any test booklet;
- Failing to follow basic test security rules for distribution and return of tests as directed;
- Failing to account for all test materials before, during, and after testing;
- Causing student achievement to be inaccurately measured or reported;
- Failing to follow test administration directions;
- Participating in, directing, aiding, counseling, assisting in, or encouraging any of the acts prohibited in state law or district policy regarding testing or any additional activity which could result in the inaccurate measurement or reporting of the students'/ examinees' achievement; or
- Failing to report test administration violations, test security violations, or any additional activity which could result in the inaccurate measurement or reporting of the students'/ examinees' achievement.

If any of the above examples are allowable accommodations for students with current IEPs, Section 504 plans, or ELL plans, test administrators are permitted to provide the accommodation(s) per district procedures.

The security of all test materials must be maintained before, during, and after the test administration. After any administration, initial OR make-up, the teacher must place and secure test materials in locked storage.

Inappropriate actions by district or school employees will result in further investigation and possible loss of teaching certification.

I have received adequate training regarding the administration of the assessment to be used for employee evaluation purposes and have read the Florida Test Security Statute, State Board of Education Rule, and the essential information and instructions for the assessment. I agree to administer the assessment according to these procedures.

Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of the assessment to be used for employee evaluation purposes and/ or that would cause student achievement to be inaccurately represented.

**School/ Facility Name:** \_\_\_\_\_

**School/ Facility Number:** \_\_\_\_\_

**Print Employee's Name:** \_\_\_\_\_

**Employee's Florida Professional  
Educator's Certificate Number:** \_\_\_\_\_

**Employee's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## 6. Other Criteria

- Elementary school classroom teachers of multiple grade levels *may* select one grade level to assess.
- Middle school and high school classroom teachers of multiple grade levels or courses *shall* select the grade level or course which represents the majority of her/ his classes or sections and which reflects her/ his teaching assignment.
- Best practices for test administration include that:
  - ✓ Unless there are extenuating circumstances that prevent it, both the pre-test and the post-test shall be administered in the same format (e.g., paper, online);
  - ✓ Mixing of testing formats from pre-test to post-test shall be avoided; and
  - ✓ Unless there are extenuating circumstances that prevent it, the method for administration for both the pre-test and the post-test shall be the same.
  - ✓ Students shall be given an opportunity to experience online testing before actual testing for evaluation purposes.
- If a valid and reliable subject area test is not available or too difficult to develop, then the classroom teacher shall default to using the available district assessment that is most appropriate for their teaching assignment. However, all instructional employees must complete an IPDP.
- If valid and reliable subject area test results are not available due to any circumstances beyond the classroom teacher's control, then the classroom teacher shall default to using the available results for his or her students of record on the district assessment that is most appropriate for his or her teaching assignment.
- If valid and reliable subject area test results are not available due to any testing irregularities or improprieties due process shall be enacted. If the employees testing irregularities result in neglect or willful disregard, then the employee's student growth measure will result in a zero and the final summative evaluation will not result in a score of Effective or Highly Effective.
- As the Florida Department of Education provides more technical assistance and Value Added Model measures for statewide assessments of additional content areas (e.g., End of Course Exams), district administration shall revise these procedures to reflect such changes on at least an annual basis.

(The remaining steps continue on the next page.)

## 7. Calculating the IPDP Student Learning Growth Value

- The classroom teacher will administer the assessment and collect individual student **baseline scores** (e.g., pre-test).
- The classroom teacher will administer the assessment and collect individual student **summative scores** (e.g., post-test).
- To determine the **Student Learning Growth Denominator**, the classroom teacher will count the number of individual students who have both baseline/ pre-test and summative/ post-test scores.
  - If a student enrolls later or withdraws and misses either the pre-test or the post-test, then the classroom teacher will remove the student from the count in the denominator.
- To determine the **Student Learning Growth Numerator**, the classroom teacher will count the number of individual students whose summative scores are greater than their baseline scores.
  - If a student maintains the same score, then the classroom teacher will NOT count the student in the numerator.
- To compute the **Student Learning Growth Value**, the classroom teacher will divide the numerator in Step 5 by the denominator in Step 4 and multiply the quotient by 100 to convert it to a percentage. The classroom teacher will round up the resulting percentage to the next highest whole number (e.g., 55.45 = 56).
- A sample Student Learning Growth Value computation and points earned appears on the last page of this document.
- A district computer program shall compute the classroom teacher's points earned toward the classroom teacher's the IPDP Student Learning Growth Value using the following scale:

<b>75% to 100% increase in student scores (e.g., equal to or greater than three-quarters of the classroom teacher's students)</b>	<b>= 4 points</b>
<b>50% to 74% increase in student scores (e.g., equal to or greater than one-half, but less than three quarters, of the classroom teacher's students)</b>	<b>= 3 points</b>
<b>25% to 49% increase in student scores (e.g., equal to or greater than one-quarter, but less than one-half, of the classroom teacher's students)</b>	<b>= 2 points</b>
<b>1% to 24% increase in student scores (e.g., greater than none, but less than one-quarter, of the classroom teacher's students)</b>	<b>= 1 point</b>
<b>0% increase in student scores (e.g., none of the classroom teacher's students)</b>	<b>= 0 points</b>



- For classroom teachers assigned to grade levels or content areas that are NOT assessed on statewide assessments,
  - The IPDP Student Learning Growth Value shall count for 50% of the classroom teacher's overall evaluation.
  - The Marzano Evaluation System summative measure shall count for 50% of the classroom teacher's overall evaluation.
- For the final evaluation meeting with the principal, the classroom teacher shall bring:
  - The roster of student baseline/ pre-test and summative/ post-test scores;
  - All related student answer documents; **AND**
  - Copies of the baseline/ pre-test and summative/ post-test used (unless the test is a state or district secured document).
- A district computer program shall combine the IPDP Student Learning Growth Value, appropriate Reading, Math, or Combined Reading and Math VAM Score, and Marzano Evaluation System summative measure to compute the classroom teacher's final summative evaluation score.
- An opportunity for review, clarification, and if necessary, corrections shall occur no later than the time of the final evaluation meeting with the principal.

<b>Sample Student Learning Growth Value Computation and Points Earned</b>					
<b>Sample Classroom Teacher's Student Roster</b>					
Student	Baseline Score	Summative Score	Difference	Counts for Numerator?	Counts for Denominator?
Student 1	90	100	10	YES	YES
Student 2	75	--	N/A	N/A	N/A
Student 3	20	50	30	YES	YES
Student 4	80	90	10	YES	YES
Student 5	75	80	5	YES	YES
Student 6	70	--	N/A	N/A	N/A
Student 7	65	70	5	YES	YES
Student 8	--	70	N/A	N/A	N/A
Student 9	95	90	-5	NO	YES
Student 10	10	60	50	YES	YES
Student 11	--	40	N/A	N/A	N/A
Student 12	100	100	0	NO	YES
Student 13	--	60	N/A	N/A	N/A
Student 14	90	85	-5	NO	YES
Student 15	35	75	40	YES	YES
Student 16	55	50	-5	NO	YES
Student 17	60	80	20	YES	YES
Student 18	70	85	15	YES	YES
Student 19	60	80	20	YES	YES
Student 20	20	65	45	YES	YES
• Total Individual Students Who Increased Their Scores (e.g., "YES")					11
• Total Individual Students with Both Baseline and Summative Scores					15
• Student Learning Growth Value					73%
• Student Learning Growth Value Point(s) Earned					3

<b>Procedures for Completing the                      Individual Professional Development Plan (IPDP)</b>	
<p><b>I. Selecting the Appropriate IPDP Student Learning Growth Measure</b></p> <ul style="list-style-type: none"> <li>▪ IPDP Student Learning Growth Value</li> <li>▪ Reading VAM*</li> <li>▪ Math VAM*</li> <li>▪ Combined Reading &amp; Math VAM*</li> <li>▪ Other Statewide Assessment VAM</li> </ul> <p style="color: red; font-style: italic;"><b>*If the employee selects the Reading VAM, Math VAM, or Combined Reading &amp; Math VAM in Step I, complete the IPDP, but proceed to Step VI below for evaluation.</b></p>	
<p><b>II. Selecting a Valid, Reliable, and Academically Rigorous Pre-Test and Post-Test to Obtain the IPDP Student Learning Growth Measure</b></p> <ul style="list-style-type: none"> <li>▪ Available District Pre-Test and Post-Test Choices</li> <li>▪ Teacher-Created and Peer-Reviewed Pre-Test and Post-Test Choices                             <ul style="list-style-type: none"> <li>○ Validity</li> <li>○ Reliability</li> <li>○ Academic Rigor</li> </ul> </li> </ul>	
<p><b>III. Calculating the IPDP Student Learning Growth Value</b></p> <ul style="list-style-type: none"> <li>▪ Baseline scores (e.g., pre-test)</li> <li>▪ Summative scores (e.g., post-test)</li> <li>▪ Student Learning Growth Numerator / Student Learning Growth Denominator = Student Learning Growth Value</li> </ul>	
<p><b>IV. Calculating the Marzano Evaluation System Instructional Practice Score (includes Deliberate Practice Score)</b></p>	
<p><b>V. Calculating the Appropriate Value Added Model Score</b></p>	
<p><b>VI. Calculating the Final Summative Evaluation Score</b></p> <ul style="list-style-type: none"> <li>▪ Instructional Practice Score</li> <li>▪ Student Learning Growth Score</li> </ul>	
<p><b>VII. Review, Clarification, and Corrections as Needed</b></p>	

## **SECTION V - Evaluation Procedures**

### **A. Provisions for Implementation**

1. The School District of Osceola County and the Osceola County Education Association agree to the use of the observation forms that are part of the Marzano Teacher Observation Model.
2. The School District shall provide the electronic tool to be used by administrators and teachers for observation/ evaluation for the current school year.
3. All administrative employees observing/ evaluating teachers will be trained on the system prior to observations/ evaluations.
4. If Student Growth /VAM data is calculated in to the Final Evaluation Score of an employee in the Fall of the following year, the current administrator is authorized to sign-off as the evaluator.
5. All classroom teachers will be provided an orientation of the District observation/ evaluation system within the first twenty (20) days of school or employment. Such orientation may be made available on-line for the convenience of teachers and administration. In addition, faculty training on the Marzano Observation/ Evaluation System may be offered during Pre-Planning. The faculty training will be conducted by the trained administrators and/ or designated trained teachers at that school site.
6. Domain 1, with its three (3) Lesson Segments, nine (9) Design Questions, and forty-one (41) Elements, and Domains 2 through 4 will all be included for the current school year.
  - All classroom teachers will be observed using the Marzano Observation System.
  - Teachers will have 50% of their summative evaluation based on their students' State Assessment scores or a mutually agreed upon evaluation measure to be determined during the first 45 days. The other 50% of the summative score will be based on all observation scores developed throughout the course of the school year by observing administrators.
  - Within the 50% of the teacher's summative evaluation based upon observation scores (e.g., Instructional Practice),
    - The Instructional Practice Score includes:
      - 90% Instructional Status Score: the weight of Domain 1 shall be 60%, the weight of Domain 2 shall be 20%, the weight of Domain 3 shall be 10%, and the weight of Domain 4 shall be 10%.
      - 10% Deliberate Practice Score: reflects the growth of an identified Domain 1 element in need of growth based (on previous years data) When previous data is not available, a self-evaluation may be utilized to select area of need.
7. The administrator and the teacher shall meet to determine the elements to be focused on for the current school year.
8. The number of elements upon which to focus the observations/ evaluation shall be as follows:
  - Teachers are to select individually one, deliberate practice elements.. If the teacher is consistently rated on these element at the "Applying" or "Innovating" score, he/she may select another element for professional growth for the remainder of the school year.

- The administrator can also request that a teacher select one element, if based on data points entered during classroom observations, an area for potential growth is observed and documented. The administrator will notify the teacher before adding the additional element.
  - The administrator in collaboration with the Faculty Steering Committee may select one school-wide element applicable to all faculty members.
9. The administrative staff at each school, which includes the Principal and Assistant Principal(s), will conduct observations of, and data reviews with, the teacher. Administrators will observe teachers on the following schedules.

**B. Domain 1: Classroom Strategies and Behaviors (Weight = 60%)**

REQUIRED OBSERVATION	Category 1 (PP – A2)	Category 2 (A3+ or PSC)	Struggling Teachers
<ul style="list-style-type: none"> <li>• <b>Formal (Announced)</b></li> </ul>	<p>2 Additional Optional, See Below</p>	<p>1 Additional Optional, See Below</p>	<p>2 Additional Optional, See Below</p>
<ul style="list-style-type: none"> <li>• <b>Informal (Announced or Unannounced)</b></li> </ul>	<p>2 Additional Optional, See Below</p>	<p>1 Additional Optional, See Below</p>	<p>2 Additional Optional, See Below</p>

- 50% of the required observations for Domains 1-4 will be required for classroom teachers newly hired in the district after January 1.
- During *classroom walkthroughs*, administrators may observe and provide feedback on any of the 41 elements in Domain 1, including the element that the teacher selects and/or the school wide focus element that the Faculty Steering Committee selects.
  - Classroom walkthroughs may range from three (3) to five (5) minutes in duration.
  - Classroom walkthroughs shall be conducted for all teachers.
  - Classroom walkthroughs are NOT scheduled in advance.
  - Classroom walkthroughs are NOT data point observations and do NOT count toward a teacher's evaluation.
- During *informal observations*, administrators may observe, provide feedback, and/ or apply data points toward any of the 41 elements in Domain 1 for which teachers provide behavioral evidence, including the element that the teacher selects and/or the school wide focus element that the Faculty Steering Committee selects. No more than 4 data points may be applied to an Informal Observation that contributes to the Final Evaluation.
  - Informal observations are NOT scheduled in advance.

- Informal observations may range from ten (10) to twenty (20) minutes.
- Informal observations may be data point observations and may count toward a teacher's evaluation.
- However, some informal observations may be non-evaluative and only serve to inform dialogue between the administrator and teacher for coaching and feedback on instructional practice.
- Within five (5) business days after an administrator shares the results for an informal observation, teachers shall have the opportunity to provide additional examples of valid evidence for the principal to consider toward the rating(s) for that observation.
- During *formal observations*, administrators may observe and apply data points toward only those specific elements in Domain 1 for which administrators and teachers discuss prior to the observation.
  - Formal observations shall be scheduled with teachers in advance.
  - Formal observations may range from twenty-five (25) minutes to an entire class period.
    - If the administrator does not observe evidence for the elements during this time, he or she shall permit the classroom teacher the opportunity to provide the appropriate evidence no later than the post-conference.
    - If the administrator arrives more than ten (10) minutes late to the scheduled time for the observation, then the observation shall be rescheduled unless the teacher requests in writing the same day that the administrator apply the data points for this observation.
  - For formal observations, both a pre-conference and a post-conference shall be held, which may be either face-to-face or via the MyPGS website.
  - The elements to be observed during formal observations shall be based on the deliberate practice element(s) that the teacher has selected. However, the teacher and the administrator may mutually agree to include up to two (2) additional elements of the thirteen(13) elements that research correlates with high instructional rigor and a high probability for student achievement:

<b>Marzano Evaluation System Element</b>
✓ <b>06. Identifying Critical Information</b>
✓ <b>07. Organizing Students to Interact with Content</b>
✓ <b>08. Previewing New Content</b>
✓ <b>10. Processing of New Information</b>
✓ <b>11. Elaborating on New Information</b>
✓ <b>12. Recording and Representing Knowledge</b>
✓ <b>14. Reviewing Content</b>
✓ <b>17. Helping Students Examine Similarities and Differences</b>
✓ <b>18. Helping Students Examine Their Reasoning</b>
✓ <b>19. Helping Students Practice Skills and Strategies</b>
✓ <b>20. Helping Students Revise Knowledge</b>
✓ <b>21. Organizing Students for Cognitively Complex Tasks</b>
✓ <b>26. Managing Response Rates with Tiered Questioning Techniques.</b>

- Formal observations shall always count towards a teacher's evaluation.
- Teachers may benefit from additional observations.
  - Teachers may request additional observations beyond the recommended number of observations.
  - A teacher must submit the request in writing to his or her principal within ten (10) working days of the most recent observation.
  - Teachers may receive an additional observation by a trained administrator mutually agreed upon by the teacher and the administration.
  - An additional observation shall be part of the teacher's overall evaluation and data points shall be applied.

**C. Observations Using Domain 1 of the Marzano Model**

**Domain 1: Classroom Strategies and Behaviors (Weight = 60%)**

*The recommended number of observations a teacher in any category can have is listed below. [This list includes both the required number of observations (e.g., p. 35) and additional observations.]*

TOTAL NUMBER OBSERVATIONS	Category 1 (PP – A2)	Category 2 (A3+ or PSC)	Struggling Teachers
• <b>Formal (Announced)</b>	4	2	4
• <b>Informal (Announced or Unannounced)</b>	4	2	4

- Struggling teachers are those not meeting district expectations regarding their performance (e.g., pattern of observation ratings at the “Beginning” level). Struggling teachers may:
  - be placed on an improvement plan.
  - be referred to an Osceola 50 or Osceola 100 Teacher for additional assistance; and/ or
  - receive a higher number of observations beyond the recommended number of observations.
- Teachers who are placed on an improvement plan may receive a higher number of observations beyond the recommended number of observations.



**D. Observations Using Domains 2 - 4 of the Marzano Model**

- ✓ Domain 2: Planning and Preparing (Weight = 20%)
- ✓ Domain 3: Reflecting on Teaching (Weight = 10%)
- ✓ Domain 4: Collegiality and Professionalism (Weight = 10%)

Domains Data Points	Category 1 (PP – A2)	Category 2 (A3+ or PSC)	Struggling Teachers
• Domain 2 (Weight = 20%)	2	2	2
• Domain 3 (Weight = 10%)	2	2	2
• Domain 4 (Weight = 10%)	2	2	2

- These observations are data point observations.
- The focus of Domain 2 is on process as well as product. Further, the degree to which lesson plan procedures are followed is the focus of Domain 4, not Domain 2.

**E. Status Scoring for the Instructional Practice**

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

Multiple measures determine the overall status score.

**F. Summative Weighting for the Domains**

Categories I, II, and Struggling Teachers	Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
• <i>Domain 1</i>	60%	60%	60%	60%
• <i>Domain 2</i>	20%	20%	20%	20%
• <i>Domain 3</i>	10%	10%	10%	10%
• <i>Domain 4</i>	10%	10%	10%	10%

\*A full explanation of the above table can be found in the Appendix section of this packet.

**G. Frequency Configuration and Score for Instructional Status Score**

Categories I, II, and Struggling Teachers	Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
• <i>Domain 1</i>	<p><i>The Instructional Status Score is an average of the ratings across all levels, per domain</i></p> <ul style="list-style-type: none"> <li>• <i>If the resulting average is not a whole number, the number is rounded to the nearest whole number as follows:</i> <ul style="list-style-type: none"> <li>○ <i>If the decimal is equal to or greater than 0.5, then the number is rounded up to the nearest whole number.</i></li> <li>○ <i>If the decimal is less than 0.5, then the number is rounded down to the nearest whole number.</i></li> </ul> </li> </ul>			
• <i>Domain 2</i>				
• <i>Domain 3</i>				
• <i>Domain 4</i>				

**H. Examples of Evidence**

Domain 1 – <i>Classroom Strategies and Behaviors</i>	Domain 2 – <i>Planning and Preparing</i>
<ul style="list-style-type: none"> <li>• Formal observations</li> <li>• Informal, announced observations</li> <li>• Informal, unannounced observations</li> <li>• Student surveys</li> <li>• Video/ audio of classroom practice</li> <li>• Artifacts</li> </ul>	<ul style="list-style-type: none"> <li>• Planning conference or pre-conference</li> <li>• Content of lesson plans</li> <li>• Designing common student assessments</li> <li>• Artifacts</li> </ul> <p><b>NOTE: The focus of this domain is process, not the product only.</b></p>
Domain 3 – <i>Reflecting on Teaching</i>	Domain 4 – <i>Collegiality and Professionalism</i>
<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Reflection conference</li> <li>• Professional growth plan</li> <li>• Conferences</li> <li>• Discussions</li> <li>• Lesson Study</li> <li>• Artifacts</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Conferences</li> <li>• Teacher surveys</li> <li>• Discussions</li> <li>• Artifacts</li> </ul> <p><b>NOTE: The focus of this domain includes the degree to which the employee follows procedures.</b></p>

*During the pre-conference, 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. The administrator may complete this procedure for teachers individually or in groups.*

*Above all, the Marzano Observation/ Evaluation System is a qualitative, not a quantitative, model that is designed to help teachers improve their delivery of instruction and grow professionally.*

*In order to receive a particular rating for a specific element or domain, the teacher is NOT required to:*

- ✓ *include all examples of evidence listed above;*
- ✓ *include all examples of evidence listed on any of the Marzano protocol forms; or*
- ✓ *complete all questions on Marzano pre-conference or post-conference forms.*

***Instead, the focus of the evaluation of each element or domain should be on the quality of the examples of evidence the teacher does provide, not the quantity.***

***No more than two (2) elements in Domains 2, 3, and 4 shall be selected by the principal and disclosed to the classroom teachers during the pre-planning.***

## I. 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 five-level rubric is used to rate the performance and provide feedback to teachers on their use of the sixty 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. The ratings are:

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

Each source of evidence is rated based upon the rubric provided by the Osceola County School District/Marzano Evaluation Model on the scale of 0-4 as described above and added to the collection of evidence.

<b>Step 1</b>
<p><b>Rate observable elements at each of the following levels:</b></p> <ul style="list-style-type: none"> <li>• Innovating (4)</li> <li>• Applying (3)</li> <li>• Developing (2)</li> <li>• Beginning (1)</li> <li>• Not Using (0)</li> </ul>
<b>Step 2</b>
<p><b>Calculate the average of the ratings across all levels, for each of the four domains.</b></p>
<b>Step 3</b>
<p><b>For each domain, determine the percentage of the total each level represents:</b></p> <ul style="list-style-type: none"> <li>• Domain 1: 60%</li> <li>• Domain 2: 20%</li> <li>• Domain 3: 10%</li> <li>• Domain 4: 10%</li> </ul>
<b>Step 4</b>
<p><b>For each domain, apply the results from Step 3 to the description of each level on the Proficiency Scale (based upon the teacher's experience level).</b></p> <ul style="list-style-type: none"> <li>• PP-A2 years</li> <li>• A3+ or PSC Teachers</li> </ul>

**J. Description of Evaluation Process – Category 1 Teacher**

The chart below reflects the timeline for REQUIRED observations ONLY.

<p>Informal Observation #1 (Formative)</p> <ul style="list-style-type: none"> <li>✓ Conducted within the first fortyfive (45) days of school.</li> </ul>
<p>Individual Professional Development Plan</p> <ul style="list-style-type: none"> <li>✓ Written within the first forty-five (45) days of school</li> <li>✓</li> </ul>
<p>Formal Observation #1 (Formative) and Review of Progress in the Collection of Artifacts</p> <ul style="list-style-type: none"> <li>✓ To be conducted by the close of the first semester</li> <li>✓ Probationary instructional staff members must be formally observed within the first 45 days of their hire date.</li> <li>✓ Recommended in October/ November/ December</li> </ul>
<p>Mid-Point Evaluation utilizing the iObservation System</p> <ul style="list-style-type: none"> <li>✓ Conducted by the end of the first semester</li> <li>✓ <b>Suggested window for identifying struggling teachers</b></li> </ul>
<p>Informal Observation #2</p> <ul style="list-style-type: none"> <li>✓ Recommended in January/ February</li> </ul>
<p>Formal Observation #2 (Formative) and Review of Progress in the Collection of Artifacts</p> <ul style="list-style-type: none"> <li>✓ To be conducted by the close of the second semester</li> <li>✓ Recommended in March/ April</li> </ul>
<p>FINAL Summative Evaluation Utilizing the iObservation System</p> <ul style="list-style-type: none"> <li>✓ Conducted prior to the end of April</li> </ul>

When a teacher's performance is determined to be less than effective, according to Article 12.11.1 in the Teacher's Contract, a conference will be held, and a professional improvement plan shall be developed jointly and/or the individual professional development plan may be altered to address the concern.

**Additional observations can be conducted as stated on page 39.**

**K. Description of Evaluation Process – Category 2 Teacher**

The chart below reflects the timeline for REQUIRED & Additional observations.

Individual Professional Development Plan Written ✓ Written within the first forty-five (45) days of school
Informal Observation #1 ✓ To be conducted by the last week of January ✓ Recommended in September/ October/ November
Formal Observation #1 (Formative) and Review of Progress in the Collection of Artifacts ✓ To be conducted by the last week of March ✓ Recommended no later than the last week of January
<b><u>Additional</u></b> Informal Observation can be conducted ✓ Recommended in December/ January
<b><u>Additional</u></b> Formal Observation can be conducted ✓ Recommended in March/ April
✓ Collection of Artifacts ✓ To be conducted by the close of the second semester ✓ Recommended in April/May
FINAL Summative Evaluation Utilizing the iObservation System ✓ Conducted prior to the end of May

When a teacher's performance is determined to be less than effective, according to Article 12.11.1 in the Teacher's Contract, a conference will be held, and a professional improvement plan shall be developed jointly and/ or the individual professional development plan may be altered to address the concern.

**Additional observations can be conducted as stated on page 39.**

**L. Deliberate Practice Growth Plan**

- Beginning the 2013-14 school year, the Instructional Practice score shall include the calculation of a score for *deliberate practice*. For the 2013-2014 school year, all teachers' evaluations shall be held harmless from the calculation of a deliberate practice score. For each school year thereafter, The deliberate practice score shall reflect the teacher's growth on elements that he or she selects given the criteria below.
- The classroom teacher shall select one of the 41 elements in Domain 1 for which he or she has data the prior year from formal, informal, or walkthrough observation(s) for *deliberate practice*.
- Classroom teachers, who are new to the district or teachers who have no prior data, shall select a deliberate practice element and baseline score based on a self-assessment.
- The average of aggregated observation scores for Domain 1 elements shall be computed for both the baseline year and the current year. Each average shall include the following criteria:
  - **Baseline Year**
    - ✓ Formal Observations
    - ✓ Informal Observations
    - ✓ Walkthroughs
    - ✓ Scored and sent or not sent to evaluation
    - ✓ Self-assessment when no prior data is available
  - **Current Year**
    - ✓ Formal Observations
    - ✓ Informal Observations
    - ✓ Walkthroughs
    - ✓ Scored and sent to evaluation
- If the average of aggregated observation scores for baseline Domain 1 elements is:
  - greater than or equal to 3.0, then no deliberate practice percentage of change shall be calculated.
  - less than 3.0, then the teacher's deliberate practice percentage of change shall be calculated using the following formula:

$$(Current\ Year - Baseline\ Year) / Baseline\ Year = Percentage\ of\ Change$$

- The following chart shall be used to determine the point value to be assigned for the teacher's deliberate practice percentage of change:

<b>Deliberate Practice Score Point Values</b>	
▪ Less than 24%	1
▪ 25% - 49%	2
▪ 50% - 74%	3
▪ 75% or higher	4

- The point value assigned shall be the teacher's Deliberate Practice score. The Instructional Status score which reflects the observation scores for the current year shall have a weight of 90%,

and the Deliberate Practice score shall have a weight of 10%. Both scores shall be included within the teacher's Instructional Practice score using the formula below.

- Instructional Status Score (90%) + Deliberate Practice Score (10%) = Instructional Practice Score

**M. 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:

**Component 1 – Instructional Practice:**

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

**Component 2 – Student Growth:**

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

**Final Summative Teacher Evaluation Ranges:**

RATING	RANGE
<b><i>HIGHLY EFFECTIVE</i></b>	3.5 – 4.0
<b><i>EFFECTIVE</i></b>	2.0 – 3.49
<b><i>NEEDS IMPROVEMENT or DEVELOPING</i></b>	1.5 -1.99
<b><i>UNSATISFACTORY</i></b>	0 – 1.49



## **SECTION VI – Recommended Best Practices for Evaluation**

Observers may:

- ✓ Communicate on a regular basis clear expectations for successful implementation of the Marzano Observation/ Evaluation System.
- ✓ Clarify that the teacher understands the criteria of the key elements he or she has selected.
  
- ✓ Set a schedule in which teachers can sign up for their pre-conference, post-conference, and formal observations. Block certain weeks throughout the school year and request that teachers make it their responsibility to schedule the pre- and post- conferences and the observation according to the district guidelines and timelines.
- ✓ Follow the pacing guide that Human Resources provides that defines approximate completion dates by quarter or semester so that teachers receive feedback throughout the school year.
- ✓ Avoid delaying and scheduling a large number of observations into the last month of school.
- ✓ Ease any anxiety about informal observations (particularly if this is a new practice for a teacher) by announcing the day or the week observations will be taking place; and once the teacher is comfortable with having an administrator in his or her room, move to unannounced informal observations.
- ✓ Complete observations for elements for which behavioral evidence is observed.
  - Administrators shall not select in advance an element to observe unless the element is one that the teacher or Faculty Steering Committee selected.
- ✓ Reschedule an observation for another time when classroom instruction is taking place if students are being tested, and/ or no classroom instruction occurs.
- ✓ Avoid scheduling observations for teachers:
  - during times when 'auto-splitting' is occurring in a classroom;
  - only at the same time of the instructional day;
  - for teachers of students who are tested during state and district testing windows to the extent possible; and/ or
  - during times when student behavior may be affected due to a disruption in the daily schedule such as immediately after fire or tornado drills, special student activities, or other unusual circumstances that may skew observation data.
- ✓ Provide finalized feedback no more than ten (10) working days after an observation concludes.
- ✓ Use the appropriate pre-observation, post-observation, and lesson plan forms to empower teachers to reflect upon classroom instruction.

- ✓ Plan observations to represent a fair sampling of the teacher's instructional day. Per Article V, Section 5.23, of the Contract:
  - *Every reasonable effort will be made to place teachers in their certified teaching field.*
  - *In some cases, the Board may assign a teacher outside the scope of his/her certification areas.*
  - *When this is done, the teaching evaluation will note that the teacher is assigned out of field if the evaluation is done on that assignment.*
  - *When teachers are given split assignments, evaluations shall be done only in their certified areas.*

Recommended Roles		
Formal Observation	Observer	Teacher
Pre-Conference	To support and guide the teacher in planning and preparation	To provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula
Post-Conference	To provide a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine next steps	To reflect upon the impact that the lesson had on student learning.
Written Feedback	To provide objective, actionable and timely feedback as described in the district procedures	To reflect upon and engage in dialogue with observers; and to take appropriate action

## **SECTION VII - Training**

In order to ensure the fidelity of the implementation of the Marzano Evaluation System, the school district shall provide appropriate training to the following employee groups:

- **Instructional Employees**

District and school instructional employees shall receive ongoing training on Domains 1 through 4 of the Marzano Art and Science of Teaching Framework. This training shall include the following components as a minimum:

- Education research upon which the framework is based;
- Identifying the indicators and evidence of effective instruction; and
- Using rubrics to distinguish proficiency levels for each element of instruction observed.

- **Administrators**

District and school administrators responsible for evaluations of instructional employees shall receive training on Domains 1 through 4 of the Marzano Art and Science of Teaching Framework. This training shall include the following components as a minimum:

- Education research upon which the framework is based;
- Identifying the indicators and evidence of effective instruction; and
- Using rubrics to distinguish proficiency levels for each element of instruction observed.

## **SECTION VIII - Appendices**

### **Appendix A - Glossary of Terms in Florida's Common Language of Instruction**

Florida's Common Language Project is a process for Florida's educators to refine professional conversations in ways that increase clarity and deepen our common understanding of instruction.

*Florida's Common Language of Instruction* document (e.g., DOE EQEVAL-2012-4) is located at <http://www.fldoe.org/profdev/resources-TA.asp>.

### **Appendix B - Observation Forms for Instructional Employees**

Observation forms for Instructional Employees are located in the Marzano Evaluation System conference folder on the school district's FirstClass e-mail system and at the websites below:

- Florida Department of Education > Florida State Models of Evaluation Systems  
<http://www.fldoe.org/profdev/fsmes.asp>
- Learning Sciences International > Marzano Evaluation > Florida Model Materials  
[http://www.marzanoevaluation.com/members\\_area/florida\\_model\\_materials/](http://www.marzanoevaluation.com/members_area/florida_model_materials/)

### **Appendix C - Final Summative Calculation and Evaluation Forms**

The form *Annual Evaluation Report for Instructional Employees* is located in the Marzano Evaluation System conference folder on the school district's FirstClass e-mail system.

### **Appendix D - Sample IPDP Forms**

The school district's *Individual Professional Development Plan* (IPDP) form is located online via the Employee Portal.

Sample IPDP forms and related resources are located in the IPDP subfolder of the Professional Development conference folder on the school district's FirstClass e-mail system.

### **Appendix E - Professional Improvement Plan Form**

The school district's *Personnel Performance Plan for Teacher Development - Professional Improvement Plan* form (e.g., FC-710-1211) is located in the Professional Development conference folder on the school district's FirstClass e-mail system.