



The School District of Osceola County

2018 - 2019

Instructional Employee Evaluation System



School District of Osceola County
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Table of Contents

Introduction	4
Performance of Students	5
Student Growth Introduction	5
Florida's VAM Formula.....	8
• Data Elements Used to Set Florida's Performance Level Standards are as follows:	8
1. Statewide Average Year's Growth for Students in Each Grade and Subject:	8
2. Educator's Value Added Model Score:	8
3. Confidence Interval.....	8
4. Performance-level standards for the Performance of Students Criterion	9
Student Growth Measurement Models.....	10
Student Performance Measures	11
Teacher Selected/Created Pre-Post, Principal Approved Pre-Post Test Details.....	11
Selecting a Valid and Reliable Pre-Test and Post-Test to Obtain the Student Learning Growth Measure	11
Required Criteria for Selected Assessments	11
Other Criteria	13
Calculating the Teacher Selected/Created, Principal Approved Pre-Post Test Model	14
Test Security.....	17
I. Instructional Practice	19
Marzano Element Crosswalk to Florida Educator Accomplished Practices (FEAPS).....	23
Instructional Status Score (Standards Based Planning, Standards-Based Instruction, Conditions for Learning, Professional Responsibilities).....	33
Deliberate Practice.....	35
Domains 2 & 3 Standards-Based Instruction and Conditions for Learning Observations (Formal, Focused, Walkthrough).....	36
Formal Observations.....	36
Focused Observations.....	37
Walkthrough Observations	37
Domain 2 & 3 Observation Counts	38
Domain 1 & 4 Standards-Based Planning & Professional Responsibilities (Observational Sessions).....	39
Domains 1 & 4 Observation Counts:.....	39

Summative Evaluation Weightings for Instructional Practice Score.....	40
• Status Scoring for the Instructional Practice	40
Domain Weightings.....	40
Frequency Configuration and Score for Instructional Status Score.....	41
Examples of Evidence.....	41
Observation Scoring and Ratings	42
Description of Evaluation Process – Category 1 Teacher	44
Description of Evaluation Process – Category 2 Teacher	45
Summative Evaluation	46
Final Score Scale.....	46
Recommended Best Practices for Evaluation	47
Additional Requirements	49
District Evaluation Procedures.....	50
District Self-Monitoring.....	52
Glossary of Key Instructional Employees' Evaluation System Terms	53
Appendix I:	55

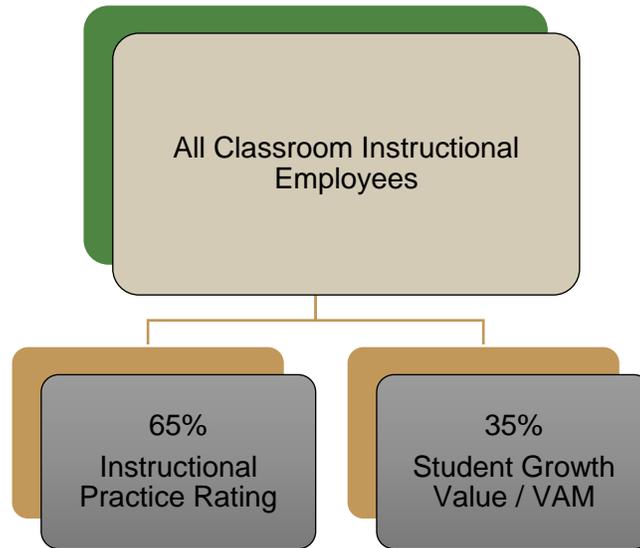
Introduction

The School District of Osceola County's Instructional Assessment System is designed to contribute toward the achievement of goals identified in the District Plan pursuant to state statute. The system also supports district and school-level improvement plans and promotes actions that are consistent with the district's stated purpose for instructional OCEA Contract: Article XII (Appendix I).

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

Performance of Students

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



Student Growth Introduction

As required by Section 1012.34, Florida Statute, (Appendix I) student learning growth shall count for at least 1/3 an instructional employee's performance evaluation.

Florida's Value Added Model (VAM) is the state's method to comply with this law and to calculate student growth based upon student performance on specific statewide assessments determined by the Florida Department of Education.

For courses assessed by the state for which a state growth model has been selected (currently Florida Standards Assessments for Mathematics 4-8 and English/Language Arts (ELA) 4-10 and Algebra I), The School District of Osceola County will base the performance of students on the results of the state growth model. Beginning in 2015-16 the district must also use performance standards adopted into State Board Rule for these courses.

Florida's VAM is a covariate adjustment model. The teacher's VAM score is the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state. The expected growth for each student is estimated from historical data each year. VAM calculations use student performance data taken from statewide assessments.

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

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

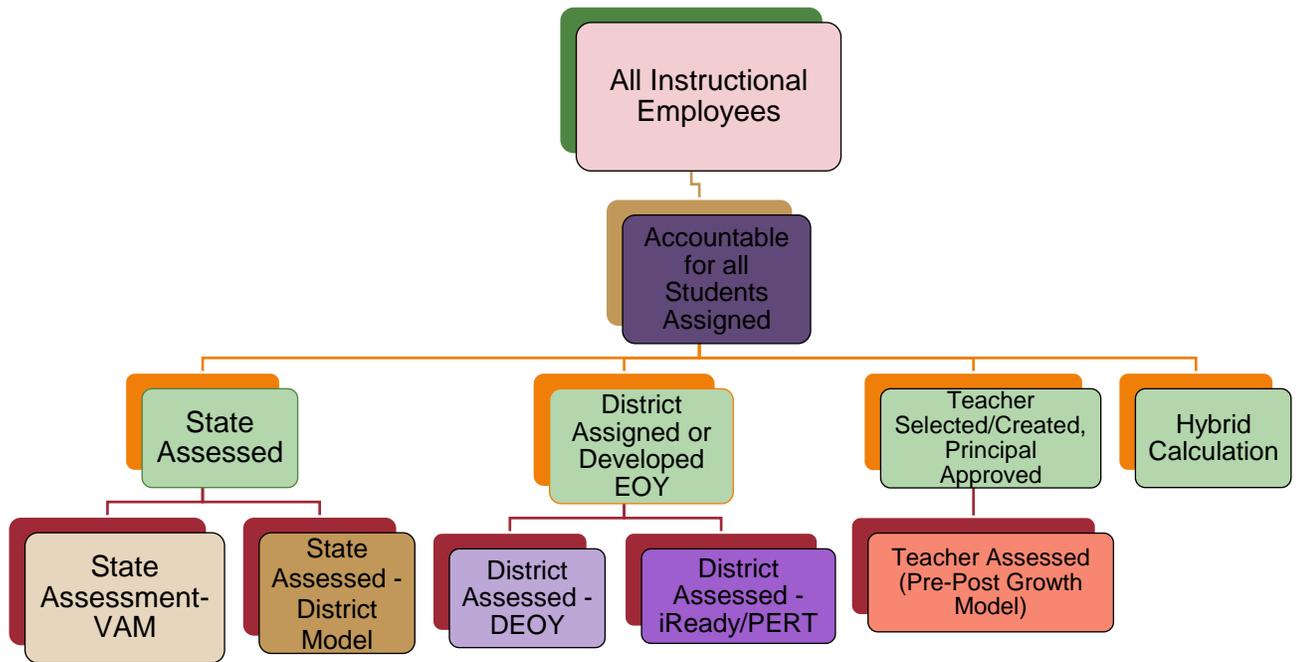
The teacher's VAM score is the sum of two components, or measures:

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

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

Courses not assessed by the state, and courses with statewide assessments without a state-adopted growth model will receive their student learning growth value based on the results of the statewide assessments and/or comprehensive, district approved exam and/or comprehensive principal selected, teacher selected pre and post exam.

All classroom teachers as defined in Section 1012.01, Florida Statute, will be evaluated in terms of Student Growth following the flow-chart below:



The Student Growth Value/ VAM contribution will be derived from all of the instructor’s students and the courses of which they are taught. Courses will be assigned to one of five Student Growth Measurement Models to determine the corresponding student growth for each course. All growth scores will be weighted, and finally averaged together to calculate a final Student Growth Measure. In theory, the student growth measure could be comprised of multiple measurement models, all calculated on a 1-4 scale and weighted accordingly to the amount of students per course. This growth measure will contribute to 35% the instructional employee’s final evaluation. For those cases where a VAM metric is incorporated, student performance data for three years, including the current year and the two years immediately preceding the current year will be utilized in the VAM calculation (when available). If less than the three most recent years of data are available, those years for which data are available will be used [(as out lined in s.1012.34 and pursuant to Rule 6A-5.030(2)(a)3., F.A.C.). Appendix I]

Florida's VAM Formula

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

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

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

Data Elements Used to Set Florida's Performance Level Standards are as follows:

1. **Statewide Average Year's Growth for Students in Each Grade and Subject:**
For each student learning growth formula, an average year's growth for students across the state on the statewide assessment is calculated, and once standardized, uses a threshold of zero (0) to establish performance expectations. A score of zero (0) indicates that a teacher's students scored no higher or lower, on average, than expected.
2. **Educator's Value Added Model Score:**
A value added model (VAM) score reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model. The value added score is converted to a proportion of a year's average growth.
3. **Confidence Interval**
A confidence interval is derived from using the standard error associated with the educator's value-added score. The standard error is a statistical representation of the variance in the score that could occur if the same teacher had been assigned to a different group of similar students. The standard error applied above and below the value-added score forms a confidence interval around the score. Because the confidence interval provides the numerical range within which the teacher's score could lie if assigned a different group of similar students, it provides a level of statistical confidence in using the educator's value-added score to evaluate his or her performance to an established performance level standard.

4. Performance-level standards for the Performance of Students Criterion

The value-added calculation is built upon taking the difference between a student's actual score on a test and his or her predicted score on the test, which prediction is based upon the elements in the model. Therefore, for each educator, the model results provide the number and percentage of each educator's assigned students who met or exceeded their predicted test score. For teachers whose value-added score includes a larger degree of variance as determined by the confidence interval, the use of this data element can provide additional evidence of the teacher's performance during the time observed to assist in classification of the educator's performance. The performance standards for the performance of students' criterion in performance evaluations under Section 1012.34, F.S. (Appendix I), for classroom teachers of courses associated with statewide, standardized assessments shall be as follows.

The performance-level standards for the English Language Arts and Mathematics value-added models are as follows:

Highly Effective: A highly effective rating on Performance of Students' criteria is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0).

Effective: An effective rating on Performance of Students' criteria is demonstrated by the following:

- A value-added score of zero (0);
- A value-added score of greater than zero (0), where some portion of the range of scores associated with a 95-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 68-percent and the 95-percent confidence interval lies at or above zero (0).

Needs Improvement, or Developing (if the teacher has been teaching for fewer than three (3) years): A needs improvement or developing rating on Performance of Students' criteria is demonstrated by a value-added score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0).

Unsatisfactory: An unsatisfactory rating on Performance of Students' criteria is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0).

Implementing the Performance-Level Standards

Beginning with the evaluations for performance during the 2015-16 school year, each district school board will implement the performance-level standards for Florida's English Language Arts, Mathematics and Algebra I value-added models, as described in this rule.

Student Growth Measurement Models

The School District of Osceola County has developed policies for selection, development, administration, and scoring of local assessments and for collection of assessment results.

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

State Assessments for which a state growth model has been selected (VAM)	State Assessment - VAM
State Assessments for which a state growth model has not been provided by State (Algebra 10 ECO, Civics, etc.)	State Assessed-District Model
District Level Assessments / DEOY	District Assessed - DEOY
Teacher selected/created, principal approved pre and post test	Pre-Post Test Growth Model
Hybrid	For those class periods/sections teaching a course that may have one or more grade levels; and where one of those grade levels are tied to a State VAM, and the other grade levels are tied to one or more of the other SGM models.

Student Performance Measures

Student Performance Measure:

All instructional personnel will include 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. The table below is a general list. Teachers and Principals shall refer to the SDOC created Course & Assessment List which is housed on the SDOC website and can be easily accessed through the following link:

http://www.osceolaschools.net/employees/employee_evaluation_system/

Teacher Selected/Created Pre-Post, Principal Approved Pre-Post Test Details

At present, a classroom teacher who is assigned courses aligned with the Teacher selected/created, Principal approved performance measure, he or she may choose to create his or her own tests within the required criteria in the remainder of this section.

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

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

- The administrator and the classroom teacher who is assigned to a grade level or content area that is NOT assessed on a statewide or districtwide assessment shall agree upon an appropriate content area assessment to measure Student Learning Growth of the students assigned to the classroom teacher.
- School administrators and classroom teachers, as defined in the first paragraph of this subsection, may consult jointly with additional resource staff or peers for recommendations regarding appropriate assessments.

Required Criteria for Selected Assessments

- The selected assessment must:
 - be available for use at a minimum of twice per school year as a pre-test and a post-test, or
 - have student data available for at least two consecutive years.
- The selected assessment may be:
 - a test taken from the district-adopted textbook program materials;
 - a classroom teacher-created test using questions from an item bank from the district-adopted textbook program materials;

- a classroom teacher-created test using questions from the teacher item bank (e.g., NOT the secure district item bank) from the Local Instructional Improvement System or similar technology.
- an appropriate standardized test that
 - ✓ can be administered more than once per school year or
 - ✓ for which student data is available for at least two consecutive years for the same student and content area (e.g., SAT-10, Career & Technical Education Industry Certification Exams, etc.).
- If an instructional employee chooses to create his or her own pre-test or post-test, the administration window of either test shall not exceed four (4) weeks.
- Instructional employees are responsible for their own data analysis of any selected test and should plan for at least two (2) weeks in order to complete data analysis of any selected test.
- The administrator and classroom teacher shall agree upon an appropriate content area assessment that must be a *valid, reliable, and academically rigorous* measure of student learning growth as defined below.
- The classroom teacher will provide school administration with the pre-test, answer key, student roster and scores within the first nine (9) weeks of school.
- For the final evaluation meeting with the principal, the classroom teacher shall bring:
 - The roster of student baseline/ pre-test and summative/ post-test scores;
 - All related student answer documents; **AND**
 - Copies of the baseline/ pre-test and summative/ post-test used (unless the test is a state or district secured document).
- A district computer program shall combine the Student Learning Growth Value, and other applicable metrics to compute the classroom teacher's final summative evaluation score.
- An opportunity for review, clarification, and if necessary, corrections shall occur no later than the time of the final evaluation meeting with the principal.

a. Validity

Validity is the extent to which a test measures what it claims to measure. For Florida classroom teachers, content validity means the degree to which a test assesses the Florida Standards. Detailed descriptions of the courses and associated standards can be found at the following link.

<http://www.cpalms.org/Public/>

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

b. Reliability

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

Required Ranges for Number of Questions

- ✓ Grades K-2, 10-20 questions
- ✓ Grades 3-5, 25-40 questions
- ✓ Grades 6-8, 35-50 questions
- ✓ Grades 9-12, 35-50 questions

c. Academic Rigor

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

Other Criteria

- Best practices for test administration include:
 - ✓ Unless there are extenuating circumstances that prevent it, both the pre-test and the post-test shall be administered in the same format (e.g., paper, online);
 - ✓ Mixing of testing formats from pre-test to post-test shall be avoided;
 - ✓ Unless there are extenuating circumstances that prevent it, the method for administration for both the pre-test and the post-test shall be the same;
 - ✓ Students shall be given an opportunity to experience online testing before actual testing for evaluation purposes.
- If a valid and reliable subject area test is not available or is too difficult to develop, then the classroom teacher shall default to using the available district assessment that is most appropriate for their teaching assignment.
- If valid and reliable subject area test results are not available due to any circumstances beyond the classroom teacher's control, then the classroom teacher shall default to using the available results for his or her students of record on the district assessment that is most appropriate for his or her teaching assignment.
- If valid and reliable subject area test results are not available due to any testing irregularities or improprieties, due process shall be enacted. If the employees testing irregularities result in neglect or willful disregard, then the employee's student growth measure will result in a zero (0) and the final summative evaluation will not result in a score of Effective or Highly Effective.
- A default student growth score of a 3 may be applied to an instructor's final evaluation when otherwise no score would be generated (upon review and approval from district designee) for the following reasons:

- a. The instructor was hired during the third quarter of the school year,
 - b. The instructor was on district approved leave for an extended period of time
 - c. The instructor was administratively assigned for an extended period of time
- As the Florida Department of Education provides more technical assistance and Value Added Model measures for statewide assessments of additional content areas (e.g., End of Course Exams), district administration shall revise these procedures to reflect such changes on at least an annual basis.

Calculating the Teacher Selected/Created, Principal Approved Pre-Post Test Model

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

Instructional Employees' Evaluation Handbook
Tentatively Approved by BLT, 06-14-18

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

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

Test Security

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

Instructional Employees' Evaluation Handbook
Tentatively Approved by BLT, 06-14-18

The School District of Osceola County, Florida

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

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

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

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

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

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

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

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

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

School/ Facility Name: _____

School/ Facility Number: _____

Print Employee's Name: _____

**Employee's Florida Professional
Educator's Certificate Number:** _____

Employee's Signature: _____

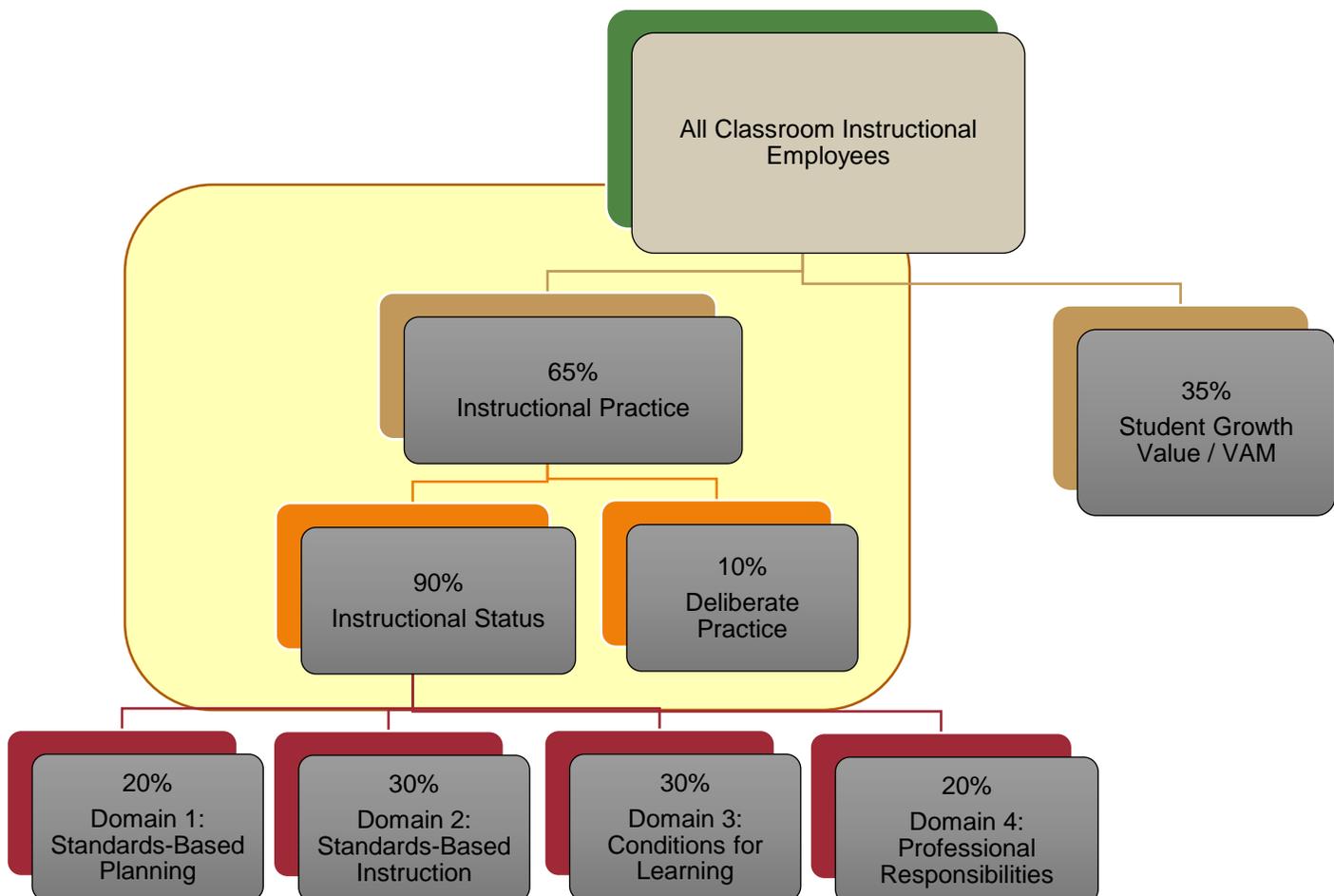
Date: _____

I. Instructional Practice

As stated in the beginning of this handbook, the Marzano model was selected based on the recommendation through a collaborative effort with the Osceola County Education Association and The School District of Osceola County's as a sub-committee of the Bargaining Leadership Teams. The Marzano model focuses on effective instructional practices, that when used with fidelity and at the appropriate time in the unit of instruction, will positively impact student achievement. This model emphasizes that through deliberate instructional planning, leading to deliberate instruction, leads to results in deliberate student achievement. The instructional employees' Instructional Practice Score will be a combination of four focused domains and the deliberate practice.

$$[\text{Instructional Status Score (.90)}] + [\text{Deliberate Practice Score (.10)}] = \text{Instructional Practice Score}$$

In this section, a description of the domains, the deliberate practice selection, and the percentage breakdown on how it contributes to the evaluation will be described. Additionally, the type and amount of observations that will contribute to the instructional employees' evaluation will be defined.



Standards-Based Planning (Domain 1): (20% of the Instructional Status Score) focuses on how instructors plan and prepare for content, technology and unique needs of the students they are instructing. This is not the 'what' (e.g. lesson plan completion) but rather the 'why' and 'how' they have chosen to plan standards-based units and lessons a specific way. It is planning deliberately for resources that support those standards and frequent use of data to close the achievement gap.

Standards-Based Instruction (Domain 2): (30% of the Instructional Status Score) focuses on the deliberate use of ten (10) primary instructional strategies that if utilized with fidelity and in alignment with the established content standards will increase the probability of student achievement.

Conditions for Learning (Domain 3): (30% of the Instructional Status Score) focuses on the application of strategies that encourage a healthy and rigorous learning environment through the use of, collaborative structures, the establishment of rules and procedures, engagement practices, and feedback practices that celebrate student progress.

Professional Responsibilities (Domain 4): (20% of the Instructional Status Score) focuses on professional practices that include adherence to school and district procedures, continued professional growth, and promoting a collegial environment through collaboration.

Domain 1: Standards-Based Planning

1	Planning Standards-Based Lessons/Units Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
2	Aligning Resources to Standard(s) Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.
3	Planning to Close the Achievement Gap Using Data Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Domain 2: Standards-Based Instruction

4	Identifying Critical Content from the Standards (Required evidence in every lesson) Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.
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5	Previewing New Content Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.
6	Helping Students Process New Content Teacher systematically engages student groups in processing and generating conclusions about new content.
7	Using Questions to Help Students Elaborate on Content Teacher uses a linear sequence of increasingly complex questions that require students to critically think about the content.
8	Reviewing Content Teacher engages students in brief review of content that highlights the cumulative nature of the content.
9	Helping Students Practice Skills, Strategies, and Processes When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.
10	Helping Students Examine Similarities and Differences When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.
11	Helping Students Examine Their Reasoning Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.
12	Helping Students Revise Knowledge Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.
13	Helping Students Engage in Cognitively Complex Tasks Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Domain 3: Conditions for Learning

14	Using Formative Assessment to Track Progress Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.
15	Providing Feedback and Celebrating Progress Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.
16	Organizing Students to Interact with Content Teacher organizes students into appropriate groups to facilitate the learning of content.
17	Establishing and Acknowledging Adherence to Rules and Procedures Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.
18	Using Engagement Strategies Teacher uses engagement strategies to cognitively engage or re-engage students with the content
19	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.
20	Communicating High-Expectations for Each Student to Close the Achievement Gap Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Domain 4: Professional Responsibilities

21	Adhering to School/District Policies and Procedures Teacher adheres to school and district policies and procedures.
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22	Maintaining Expertise in Content and Pedagogy
	Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).
23	Promoting Teacher Leadership and Collaboration
	Teacher promotes teacher leadership and a culture of collaboration.

Marzano Element Crosswalk to Florida Educator Accomplished Practices (FEAPS)

The School District of Osceola County has aligned the FEAPs with the Marzano Evaluation System in the key areas that support the quality of instruction:

- Instructional Design and Lesson Planning
- Learning Environment
- Instructional Delivery and Facilitation
- Assessment
- Continuous Professional Development
- Professional Responsibility and Ethical Conduct

Related resources are located in Florida's Department of Education website:
<http://www.fldoe.org/profdev/resources-TA.asp>.

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
c. Designs instruction for students to achieve mastery;	Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data

<p>d. Selects appropriate formative assessments to monitor learning;</p>	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p>
<p>e. Uses diagnostic student data to plan lessons; and,</p>	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p>
<p>f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</p>	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p>
<p>a. Organizes, allocates, and manages the resources of time, space, and attention;</p>	<p>Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student- Centered Classroom</p>
<p>b. Manages individual and class behaviors through a well-planned management system;</p>	<p>Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student- Centered Classroom</p>
<p>c. Conveys high expectations to all students</p>	<p>Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies</p>

	Establishing and Maintaining Effective Relationships in a Student- Centered Classroom
d. Respects students' cultural linguistic and family background;	Domain 3: Establishing and Maintaining Effective Relationships in a Student- Centered Classroom
e. Models clear, acceptable oral and written communication skills;	Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Establishing and Acknowledging Adherence to Rules and Procedures Establishing and Maintaining Effective Relationships in a Student- Centered Classroom Domain 4: Adhering to School and District Policies and Procedures
f. Maintains a climate of openness, inquiry, fairness and support;	Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Establishing and Acknowledging Adherence to Rules and Procedures Establishing and Maintaining Effective Relationships in a Student- Centered Classroom Domain 4: Adhering to School and District Policies and Procedures
g. Integrates current information and communication technologies;	Domain 1: Aligning Resources to Standard(s)
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student- Centered Classroom

<p>i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</p>	<p>Domain 1: Aligning Resources to Standard(s)</p>
<p>a. Deliver engaging and challenging lessons;</p>	<p>Domain 2: Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks</p>
<p>b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</p>	<p>Domain 2: Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks</p>
<p>c. Identify gaps in students' subject matter knowledge;</p>	<p>Domain 1: Planning to Close the Achievement Gap Using Data</p> <p>Domain 3: Using Formative Assessment to Track Progress</p>

<p>d. Modify instruction to respond to preconceptions or misconceptions;</p>	<p>Domain 2: Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge</p>
<p>e. Relate and integrate the subject matter with other disciplines and life experiences;</p>	<p>Domain 2: Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content Reviewing Content Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Engage in Cognitively Complex Tasks</p>
<p>f. Employ higher-order questioning techniques;</p>	<p>Domain 2: Using Questions to Help Students Elaborate on Content</p>
<p>g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</p>	<p>Domain 2: Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks</p>
<p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</p>	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p> <p>Domain 2: Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content</p>

	<p>Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks</p> <p>Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student- Centered Classroom</p>
<p>i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;</p>	<p>Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Establishing and Maintaining Effective Relationships in a Student- Centered Classroom</p>
<p>j. Utilize student feedback to monitor instructional needs and to adjust instruction.</p>	<p>Domain 2: Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks</p> <p>Domain 3: Using Formative Assessment to Track Progress Establishing and Acknowledging Adherence to Rules and Procedures</p>

<p>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;</p>	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p>
<p>b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;</p>	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p> <p>Domain 3: Using Formative Assessment to Track Progress</p>
<p>c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;</p>	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p> <p>Domain 3: Using Formative Assessment to Track Progress</p>
<p>d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;</p>	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p> <p>Domain 3: Using Formative Assessment to Track Progress</p>
<p>e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,</p>	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p> <p>Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress</p> <p>Domain 4: Adhering to School and District Policies and Procedures Promoting Teacher Leadership and Collaboration</p>

f. Applies technology to organize and integrate assessment information.	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p>
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	<p>Domain 4: Maintaining Expertise in Content and Pedagogy</p>
b. Examines and uses data-informed research to improve instruction and student achievement;	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p>
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;	<p>Domain 1: Planning Standards-Based Lessons and Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data</p> <p>Domain 4: Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration</p>
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	<p>Domain 4: Adhering to School and District Policies and Procedures Promoting Teacher Leadership and Collaboration</p>
e. Engages in targeted professional growth	<p>Domain 4: Adhering to School and District Policies and Procedures</p>

<p>opportunities and reflective practices; and,</p>	<p>Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration</p>
<p>f. Implements knowledge and skills learned in professional development in the teaching and learning process.</p>	<p>Domain 2: Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks</p> <p>Domain 3: Using Formative Assessment to Track Progress Providing Feedback and Celebrating Progress Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</p> <p>Domain 4: Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration</p>
<p>g. 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</p>	<p>Domain 4: Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration</p>

students, the public and the education profession.	
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Instructional Status Score (Standards Based Planning, Standards-Based Instruction, Conditions for Learning, Professional Responsibilities)

The Instructional Status Score contributes to 90% of the Instructional Practice Score. It consists of scored observations in following areas:

Standards-Based Planning (Domain 1): (20% of the Instructional Status Score) focuses on how instructors plan and prepare for content, technology and unique needs of the students they are instructing. This is not the 'what' (e.g. lesson plan completion) but rather the 'why' and 'how' they have chosen to plan standards-based units and lessons a specific way. It is planning deliberately for resources that support those standards and frequent use of data to close the achievement gap.

Standards-Based Instruction (Domain 2): (30% of the Instructional Status Score) focuses on the deliberate use of ten (10) primary instructional strategies that if utilized with fidelity and in alignment with the established content standards will increase the probability of student achievement.

Conditions for Learning (Domain 3): (30% of the Instructional Status Score) focuses on the application of strategies that encourage a healthy and rigorous learning environment through the use of, collaborative structures, the establishment of rules and procedures, engagement practices, and feedback practices that celebrate student progress.

Professional Responsibilities (Domain 4): (20% of the Instructional Status Score) focuses on professional practices that include adherence to school and district procedures, continued professional growth, and promoting a collegial environment through collaboration.

Domain 1 Standards Based Planning

School Leaders may capture ratings for Domain 1 Observations during pre-observation meetings, observation of PLC and collaborative planning, and Deliberate Practice data chats.

Administrators will capture, at a minimum one data point for each element in Domain 1 for those teachers on staff at the start of the school year. Teachers shall have the opportunity to provide additional examples of valid evidence for the principal to consider toward the rating(s) for that observation.

Guiding Principles for Lesson Plans

- 1. Lesson plans shall meet federal and state requirements for classroom instruction.**
 - *Section 1003.41 -- Next Generation Sunshine State Standards (Florida Standards), Florida Statutes*
 - *Section 1003.42 – Required Instruction, Florida Statutes*
 - *State Board of Education Rule 6A-5.065 -- The Educator Accomplished Practices.*
 - (2) The Educator Accomplished Practices.*
 - (a) Quality of Instruction.*
 - 1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:*
 - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;*
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge;*
 - c. Designs instruction for students to achieve mastery;*
 - d. Selects appropriate formative assessments to monitor learning;*
 - e. Uses diagnostic student data to plan lessons; and*
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.*
- Accommodations for:
 - Exceptional Student Education (ESE) students
 - Gifted students
 - Section 504 students
 - English Language Learner (ELL) students
- Differentiated instruction modifications for students in Tier 2 or Tier 3 of Multi-Tiered Systems of Support/ Problem Solving (MTSS/ PS)

NOTE: A list of appropriate instructional strategies that will be used for a group of ESE, ELL, or MTSS/ PS students shall meet this requirement for lesson plans.

- 2. Lesson plans shall address Florida Standards.**
 - <http://www.cpalms.org/Public/search/Standard>
- 3. Florida Course Descriptions shall guide lesson plans.**
 - <http://www.cpalms.org/Public/search/course>
- 4. In general, lesson plans may include, but shall not be limited to:**
 - Learning Goals and Learning Targets
 - Methods or Procedures
 - Resources or Materials Used
 - Assessment or Evaluation

5. A unit plan may fulfill the lesson plan requirement for the defined duration of the unit if the unit plan contains sufficient information that complies with these guiding principles. However, administrators shall not require instructional employees to submit both a unit plan and a lesson plan for the same instructional content.

6. Certain instructional programs or grants may require that lesson plans include additional elements and/ or different timelines for submission in order to meet specific program or grant criteria.
 - The school principal shall receive written approval of the appropriate Assistant Superintendent of Curriculum and Instruction prior to implementing these requirements.
 - School principals shall share these requirements with instructional employees in advance.

7. In general, instructional employees shall submit lesson plans to the appropriate designated administrator on a weekly basis within one week prior to the actual classroom instruction of the content within the lesson plan.
 - Administrators shall permit instructional employees the flexibility to amend lesson plans when:
 - Data supports that students require differentiated instruction; or
 - Changes to the regular classroom schedule occur that are beyond the instructional employee's control (e.g., school-wide testing, required professional development, school activities, fire or tornado drills, etc.).

Deliberate Practice

The Deliberate Practice Score contributes 10% of the Instructional Practice Score. When an instructor specifically focuses on an instructional strategy that is directly correlated with improved student achievement with a focus on closing the achievement gap, he or she is not only improving one's own individual growth, but also the academic growth of his or her students. A Deliberate Practice goal shall be identified and agreed upon by both the administrator and teacher at the beginning of the evaluation plan. The goal will include professional goal setting and specific measurable student growth that can be documented by the close of the evaluation plan (Category 1 teachers in April, Category 2 teachers in May). The goal will be rated by the following rubric and contribute to 10% of the Instructional Practice Score.

4	Highly Effective	Exceeded Goal - Action plan accomplished and exceeded the target set
3	Effective	Goal Met - Action plan and target accomplished
2	Needs Improvement	Did Not Reach Goal - Evidence of completion of action plan, but target not reached

1	Unsatisfactory	Unsatisfactory - Little to no effort to work on action plan or meet target
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Domains 2 & 3 Standards-Based Instruction and Conditions for Learning Observations (Formal, Focused, Walkthrough)

During Domain 2 & 3 Observations, the observer will focus on the dominant instructional strategies being utilized or should be utilized during the classroom visit.

Formal Observations

During *formal observations*, the administrator conducts a pre-observation meeting with the instructor prior to the classroom observation. During this meeting they will discuss the teacher's standards-based learning goal and learning targets for the lesson to be observed. In collaboration with the teacher, the observer ensures that the plan exhibits a focus on the essential standards, including a scale or learning targets that shows a progression to the full intent of the standard; that the plan incorporates available resources aligned to the standard; and that it incorporates techniques to close the achievement gap using data. The administrator will look for specific instructional strategies discussed in pre-conference to apply as data points towards the summative evaluations.

- Formal observations shall be scheduled with teachers in advance. For formal observations, both a pre-conference and a post-conference shall be held, which may be either face-to-face or via the evaluation website.
- Formal observations may range from twenty-five (25) minutes to an entire class period.
 - If the administrator does not observe evidence for the elements during this time, he or she shall permit the classroom teacher the opportunity to provide the appropriate evidence no later than the post-conference.
 - If the administrator arrives more than ten (10) minutes late to the scheduled time for the observation, then the observation shall be rescheduled unless the teacher requests in writing the same day that the administrator apply the data points for this observation.
 - The teacher shall invite the administrator to return if he or she would like to reattempt an instructional strategy for mastery attainment.
- Formal observations shall always count towards a teacher's evaluation.
- Teachers may benefit from additional observations.
 - Teachers may request additional observations beyond the recommended number of observations.
 - A teacher must submit the request in writing to his or her principal within ten (10) working days of the most recent observation.
 - Teachers may receive an additional observation by a trained administrator mutually agreed upon by the teacher and the administration.

- An additional observation shall be part of the teacher's overall evaluation and data points shall apply.

Focused Observations

- During *focused observations*, administrators may observe, provide feedback, and/ or apply data points toward any of the 17 elements in Domains 2 & 3 for which teachers provide behavioral evidence. For focused observations administrators shall focus on elements with 'no' scores and/ or with 'low' scores.
 - Focused observations shall have no more than a two week window 'drop-in announcement' prior to the administration of the observation
 - Focused observations may range from ten (10) to thirty (30) minutes.
 - Focused observations will be data point observations and will count towards a teacher's evaluation.
 - If a teacher receives a score of Developing or lower on the same element two or more times, the teacher shall schedule a meeting with his/ her administrator.
 - Within five (5) business days after an administrator shares the results for a focused observation, teachers shall have the opportunity to provide additional examples of valid evidence for the principal to consider toward the rating(s) for that observation.

Walkthrough Observations

- During *classroom walkthroughs*, administrators may observe and provide feedback on any of the 17 elements in Domains 2 & 3. ,
 - Classroom walkthroughs may range from three (3) to five (5) minutes in duration.
 - Classroom walkthroughs shall be conducted for all teachers.
 - Classroom walkthroughs are NOT scheduled in advance.
 - Classroom walkthroughs are NOT data point observations and do NOT contribute to Domains 2 & 3 60% of the Instructional Status Score. Scored walkthrough elements serve to inform dialogue between the administrator and teacher for coaching and feedback on instructional practice. Walkthrough data points will contribute to the Deliberate Practice Score.

Domain 4: Professional Responsibilities

The observer focuses on professional practices that include adherence to school and district procedures, continued professional growth, and promoting a collegial environment through collaboration.

Domain 2 & 3 Observation Counts

The administrative staff at each school, which includes the Principal and Assistant Principal(s), will conduct observations of, and data reviews with, the teacher. Administrators will observe teachers on the following schedules.

The table below identifies the maximum amount of observations that can contribute towards a classroom teacher's final evaluation. The number of observations a teacher should have is dependent on the 'Category' of which they belong. The category type is defined by the instructional employees' contract type.

REQUIRED OBSERVATION	Category 1 (PP – A2)	Category 2 (A3+ or PSC)	*Struggling Teachers
<ul style="list-style-type: none"> Formal (Announced) 	2	Not Required (May be requested by the teacher)	As Determined By School Leader
<ul style="list-style-type: none"> Focused (Announced or Unannounced) 	Not to exceed 4	2-4	As Determined By School Leader
<ul style="list-style-type: none"> Walkthrough 	Unlimited Feedback Only	Unlimited Feedback Only	Unlimited Feedback Only

If any of the 17 elements defined in Domains 2 & 3 are not observed and scored during the above maximum observations, the teacher shall request an additional Focused Observation to capture the missing instructional strategy(s) no later than the end of the third academic quarter.

- Struggling teachers are those not meeting district expectations regarding their performance (e.g., pattern of observation ratings at the “Beginning” level). Struggling teachers may:
 - be placed on an improvement plan.
 - receive a higher number of observations beyond the recommended number of observations.
- Teachers who are placed on an improvement plan may receive a higher number of observations beyond the recommended number of observations.

Domain 1 & 4 Standards-Based Planning & Professional Responsibilities (Observational Sessions)

During observational sessions in Domains 1 and 4, all instructional employees will be scored on all elements in each of these domains twice per year (a minimum of one observation during first semester). If the employee earns a rating of Applying or Innovating during the first semester, a second rating capture shall not be required.

During the observation session:

- The classroom teacher may provide evidence to support/document indicators within the selected element.
- The administrator may utilize the evidence provided by the instructional employee or additional documented evidence to support scoring of the elements that contribute towards the final summative evaluation.

Domains 1 & 4 Observation Counts:

Domains Data Points	All Classroom Teachers (Category 1 & 2) Semester 1	All Classroom Teachers (Category 1 & 2) Semester 2	Struggling Teachers
<ul style="list-style-type: none"> • Domain 1 (Weight = 20%) 	A minimum of 1 score for each element	Only if current scores are rated lower than Applying	As needed
<ul style="list-style-type: none"> • Domain 4 (Weight = 20%) 	A minimum of 1 score for each element	Only if current scores are rated lower than Applying	As needed

- These observations are data point observations.
- The focus of Standards Based Planning is on process as well as product. Further, the degree to which lesson plan procedures are followed is a focus in the Final Evaluation metric 'Professional & Ethical Behaviors', not Domain 2.

Summative Evaluation Weightings for Instructional Practice Score

Status Scoring for the Instructional Practice

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

- ✓ Domain 1: Standards-Based Planning
- ✓ Domain 2: Standards-Based Instruction
- ✓ Domain 3: Conditions for Learning
- ✓ Domain 4: Professional Responsibilities

Multiple measures determine the overall status score.

Domain Weightings

Categories I, II, and Struggling Teachers	Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
• Domain 1	20%	20%	20%	20%
• Domain 2	30%	30%	30%	30%
• Domain 3	30%	30%	30%	30%
• Domain 4	20%	20%	20%	20%

Frequency Configuration and Score for Instructional Status Score

Categories I, II, and Struggling Teachers	Highly Effective (4)	Effective (3)	Developing/ Needs Improvement	Unsatisfactory (1)
<ul style="list-style-type: none"> • Domain 1 • Domain 2 • Domain 3 • Domain 4 	<p><i>The Instructional Status Score is competency based. Instructors will receive the highest rated score given at the element level. The highest rated elements are then averaged at the domain level and weighted according to the table above. In Domain 4, - Professional Responsibilities, instructors will receive an average of all elements scored, then weighted according to the table above.</i></p>			

Examples of Evidence

Domain 1: <i>Standards-Based Planning</i>	Domain 2: <i>Standards-Based Instruction</i>
<ul style="list-style-type: none"> • Planning conference or pre-conference • Content of lesson plans • Designing common student assessments • Collaborative Planning Notes / Observations • Artifacts • NOTE: The focus of this domain is process, not the product only. 	<ul style="list-style-type: none"> • Formal observations • Focused, announced observations • Focused, unannounced observations • Evidence of student work
Domain 3: <i>Conditions for Learning</i>	Domain 4: Professional Responsibilities
<ul style="list-style-type: none"> • Formal observations • Focused, announced observations • Focused, unannounced observations • Evidence of student work 	<ul style="list-style-type: none"> • Evidence of adherence to school and district policies and procedures • Evidence of continued effort to increase subject area knowledge and pedagogy through professional development • Evidence of promoting teacher leadership and a school-wide culture of professional learning • Current professional development inservice record • Evidence of PD to practice • Evidence of record keeping compliance • Authentic participation in collaborative planning

	<ul style="list-style-type: none">• Mentoring of others• Artifacts
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During the beginning of the year initial review of the evaluation system, the teacher and the evaluator will collaborate on the evidence that will be collected in each Domain during the school year along with a timeline for collection. The administrator may complete this procedure for teachers individually or in groups.

During the pre and post conferences for Domains 1-4, only administration and the observed instructional employee shall be present.

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

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

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

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

Observation Scoring and Ratings

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

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

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

For scoring Domains 2 & 3 Administrators will differentiate scoring using the following format.

Not Using: Strategy was called for but not exhibited.

Beginning: Uses the strategy incorrectly or with parts missing.

Developing: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards, but less than the majority of students are monitored for the desired effect of the strategy.

Applying: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards, and monitors for evidence of which the desired effect of that strategy is evident by the majority of the students.

Innovating: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards and based on student evidence, implements adaptations where needed to achieve the desired effect in more than 90% of the students.

Step 1
<i>Rate observable elements at each of the following levels:</i> <ul style="list-style-type: none">• Innovating (4)• Applying (3)• Developing (2)• Beginning (1)• Not Using (0)
Step 2
<i>Calculate the highest of each the ratings across all strategies. Average the highest scored elements for each of the four domains.</i>
Step 3
<i>For each domain, determine the percentage of the total each domain represents:</i> <ul style="list-style-type: none">• Domain 1: 20%• Domain 2: 30%• Domain 3: 30%• Domain 4: 20%
Step 4
<i>Add the averages of all domains to determine the Instructional Status Score. Apply the results to the rating on the Proficiency Scale (based upon the teacher's experience level).</i>

- PP-A2 years
- A3+ or PSC Teachers

Description of Evaluation Process – Category 1 Teacher

The chart below reflects the timeline for REQUIRED observations ONLY.

Formal Observation #1 (Formative) ✓ Conducted within the first forty-five (45) days of school.
Individual Professional Growth Plan ✓ Written within the first forty-five (45) days of school
Formal Observation #2 (Formative) and Review of Progress in the Collection of Artifacts ✓ To be conducted by the close of the first semester ✓ Probationary instructional staff members must be formally observed within the first 45 days of their hire date. ✓ Recommended in October/ November/ December
Mid-Point Evaluation utilizing the MyPGS site ✓ Conducted by the end of the first semester ✓ Suggested window for identifying struggling teachers
Focused Observations #3-6 ✓ Recommended in January/ February / March
✓ FINAL Summative Evaluation Utilizing the MyPGS site Conducted mid-April

Newly hired teachers will receive at minimum two annual evaluations within the first year of hire. These evaluations will include scores from Instructional Practice (65%), and Student Growth (35%). The School District of Osceola 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.

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

Additional observations can be conducted as stated on pages 53, 55-56.

Description of Evaluation Process – Category 2 Teacher

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

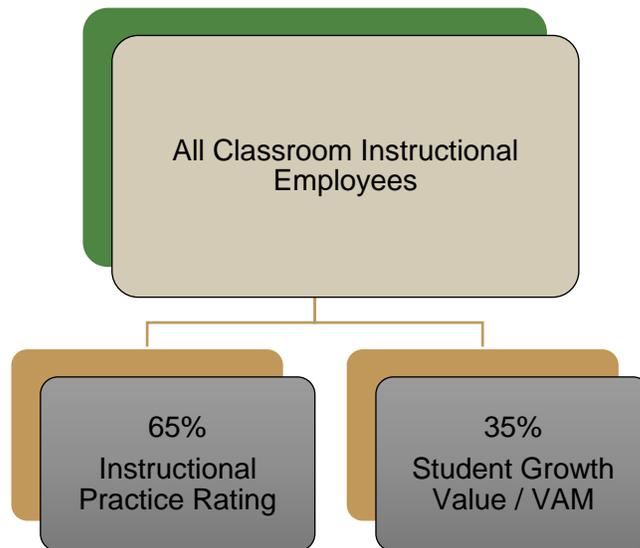
<p>Individual Professional Development Plan Written</p> <ul style="list-style-type: none"> ✓ Written within the first forty-five (45) days of school
<p>Focused Observation #1</p> <ul style="list-style-type: none"> ✓ To be conducted by the last week of January ✓ Recommended in September/ October/ November
<p>Focused Observation #2-4 (Formative) and Review of Progress in the Collection of Artifacts</p> <ul style="list-style-type: none"> ✓ To be conducted by the last week of March ✓ Recommended no later than the last week of February
<p><u>Additional</u> <i>Focused Observation can be conducted</i></p> <ul style="list-style-type: none"> ✓ <i>As needed to capture scores on elements without a score or upon request of teacher.</i>
<p><u>Additional</u> <i>Formal Observation can be conducted</i></p> <ul style="list-style-type: none"> ✓ <i>As needed to capture scores on elements without a score or upon request of teacher.</i>
<ul style="list-style-type: none"> ✓ Collection of Artifacts ✓ To be conducted by the close of the second semester ✓ Recommended in April/May
<p>FINAL Summative Evaluation Utilizing the MyPGS site</p> <ul style="list-style-type: none"> ✓ Conducted prior to the end of May

Classroom teachers will be notified of a deficiency prior to be scored (counting towards the final evaluation) as less than effective in Professional & Ethical Behaviors.

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

Additional observations can be conducted as stated on pages 53, 55-56.

Summative Evaluation



The calculation of the Final Summative Evaluation Score is as follows.

1. Once all scores have been calculated following the procedures listed on pages:
 - Pg. 51, 52, 58-61 for the Instructional Practice Rating
 - Pg. 6-16 for the Student Growth Value / VAM Rating
2. Multiply the rating by the corresponding negotiated percentage:
 - (1-4 Rating) .65 = Instructional Practice Rating
 - (1-4 Rating) .35 = Student Growth Value Rating
3. The Final Summative Score is the sum of the two metrics:

$$\text{Instructional Practice} + \text{Student Growth Value} = \text{Final Summative Score}$$

Final Score Scale

Rating	Highly Effective	Effective	Developing/ Needs Improvement	Unsatisfactory
Score	3.5 - 4.0	2.0 - 3.49	1.5 - 1.99	0.0 - 1.49

Recommended Best Practices for Evaluation

Observers may:

- ✓ Communicate on a regular basis clear expectations for successful implementation of the Marzano Observation/ Evaluation System.
- ✓ Clarify that the teacher understands the criteria of the key elements he or she has selected.
- ✓ Set a schedule in which teachers can sign up for their pre-conference, post-conference, and formal observations. Block certain weeks throughout the school year and request that teachers make it their responsibility to schedule the pre- and post- conferences and the observation according to the district guidelines and timelines.
- ✓ Follow the pacing guide that Professional Development provides that defines approximate completion dates by quarter or semester so that teachers receive feedback throughout the school year.
- ✓ Conduct no less than half of the required observations prior to the end of the first semester of school.
- ✓ Avoid delaying and scheduling a large number of observations into the last month of school.
- ✓ Ease any anxiety about focused observations (particularly if this is a new practice for a teacher) by announcing the day or the week observations will be taking place; and once the teacher is comfortable with having an administrator in his or her room, move to unannounced informal observations.
- ✓ Complete observations for elements for which behavioral evidence is observed.
- ✓ Reschedule an observation for another time when, non-traditional instruction (that does not lend well to a formative observation) is taking place. (i.e. testing)
- ✓ Avoid scheduling observations for teachers:
 - during times when 'auto-splitting' is occurring in a classroom;
 - only at the same time of the instructional day;
 - for teachers of students who are tested during state and district testing windows to the extent possible; and/ or
 - during times when student behavior may be affected due to a disruption in the daily schedule such as immediately after fire or tornado drills, special student activities, or other unusual circumstances that may skew observation data.
- ✓ Provide finalized feedback no more than ten (10) working days after an observation concludes.
- ✓ Use the appropriate pre-observation, post-observation, and lesson plan forms to empower teachers to reflect upon classroom instruction.
- ✓ Plan observations to represent a fair sampling of the teacher's instructional day. Per Article V, Section 5.23, of the Contract (Appendix I):
 - *Every reasonable effort will be made to place teachers in their certified teaching field.*

Instructional Employees' Evaluation Handbook
Tentatively Approved by BLT, 06-14-18

- *In some cases, the Board may assign a teacher outside the scope of his/her certification areas.*
- *When this is done, the teaching evaluation will note that the teacher is assigned out of field if the evaluation is done on that assignment.*
- *When teachers are given split assignments, evaluations shall be done only in their certified areas.*

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

Additional Requirements

- The School District of Osceola County and the Osceola County Education Association agree to the use of the observation forms that are part of the Marzano Focused Teacher Observation Model.
- The School District shall provide the electronic tool to be used by administrators and teachers for observation/ evaluation for the current school year.
- If Student Growth /VAM data is calculated in to the Final Evaluation Score of an employee in the Fall of the following year, the current administrator is authorized to sign-off as the evaluator.
- All classroom teachers will be provided an orientation of the District observation/ evaluation system within the first twenty (20) days of school or employment. Such orientation may be made available on-line for the convenience of teachers and administration. In addition, faculty training on the Marzano Observation/ Evaluation System may be offered during Pre-Planning. The faculty training will be conducted by the trained administrators and/ or designated trained teachers at that school site.
- All administrative employees observing/ evaluating teachers will be trained on the system prior to observations/ evaluations.

Instructional Employees

- District and school instructional employees shall receive ongoing training on Domains 1 through 4 of the Marzano Focused Teacher Evaluation Model. These trainings shall include the following components as a minimum:
 - Education research upon which the framework is based;
 - Identifying the indicators and evidence of effective instruction; and
 - Using rubrics to distinguish proficiency levels for each element of instruction observed.

Administrators

- Through credentialing processes, school administrators will participate in continuous professional learning to stay apprised with instructional research. Inter-rater reliability activities and assessments will be utilized to maintain credentialing and provide data on professional learning needs to ensure observations and evaluations are being completed with fidelity.
- Only supervising administrators will observe/evaluate instructional employees.
- Instructional employees may request additional observations from a different evaluator. It will be at the discretion of the district as to whether the additional evaluator will be a

supervising administrator, a school administrator from another school, or a credentialed administrator from the district office.

- Instructional employees shall have the opportunity to review their class rosters and correct any mistakes.
- The observing administrator shall provide finalized feedback no more than ten (10) working days after an observation concludes.
- Results from teacher evaluations are utilized to develop individual professional development growth plans and professional development offerings by school and district.
- Within five (5) business days after an administrator shares the results for an observation, teachers shall have the opportunity to provide additional examples of valid evidence for the principal to consider toward the rating(s) for that observation.
- When a teacher's performance is determined to be less than effective, according to Article 12.11.1 in the Teacher's Contract (Appendix I), a conference will be held, and a professional improvement plan shall be developed jointly and/or the individual professional development plan may be altered to address the concern.
- Classroom instructors whom have been an instructional employee for more than three years (since their most recent date of hire in the district) shall be observed and evaluated at least once per year.
- As stated on page 40, newly hired teachers will be observed at least two times within the first year of hire.
- Newly hired teachers will receive at minimum two annual evaluations within the first year of hire.
- Parents may share compliments and concerns about instructional personnel with a supervising administrator at any time. Domain 4, Professional Responsibilities may be utilized to contribute parental compliments and concerns in the evaluation process of instructional employees.

District Evaluation Procedures

The following district procedures are in place and are in compliance with s. 1012.34, F.S. (Appendix I):

- Evaluators must submit a report of final evaluations to the district school superintendent for the purpose of reviewing the employees' contracts.
- The evaluator must submit a final evaluation report to the employee no later than 10 days after the final evaluation scoring is acknowledged.
- The evaluator shall provide an opportunity to discuss the official evaluation report with the employee.
- The employee shall have the right to initiate a written response to the evaluation no later than 10 business days after the evaluation was shared and finalized with the employee and the response shall become a permanent attachment to his or her personnel file.
- The School District of Osceola County's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S. (Appendix I)
- The district school superintendent shall annually notify the department of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations. The district school superintendent shall also notify the department of any instructional

personnel or school administrators who are given written notice by the district of intent to terminate or not renew their employment.

District Self-Monitoring

Through the electronic observation and evaluation system, the district will frequently monitor evaluation procedures to ensure the classroom instructors' evaluations are being conducted with fidelity and will assist in making informed decisions.

Areas that will be monitored are:

- ✓ Timeline compliance
- ✓ Element and Observation Count Compliance
- ✓ Inter-rater reliability
- ✓ Effective Feedback Practices

Monitoring will contribute to:

- ✓ Individual Professional Development needs
- ✓ Individual Growth Plan opportunities
- ✓ School and District Improvement Plans

Glossary of Key Instructional Employees' Evaluation System Terms

Achievement Gap - Any significant and persistent disparity in academic performance or educational attainment between different groups of students.

Category 1 Teacher – Employed instructional position within the first three years of employment as a teacher (which shall be counted from the most recent hire date) with the School District of Osceola County. (Contract Status PP, A0, A1, A2)

Category 2 Teacher – Employed instructional position with greater than three completed years of employment as a teacher (which shall be counted from the most recent hire date) with the School District of Osceola County. (Contract Status A3, A4, A5, A6, A7.....)

Desired Effect – The intended result of the teacher's instructional strategy upon student learning

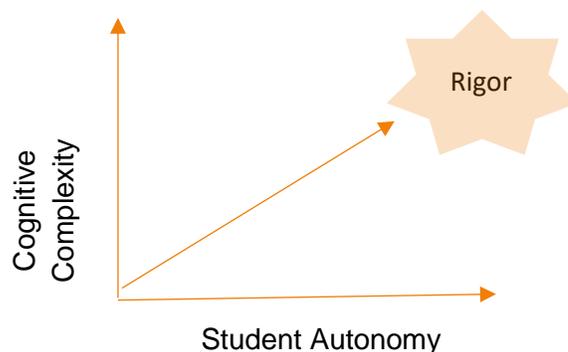
Essential Standards – Identified Florida State Standard that serves as a foundation of learning for which the students must master for that course.

Learning Goal – The Essential Standard written as a student friendly 'I can' statement.

Learning Target (s) – Necessary skills representing a progression of learning to reach needed mastery of the full intent of the Learning Goal (Essential Standard).

Rigor –

1. In general, the level of the academic skills and independent learning that a teacher's lesson requires from students
2. More specifically, the level of cognitive complexity and student autonomy that results from the teacher's instructional practice and its direct effect upon each student's engagement and learning.



- **Cognitive Complexity** – The level of cognitive demand that is required of the student in order to master specific academic standards

- **Student Autonomy** – The level in which the demands of a lesson require the student to be actively involved in his or her own learning while reliant on the teacher with regulated support as a resource and interventionist to encourage productive struggle

Monitoring – The method by which a teacher checks on an ongoing basis whether students have reached the desired effect of the instructional strategy and achieved progress towards the standards-based learning target in order to provide feedback and adjust instruction as needed.

Performance Scale – A continuum that articulates learning targets relative to a specific learning goal.

Appendix I:

1012.34 Personnel evaluation procedures and criteria

Article 12 (Employee Contract)