

Orange County Public Schools

2015-2016

## Instructional Evaluation System



Rule 6A-5.030  
Form IEST-2015  
Effective Date: October 2015

Orange County Public School Instructional Evaluation Systems

Orange County Public Schools  
Dr. Barbara Jenkins, Superintendent  
407-317-3200

## Table of Contents

1. Performance of Students
2. Instructional Practice
3. Other Indicators of Performance
4. Summative Evaluation Score
5. Additional Requirements
6. District Evaluation Procedures
7. District Self-Monitoring
8. Appendix A – Checklist for Approval

### **Directions:**

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address [DistrictEvalSysEQ@fldoe.org](mailto:DistrictEvalSysEQ@fldoe.org).

**\*\*Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

## 1. Performance of Students

### Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
- For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
- For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
- For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

.....

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. 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.”* 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.”*

### **Local Assessment Policy**

The local assessment policy as required per F.S. 1008.22 has been developed. The use of assessments for the purpose of evaluation is reviewed continuously to assure compliance with the

statutes. When the local assessment selections for the district described in chart below are administered, they conform to the district policy in terms of administration and use. Orange County Public Schools creates Common Final Exams for all courses not covered by statewide or national assessments. These assessments are used to develop district-developed student learning growth models and estimate student learning growth scores for all courses not covered by statewide value-added models.

### **Student Learning Growth Cut Points**

The State Board of Education through rule 6A-5.0411 has set value-added cut points that must be used for teachers with three or more years of student learning growth on assessments associated with statewide value-added models. This same rule will be applied to teachers with fewer than three years of student learning growth on assessments associated with statewide value-added models. If a teacher covered by this Rule also instructs students in other courses, the performance of these students may be combined in this portion of their evaluation, weighting the impact of these students by either number of students or courses.

For teachers of courses not covered by the State Board of Education rule, the school district will collectively bargain cut points with the teachers' association Orange County Classroom Teachers Association. The district will set cut points in compliance with F.S. 1012.34(2)(e) that requires that school districts construct an instructional evaluation that differentiates between four levels (Highly Effective, Effective, Needs Improvement / Developing, and Unsatisfactory).

For the 2015-16 school year, 33.3% of a teacher's final evaluation score will be made up of a student learning growth score that meets the following criteria:

- a. **Highly Effective:** A highly effective rating is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 99-percent confidence interval also lie above zero (0).
- b. **Effective:** An effective rating is demonstrated by a value-score of zero (0); or a value-added score of greater than zero (0), where some portion of the range of scores associated with a 99-percent confidence interval lies at or below zero (0); or a value-added score of less than zero (0), where some portion of the range of scores associated with both the 95-percent and the 99-percent confidence interval lies at or above zero (0).
- c. **Needs Improvement, or Developing if the teacher has been teaching for fewer than three (3) years:** A needs improvement or developing rating is demonstrated by a value-added score that is less than zero (0), where the entire 95-percent confidence interval falls below zero (0), but where a portion of the 99-percent confidence interval lies above zero (0).
- d. **Unsatisfactory:** An unsatisfactory rating is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 99-percent confidence interval also lie below zero (0).

## Determining Student Learning Growth Scores

The chart below describes the process used to determine what student learning growth scores are used for classroom instructional personnel and how these scores are combined if multiple assessments and student learning growth models are used.

<b>Courses Instructed</b>	<b>Type of Student Learning Growth Score</b>
Only courses associated with FSA	Score associated with Florida's FSA value-added model
Only courses associated with Algebra I EOC	Score associated with Florida's Algebra I EOC value-added model
Only courses associated with FSA and Algebra I EOC	Weighted average of scores from Florida's FSA and Algebra I EOC value-added models
A combination of courses associated with FSA/Algebra I EOC and all other courses	Weighted average of scores from Florida's FSA and Algebra I EOC value-added models and OCPS student learning growth models for all other assessments
Only courses not associated with FSA/Algebra I EOC	Score associated with OCPS student learning growth models

When multiple scores are to be used, the weighting of these scores will be done based on the number of students. For example, a teacher with 70% of their students associated with FSA assessed courses and 30% from other courses not associated with FSA or Algebra I courses would receive 70% of their student learning growth score from Florida's student learning growth model (VAM) and 30% from OCPS calculated student learning growth models.

Each year, Orange County Public Schools will produce a crosswalk between all courses offered and the assessments associated with each course. The Course Assessment Crosswalk will change as new courses are added, as courses are deleted, and as student enrollment fluctuates. The most current version of the Course Assessment Crosswalk can be found on the Test Development and Measurement website.

## Probationary Teachers

Probationary teachers will receive a student learning growth score for their mid-point evaluation based on assessments selected by the school principal. These assessments may include assessments embedded in instructional software programs, formative assessments, progress monitoring assessments or other school-selected assessments. The student data collected for this measure must be from the period prior to the completion of the instructional practice portion of the mid-point evaluation. Principals will receive guidance from the district prior to the start of the 2016-2017 school year.

Newly hired teachers will receive at minimum two annual evaluations within the first year of hire. Moving forward, these evaluations will include scores from Instructional Practice (67%) and Student Growth (33%). The School District of Orange County will allow site based principals to determine student performance measures for newly hired instructional personnel for their first evaluation (mid-point) and use a Non-VAM calculation for the scoring. The resulting score of the Mid-Point Evaluation does not impact the scoring for the Final Evaluation, but rather serves as a snapshot of the teacher's current performance.

## 2. Instructional Practice

### Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].
  - Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
  - For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].
  - For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].
  - For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
  - For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].
- .....

### **Selection of the Evaluation Model**

In November, 2010 a core group of 30 stakeholders: teachers, principals, Classroom Teachers Association representatives, and district personnel met to begin the process of redeveloping the teacher assessment tools and processes for Orange County Public Schools. The team researched successful models from across the nation and spent many hours discussing the benefits and areas of concern for each model. In February of 2011, the team began to develop their own evaluation instrument based upon best practices, and continued until the State of Florida introduced the Marzano Evaluation.

In March 2011, an expanded committee of 42 members was provided a three - day overview of the state model by Learning Sciences International, followed by three days of teacher evaluation redevelopment workshops with a consultant from that organization. Both the school district and the Classroom Teacher Association agreed that collective bargaining was required for decision – making around the implementation of the model, but reached consensus for using it. The committee met monthly throughout the 2011-2012 school year to monitor the implementation of the evaluation model; to develop, monitor and revise procedures as necessary; to promote effective communication to all stakeholders; to review the progress of the training schedule; to monitor compliance with the implementation; and to

identify solutions for issues that may have arisen during the early implementation phase. In the years following, the committee continued to meet regularly to resolve issues and provide guidance for the use of the model.

### **Research for Marzano Teacher Evaluation Model**

The Marzano Teacher Evaluation Model has been supported by the Florida Department of Education (DOE) as a model districts may use or adapt as their evaluation model. The Teacher Evaluation Committee from Orange County Public Schools recommended the use of the Marzano model with minor adaptation and a phased in implementation that resulted in full use of the framework to date.

The Marzano Evaluation Model is based on a number of previous, related works 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 Evaluation Model was designed from the meta-analysis conducted by Dr. Robert J. Marzano while working for McREL where criterion were used to identify studies that examined the effectiveness of various instructional strategies. Several decades of research were considered to identify the instructional strategies that had the largest effect size on student outcomes originally published fifteen years ago. Since that time, 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 Base and Validation Studies on the Marzano Evaluation Model (2011)* and *Instructional Strategies Report: Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies (August, 2009)* is provided in the appendix section.

These works have been studied by teachers in schools across Orange County Public Schools for a number of years and have been operationalized in the Orange County Public Schools Framework for Teaching and Learning. School personnel discovered the Marzano model did not require a new set of skills or strategies; instead it helps teachers understand the effectiveness of intentional planning of the use of high-effect size strategies. Additionally, the model has allowed Orange County Public Schools to embed and connect initiatives that were 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 [Rule 6A-5.030(2)(b)2., F.A.C.]. During the spring of 2014, the protocols were revised by the staff at Learning Sciences International to include more contemporary language that is reflective of the revised standards in the state of Florida and nationally. During the upcoming year, the focus for Orange County Public Schools is to help both teachers and administrators connect the standards-aligned planning and the intentional use of instructional strategies to purposefully monitoring for student outcomes that

demonstrate mastery of the state standards.

For the 2015-2016 school year, the use of the framework to establish a common language was further defined in the district's vision for effective instruction to assure that the use of instructional strategies is anchored to helping students be able to master the appropriate student outcomes for the standards. To that end, feedback provided to teachers in each of the domains is considerate of the connection to the appropriate grade level standards.

### **Description of the Instructional Framework**

The evaluation model includes four domains: Domain One Classroom Strategies and Behaviors; Domain Two Preparing and Planning; Domain Three Reflecting on Teaching; and Domain Four Collegiality and Professionalism. The framework for evaluation was developed with observation instruments that use 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 common language found in the protocols for each of the elements is to be used with consistency by all observers when conducting evaluations.

The common language found in the framework was designed to describe the effective use of the instructional strategies, referred to as elements, a total of 60 in the four domains. Each element was developed with an element description also referred to as a focus statement that contains key construct that must be present to be considered the correct use of the strategy. Domain One is divided into three lesson segments: Routine Events, the Lesson Segment Addressing Content Elements, and Enacted on the Spot (please see the figures below). Domain One was designed with the nine design questions consistent with the design questions identified in the *Art and Science of Teaching* text. Domain Two was created to capture the tenth design question containing a total of eight elements. Domains Three and Four were not developed with design questions, each consists of five and six elements respectively, that focus on improvement in Domain Three and the characteristics of a professional that support the work in schools in Domain Four.

Figure 1- 2014 Domain One Learning Map for the Marzano Teacher Evaluation Model

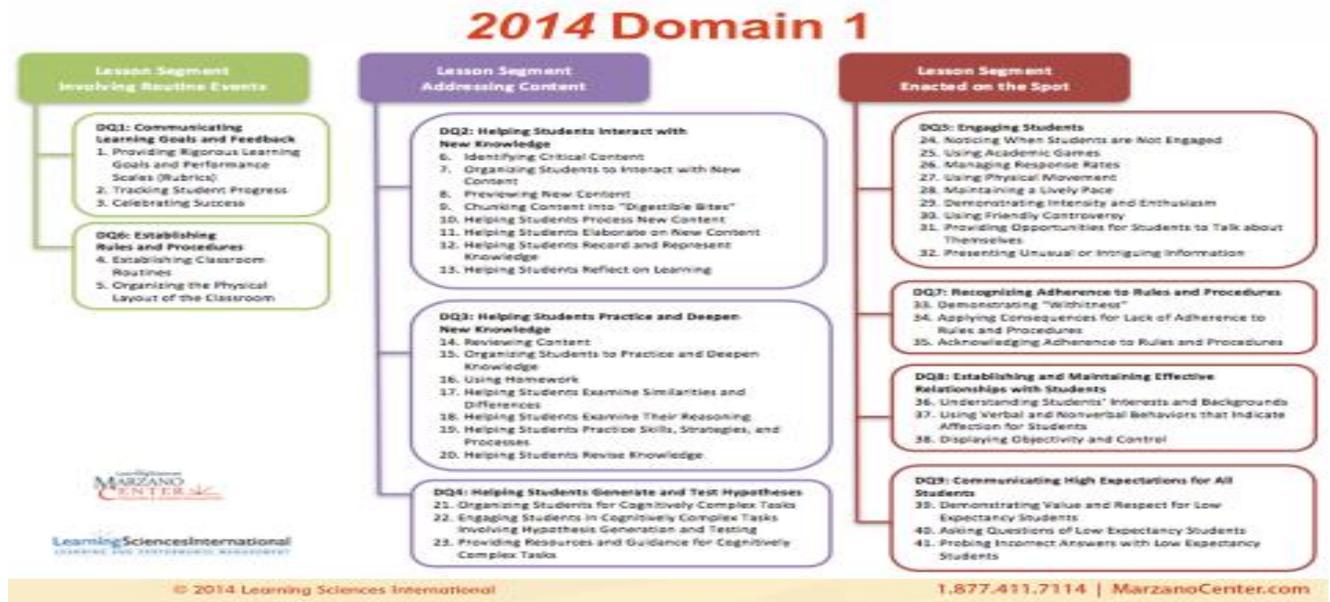
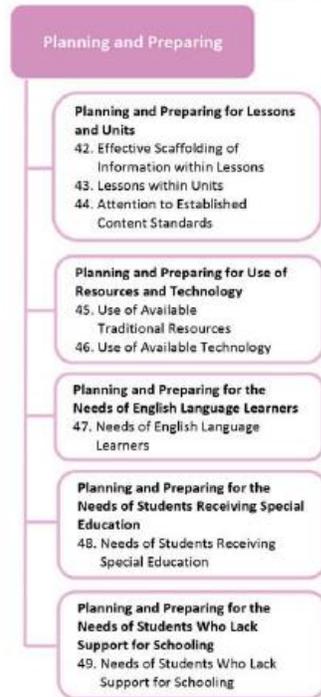


Figure 2- Domains Two to Four Learning Map for the Marzano Teacher Evaluation Model

**2014 Marzano Teacher Evaluation Model Learning Map**



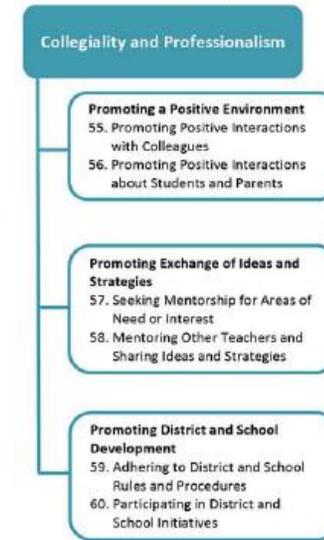
**Domain 2: Planning and Preparing**



**Domain 3: Reflecting on Teaching**

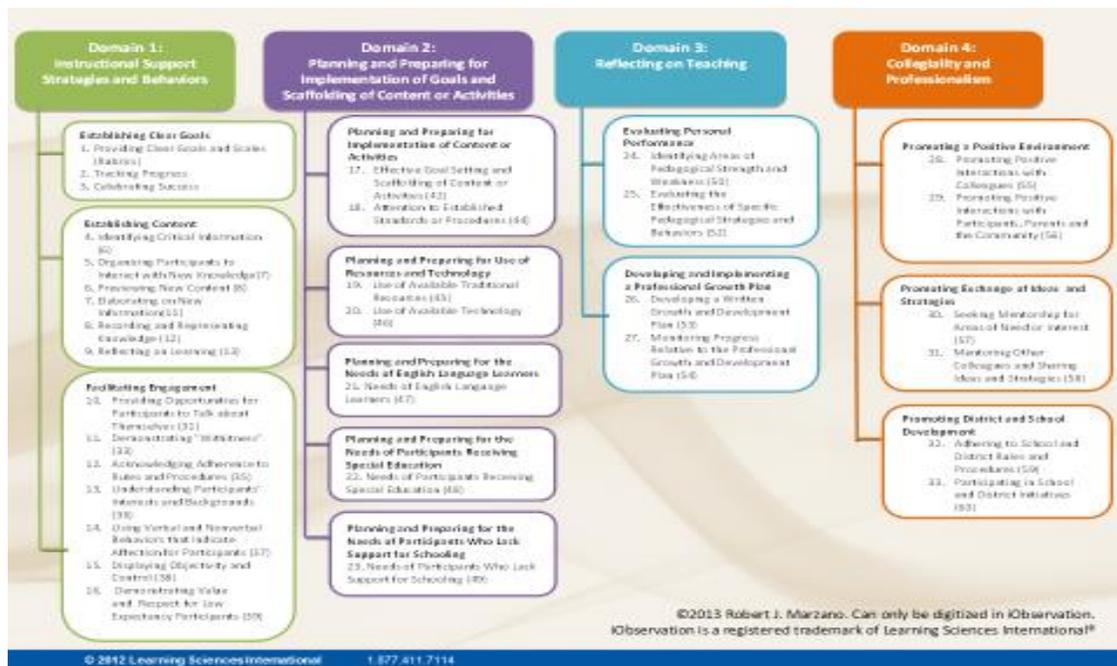


**Domain 4: Collegiality and Professionalism**



The common language for the framework for the non-classroom instructional support personnel was created to be similar in nature and is only minimally different in description for each of the elements that appear identical to those in the classroom teacher evaluation model. This model was designed with a total of 33 elements with the first 16 in Domain One as opposed to the 41 in Domain One in the classroom teacher model. For domain two, the elements were created in a similar manner except that the element for planning lessons and units is not present and this is similar to Domain Three where the element for evaluating the effectiveness of lessons within units is not present. Domain Four was developed to contain the same elements as in the classroom teacher evaluation model. Domain One and Two were designed with references to work goals and a plan of work, which is more suitable to the job responsibilities of the diverse positions that would use this alternative evaluation model. In the alternative model, the strategies in Domain Two were meant to capture the weight of what occurs outside of the meeting and sharing of information process for this very diverse group of professionals with varied job responsibilities.

Figure 3 - Domain One - Four Learning Map for the Marzano Non Classroom Instructional Support Evaluation Model



Florida Statute 1012.34 (2)(D) requires districts to identify those teaching fields for which special evaluation procedures and criteria are necessary. The following job titles were identified for Special Procedures because they serve as resource teachers who are not responsible for full time classroom instruction: Administrative Dean, Curriculum Resource Teacher, Dean, District-Level Teacher, ESOL Compliance, Instructional Coach (Math, Science, Reading, Literacy, Data), Instructional Support, Learning Resource Teacher, Resource Teacher, Behavior Specialist, Guidance, SAFE Coordinator, Social Worker, Staffing Coordinator, Student Placement Specialist,

Media Specialist, Technology Specialist, Athletic Director, Athletic Trainer, Audiologist, Social Worker, Diagnostic Specialist, Language Diagnostician, Mental Health Counselor, Peer Counselor, Speech/Language Therapist, School Psychologist, and Registered Nurse. Orange County Public Schools has reviewed all instruction-related positions and aligned their instructional practice evaluation instrument with the Florida Educator Accomplished Practices and technical job responsibilities and skills in job a-like categories; however, the connections inherent in the model are outlined in the appropriate table in this section. The instructional practice evaluation instrument document was reviewed by the Teacher Evaluation Committee of the Classroom Teachers Association and approved by the Collaborative Bargaining Team. The district has continued to review the use of this instrument with other job classifications that might be more appropriate for the alternative model.

### **Scoring Using the Marzano Model**

Two developmental rating scales were designed for providing feedback to both classroom teachers and non-classroom instructional support models. The scale for Domain One was designed in a way that differs than the scale for Domains Two through Four. Five levels for each of these scales were identified with the same rating classification category: not using, beginning, developing, applying and innovating.

In Domain One, if all of the key constructs are present with alignment to the standard or an appropriate target in the trajectory of the standard, the rating on the developmental rating scale would be at the developing level. If key constructs are missing for the element or the strategy is used incorrectly, the appropriate rating to be applied would be at the beginning level. If a teacher should be using a particular strategy and does not, a rating of not using might be given following a conversation with the teacher.

In Domain One, the power to increase student achievement is in the monitoring. To this end, there are two types of monitoring associated to the use of strategies in Domain One. The first applies to all 41 elements and it is related to monitoring for the desired effect associated to that element. For the content elements in design questions two, three and four, teachers must also monitor for the appropriate student outcome for the standard. To be rated as applying, the teacher must monitor and see that at least the majority of students achieve the desired effect and demonstrate the appropriate standards-aligned student outcome. To be rated innovating on the classroom model, teachers must monitor and see the desired effect and the appropriate student outcome for the standard in all of the students, which may be the result of an adjustment made to allow this to occur that can be subtle or observable.

The Marzano rating scales for Domain One in both the classroom and non-classroom instructional model require that there is evidence that the strategy is implemented correctly at the developing level. At the applying level, the strategy is implemented correctly and there is monitoring for effectiveness and at the innovating level, the strategy is implemented correctly, there is monitoring for effectiveness and an adjustment to increase the effectiveness. The difference in rating the non-classroom, instructional support model is that the professional may

have only one student or participant when Domain One is rated so to be rated at the innovating level, the professional must do something to meet the specific needs of the participant.

For Domains Two through Four in both models, the scale shifts. The applying rating requires that all key constructs are present and the innovating rating requires that the professional is recognized as a leader in regard to the key constructs for the specific element.

The underlying constructs of the Marzano Evaluation Models are: 1. Teachers/professionals 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 the 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/professional growth. 5. The Marzano Evaluation Framework is a causal model. When appropriately applied at the appropriate time, teacher/professional efficacy will improve and student learning will follow.

### Alignment with the Marzano Teacher Evaluation Model

<b>Alignment to the Florida Educator Accomplished Practices (FEAP)</b>	
The chart below articulates the alignment of the Marzano Model and the Florida Educator Accomplished Practices (FEAP) as implemented in Orange County Public Schools. [Rule 6A-5.030(2)(b)4., F.A.C.].	
Practice	Evaluation Indicators
<b>1. Instructional Design and Lesson Planning – the focus of Domain Two</b> Applying concepts from human development and learning theories, the effective educator consistently: <b>Please note: The work in Domain Two, Planning and Preparation, should be evident in the additional Domain areas that are identified in the table. Specific aspects of Domain Two that focus on the area identified in the stem in the left column are noted in the right column.</b>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Design Questions 2, 3, and 4 of the Content Lesson Segment of Domain One (elements 6-23); Design Question One of Domain One (elements 1-3); Domain Two (elements 42-44); and Domain 3 (elements 51-52)
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Domain One – Design Question One (elements 1-3) and Domain Two – elements 42-44.
c. Designs instruction for students to achieve mastery;	Design Questions 2, 3, and 4 of the Content Lesson Segment of Domain One (elements 6-23); Design Question One of Domain One (elements 1-3); Domain

	Two (elements 42-44); and Domain 3 (elements 51-52)
d. Selects appropriate formative assessments to monitor learning;	Design Questions 2, 3, and 4 of the Content Lesson Segment of Domain One (elements 6-23); Design Question One of Domain One (elements 1-3); Domain Two (elements 42-44); and Domain 3 (elements 51-52)
e. Uses diagnostic student data to plan lessons; and,	Domain 2 – elements 42-44 and elements 46-48; Domain 3 – elements 51 and 52
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Domain One – elements 1 and 2 and Domain 2 – elements 42-44
<b>2. The Learning Environment</b>	
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;	Domain One – design question six (elements 4 and 5); design question five (all elements as applicable to the individual lesson sequence); Domain Two – specifically element 42 and 43
b. Manages individual and class behaviors through a well-planned management system;	Domain One – design questions six, seven and eight
c. Conveys high expectations to all students;	Domain One – design question nine; Domain Two – elements 47-49
d. Respects students’ cultural linguistic and family background;	Domain One – design question eight and Domain Four – elements 55 and 56
e. Models clear, acceptable oral and written communication skills;	Domain One and Domain Four – elements 59 and 60
f. Maintains a climate of openness, inquiry, fairness and support;	Domain One – design questions six and eight
g. Integrates current information and communication technologies;	Domain Two – elements 45 and 46

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Domain One – design questions two, three, four and nine; Domain Two – elements 47-49; Domain Three – element 52
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Domain One – design question one, two, three, four; Domain Two – elements 46-49
<b>3. Instructional Delivery and Facilitation – The Focus of Domain One</b>	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: <b>Please note: The work in Domain One should be evident particularly in Domain Two and connected to Domain Three.</b>	
a. Deliver engaging and challenging lessons;	Domain One – involves all design questions primarily, design question one, two, three, four and five; also connected to Domain Two – elements 42-44 and Domain Three – elements 51-52
b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Domain One – design questions one, two, three and four; Domain Two – elements 42-44
c. Identify gaps in students’ subject matter knowledge;	Domain One – design question one, two and nine; Domain Two – elements 42-44 and Domain Three – element 52; this may also be an adjustment a teacher makes when using any of the strategies in the Lesson Segment Addressing Content in Domain One
d. Modify instruction to respond to preconceptions or misconceptions;	Domain One – primarily in design questions two and three; Domain Two – elements 42-44
e. Relate and integrate the subject matter with other disciplines and life experiences;	Domain One – element 6 and 8 specifically and in design questions five and eight
f. Employ higher-order questioning techniques;	This may happen throughout design questions two, three and four of Domain One.

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Domain One – all elements; Domain Two – all elements may be considered
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Domain One – design questions one, two, three, four, five, and nine; Domain Two – elements 47-49
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	This may occur in all elements of Domain One but it is essential to provide regular opportunities such as this for tracking progress and other elements in design question one.
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Design questions one, two, three and four
<b>4. Assessment</b> 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;	Domain One – Elements 1-3; Domain Two – elements 42-44; Domain Three – elements 51 and 52
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Domain One – Elements 1-3; Domain Two – elements 42-44; Domain Three – elements 51 and 52
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Domain One – this work happens in Design questions one, two, three, four and five; Domain Two – all elements may be involved in planning to accomplish this
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Domain One – this work happens in Design questions one, two, three, four and five; Domain Two – elements 44-49 and Domain Three – elements 51 and 52
e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and,	Domain Four – elements 56, 59 and 60
f. Applies technology to organize and integrate assessment information.	Domain Two – elements 46, 59 and 60

### 5. Continuous Professional Improvement – Focus of Domain Three

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;	All elements in Domain Three are involved in doing this process effectively
b. Examines and uses data-informed research to improve instruction and student achievement;	Domain Three – elements 51 and 52 specifically; however evidence of this work will be seen in the planning process captured in Domain Two and in the instructional delivery in Domain One
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;	Domain Two – all elements; Domain Three – elements 51 and 52; Domain Four – elements 55, 59 and 60
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Domain Four – elements 56, 59 and 60
e. Engages in targeted professional growth opportunities and reflective practices; and,	Domain Three – elements 50, 53 and 54; Domain Four elements 59 and 60
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Domain Four 59 and 60; this would be evident in both Domain Two (planning and preparation) and Domain One (instructional delivery)

### 6. Professional Responsibility and Ethical Conduct – Focus of Domain Four

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 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	All elements in Domain Four as well as those related to human resources management directives and board policy.
---	---

## Alignment with the Non-classroom Instructional Support Model

<b>Alignment to the Florida Educator Accomplished Practices (FEAP)</b> The chart below articulates the alignment of the Marzano Model and the Florida Educator Accomplished Practices (FEAP) as implemented in Orange County Public Schools. [Rule 6A-5.030(2)(b)5., F.A.C.].	
Practice	Evaluation Indicators
<b>1. Instructional Design and Lesson Planning – the focus of Domain Two</b> Applying concepts from human development and learning theories, the effective educator consistently: <b>Please note: The work in Domain Two, Planning and Preparation, should be evident in the additional Domain areas that are identified in the table. Specific aspects of Domain Two that focus on the area identified in the stem in the left column are noted in the right column.</b>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Domain One – elements 1-3; Domain Two – element 17 and 18
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Domain One – elements 4-9; Domain Two – elements 17 and 18
c. Designs instruction for students to achieve mastery;	Domain Two – all elements
d. Selects appropriate formative assessments to monitor learning;	Domain One - elements 1-3; Domain Two - elements 17 and 18; and Domain 3 – element 25
e. Uses diagnostic student data to plan lessons; and,	Domain 2 – elements 17 and 1; element 25 of Domain 3
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Domain One – elements 1 and 2 and Domain 2 – elements 17 and 18
<b>2. The Learning Environment</b> 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;	Domain Two – specifically element 17 and 18
b. Manages individual and class behaviors through a well-planned management system;	Domain One elements 10-16
c. Conveys high expectations to all students;	Domain One – elements 4-16
d. Respects students’ cultural linguistic and family background;	Domain One – elements 10-16 and Domain Two – elements 21-23
e. Models clear, acceptable oral and written communication skills;	Domain One and Domain Four – elements 32 and 33
f. Maintains a climate of openness, inquiry, fairness and support;	Domain One – elements 10-16 and Domain Four – elements 28 and 29

g. Integrates current information and communication technologies;	Domain Two – elements 18-20
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Domain One – elements 1-3; Domain Two – elements 21-23; Domain Three – element 25
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Domain One – all elements as necessary; Domain Two – elements 20-23
<b>3. Instructional Delivery and Facilitation – The Focus of Domain One</b>	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: <b>Please note: The work in Domain One should be evident particularly in Domain Two and connected to Domain Three.</b>	
a. Deliver engaging and challenging lessons;	Domain One – all elements; also connected to Domain Two – elements 17 and 18 and Domain Three – element 25
b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Domain One – all elements as applicable; Domain Two – elements 17 and 18 as applicable
c. Identify gaps in students’ subject matter knowledge;	Domain One – elements 1-3 and 10-16; Domain Two – elements 17-18, 21-23; Domain Three – element 25
d. Modify instruction to respond to preconceptions or misconceptions;	Domain One – all elements; Domain Two – elements 42-44
e. Relate and integrate the subject matter with other disciplines and life experiences;	Domain One – element 6 and 8 specifically and in design questions five and eight
f. Employ higher-order questioning techniques;	This may happen throughout design questions two, three and four of Domain One.
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Domain One – all elements; Domain Two – all elements may be considered
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Domain One – elements 4-16; Domain Two – elements 21-23
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	This may occur in all elements of Domain One.
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Domain Two primarily but may also involve Domain One
<b>4. Assessment</b>	
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;	Domain One – Elements 1-3; Domain Two – elements 17 and 18; Domain Three – element 25
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Domain One – Elements 1-3; Domain Two – elements 17 and 18; Domain Three – element 25
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Domain One – elements 1-3; Domain Two – elements 21-23; Domain Three 25
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Domain One and Two
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Domain One – elements 10-16; Domain Four – elements 29, 32 and 33
f. Applies technology to organize and integrate assessment information.	Domain Four – elements 28, 32 and 33
<b>5. Continuous Professional Improvement – Focus of Domain Three</b> The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	All elements in Domain Three are involved in doing this process effectively
b. Examines and uses data-informed research to improve instruction and student achievement;	Domain Three – most elements; however evidence of this work will be seen in the planning process captured in Domain Two and in the delivery of information in Domain One
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;	Domain Two – all elements; Domain Three – element 25; Domain Four – elements 28, 32 and 33
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Domain Four – elements 28, 32 and 33
e. Engages in targeted professional growth opportunities and reflective practices; and,	Domain Three – elements 25-27; Domain Four elements 32 and 33
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Domain Four 32 and 33; this would be evident in both Domain Two (planning and preparation) and Domain One (delivery of information)
<b>6. Professional Responsibility and Ethical Conduct – Focus of Domain Four</b>	
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,	All elements in Domain Four as well as those related to human resources

pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	management directives and board policy.
--	---

### **Conducting Observations and Collecting Evidence**

The Marzano Evaluation Models was developed with the intent of using a series of protocols for each of the models to provide feedback to the professional. The models were created with one protocol for every element in each of the model. The protocols were designed to describe the strategy and provide sample evidence that an observer must consider when applying the development rating scale [Rule 6A-5.030(2)(b)6., F.A.C.]. While the evidence was not intended to be a comprehensive list, it meant to help the observer better understand what may be seen in terms of the evidence of the person using the strategy and the evidence of the learner / participant.

Domain One of the models was created to be observed during the course of a lesson or portion of the lesson in the Marzano Teacher Evaluation Model. For the Non-Classroom Instructional Support Model this domain differs due to the job responsibilities associated with the role. Domain One was intended to be used for an observation of a meeting or similar setting where information is being shared; however, some areas may be rated as a result of a discussion like those for the first three elements that relate to a work goal that has been established but may not be the subject of the meeting observed. Both models were developed to center on identifying and rating only dominant elements during an observation. The other domains are rated outside of the observation. They were meant to be rated through conversations and the sharing of artifacts.

### 3. Other Indicators of Performance

#### Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Development Plan
- Other indicators, as selected by the district

#### **Peer Reviews**

The peer review process is included as part of the evaluation plan. Both those identified in administrative roles and instructional roles may participate in the four-day training on the Marzano Evaluation Models in order to be added to the observer list maintained by the district in accordance to Florida statute. If those who participate in the training sessions also pass the two assessments at the conclusion of the second and fourth days. For the 2015-2016 school year, the training series and assessments were revised. The cut scores for the more complex assessment were raised to assure that those who provide observational feedback that is evaluative or non-evaluative meet this standard and have demonstrated a thorough knowledge of the model and the district vision for effective instruction.

In addition to allowing teachers to participate with the purpose of becoming observers, principals also encourage teachers to give peer feedback using the model outside of the evaluation process. Teachers may arrange observations of their peers to discuss the use of instructional strategies and the student outcomes that were demonstrated.

#### **Deliberate Practice and Professional Growth Plans**

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. Domain Three of both the Marzano Teacher Evaluation Model and the Non-classroom

Instructional Support Model was designed to have teachers examine the effectiveness of the strategies they use and develop a plan to improve in an area each year.

Beginning with the 2013-2014 school year, the Deliberate Practice model was used by teachers to strengthen and improve their practice. Last year, the use of this part of the model was modified in a joint effort by teachers and administrators during a series of meetings of the Teacher Evaluation Committee.

When using Deliberate Practice, teachers select an element on which to develop a plan for improvement, known as a professional growth plan. During the school year, the teacher takes steps that are outlined in their personalized professional development plan established and maintained in iObservation. The plan is a series of steps to allow them to practice using techniques associated to the strategy for their identified element. Observers may rate the element throughout the year to provide teachers feedback on the use of the technique; however, only the last rating counts as their score for that element, which is not included in the ratings given to them in Domain One but as a separate “track,” of ratings.

The rating is applied to a range of values that is added to their final score for all the elements in Domains One through Four. This combination of values becomes their overall rating. The procedures for calculating the summative score is further explained in another section.

#### 4. Summative Evaluation Score

##### Directions:

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].

.....

##### Summative Evaluation Score and Rating Calculation

The Instructional Practice and Student Learning Growth portions of the calculation will be combined according to the following method in order to produce the summative evaluation score and rating. For all instructional personnel, the Instructional Practice score will be 66.7% of the summative evaluation score. The Deliberate Practice portion of the instructional evaluation is embedded within the Instructional Practice score. The Student Learning Growth score will be 33.3% of the summative evaluation score. This calculation will be used for both classroom and non-classroom instructional personnel.

The Instructional Practice and Student Learning Growth portions of the evaluation will be expressed as a number between 1.00 and 4.00 with the following categories:

<b>Instructional Practice Rating</b>	<b>Score</b>
Unsatisfactory	0.0 – 1.49
Needs Improvement	1.50 – 2.39
Effective	2.40 – 3.29
Highly Effective	3.30 – 4.00

<b>SLG Rating</b>	<b>Aligned Score</b>
Unsatisfactory	1.49
Needs Improvement	2.39
Effective	3.29
Highly Effective	4.00

The individual scores from each section will then be weighted according to the rules above and the resulting score will be placed on the following summative evaluation rating scale:

<b>Score</b>	<b>Summative Evaluation Rating</b>
0.00 – 1.49	Unsatisfactory
1.50 – 2.39	Needs Improvement
2.40 – 3.29	Effective
3.30 – 4.00	Highly Effective

### **Cell Size**

All instructional personnel must receive a student learning growth score that is based on the students assigned to a teacher. Therefore, no cell size minimums can be used to default a teacher to the use of an aggregate score.

### **Determining Student Learning Growth Scores for Classroom Instructional Personnel**

Instructional personnel must receive an evaluation that is based on at least three years of student learning growth scores when applicable. This process starts with the construction of individual year student learning growth scores based on the student learning growth data available for that year. All weighting for yearly calculations will be done based on the number of students instructed by a particular assessment if weighting is required.

Once the current year student learning growth score is established, this score will be averaged with at least two continuous prior year student learning growth scores to create a multi-year student learning growth score. This process will not extend to data available before the 2011-12 school year.

For the 2014-2015 school year, for teachers of courses not aligned with statewide or national assessments will receive student learning growth scores based on student learning growth measured through the use of district created end-of-course assessments. Appendix L contains a Course Assessment Crosswalk which details the assessments that will be used for each course offered. The Course Assessment Crosswalk will change as new courses are added, as courses are deleted, and as student enrollment fluctuates. The most updated version of the Course Assessment Crosswalk can be found on the Test Development and Measurement website.

### **Student Learning Growth Cut Points**

The State Board of Education through rule 6A-5.0411 has set value-added cut points that must be used for teachers with three or more years of student learning growth on assessments associated with statewide value-added models. If a teacher covered by this Rule also instructs students in other courses, the performance of these students may be combined in this portion of their evaluation, weighting the impact of these students by either number of students or courses.

For teachers of courses not covered by the State Board of Education rule, the school district will collectively bargain cut points with the teachers' association Orange County Classroom Teachers Association. The district will set cut points in compliance with F.S. 1012.34(2)(e) that requires that school districts construct an instructional evaluation that differentiates between four levels (Highly Effective, Effective, Needs Improvement / Developing, and Unsatisfactory).

**Non-Classroom Instructional Personnel**

All non-classroom instructional personnel with three continuous years of direct student learning growth scores will have 50% of their summative evaluation be based on their student learning growth scores. All non-classroom instructional personnel with less than three continuous years of direct student learning growth scores will have 40% of their summative evaluation be based on their student learning growth scores. Non-classroom instructional personnel will receive school student learning growth scores based a process that determine the students with whom they are associated in the best way that represents their impact on student learning growth. All non-classroom instructional personnel with direct student learning growth scores for the last three years will have 50% of their summative scores derived from their student learning growth scores.

**Determining Student Learning Growth Score to be Received**

The chart below describes the process used to determine what student learning growth scores are used for classroom instructional personnel.

<b>Courses Instructed</b>	<b>Type of Student Learning Growth Score</b>
Only courses associated with FSA	Score associated with Florida’s FSA value-added model
Only courses associated with Algebra I EOC	Score associated with Florida’s Algebra I EOC value-added model
Only courses associated with FSA and Algebra I EOC	Weighted average of scores from Florida’s FSA and Algebra I EOC value-added models
A combination of courses associated with FSA/Algebra I EOC and all other courses	Weighted average of scores from Florida’s FSA and Algebra I EOC value-added models and OPCS student learning growth models for all other assessments
Only courses not associated with FSA/Algebra I EOC	Score associated with OPCS student learning growth models

When multiple scores are to be used, the weighting of these scores will be done based on the number of students. For example, a teacher with 70% of their students associated with FSA assessed courses and 30% from other courses not associated with FSA or Algebra I courses would receive 70% of their student learning growth score from Florida's student learning growth model (VAM) and 30% from OCPS calculated student learning growth models.

The district provides a crosswalk between courses and assessments for the 2015-2016 school year. The Course Assessment Crosswalk will change as new courses are added, as courses are deleted, and as student enrollment fluctuates. The most current version of the Course Assessment Crosswalk can be found on the Test Development and Measurement website.

### **Deliberate Practice**

The Memorandum of Understanding (d)(2)(ii)(3) requires the inclusion of at least one additional metric to combine with student performance and principal observation component to develop a "multi-metric" evaluation system. The requirement for supporting the multi-metric performance data from multiple sources is found in Florida Statute 1012.34 (2)(c) which calls for the inclusion of performance data from multiple sources. The additional metrics may include, but are not limited to formal and informal feedback, teacher and student artifacts, surveys, and lesson plans. The use of Deliberate Practice is described further in another section of this document.

### **Designation of Evaluation Categories**

In accordance with the Florida Statute 1012.34 teachers with less than three years of experience or teachers new to the school district will be formally observed and evaluated no less than two times during the school year depending on when they began their employment in Orange County Public Schools. Teachers with three years or less experience are designated Category I teachers. Teachers with three or more years of experience will be formally observed and evaluated once, and are designated as Category 2A teachers. Teachers with three or more years of experience who are new to the district, are teaching in a significantly different assignment such as grade level changes, or content for which they are certified, but may not have taught for a number of years may be designated Category 2(b) teachers, and will receive additional assistance and support through two formal observations and four informal observations. Experienced teachers who have been determined to be less effective in the classroom either through observable behaviors that result in an unsatisfactory rating or who fail to achieve gains based upon the state's value added model will be removed from Category 2(b) for IP scores 2.0-2.4, and placed into a special category for struggling teachers (i.e., Category 3). These teachers are required to be placed into a Performance Improvement Plan that will require intensive assistance from the evaluator and additional observations in an effort to improve teacher performance, which is described in greater detail in another section.

It is necessary to distinguish between the informal and formal observation process. Informal observations do not include a conference prior to the observation; however, teachers may request to discuss the feedback with an evaluator after an observation has been completed. Informal

observations must be at least ten minutes in length. Formal observations include a conference before and after the observation and involve ratings in Domains 1-3 as a result of the observation and conferences. Formal observations must be at least thirty minutes in length. Observations may count for evaluation or an administrator may elect to not have them count for evaluation. The ratings applied for evaluation become a component of the summative evaluation. The summative evaluation is a composite of multiple sources of information regarding the performance of a teacher.

The Teacher Evaluation Committee recommends a differentiated minimum observation schedule based upon the experience level and the expertise of the teacher as outlined below:

<b>Status</b>	<b>Formal Observation</b>	<b>Informal Observation</b>
Category I New Teacher (0-2 years of service)	2	4
Category 2A Teacher (Experienced)	1	2
Category 2B Teacher (Experienced, new to the district or given change of assignment)	2	4
Struggling Teacher (Performance Improvement Plan)	3	7

Pursuant to S. 1001.42 (18) each school principal is required to maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plan.

At the beginning of the school year teachers and principals and/or their designees will collaborate on an individual professional development plan based upon an assessment of teacher needs, desires, and results garnered from student achievement data. The plan must be related to specific performance data for the students to whom the teacher is assigned. The plan must define in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity, and it must include an evaluation component that determines the effectiveness of the professional development plan. Teachers will receive feedback on their progress through comments from administrators, coaches and peers that may be reflected in Domain 3 of the Marzano Evaluation System.

The timeline recommended by the committee for conducting formal and informal evaluations is listed below; however principals have the latitude to vary the schedule as long as it meets the criteria for each category:

**Recommended Evaluation Timeline**

Month	Category One	Category Two A	Category Two B	Struggling Teacher
August	Administrators Produce Tentative Schedule			
September	Observation	Observation	Observation	Formal Observation
October	Formal Observation		Formal Observation	Multiple Observations
November	Observation	Formal Observation	Observation	Formal Observation
December				Multiple Observations
January	Observation		Observation	Formal Observation
February	Formal Observation	Observation	Formal Observation	Multiple Observations
March	Observation		Observation	Formal Observation
April				Multiple Observations
May	Complete Final Evaluation by May 1 – no observations conducted after 4/30			
June/July	Evaluations Reviewed at the District Level			

While this is the original schedule proposed during the first year of implementation, principals were encouraged to assure that teachers receive regular, ongoing quality feedback that is focused on the intentional use of the strategies to produce standards-aligned outcomes.

**For Newly Hired Teachers**

Newly hired teachers will receive at minimum two annual evaluations within the first year of hire. Moving forward, these evaluations will include scores from Instructional Practice (66.7%) and Student Growth (33.3%). In Orange County Public Schools, all observers have been trained to consider a student performance component while rating the elements in the second lesson segment of “Addressing Content,” in Domain One. For the elements that are part of the content segment of Domain One (i.e., those numbered 6-23), observers first must consider if the content is aligned to the state standard. If a teacher is aligned to the standard(s), the observer would consider the teacher’s use of the strategy to be accurate and would rate the teacher at least at the developing level. In order to be rated at the applying level, the teacher must monitor for and see evidence that at least the majority of the students are producing standards – aligned outcomes that would indicate the effectiveness of the pedagogy to impact student performance. To be rated at the innovating level, the teacher must monitor for and see evidence that all students are producing standards – aligned outcomes that would indicate the effectiveness of the pedagogy to impact student performance. In some cases, students might not be at the level of the standard due to its complexity, but the teacher should be providing instruction on the trajectory of the standard and the outcomes required of students must be consistent indicators that the teacher is developing the prerequisite knowledge to Orange County Public School Instructional Evaluation Systems

learn the more complex content. For example, using the standard, “MAFS.8.G.2.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions,” an observer might not see students at this level of the standard during the first day of instruction, but the student outcomes being produced should be appropriate indicators of being aligned to the standard. As a result of our consideration of student outcomes during the observation process, first year teachers as well as all teachers are receiving ratings during the observation and evaluation process that indicate the effectiveness of the pedagogy to produce standards-aligned student outcomes. These ratings serve as indicators of student growth for the mid-year evaluations of teachers who are new to the profession.

## 5. Additional Requirements

### Directions:

The district shall provide:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.]
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.]
- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.]
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.]
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.]
- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.]
- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.]
- Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.]
- Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.]
- Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.]
- Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.]

## **Frequency of Observations**

All instructional personnel are provided regular and ongoing feedback using the iObservation tool and common language found in the Marzano Teacher Evaluation Model. The prior section illustrates the agreed upon schedule for observations based on teacher evaluation categories. The first observation is a practice observation that does not count for evaluation unless the teacher makes this request in writing. The first observation must occur after 15 duty days and observations should not occur the day before a holiday in order to assure that teachers receive feedback in a timely manner.

The electronic system in iObservation provides teachers with immediate notification when an observation is conducted and provides the teacher with an opportunity to add comments and artifacts related to that observation. The formal observation process differs from the informal observation process in that it involves a conference with the teacher before and after the observation. While the informal observation, which may also be conducted in a shorter amount of time, does not involve a conference prior to the observation, a teacher may request to meet with the observer after the observation to discuss the feedback; however, they are not contractually obligated in the bargaining agreement to do so.

## **Process of Informing Teachers about the Evaluation Process**

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 that is regularly revised by the Teacher Evaluation Committee. In addition to the evaluation manual, Article X of the bargaining agreement addresses the assessment process. Teachers receive electronic notifications immediately when feedback is entered into the iObservation system [Rule 6A-5.030(2)(f)4., F.A.C.]. Training has been developed and offered to teachers designed to help them better understand the evaluation model.

Teachers are permitted to make comments in iObservation and to upload documents related to the feedback they receive. They are notified when feedback is added to the system. The district maintains evaluation resources for teachers to use, which are housed on the PDS Online electronic system for professional development as well as links provided to these resources in multiple areas of the school district website. An introduction to the evaluation system has been made available to new employees who are supported by district coaches. An overview of the model that teachers may review online at the PDS Online system is being created for this year to help teachers better understand the strategies and the model as well as to reinforce the district's vision for effective instruction that is captured in the model.

Throughout the school year, teachers are provided follow up training developed by Professional Development Services to support the implementation of the evaluation system using an online platform, blended model and in more traditional classroom settings. Resources are also available in the iObservation system and the work in professional learning communities is anchored to examining the use of instructional strategies in relationship to artifacts of student learning. Marzano Model self-study

courses have also been available to teachers during the last two years to help them better understand the feedback given to them using the model.

Per the collective bargaining agreement, teachers shall be provided a signed copy of the Survey 2 and 3 class roster within ten (10) duty days of signing the summative evaluation, which includes the instructional practice score and student growth score. This is to ensure that the student performance calculation is as accurate as possible for each teacher and to be in compliance with Section 1012.34(1)(a), of the Florida Statute, which requires Orange County Public Schools to establish a process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes relating to the identity of students for whom the individual is responsible.

### **Evaluation by Supervisor**

The duties of the school principal are clearly defined in Statute 1012.28: “Each school principal is responsible for the performance of all personnel employed by the district school board and assigned to the school to which the school is assigned to the school to which the principal is assigned. The school principal shall faithfully and effectively apply the personnel assessment system approved by the school board pursuant to 1012.34. The principal is responsible for the evaluation system and may assign evaluation responsibilities to assistant principals assigned to the school building.”

Principals and their leadership teams develop observation schedules to assure that all teachers receive regular and ongoing feedback. Principals participate in regular professional development sessions to assure that they continue to develop in their understanding of the evaluation models. The use of the instructional framework is a significant part of their evaluation plan and the work that they do around assuring effective instruction accounts for 80% of their annual evaluations.

The district also developed a master observer team of principals, who participated in regular professional development to calibrate their feedback. This team is utilized to train other evaluators to build capacity with using the model. Observation data is reviewed regularly by members of the Cabinet and additional professional development opportunities, including but not limited to practice using the model in the observation and feedback process with a master observer, are offered to those who appear to need additional support. Ongoing professional development on the intentional use of the model and the standards-aligned component is offered to school and district leaders in a variety of formats, traditional, virtual and blended professional development opportunities.

For digital pilot schools, there is additional training to help observers understand how the use of electronic resources are captured in this model. The focus of the professional development for this group is to not only observe and provide feedback, but to assist teachers in improving the integration of the technology in a way that is connected to the intentional use of strategies in the Marzano instructional framework.

Principals also receive ongoing training opportunities for using the model effectively during principals’ meetings, which include the instructional rounds process. School leaders use this same process with peer evaluators and teams of teachers in their buildings.

### **Input into the Evaluation by Trained Personnel Other than Supervisor:**

Florida Statute 1012.34(3)(c) allows for evaluator input from other trained personnel into the evaluation process. To improve the quality and frequency of feedback provided to teachers, other professionals were permitted to complete the four-day training series. Upon completion of days two and four, the participant must pass the assessment before completing the next section of the training or completing the series. Those who successfully complete the training and pass the newly revised assessments are placed on the observer list, which is published in accordance with the Florida statute. During the first year of implementation, support personnel such as curriculum resource teachers, content coaches, and deans from both the district and school levels were trained in the Marzano Evaluation Model after gaining their principal's approval and became integral in providing informal observations to teachers in order to assure that they received regular feedback. The district has also developed another track of professional development that has been offered this year to teachers designed not to be completed to be placed on the observer list but to better understand the intentional use of strategies.

### **Multiple Evaluations of First Year Teachers**

Beginning teachers are fragile in the public school system with some national statistics touting a 50% attrition rate by year five. It is incumbent upon any system to support and nurture beginning teachers if they are to achieve excellence in the classroom over time. Whether teachers enter the district professional system through formal training from a college of education or as an alternatively certified teacher, district programs are in place to provide support for all beginning teachers to the profession. District personnel who oversee their initiation are an integral part of the planning team for the redevelopment of the teacher evaluation system and are making modifications to their programs to support beginning teachers in the new evaluation system.

To that end, a differentiated model for supervision and support is offered by the district. This differentiated system utilizes district instructional coaches who along with an induction program provide support to nearly 950 new teachers annually. The instructional coaches support buildings using a three-week coaching cycle where they offer one-to-one and small group professional development that is job embedded using the facilitative coaching model.

Beginning teachers through the first three years of service are classified as Category One, as previously detailed in a prior section. As such, they receive the support of an instructional coach and a mentor who receive both training and stipends to support the beginning teacher through their initial three years of teaching as well as increased feedback from trained observers.

Instructional coaches have been trained in the Marzano Evaluation Models and are expected to provide at least one informal observation of each beginning teacher they support. Mentors are not part of the evaluation process of any teacher they mentor, but serve as support to the new teacher.

Each teacher with 0-2 years of experience, and experienced teachers new to the district, are formally observed twice a year pursuant to Florida Statute 1012.34(3)(a) by their designated evaluator, typically the principal or assistant principal, who must be fully trained in the Marzano Teacher Evaluation Model and listed on the published list of trained observers. In addition teachers with 0-2

years of experience and experienced teachers new to the district are provided four informal observations by professional staff, designated by the principal or assistant principal, who has been fully trained in the Marzano Teacher Evaluation Model, for a total of six observations the first year. The evaluation instrument used is the same instrument used for all teachers in Orange County Public Schools with a weighted score as defined in the prior section.

The Category One teacher should always receive timely feedback in writing from each observation, whether formal or informal, as the process of teacher evaluation is developmental for the beginning teacher. This feedback is recorded in iObservation as it is for all teachers. The primary evaluator is responsible for designing the observation plan based upon the identified needs of the Category One teacher and for determining who will provide the additional observations. Principals are expected to review monthly the progress of the beginning teacher and provide intervention and support where necessary through additional training, modeling, or coaching. The principal is expected to review the work of those designated to observe and support the Category One teacher to assure the beginning teacher receives the assistance needed to be successful.

The Orange County Public School plan is in alignment with the requirements of the Memorandum of Understanding (D) (2) (iii) requirements for multiple evaluations integrated into the district's beginning teacher support program, and includes observations on the core effective practices and reviews of student performance data.

In Orange County Public Schools, all observers have been trained to consider a student performance component while rating the elements in the second lesson segment of "Addressing Content," in Domain One. For the elements that are part of the content segment of Domain One (i.e., those numbered 6-23), observers first must consider if the content is aligned to the state standard. If a teacher is aligned to the standard(s), the observer would consider the teacher's use of the strategy to be accurate and would rate the teacher at least at the developing level. In order to be rated at the applying level, the teacher must monitor for and see evidence that at least the majority of the students are producing standards – aligned outcomes that would indicate the effectiveness of the pedagogy to impact student performance. To be rated at the innovating level, the teacher must monitor for and see evidence that all students are producing standards – aligned outcomes that would indicate the effectiveness of the pedagogy to impact student performance. In some cases, students might not be at the level of the standard due to its complexity, but the teacher should be providing instruction on the trajectory of the standard and the outcomes required of students must be consistent indicators that the teacher is developing the prerequisite knowledge to learn the more complex content. For example, using the standard, "MAFS.8.G.2.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions," an observer might not see students at this level of the standard during the first day of instruction, but the student outcomes being produced should be appropriate indicators of being aligned to the standard. As a result of our consideration of student outcomes during the observation process, first year teachers as well as all teachers are receiving ratings during the observation and evaluation process that indicate the effectiveness of the pedagogy to produce standards-aligned student outcomes. These ratings serve as indicators of student growth for the mid-year evaluations of teachers who are new to the profession.

## **Teachers Needing Improvement**

Teachers who are in need of assistance for improving their pedagogy as identified through the observation process and review of student outcomes are provided assistance using a formal or informal plan for improvement. If a teacher's final observation score falls under a 2.0 on their instructional practice score, the teacher is placed on a formal or informal improvement plan monitored by staff from the Employee Relations Office. The plan may range in duration depending on need from ten weeks to five months. It outlines professional development opportunities for the most significant areas needing improvement as identified in the evaluation model. Prior to the plan being written, the administrator conducts two diagnostic observations, a formal and informal observation to determine the areas needing improvement. In consultation with the Executive Area Director for the Learning Community/Region, the principal writes the plan using the district format to identify steps to be taken and outcomes that will determine if the teacher successfully completed the plan. If teacher ratings during a prior year did not indicate an improvement plan was necessary, but observations during the current year demonstrate that the teacher's performance indicates improvement is needed, a plan may be created after the administrator completes the two diagnostic observations. The diagnostic observations do not count towards the required number of observations for teachers who are identified as Category Three as a result of being on the improvement plan.

## **Professional Development Planning and the Observation Process**

Principals are encouraged and expected to consider the observations they have conducted as they plan professional development necessary for reinforcing the vision for effective instruction. This expectation is part of the school administrator evaluation model that is used in the district. Professional development opportunities should be differentiated for teachers, which is also part of the evaluation model for school administrators.

## **Peer Assistance to Support Struggling Teachers and Beginning Teachers**

Observers trained to support beginning teachers and/or struggling teachers may include curriculum resource teachers, reading coaches, math coaches, science coaches, and other instructional support teachers. Personnel may be school based or district based, as needed. The district has a cadre of teachers that are specifically identified to provide support on using the Marzano Teacher Evaluation Model. These teachers provide support to teachers in buildings using the formal coaching cycle. The coaches follow a three-week coaching cycle. It is the responsibility of the school principal or assistant principal to ensure the observers are made available to the beginning and struggling teachers.

All beginning teachers will receive training in the review of student performance data determined appropriate for the grade level and content teaching assignment. The principal or assistant principal is responsible for providing the training, support, and monitoring of this process at least three times yearly, with two of those opportunities occurring in the first semester. Data may include district benchmarks tests, student work samples assessed with a rubric, end of unit exams, and other professionally produced progress monitoring materials used within the school.

## **Evaluator Training**

Initially, evaluators received a series of training days through consultants from Learning Sciences International. Three days of training will be provided for deepening their understanding of Domain I prior to the beginning of the school year. During the school year two additional days will be provided for training in supervision using the evaluation model, and a final three days of training and practice with the iObservation instruments. Processes have been put in place to continue training for all new administrators. All evaluators must be trained and certified to evaluate teachers in the system. Evaluators also participate in the recertification process.

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.

## **Teaching Fields Requiring Special Procedures**

Florida Statute 1012.34 (2)(D) requires districts to identify those teaching fields for which special evaluation procedures and criteria are necessary. The following job titles were identified for Special Procedures because they serve as resource teachers who are not responsible for full time classroom instruction: Administrative Dean, Curriculum Resource Teacher, Dean, District-Level Teacher, ESOL Compliance, Instructional Coach (Math, Science, Reading, Literacy, Data), Instructional Support, Learning Resource Teacher, Resource Teacher, Behavior Specialist, Guidance, SAFE Coordinator, Social Worker, Staffing Coordinator, Student Placement Specialist, Media Specialist, Technology Specialist, Athletic Director, Athletic Trainer, Audiologist, Social Worker, Diagnostic Specialist, Language Diagnostician, Mental Health Counselor, Peer Counselor, Speech/Language Therapist, School Psychologist, and Registered Nurse. Orange County Public Schools will review all instruction-related positions and align their instructional practice evaluation instrument with the Florida Educator Accomplished Practices and technical job responsibilities and skills in job a-like categories. The instructional practice evaluation instrument document will be reviewed by the Teacher Evaluation Committee of the Classroom Teachers Association and approved by the Collaborative Bargaining Team.

## **6. District Evaluation Procedures**

### **Directions:**

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
    - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee’s contract [Rule 6A-5.030(2)(g)1., F.A.C.].
    - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
    - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
    - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
  - The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
  - Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].
- .....

### **Teacher Notification Process**

Employees receive immediate feedback as a result of using the iObservation system. Employees are aware based on their access to the information entered for them of all feedback provided during the formative observation process that is used to calculate their summative instructional practice score. The district maintains this information, which historically has been housed in iObservation and is available to the teacher. It remains accessible to them by virtue of them having ongoing access to log into the web-based tool and the tool itself notifies teachers immediately of any new information that is entered once it is saved in the system. Teachers also receive additional communication when the data component is added after the student scores have been released by the state department. The categories and process described below in this section is applied.

Teachers participate in post-conferences for all formal evaluations. They are permitted to request the opportunity to discuss any feedback they receive during informal evaluations as desired. This information is described in the Teacher Evaluation Manual.

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:

1. Highly Effective
2. Effective
3. Needs Improvement, or for instructional personnel in the first 3 years of employment who need improvement, Developing
4. Unsatisfactory

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 Instructional Framework*. These ratings are considered formative in nature and are provided to give direction and feedback to the teacher prior to the final evaluation. As mentioned in a prior section, they are: Not Using (0) for an observation where the teacher is not employing strategies where they are clearly warranted; Beginning (1) for the observation where the teacher is starting to use the strategy, but is not yet skillful in its use; Developing(2) for the observation where it is clear the teacher has some skill in the use of the strategy, but has areas for improvement; Applying (3) where the observation would indicate the teacher is very skilled in the use of the strategy making few errors in its execution; and Innovating (4) where the observation would indicate the teacher is so skilled in the use of the strategy they should be instructing and modeling for other teachers as coaches.

The ratings of the dominant elements during observations are applied by educators trained in the use of the feedback instruments developed by Dr. Marzano’s team. Teachers are given the opportunity for multiple observations and feedback sessions from a variety of sources as mentioned previously. Each observation is entered into the iObservation tool to provide a central source of information for both the teacher and the evaluating administrator. The tool, which houses the archived observations is used to inform each of the progress being made, focus for training and development, and needs for further growth and study. Notice is sent to teachers immediately upon feedback being entered into the system. Reports are available to teachers in this tool to track their progress and additional resources related to the model are housed in the iObservation system.

Other sources of evidence may be introduced to the development of the Instructional Practice Score. They include, but are not limited to:

Domain 1: Classroom Strategies and Behaviors	Domain 2: Planning and Preparing
Formal observations Informal, announced observations Informal, unannounced observations Student Surveys Video/Audio of classroom practice Artifacts	Planning conference or preconference Lesson Study Artifacts
Domain 3: Reflecting on Teaching	Domain 4: Collegiality and Professionalism
Self-assessment Reflection Conference Professional Growth Plan Conferences Discussions Artifacts	Conferences Artifacts Discussions

Each source of evidence is considered when rating dominant elements using the scales/rubrics provided in the protocols on the scale as described above and added to the collection of evidence. Ultimately the collection of evidence across all observable elements in the framework will result in an Instructional Practice Score.

The process is as follows:

*Step 1:* Rate observable elements at each of the following levels: Innovating(4), Applying(3), Developing(2), Beginning(1), and Not Using(0).

*Step 2:* Count the number of ratings at each level for each of the four domains.

*Step 3:* For each domain, determine the percentage of the total each level represents. In the Orange County Public Schools model, Domain 1 is worth 60%, Domain 2 is worth 20%, and Domains 3 and 4 represent 10% each of the total score.

*Step 4:* For each domain, apply the results from Step 3 to the description of each level on the Proficiency Scale (based upon the teacher’s experience level). Novice teachers with 0-2 years of experience will be classified as Category I. Teachers with four or more years of experience will be classified as Category II. This will provide a domain proficiency score and will be a number between 1 and 4. These levels are explained in the prior section and listed below for reference.

**The Proficiency Scale for Category I Teachers (0-2 Years of Experience)**

Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
At least 60% at Level 4	At least 60% at Level 3 or higher	Less than 60% at Level 3	Greater than or equal to 50% at Level 1,0

**The Proficiency Scale for Category II(a) Teachers (3 or more years of Experience)**

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
At least 65% at Level 4	At least 65% at Level 3 or higher	Less than 65% at Level 3	Greater than or equal to 50% at Level 1,0

**The Proficiency Scale for Category II (b) Teachers (3 or more years of Experience, with Major Change of Teaching Assignment)**

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
At least 60% at Level 4	At least 60% at Level 3 or higher	Less than 60% at Level 3	Greater than or equal to 50% at Level 1,0

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

Step 6: The deliberate practice is finalized and attached to the scores as described in the prior section.

Step 7: Using the categories identified in the Florida statute, the following scale is applied to this rating.

3.50-4.00 Highly Effective

2.5-3.49 Effective

1.5 – 2.49 Needs Improvement, or for instructional personnel in the first 3 years of employment who need improvement, Developing

Up to 1.49 Unsatisfactory

**Notification of Unsatisfactory Ratings**

If a teacher receives an unsatisfactory rating prior to the data portion of the score being added, the teacher will be placed in another category and offered the opportunity to provide input in developing an improvement plan after being notified by the building administrator. Teachers who have been determined to be less than effective in the classroom as documented through the current evaluation system that may result in an unsatisfactory rating or who fail to achieve gains based upon the state’s student growth model will be placed into Category 3, a category for struggling teachers. In order to provide a teacher with intensive support and focused 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.

A plan is written for specific strategies in one of the four Marzano domains. A timeline is established and the plan may last from 10 weeks to five school months. The time lines for completing or responding to a PIP may be extended by mutual agreement. If the teacher does not successfully complete the PIP within the agreed upon timeline and additional time is needed for improvement (based upon the original plan), the plan may be extended or a new plan should be written. Assistance to the teacher is varied and on-going and specific to the strategies in question. Examples may include but are not limited to the following: mentoring by another teacher; professional development that is specific to the need; additional curriculum resources; observations of peer teaching; observations by peer teacher to offer additional guidance and support. To identify the appropriate support to be delineated in the plan, the administrator and teacher meet for an initial conference to outline the plan and establish timelines. The timelines for completing or responding to a PIP are identified but may be extended by mutual agreement. Conferences are scheduled to review the teacher’s observations and track progress of improvement. A minimum of four conferences are required; the first after two informal observations, and the rest after each of the three formal observations.

For temporary teachers who do not complete the PIP successfully, the human resources department notifies them that they will not be reappointed before the end of the school year. Teachers who are not temporary teachers are provided the opportunity to improve the following year using a 90-day improvement plan. Notification is provided by the building administrator and staff from the employee relations department.

### **Notification of Unsatisfactory Evaluations**

The superintendent will notify the Department of Education of any instructional personnel who receive two consecutive unsatisfactory evaluations and will notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment as outlined in s.1012.34(5), F. S. The appointment process begins in April and teacher notifications are given in writing by the supervisor in May. These notifications to staff include those who might receive two consecutive unsatisfactory evaluations. The district has not had any personnel who have received two consecutive unsatisfactory summative evaluations in the past two years.

### **Annual Review of the Evaluation Plan**

Florida Statute 1012.34(6) requires school boards to establish a procedure for annually reviewing instructional personnel and school administrator evaluation and assessment systems to determine compliance with expectations for teacher and principal evaluation. Additionally the approved system must be reviewed and approved by the school board before being used to evaluate instructional personnel or school administrators. To that end, teams meet regularly as described in a prior section to assure compliance with the statutes and to monitor the effective implementation of the model.

## 7. District Self-Monitoring

### Directions:

---

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

---

### **Evaluator Accuracy**

Multiple professional development opportunities have been offered to assure evaluator accuracy. This year, the assessment was revised to increase the complexity and to assure it is consistent with the vision for standards-aligned instruction in the district. During the interview process, candidates must complete a sample observation using video prior to be offered a position that requires them to evaluate teachers.

Instructional rounds are used during principals' meetings to provide administrators opportunities to calibrate their feedback and to discuss what they have seen in classrooms. The same process is used in buildings with other members of the leadership team and group of teachers.

The Professional Development Services Department has developed a series of professional development sessions to improve the quality of feedback offered to teachers on the intentional use of instructional strategies and to help teachers better understand the strategies associated to the teacher evaluation model. Additionally, the professional development has been organized on three tracks: an observer certification track with two accompanying assessments; an administrator series to promote standards-aligned instruction; and a teacher focused series to help teachers better understand the strategies and use them intentionally to meet the level of complexity in the standards.

## **Timely Feedback**

Teachers are provided timely feedback that is given regular by a team of observers. Observers who provide feedback during informal and formal observations must be on the published observer list. Peer observations are utilized by school teams to allow teachers to observe other teachers using the observation tool; however, that feedback is not available to be viewed by an evaluating administrator. It is seen only by the peers who engaged in the process together. Teachers are electronically notified when any feedback is entered into the system.

## **Policies and Procedures**

Orange County Public Schools regularly meets with members of the bargaining committee, which is comprised of both teachers and administrators from various levels and buildings in the district. Last year, the team amended the language in Article X of the teacher contract, which reflects the portion of the agreement for teacher evaluation. The Evaluation Manual for Teacher Evaluation is a guide that is consistent with the language of the contract; however, it is focused on the practical aspect of implementing the model. The manual is published on the district website and in the resources on the PDS Online System.

All policies and contract language is reflective of the appropriate Florida statutes. Some of those statutes are referenced here. Florida Statute 1012.34(3)(d) allows that the evaluator may amend an evaluation based upon assessment data from the current school year if that data becomes available within 90 days after the close of the school year. The evaluator must comply with the notifications procedures set forth in paragraph (c) which requires the individual responsible for supervising the employee to re-assess the employee's performance. The evaluator must submit a written report of the re-assessment to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the assessment takes place. The evaluator must discuss the written report of assessment with the employee. The employee shall have the right to initiate a written response to the assessment, and the response shall become a permanent attachment to his or her personnel file. Evidence for compliance with these statutes can be found in the use of the iObservation system, which houses and makes available for review the observations that have been conducted since using the model. The system also assures that teachers are notified immediately when feedback is added so they may review it promptly, add comments if desired and upload any supporting documentation.

The policies and procedures for teacher evaluation outline the process for assigning teachers to categories. They explain the rating system and final scoring as well as the procedures for assigning teachers to Category 3 if performance falls below the appropriate level.

## **Evaluation Data to Develop Professional Development**

The district reviews observation and student data to develop a professional development plan for teachers and administrators. The school administrator model contains a section on using observation data in planning professional development to reinforce the vision for effective instruction. Varied professional development opportunities are offered in traditional, blended and virtual formats as well as job embedded professional development opportunities.

Regular communication and presentations are provided during principals' meetings to assure compliance with the policies, procedures and contract as it relates to teacher evaluation.

## **Evaluation Data and the School Improvement Plan**

Florida Statute 1012.34 (2)(a) requires evaluation systems for instructional personnel and school administrators to be designed to support effective instruction and student growth, and that performance evaluation results must be used to develop district and school improvement plans. The School Board of Orange County Public Schools has developed a dynamic strategic plan where the entire plan is hinged on establishing and maintaining an intense focus on student achievement. The expectation is that school improvement plans will be consistent with the eight-step process identified by the DOE and that in using that process the school improvement plans will be aligned to the district's strategic plan.

To assure this, school leaders participated in a two-day professional development leadership academy focused on writing a strong school improvement plan that connects student and observational data with plan for providing standards-aligned instruction to raise student achievement. The plans were submitted and reviewed by district administrators in the learning communities. Plans are monitored regularly and connected to the school leader evaluation model.

## **Appendix A – Checklist for Approval**

### **Performance of Students**

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation that is based on the performance of students criterion.
- An explanation of the scoring method, including how it is calculated and combined.
- At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:

- The student performance measure(s).
- Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- If less than the three most recent years of data are available, those years for which data are available must be used.
- If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- Documented that VAM results comprise at least one-third of the evaluation.
- For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

### **Instructional Practice**

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation system that is based on the instructional

- practice criterion.
- At least one-third of the evaluation is based on instructional practice.
  - An explanation of the scoring method, including how it is calculated and combined.
  - The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

- A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- Procedures for conducting observations and collecting data and other evidence of instructional practice.

### **Other Indicators of Performance**

The district has provided and meets the following criteria:

- Described the additional performance indicators, if any.
- The percentage of the final evaluation that is based upon the additional indicators.
- The scoring method, including how it is calculated and combined.

### **Summative Evaluation Score**

The district has provided and meets the following criteria:

- Summative evaluation form(s).
- Scoring method, including how it is calculated and combined.
- The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

### **Additional Requirements**

The district has provided and meets the following criteria:

- Confirmation that the district provides instructional personnel the opportunity

- to review their class rosters for accuracy and to correct any mistakes.
- Documented that the evaluator is the individual who is responsible for supervising the employee.
- Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- Processes for providing timely feedback to the individual being evaluated.
- Description of how results from the evaluation system will be used for professional development.
- Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- All instructional personnel must be evaluated at least once a year.
- All classroom teachers must be observed and evaluated at least once a year.
- Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:

- Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- Description of the district's criteria for inclusion of parental input.
- Description of manner of inclusion of parental input.
- Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- Description of the district's peer assistance process, if any.

**District Evaluation Procedures**

The district has provided and meets the following criteria:

- That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - That the evaluator must discuss the written evaluation report with the employee.
  - That the employee shall have the right to initiate a written response to the

evaluation and the response shall become a permanent attachment to his or her personnel file.

- That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

### **District Self-Monitoring**

The district self-monitoring includes processes to determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- Evaluators provide necessary and timely feedback to employees being evaluated.
- Evaluators follow district policies and procedures in the implementation of evaluation system(s).
- The use of evaluation data to identify individual professional development.
- The use of evaluation data to inform school and district improvement plans.