

# Questions and Answers:

## The Implementation Plan for the Classroom Instructional Employees Evaluation System (IEES)

### 1. Why are School District leaders making these changes to our classroom teacher evaluation system during the middle of the school year?

- ★ The Osceola County School Board and School District Leadership have:
  - listened carefully to feedback received from both school administrators and classroom instructional employees; and
  - sought to provide flexibility and lessen the stress and anxiety educators have been feeling without losing our focus on serving students with excellence.

### 2. How were these specific changes developed?

- ★ A focus group of principals and classroom teachers from elementary, middle, and high schools examined options to:
  - keep the focus of our evaluations on improving teaching and learning through observation and feedback; and
  - provide time and opportunity for both school administrators and classroom teachers to adjust to the new system successfully.

### 3. What are the general changes in requirements for this current 2018-19 school year?

- ★ For the current 2018-19 school year, the first year of a three (3) year phased-in approach shall begin effective immediately in order to implement the observable elements/ strategies within the new Marzano focused teacher evaluation framework.
  - The required minimum of approximately 50% of Marzano instructional elements/ strategies must be scored within the **Standards-Based Instruction** and **Conditions for Learning** domains.
  - The resulting total minimum number required for scoring shall be fifteen (15) out of twenty-three (23) elements/ strategies.

### 4. What are the general changes in requirements for the following school years?

- ★ For the 2019-20 school year, the required minimum of approximately 75% of Marzano instructional elements/ strategies must be scored within the **Standards-Based Instruction** and **Conditions for Learning** domains. The resulting total minimum required for scoring shall be eighteen (18) out of twenty-three (23) elements/ strategies.
- ★ For the 2020-21 school year, 100% of Marzano instructional elements/ strategies must be scored, which shall be all twenty-three (23) elements/ strategies.

**5. Which specific instructional elements/ strategies are required this 2018-19 school year?**

- ★ For the **Standards-Based Instruction** domain, five (5) out of ten (10) are required and shall include:
  - *Identifying Critical Content*
  - *Helping Students Engage in Cognitively Complex Tasks*
- ★ For the **Conditions for Learning** domain, four (4) out of seven (7) are required and shall include:
  - *Using Formative Assessments to Track Progress*
  - *Using Engagement Strategies*
- ★ For the **Standards-Based Planning** and **Professional Responsibilities** domains together, **all** six (6) elements/ strategies remain required.

**6. Why were these specific elements/ strategies identified as required for this 2018-19 school year?**

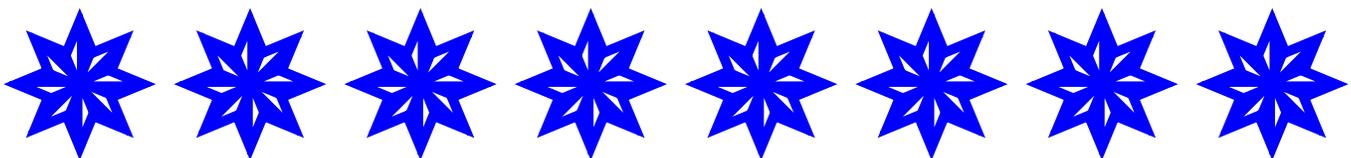
- ★ These specific elements/ strategies were identified as required because our educators' long-standing work within high quality Professional Learning Communities (PLCs) and scientific research support them as high yield strategies proven to affect student learning significantly when done well.

**7. Will these instructional elements/ strategies change again next school year?**

- ★ At this time, no changes in the specific required instructional elements/ strategies for the next school year are planned.
- ★ However, School District Leadership shall:
  - continue to monitor implementation of the evaluation system;
  - seek feedback from educators to ensure the evaluation process is fair and reasonable and achieves the goal of improving and recognizing effective instruction;
  - if needed, identify specific required Marzano instructional elements in advance of each subsequent school year; and
  - communicate these expectations to school administrators and classroom teachers.

**8. What considerations are given to help newly hired/ first year teachers be successful?**

- ★ Recognizing the added stress and anxiety that first year teachers experience, first year teachers shall consistently be held accountable for 50% of the observable elements/ strategies within the *Standards Based Instruction* and *Conditions for Learning* domains.



**9. Beyond the required instructional elements/ strategies, may classroom teachers select their own instructional elements/ strategies for their evaluations?**

- ★ No, classroom teachers may not select their own instructional elements/ strategies for their evaluations directly as they have done in previous school years. In fact, this specific procedure was already part of the *Classroom Instructional Employees' Evaluation Handbook* which our School Board approved for this school year.
- ★ However, classroom teachers still have the academic freedom to design their standards-based lesson plans in order to demonstrate evidence for specific instructional elements/ strategies during classroom instruction.

**10. How shall these changes affect classroom teachers who have already received observation rating scores for instructional elements/ strategies other than the required ones?**

- ★ All observation rating scores that classroom teachers have earned this school year shall still count toward calculations for their final summative evaluation ratings.

**11. Shall only the highest observation rating still count toward each classroom teacher's final summative evaluation rating?**

- ★ Yes, our implementation of the new Marzano Focused Teacher Evaluation Model shall continue to adopt a mastery approach, so only a classroom teacher's best rating for an instructional element/ strategy shall count toward the calculation of the classroom teacher's final summative evaluation rating
- ★ A classroom teacher may still request for an administrator to come back into the classroom to observe a specific element/ strategy in order to improve a rating. The classroom teacher must submit the request in writing to his or her principal within ten (10) working days of the most recent observation.

**12. What resources are currently available to support communication of these changes to administrators and classroom teachers?**

- ★ Superintendent Debra Pace has provided a brief video to review and explain these changes to administrators and classroom teachers. The video is available here:
  - [https://youtu.be/v\\_JgRrjIGFU](https://youtu.be/v_JgRrjIGFU)
- ★ More specific information about our implementation plan has been provided to school administrators and is posted on the School District website within the "Employees" section on the "Evaluation Systems" webpage:
  - [https://www.osceolaschools.net/employees/employee\\_evaluation\\_system](https://www.osceolaschools.net/employees/employee_evaluation_system)
- ★ It is the intention and desire of our School Board to explore opportunities to alleviate the work load for teachers across the School District and maintain our commitment to serve every child, every chance, every day as we continue our journey together from Good to Great.