



2018-2019

Florida State University Schools



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

Florida State University Schools
Instructional Evaluation System 2018-2019

Florida State University Schools

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District Purpose: The purpose of establishing procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel is to **increase student academic performance** by improving the quality of instructional, administrative, and supervisory services.

District Mission: Our mission is to support highly effective instruction and continuous professional learning through collaborative research and inquiry that results in student learning outcomes.

District Vision: Through exemplary teaching, research and service, our vision is to each take great stock in student growth and outcomes.

District Core Beliefs:

- Our system will support interdependence among faculty and administrators, as well as individual accountability, for teacher learning and growth
- Our system will support interdependence (vertically and horizontally) among faculty and administrators, as well as individual accountability, for student learning and academic growth and the development of the whole child
- Our system will be designed to actively engage all faculty and administrators to collectively deepen knowledge and improve skills that result in improved student learning
- For courses and subject areas not measured by statewide assessments, FSUS will design course-description-aligned performance assessments and will include a percentage of state-testing measures
- Continuous progress monitoring and data analysis leads to targeted and differentiated classroom instruction.
- Our system will be designed to support collective responsibility for student success post-HS graduation

Florida Statute 1012.34(1)(b) requires that the school district’s instructional personnel and school administrator evaluation systems must be approved by the Department of Education. State Board Rule 6B-4.010, F.A.C., requires that where a district “...makes substantive modifications to an approved school district instructional personnel assessment system, the modified system shall be submitted to the Department of Education for review and approval.”

The purpose of Florida State University School’s redeveloped Performance Evaluation System is to increase student academic performance by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S. To this end, The Florida State University Developmental Research School (FSUS) is committed to a cycle of continually updating the evaluation system to reflect state models, emerging best practices, and policy changes. FSUS’s system was redesigned and redeveloped using input and suggestions given by the Teacher Evaluation Advisory Committee

(“Evaluation Think Tank”). The TEAC team includes school leaders and representative teachers such as grade level team leaders, department heads, and UFF teacher representatives. The FSUS Teacher Performance Evaluation System will be put forward to UFF to inform future contract negotiations in accordance with the district/university’s collective bargaining process.

Members of the Teacher Evaluation Advisory Committee meet during the school year to review the FSUS appraisal system. The Faculty Administrator will send notes to committee members of each meeting, via email. This group will continue to review yearly results of the evaluation system to ensure maximum intended impact on teachers’ professional growth and student learning outcomes. This review process is held following the completion of all teacher evaluations and for planning the following academic year. The stakeholder group will submit suggestions for revisions to the Faculty Administrator. Revisions requiring, UFF, and/or DOE approval will be put forward prior to implementation.

Factors considered in the annual review process may include:

- Trends in ratings within each domain
- Correlations among Performance of Students data and teacher evaluation scores
- Alignment of professional development plans and IPLPs with evaluation results
- Appropriate support for professional development across different teacher groups
- Measures and scoring systems used for awarding Performance of Students scores
- Trends in score ranges
- Analysis of inter-rater reliability
- Development needs for district assessments
- Adherence of the overall system to the research model and original design elements

Transitioning to the redeveloped Performance Evaluation System requires educating personnel on the components of the system as well as the criteria and procedures on which teachers will be evaluated. Principals and District Administration initially trained will develop a half-day overview training and a Performance Evaluation System explanatory faculty website resource (Blackboard). The mandatory training will take place during pre-planning of each school year. During the pre-planning overview training the Performance Evaluation System will be explained and the faculty website resources will be explored.

1. CORE OF EFFECTIVE PRACTICES

Florida State University School’s Performance Evaluation System is based on the Florida Model grounded in the work of Robert Marzano and aligned with the Florida Educator Accomplished Practices (FEAPs – revised 12/17/2010). The observation instruments and documentation tools included in iObservation and referenced in subsequent sections of this plan will be used by all parties performing observations of instructional personnel. The state crosswalk illustrating the relationship between Marzano’s domain segments and the Florida Educator Accomplished Practices can be found at: http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf

The Marzano Evaluation Model is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment*

and Grading that Work (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

Domain 1: Classroom Strategies and Behaviors

Domain 2: Preparing and Planning

Domain 3: Reflecting on Teaching

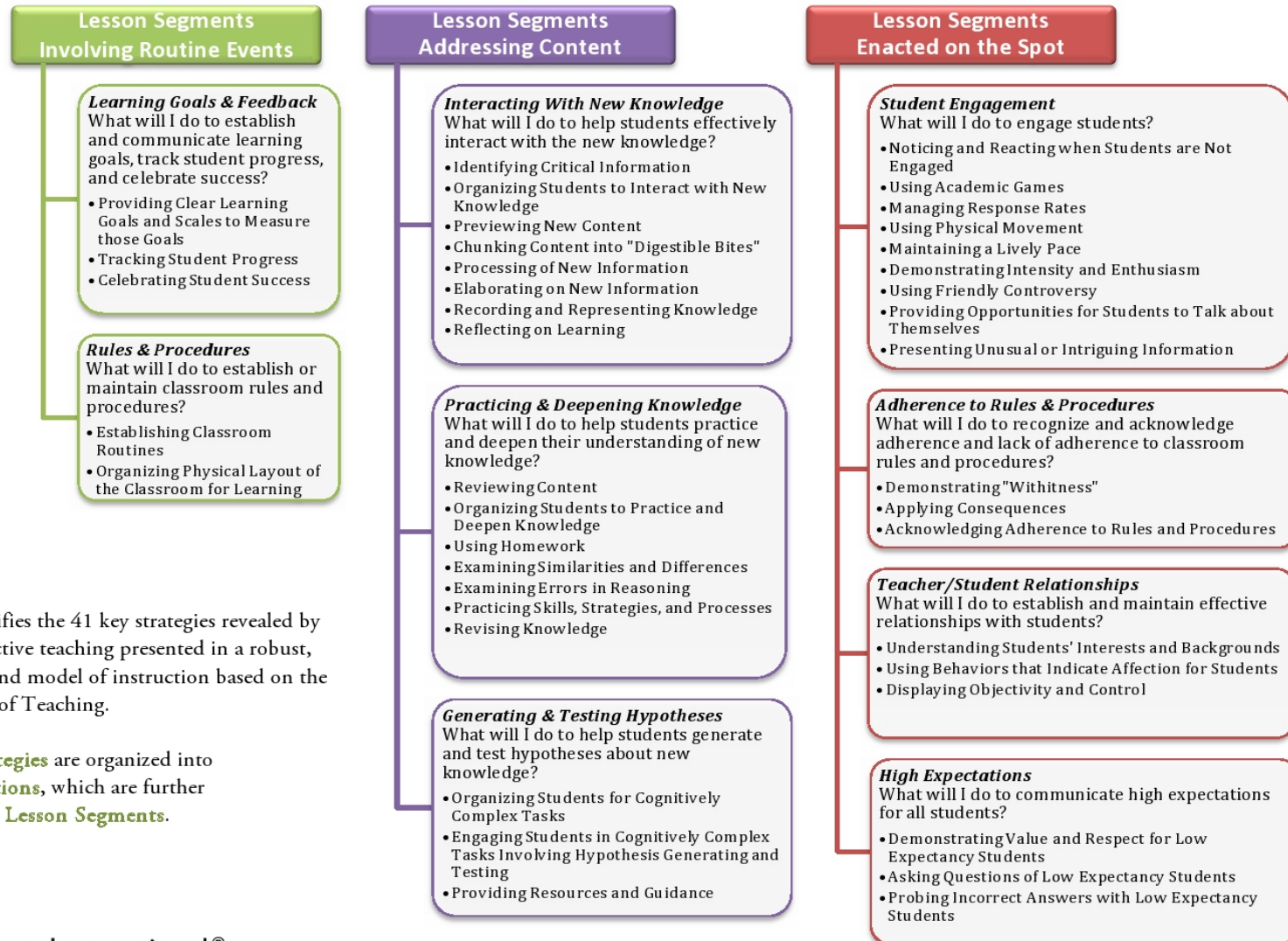
Domain 4: Collegiality and Professionalism

The four domains include 60 elements: 41 in Domain 1, 8 elements in Domain 2, 5 elements in Domain 3 and 6 elements in Domain 4. The specifics of each domain are listed in Figure 1. For a detailed discussion of these elements see *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

Figure 1: Elements of the Marzano Evaluation Model

Marzano Art and Science of Teaching Teacher Evaluation Model

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS



Domain 1 identifies the 41 key strategies revealed by research for effective teaching presented in a robust, easy-to-understand model of instruction based on the Art and Science of Teaching.

All 41 Key Strategies are organized into 9 Design Questions, which are further organized into 3 Lesson Segments.

Marzano Art and Science of Teaching *Teacher Evaluation Model*

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information within Lessons
2. Lessons within Units
3. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources
2. Use of Available Technology

Planning and Preparing for Special Needs of Students

1. Needs of English Language Learners
2. Needs of Special Education Students
3. Needs of Students Who Lack Support for Schooling

DOMAIN 3: REFLECTING ON TEACHING

Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness
2. Evaluating the Effectiveness of Individual Lessons and Units
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

1. Developing a Written Growth and Development Plan
2. Monitoring Progress Relative to the Professional Growth and Development Plan

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Promoting a Positive Environment

1. Promoting Positive Interactions with Colleagues
2. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

1. Seeking Mentorship for Areas of Need or Interest
2. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

1. Adhering to District and School Rules and Procedures
2. Participating in District and School Initiatives

As indicated in Figure 1, **Domain 1** contains 41 elements (5 + 18 + 18); **Domain 2** contains 8 elements (3 + 2 + 3); **Domain 3** contains 5 elements (3 + 2) and **Domain 4** contains 6 elements (2 + 2 + 2). Given that 41 of the 60 elements in the model are from Domain 1, the clear emphasis in the Marzano model is what occurs in the classroom—the strategies and behaviors teachers use to enhance Performance of Students. The emphasis on classroom practice is what differentiates the Marzano model from other teacher evaluation models.

Teacher status and growth can be assessed in each component of the model in a manner that is consistent with the Florida DOE guidelines and recent legislation.

The Research Base from Which the Model Was Developed

Each of the works (cited above) from which the model was developed report substantial research on the elements they address. For example, *The Art and Science of Teaching* includes over 25 tables reporting the research on the various elements of Domain 1. These tables report the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, over 5,000 studies (i.e., effect sizes) are covered in the tables representing research over the last five decades. The same can be said for the other titles listed above. Thus, one can say that the model was initially based on thousands of studies that span multiple decades and these studies were chronicled and catalogued in books that have been widely disseminated in the United States. Specifically, over 2,000,000 copies of the books cited above have been purchased and disseminated to K-12 educators across the United States.

Experimental/Control Studies

Perhaps one of the most unique aspects of the research on this model is that it has a growing number of experimental/control studies that have been conducted by practicing teachers on the effectiveness of specific strategies in their classrooms. This is unusual in the sense that these studies are designed to establish a direct causal link between elements of the model and Performance of Students. Studies that use correlation analysis techniques (see next section) can establish a link between elements of a model and Performance of Students; however, causality cannot be easily inferred. Other evaluation models currently used throughout the country only have correlational data regarding the relationship between system elements and Performance of Students.

To date over 300 experimental/control studies have been conducted. Those studies involved over 14,000 students, 300 teachers, across 38 schools in 14 districts. The average effect size for strategies addressed in the studies was .42 with some studies reporting effect sizes of 2.00 and higher. An average effect size of .42 is associated with a 16 percentile point gain in Performance of Students. Stated differently: on the average, when teachers use the classroom strategies and behaviors in the Marzano Evaluation Model the typical gain in Performance of Students is 16 percentile points. However, great gains (i.e., those associated with an effect size of 2.00) can be realized if specific strategies are use in specific ways.

Correlational Studies

As mentioned above, correlational studies are the most common approach to examining the validity of an evaluation model. Such studies have been, and continue to be conducted, on various elements of the Marzano Evaluation Model. For example, one such study was recently conducted in the state of Oklahoma as a part of their examination of elements related to Performance of Students in K-12 schools (see *What Works in Oklahoma Schools: Phase I Report* and *What Works in*

Oklahoma School: Phase II Report, by Marzano Research Laboratory, 2010 and 2011 respectively). Those studies involved 59 schools, 117 teachers and over 13,000 K-12 students. Collectively, these reports indicate positive relationships with various elements of the Marzano Evaluation Model across the domains. Specific emphasis was placed on Domain 1 in particular in the Phase II report. Using state mathematics and reading test data, 96% of the 82 correlations (i.e., 41 correlations for mathematics and 41 for reading) were found to be positive with some as high as .40 and greater. A .40 correlation translates to an effect size (i.e., standardized mean difference) of .87 which is associated with a 31 percentile point gain in Performance of Students. These studies also aggregated data across the nine design questions in Domain 1. All correlations were positive for this aggregated data. Seven of those correlations ranged from .33 to .40. These correlations translate into effect sizes of .70 and higher. High correlations such as these were also reported for the total number of Domain 1 strategies teachers used in a school. Specifically, the number of Domain 1 strategies teachers used in school had a .35 correlation with reading proficiency and a .26 correlation with mathematics proficiency.

Technology Studies

Another unique aspect of the research conducted on the model is effects that have been examined in the context of technology. For example, a two year study was conducted to determine (in part) the relationship between selected elements from Domain 1 and the effectiveness of interactive whiteboards in enhancing Performance of Students (see *Final Report: A Second Year Evaluation Study of Promethean ActivClassroom* by Haystead and Marzano, 2010). In all, 131 experimental/control studies were conducted across the spectrum of grade levels. Selected elements of Domain 1 were correlated with the effect sizes for use of the interactive white boards. All correlations for Domain 1 elements were positive with some as high as .70. This implies that the effectiveness of the interactive whiteboards as used in these 131 studies was greatly enhanced by the use of Domain 1 strategies.

Summary

In summary, the Marzano Evaluation Model is grounded in thousands of studies conducted over the past five or more decades and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted establishing a more direct causal link with enhanced Performance of Students than can be established by other types of studies. Correlation studies (a typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the model has been used to study the effects of technology use (i.e., interactive whiteboards) resulting in strong correlations between technology use and the Marzano evaluation model.

References

- Haystead, M. W. & Marzano, R.J. (2010) *Final Report: A Second Year Evaluation Study of Promethean ActivClassroom*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)
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1. Performance of Students

An instructional employee's annual evaluation will consist of three parts: 35% Student Performance Measure, 40% Instructional Practice, and 25% Individual Professional Learning Plan (IPLP).

For classroom teachers (throughout this document the term "teachers" excludes substitutes), Table 1 will be used to determine the assessment type and weighting in the Student Academic Performance rating. Table 1 also serves as a tool for organizing and weighting student academic performance measures for teachers with multiple classes/courses. The weighting reflects the percentage of students in each course in relationship to the total number of students assigned to the teacher. Student results used in evaluation of all personnel are based on students assigned to the individual being evaluated. Table 1 will be updated through the revision process to reflect state models, state assessments, state provided item banks, and other resources as they become available.

Annual evaluations of instructional personnel who are not classroom teachers will include student academic performance from statewide assessments for students assigned to the instructional personnel.

Where possible, district calculations will parallel state rules, policies, and procedures for determining student inclusion in calculations. School or district wide VAM scores are not used in the calculation of classroom instructional personnel or non-classroom instructional personnel performance evaluations, unless they are assigned responsibility for all students in the school or district.

Points for determining a teacher's impact on academic performance will be determined based upon the teacher's Value-Added Model (VAM) score when applicable along with other district determined measures. The VAM score will apply to those teachers who teach a state assessed grade level and content area including a course with a state EOC exam that has a state approved VAM model. The student academic performance factor for all other instructional employees will be based upon student proficiency on a teacher selected or district developed assessment as defined in Table 1.

All instructional personnel (including newly hired) 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.

FSU-Lab will allow the site based principal to determine the student performance measure for the newly hired for the first evaluation and use non-VAM calculation for scoring.

Student performance accounts for 50% of the final evaluation (student achievement score) for a teacher's evaluation with 3 or more years of performance data.
 Student performance accounts for 40% of the final evaluation for a teacher with less than 3 years of performance data.

FSU Lab school will accept and use the VAM state provided score of 1-4 that indicates Unsatisfactory to Highly Effective in the final summative score. This will be used in a weighted proportional manner for those with multiple courses associated with the daily schedule.

Calculation Priority 1: VAM	Calculation Priority 2: FSA/EOC Achievement	Calculation Priority 3: Equally Appropriate District Measure	Reading Coaches and Other Instructional Personnel
<p>For courses that are state assessed, where VAM is available for a teacher, VAM accounts for 100% of the course score. During the transition year to FSA, if VAM is not available, student achievement averages will be used as the student achievement portion of the evaluation. (Averages will be converted to a 4.0 scale based on the conversion chart) If no achievement levels are available, scores will be calculated using appropriate T-scores.</p>	<p>For courses that are state assessed, EOC Value-Added (VAM) scores, if available, shall constitute 100% of the course score. If VAM is not available, the average of his/her student's achievement on the FSA/FCAT will count as 100% of the course score. (FSA/FCAT averages will be converted to a 4.0 scale based on the conversion chart)</p>	<p>For courses that do not have courses tied to statewide assessments, a district approved end of course measure or statewide standardized student achievement results will be used in the calculation for that teacher's student achievement score. (A list of assessments for each course or program are listed below)</p>	<p>In some cases, a teacher or other instructional personnel may be responsible for school-wide impact. In such cases, school-wide (elementary, secondary, or K12) reading and/or math value-added averages (depending on which best aligns with their current assignment) and will be used to calculate the student achievement score. In some cases, a teacher or other instructional personnel may be responsible for grade-level (or multiple grade-level) impact, but not school-wide impact. In such cases, the VAM, FSA/FCAT average, or appropriate district measures of the assigned grade levels will be used to calculate the student achievement score. Proportionate weighting will be given each measure when there is more than one.</p>

Aggregating Course Scores: Where multiple courses are taught, the student achievement score will be calculated using measures based on the proportions of courses tied to that teacher with the assigned measures

Minimum Cell Size: In any case where five or less students constitute a portion of the teacher's score, the district will run calculations for including and not including those students. The district shall use the score that best benefits the teacher in the overall calculation.

Cut Score Conversions

The following scales will be used to convert individual student test scores to a 4.0 scale.

Evaluation Score	State Test 5 Point Scale	State Test 6 Point Scale	T-Score (no ach. level)	PERT Reading (college ready is 106)	PERT Writing (college ready is 103)	PERT Math (college ready is 114)	CTE (percent passing)	STAR (Comparative Growth)	Dual Enrollment (Percentage earning college credit)	Other District Measures	AP
4	4 to 5	4 to 6	59-80	125 to 150	125 to 150	125 to 150	75 to 100	Above Average Growth	90 to 100	75 to 100	See AP scores chart (based on national average)
3	3 to 3.99	3 to 3.99	51-58	106 to 124	103 to 124	114 to 124	50 to 74	Average Growth	80 to 89	50 to 74	
2	2 to 2.99	2 to 2.99	44-50	84 to 105	90 to 102	95 to 113	25 to 49	Below Average Growth	70 to 79	25 to 49	
1	1 to 1.99	1 to 1.99	38-43	50 to 83	50 to 89	50 to 95	0 to 24	N/A	60 to 69	0 to 24	
0	0 to 0.99	0 to 0.99	20-37	N/A	N/A	N/A	0 to 19	N/A	0 to 50	N/A	

Course Matrix

Departments/Courses	Student Achievement (35%): Equally Appropriate Measures of Assessment	Instructional Practice (40%): Marzano and IPLP (25%)
ELEMENTARY		
Kindergarten	STAR Academic performance Assessments	Observation Results for Marzano – Domains 1-4
First, Second Grade	STAR Academic performance Assessments	
Third Grade	ELA/Math Florida Standards Assessment (equal weighting)	
*Fourth Grade	ELA/Math Florida Standards Assessment	
*Fifth Grade	ELA/Math /FCAT Science Assessment	
<i>*Departmentalization Rule</i>	<i>*In any case where a grade level uses departmentalization, the teacher’s assigned score will be based on the subject areas and students taught. Equal weighting will be given to each subject area score.</i>	
SECONDARY		
Language Arts/English		
6 th -8 th Language Arts, Intensive Reading 6 th -10 th	ELA Florida Standards Assessment	
English I-III	ELA Florida Standards Assessment	
Science		

MJ Science (Earth/Space, Life Science, Physical Science)	ELA and Math Florida Standards Assessment FCAT Science Grade 8 (Physical Science)	In addition, all teachers are encouraged to provide other evidences that support effective teaching and student achievement in the areas for which they teach.
HS Science (Chemistry, Integrated Science, Anatomy/Physiology)	District Approved Assessment	
Biology	Biology State EOC	
Social Studies		
M/J Social Studies (World Geo, 8 th US History)	ELA and Math Florida Standards Assessment	
HS Social Studies (World History, Psychology)	District Approved Assessment	
US History	US History State EOC	
Civics	Civics State EOC	
American Government/ Economics	District Approved Assessment	
Mathematics		
M/J Mathematics (6 th Grade, 7 th Grade, 8 th Grade Math/Pre-Algebra)	Math Florida Standards Assessment	
EOC Math (Algebra I, Geometry, Algebra II)	Correlating State EOC (VAM where available)	
Pre-Calculus	District Approved Assessment	
College Readiness, Advanced/College Prep, 11th-12th Intensive Reading		
Intensive Reading,	Will be evaluated on the unduplicated results (percentage of students passing) Reading Retakes (both fall and spring administrations), ELA Reading (where applicable), ACT or SAT concordant scores. (i.e. if 55 students pass out of 100 for the year, the teacher's pass rate would be 55%)	Observation Results for Marzano – Domains 1-4
Math for College Readiness, English IV (College Readiness)	District Approved Assessment	In addition, all teachers are encouraged to provide other evidences that support effective teaching and student achievement in the areas for which they teach.
Dual Enrollment (Intmd. Alg, College Prep)	District Approved Assessment	
Advanced Placement	Pass rate as compared to national pass rates	
SPECIAL PROGRAMS		
Technical, CAPE Program		
Culinary Arts- Culinary I-IV	ServSafe Pass Rate and District Measure	
Health Science- Health Science II-III	CNA, First Responder Pass Rate	
Journalism, Digital Arts, Commercial Arts, TV Productions	Adobe Photoshop, InDesign, Final Cut Pro Pass Rate	

<i>*Cell Size Rule</i>	*For any program where less than 10 students took the industry certification exam, ELA Florida Standards Assessment will be used as the student achievement measure for that course/teacher.	
Fine Arts, Performing Arts, and Physical Education		
Elementary and Secondary PE and Health	ELA and Math Florida Standards Assessment	
Elementary and Secondary Music	ELA and Math Florida Standards Assessment	
Elementary and Secondary Art	ELA and Math Florida Standards Assessment	
Elementary and Secondary Foreign Language	ELA and Math Florida Standards Assessment (Elementary) District Approved Assessment (Secondary)	

*District assessments, including adjudicated Performances and practical applications (1008.22(6)) must be approved by the District Accountability and Teacher Evaluation Directors. Please see *FSUS Guidelines for Local and District Assessments* for more information.

** Any teachers may request the use of standardized statewide assessments for purposes of teacher evaluation.

Florida State University Schools

ADVANCED PLACEMENT CUT SCORES

FSUS has established a “2” as the cut score for all AP exams. The National pass rate for each course establishes the cut score for a 4. (Exception: Spanish Language and Literature. For these courses, the Florida rate is being used because it is higher than the global.)

A rate of 26% establishes the cut score for a 3.

A rate of 10% establishes the cut score for a 2.

Course	4	3	2	1
Art History	58	26-57	10-25	0-9
Biology	64	26-63	10-25	0-9
Calculus AB	58	26-57	10-25	0-9
Calculus BC	80	26-79	10-25	0-9
Chemistry	53	26-52	10-25	0-9
Chinese Language	93	26-92	10-25	0-9
Computer Science A	64	26-63	10-25	0-9
Economics Macro	55	26-54	10-25	0-9
English Language	56	26-55	10-25	0-9
English Literature	56	26-55	10-25	0-9
Environmental Science	47	26-46	10-25	0-9
European History	63	26-62	10-25	0-9
French Language	76	26-75	10-25	0-9
German Language	77	26-76	10-25	0-9
Government & Politics Comparative	57	26-56	10-25	0-9
Government & Political US	58	26-57	10-25	0-9
Human Geography	54	26-53	10-25	0-9
Japanese Language	77	26-76	10-25	0-9
Latin Vergil	64	26-63	10-25	0-9
Music Theory	61	26-60	10-25	0-9
Physics B	56	26-55	10-25	0-9
Physics C Electricity & Magnetism	68	26-69	10-25	0-9
Physics C Mechanics	78	26-77	10-25	0-9
Psychology	66	26-65	10-25	0-9
Spanish Language	90	26-89	10-25	0-9
Spanish Literature	73	26-72	10-25	0-9
Statistics	58	26-57	10-25	0-9
US History	51	26-50	10-25	0-9
World History	52	26-51	10-25	0-9
Studio Art Drawing	78	26-77	10-25	0-9
Studio Art 2D Design	78	26-78	10-25	0-9
Studio Art 3D Design	72	26-71	10-25	0-9

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/Developing	2
1	Unsatisfactory	1

Non-VAM Score Conversion (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
76 – 100% growth or proficiency on any non-VAM assessment	Highly Effective	4
51 – 75% growth or proficiency on any non-VAM assessment	Effective	3
26 – 50% growth or proficiency on any non-VAM assessment	Needs Improvement/Developing	2
0 – 25% growth or proficiency on any non-VAM assessment	Unsatisfactory	1

2. Instructional Practice

An Instructional Practice score (40%) will be computed for all instructional personnel. For teachers, Marzano's Florida Model will be used. The Marzano Florida Model—

- reflects teachers' performance across all elements within the framework (Domains 1-4)
- accounts for teachers' experience levels (Category 1, 2, and 3)
- assigns weight to the domain with greatest impact on Performance of Students (Domain 1)
- acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on *specific* elements within the framework

An Instructional Status Score –

- measures teachers' proficiency against all 4 domains in the Marzano Model
- recognizes teachers' use of research based strategies in the complete instructional framework

A Deliberate Practice score—

- measures progress against specifically targeted elements for improvement
- recognizes teacher's deliberate practice
- supports annual growth in teacher practice
- informs the development of the Individual Professional Learning Plan (IPLP)

The Deliberate Practice score (25%) will be a component of the Summative score. The process for computing this score is detailed in section 3.

- 25% Deliberate Practice score (teacher growth)
 - Measures growth in targeted area(s) of practice
 - Acknowledges teachers' improvement over time

For evaluation purposes, teachers are assigned to one of three categories:

- Category 1: First, Second, or Third year of teaching
- Category 2: Experienced teachers with at least 3 years of experience, but a new hire
- Category 3: Experienced teachers with at least 3 years of experience (4th year of teaching)

Teachers new to the district will be placed in Category 2 for the first year. If rehired, the teacher will then be placed in the appropriate category.

Teachers newly hired will receive at least two evaluations, including student growth measures, within a year of the hire date.

- **Teacher hired in first semester:** Both evaluations will occur in the academic year in which the person is hired.
- **Teacher hired in the second semester:** The second evaluation will occur in the following academic year, but within a year of the previous year's hire date.

Multiple observations (as reflected in Table 2) provide ongoing feedback to support teachers' professional growth and gather sufficient evidence to measure effectiveness as teachers transition to the district. Multiple formal observations provide regular opportunities and support for teacher

reflection and growth through the planning, observation and reflection conference process. Domain 1 cannot be documented and measured during one observation session. Therefore, observers will work with teachers to establish a clear focus for each observation (see Table 3 for an example). During the Pre-conference, the Observer and Teacher will agree upon Design Questions either DQ 2 or DQ3 and decide which elements in DQ 5 pertain to the lesson. DQ 1 and 6 will be observed and documented during each formal observation as recommended by Learning Systems Institute. For the 2015-2016 school year, FSUS Administration chose Design Question 5 as a school wide focus based on faculty input and the previous (2014-2015) Book Study titled *The Highly Engaged Classroom*. For the 2016-2017 school year, FSUS Administration chose Element #17 and Element #18 as the book study and focus. Design Questions previously addressed during a formal observation can be revisited at the request of the teacher or the observer in future observations. In subsequent years, the formal observation schedule would follow a similar pattern with each observation focusing on two to three Design Questions identified by the observer and the teacher during the preconference.

All formal observations of Category 1 teachers will include a review of data appropriate to the Design Question(s) focus for that observation. Appropriate data may include but are not limited to:

- Curriculum-based measures
- Grade distributions
- Mastery checklists
- Student work samples
- Discipline data

Informal Observations will focus on DQ 1, DQ 6, and the Deliberate Practice elements of each teacher as indicated on the IPLP.

Feedback for **first-year teachers** includes pre and post observations conferences for all formal observations as well as other written feedback, a pre-ninety day review, and Professional Learning Partner (PLP) feedback.

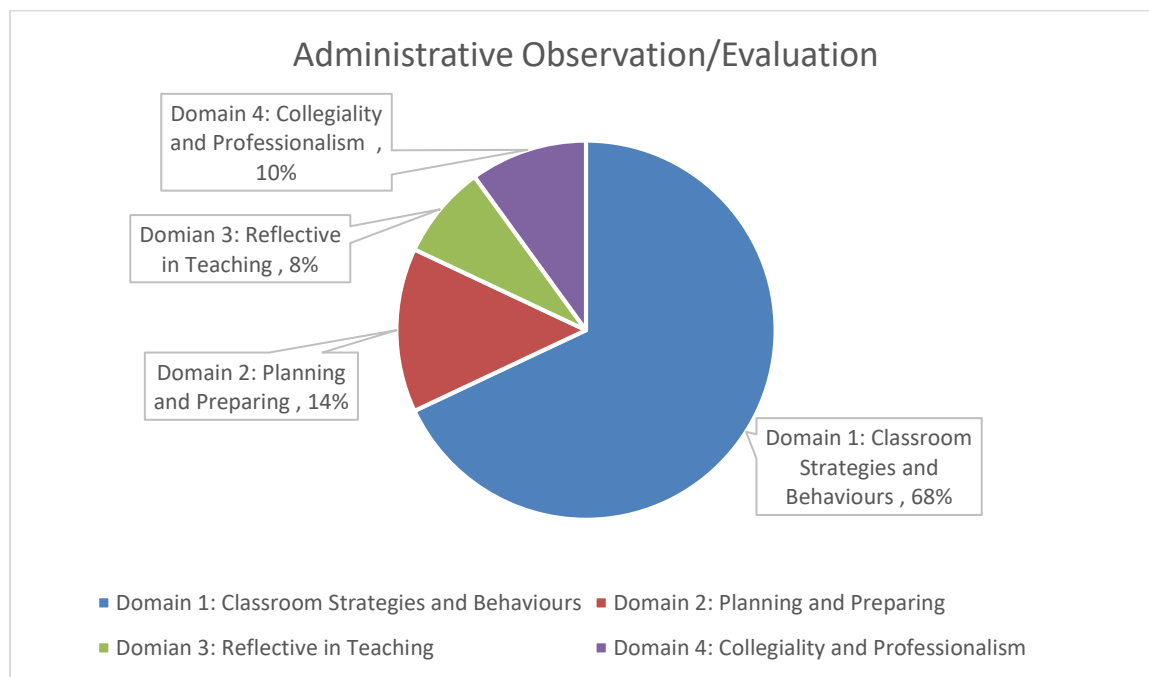
Peer Review Option

Florida State University Schools has included a peer review model as a component of the FSUS evaluation system. All FSUS teachers will participate in peer review and feedback as part of the growth process. Peers serving in this role are designated as Professional Learning Partners (PLPs). For teachers in Category 1 and 2, the PLP will be assigned by a School or District Administrator and will serve in that capacity for two years unless otherwise directed. During Year 1, PLPs for Category 1 teachers will be administratively assigned. From Year 2 on, Category 2 teachers who are rated as Highly Effective in Domain 1 are eligible to serve as a PLP for Category 1 teachers after he/she has received training. PLPs for Category 2 teachers can be self-selected and within or outside the grade level or department. During the post-conference feedback provided by School or District Administrators may suggest that teachers observe other classrooms. This teaching model serves as a learning tool for teachers to enhance pedagogy and. 1 used to inform the summative Instructional

Status Score. The assignment of PLPs and the frequency of observations are outlined in Table 4. Training for teachers serving as PLPs will occur as a part of the initial and ongoing professional development to support implementation of the FSUS teacher evaluation system.

Teacher Self Ratings will also inform final evaluation ratings. Teachers may provide a portfolio of evidence to support self-ratings in the Four Domains. Teachers will have the opportunity to upload documents pertaining to Domains 2, 3 and 4 to the Teacher Evaluation Class on Blackboard throughout the school year.

Tables 2 - 10 provide additional information on types of observations, frequency, instruments used, feedback, and timelines. More detail on the calculation of the Instructional Practice score is included in Section 4.



The state crosswalk illustrating the relationship between Marzano’s domain segments and the Florida Educator Accomplished Practices can be found at:

http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf

Table 2: Observation Frequency and Type

Status	Formal Observations (Announced)			Informal Observations (Announced or Unannounced)			Walkthroughs		
	Minimum Number	Observer Classification	Feedback Process	Minimum Number	Observer Classification	Feedback Process	Minimum Number	Observer Classification	Feedback Process
Category 1 Teacher: Teachers who have 0-2 years of experience	2	School or District Administrator	Pre and post observation conferences with written feedback iObservation	1	School or District Administrator PLP*	Written feedback iObservation	4**	School or District Administrator PLP	informal
Category 2 Teacher: Experienced teachers who have at least 3 years of experience but are a new hire	2	School or District Administrator	Pre and post observation conferences with written feedback iObservation	1	School or District Administrator PLP*	Written feedback iObservation	4	Administrator PLP	Informal
Category 3 Teacher: Experienced teachers who have at least 3 years of teaching experience (4th year of teaching)	1	School or District Administrator	Pre and post observation conferences with written feedback iObservation	0	School or District Administrator PLP*	Written feedback iObservation	4	School or District Administrator PLP	Informal
Struggling Teacher (See Table 10)	3	School or District Administrator	Pre and post observation	2	School or District Administrator	Written feedback iObservation	Twice a month**	School or District Administrator	Informal

			conferences with written feedback iObservation		PLP*			PLP	
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Note: An administrator must observe at least once per year (formally or informally) any teacher who has not been rated highly effective for two consecutive years.

*** minimum number of walkthroughs to be performed by an administrator*

Table 3: Observation *Sample*

Formal Observation 1	Formal Observation 2	Informal	
<p>DQ 1 What will I do to establish learning goals, track student progress and celebrate success?</p> <p>DQ 6 What will I do to establish or maintain classroom routines and procedures?</p> <p>DQ 2 What will I do to help students effectively interact with new knowledge?</p> <p>Chose elements (s) from DQ 3 and DQ 4.</p> <p>DQ 8 What will I do to establish and maintain effective relationships?</p> <p>Score any elements demonstrated in Lesson Segments Enacted on the Spot.</p>	<p>DQ 1 What will I do to establish learning goals, track student progress and celebrate success?</p> <p>DQ 6 What will I do to establish or maintain classroom routines and procedures?</p> <p>DQ 2 What will I do to help students effectively interact with new knowledge?</p> <p>Chose elements (s) from DQ 3 and DQ 4.</p> <p>DQ 8 What will I do to establish and maintain effective relationships?</p> <p>Score any elements demonstrated in Lesson Segments Enacted on the Spot.</p>	<p>Deliberate Practice</p> <p>DQ1</p> <p>DQ6</p>	

Table 4: Peer Review Process

Teacher	Florida State University Schools Peer Review Option	Number of Observations
Category 1	Professional Learning Partner (PLP) assigned by administrator	At least 1
Category 2	Professional Learning Partner (PLP) assigned by administrator	At least 1
Category 3	PLP(s) self-selected	At least 1

Table 5: Observation Forms Options

Formal Observation (s)	Informal Observation(s)	Walkthrough(s)
iObservation	iObservation	
Other district identified measures to support school improvement strategies	Other district identified measures to support school improvement strategies	Other district identified measures to support school improvement strategies

Table 6: Observation Roles

Formal Observation	Role of the Observer	Role of the Teacher
Pre-Conference	<ul style="list-style-type: none"> Support and guide the teacher in planning and preparation Use District Pre-conference form 	<ul style="list-style-type: none"> Provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula Identify student learning goals Help observer understand the context of the lesson and orient them to the classroom environment and procedures including lesson plan prepared for Pre-Conference Reflect on the guidance and support provided by the observer

Post-Conference	<ul style="list-style-type: none"> • Present evidence gathered during the observation • Provide an opportunity for the presentation of evidence across all four domains • Provide a climate and experience that enables the teacher and the observer to reflect upon all four domains and determine next steps 	<ul style="list-style-type: none"> • Reflect upon the impact that the lesson had on student learning. • Present evidence gathered to support learning in all four domains (Teacher Evaluation Portfolio) • Reflect upon the feedback provided
Written Feedback	<ul style="list-style-type: none"> • Provide objective, actionable and timely feedback 	<ul style="list-style-type: none"> • Reflect upon, engage in dialogue and take appropriate action
Informal Observation	Role of the Observer	Role of the Teacher
Written Feedback	<ul style="list-style-type: none"> • Provide objective, actionable and timely feedback 	<ul style="list-style-type: none"> • Reflect upon, engage in dialogue and take appropriate action
Walkthrough	Role of the Observer	Role of the Teacher
Informal Feedback	<ul style="list-style-type: none"> • Provide objective, actionable and timely feedback 	<ul style="list-style-type: none"> • Reflect upon, engage in dialogue and take appropriate action

Table 7:

Observation Types and Characteristics

	Announced	Unannounced
Formal	<ul style="list-style-type: none"> • Class Period/Block (minimum of 40 minutes) • Pre-Conference – occurs within 10 days of observation • Post-Conference – occurs no longer than 4 days following the observation • Results inform annual evaluation • Written feedback provided to the teacher 	

Informal	<ul style="list-style-type: none"> • At least 20 minutes long • Pre-Conference – occurs within 10 days of observation • Post-Conference – occurs no longer than 4 days following the observation • The results inform annual evaluation • Written feedback provided to the teacher • iObservation 	<ul style="list-style-type: none"> • At least 20 minutes long • The results inform annual evaluation • Written feedback provided to the teacher
Walkthroughs	<ul style="list-style-type: none"> • Usually 3-10 minutes • Formative feedback only. Does not inform the annual evaluation. 	<ul style="list-style-type: none"> • Usually 3-10 minutes • Informal feedback only. Does not inform the annual evaluation.

Table 8: Timeline of Observer Implementation

Year		Conduct Formal Observations*	Conduct Informal Observations	Conduct Final Rating
2018-2019	School and District Administrators	Yes	Yes	Yes
	Professional Learning Partner (PLP) *	No	Yes (does not inform the annual evaluation)	No
	Professional Learning Partner –Assigned (PLP-A) *	No	Yes (does not inform the annual evaluation)	No

**Only after having received training*

Table 9: Timeline contingent upon necessary documentation data available

Month	Category 1 Teachers	Category 2 Teachers	Category 3 Teachers	Struggling Teachers
AUGUST	Develop Schedule of Observations			
	Observations			Observations
SEPTEMBER	Observations	Create IPLP using previous year evaluation results and data (when applicable)	Create IPLP using previous year evaluation results and data (when applicable)	Observations
	Align schedule of observations to address areas of deliberate practice identified in IPLPs			
OCTOBER	Create IPLP using previous year evaluation results and data (when applicable)	Create IPLP using previous year evaluation results and data (when applicable)	Create IPLP using previous year evaluation results and data (when applicable)	Create IPLP/Improvement Plan and evaluation criteria using previous year evaluation results and data (when applicable)
NOVEMBER	Observations	Observations	Observations	Observations
DECEMBER	Mid-Year Review including IPLP * Category I - Newly Hired 90 day review	Observations	Observations	Mid-Year Review including IPLP
JANUARY	Observations	Mid-Year Review, if needed, including IPLP	Mid-Year Review, if needed, including IPLP	Observations
FEBRUARY	Observations	Observations	Observations	Observations
MARCH	Observations Any additional observation requests must be made, in writing, by March 6 th .	Observations Any additional observation requests must be made, in writing, by March 6 th .	Observations Any additional observation requests must be made, in writing, by March 6 th .	Observations Any additional observation requests must be made, in writing, by March 6 th .
APRIL	Observations	Observations	Observations	Observations
MAY	Observations - First Week Only	Observations - First Week Only	Observations - First Week Only	Observations - First Week Only
JUNE/JULY	Administrator will Complete and Submit two Annual Evaluations for Category 1 & 2 teachers; one Annual Evaluation for Category 3			

Table 10: Identification and Support of Teachers Not Meeting Expectations

Identification and Support of Teachers not Meeting Expectations	
Purpose of the process	To provide focused support and structured intensive assistance for teachers who are not meeting district expectations
Definition of Teachers not Meeting Expectations	Category 1 Teachers: Unsatisfactory Summative Teacher Evaluation Score Category 2 or 3 Teachers: Needs Improvement or Unsatisfactory Summative Teacher Evaluation Score
General procedures	<ul style="list-style-type: none"> ○ The district will assign a PLP to the struggling teacher based on their areas of need. Specific professional learning in those particular areas will be assigned and required to be progressed monitored through the <i>iObservation</i> system. Additionally, a minimum of 1 quarterly coaching session will be provided in the specific domain(s) deficient. Evidence gathered in the areas of need would reflect an improvement in Marzano’s five-point scale through developing (II) and above to indicate improvement. ○ If a PLP was assigned to a Category 1 teacher, the PLP can be reassigned to ensure a match of needs. ○ In addition to the increased observations, the teacher will get increased, one-on-one assistance to develop their IPDP to address the most deficient domain. ○ Progress will be assessed and documented through the formal and informal observation process at a minimum of four times in each category. ○ A team consisting of an administrator and PLP, but also including Professional development staff, instructional coaches will meet at least quarterly to ensure that the needs of the struggling teacher are met.
Roles and responsibilities	<p>Administrator(s)</p> <ul style="list-style-type: none"> ● Observe ● Develop the IPDP to address the area(s) of need ● Provide coaching and professional development ● Render the final rating <p>PLP</p> <ul style="list-style-type: none"> ● Observe

	<ul style="list-style-type: none"> • Provide coaching and professional development <p>Struggling Teacher</p> <ul style="list-style-type: none"> • Engage in the professional learning • Participate in the development of the IPDP • Provide documentation of professional learning • Provide evidence of implementation • Attend all meetings with their PLP, Professional Development Staff, Administrator(s), Instructional Coaches
Involvement of UFF (as appropriate)	Consult with Florida State University Human Resources and United Faculty of Florida as appropriate to ensure compliance with current contract.
Timelines	As indicated in Table 9, the teacher identified as “struggling” will receive a minimum of three observations formally and two informally. Additionally, walkthroughs will be conducted at minimum, twice per month by an administrator.

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

3. Other Indicators of Performance –

Florida State University Schools’ Instructional Evaluation system includes the Individual Professional Learning Plan (IPLP) component (25%). This component consists of Deliberate Practices.

A Deliberate Practice score—

- measures progress against specifically targeted elements for improvement
- recognizes teacher’s deliberate practice
- supports annual growth in teacher practice
- informs the development of the Individual Professional Learning Plan (IPLP)

The Deliberate Practice score (25%) will be a component of the overall formative status. The process for computing the Instructional Status score and the Deliberate Practice score reflects-

- 40% Instructional Status score (summative rating)
 - Addresses proficiency in the complete instructional framework
 - Accounts for teachers’ experience levels and acknowledge milestones
 - Supports professional learning needs of new teachers
 - Monitors teachers’ continued use of elements previously demonstrated
- 25% Deliberate Practice score
 - Measures growth in targeted area(s) of practice
 - Acknowledges teachers’ improvement over time

The **Deliberate Practice** score is used, the final ratings for each Domain 1 Target element are averaged to compute an overall Deliberate Practice score. This score is correlated to the 4 point scale ranges to determine the Deliberate Practice rating.

The Instructional Status score and the Deliberate Practice score are weighted at 40% and 25% respectively and contribute to the overall summative score.



The teacher is a recognized leader in helping others with this activity.	4
Providing documentation of Goal Attainment.	3
Developing Student and Instructional Goals for Improvement Developing a Plan of Action to Achieve the Goal Connecting Goals to School Improvement Plan	2
Developing Student and Instructional Goals for Improvement Developing a Plan of Action to Achieve the Goal	1
IPLP Score:	

4. Summative Evaluation Score

Florida State University School's Performance Appraisal System has identified four categories of performance for instructional personnel summative ratings:

- Highly Effective (4)
- Effective (3)
- Needs Improvement [Developing for Category 1 teachers] (2)
- Unsatisfactory (1)

The combined summative rating combines the results of the Performance of Students score with the Instructional Practice score as detailed below.

DETERMINING THE PERFORMANCE OF STUDENTS SCORE

The Performance of Students score will be calculated as discussed in section 2.

DETERMINING THE INSTRUCTIONAL PRACTICE SCORE

The scale used by Marzano's model is a five-point scale consisting of:

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

Sources of evidence may include, but are not limited to, the following in order to determine an Instructional Practice score using Marzano's five-point scale:

Domain 1: Classroom Strategies and Behaviors	Domain 2: Planning and Preparing
<ul style="list-style-type: none">• Formal observation(s)• Informal, announced observation(s)• Informal unannounced observations(s)• Student surveys• Videos of classroom practice• Artifacts: Student Work, Assessments, Unit Plan/Lesson Plan, Digital Resources	<ul style="list-style-type: none">• Planning conference or preconference• Artifacts: Unit Plans/Lesson Plans, Curriculum Maps, Student Support Logs, Family Communication, Digital Resources

Domain 3: Reflecting on Teaching	Domain 4: Collegiality and Professionalism
<ul style="list-style-type: none"> • Self-assessment • Post-observation conference • Teacher Inquiry • Videos of classroom practice • Lesson Study • IPDP Reviews/Discussion • Artifacts 	<ul style="list-style-type: none"> • Conferences • Parent Surveys • Student Surveys • Professional Learning Community Peer Feedback • Evidence of intern/pre-intern leadership • Evidence of participation on school based committees and leadership roles • Serving as a Professional Learning Partner • Advising school clubs/organizations • Evidence of cultivation of partnerships with other schools

A conversion from the five point Marzano scale to a 4-point scale follows:

Step 1: Drawing from the sources of evidence listed above and recorded in the *iObservation System*, observed elements are rated on the five-point scale.

Step 2: The number of ratings at each level for each of the four domains is counted.

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
Total Elements	-	-	-	-

Step 3: The count from step 2 is converted to a percentage for each level of performance in each domain (number of ratings in that domain at that level/total number of occurrences in that domain*100).

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	%	%	%	%

Step 4: For each domain, the result from step 3 is applied to the description for each level on the Proficiency Scale for the appropriate category of teacher (1, 2 and 3). This results in a domain proficiency score between 1 and 4 for each domain.

Step 5: Each domain proficiency score is weighted and combined to determine an overall status score according to the following weights:

- Domain 1: 68% (41 elements)
- Domain 2: 14% (8 elements)
- Domain 3: 8% (5 elements)
- Domain 4: 10% (6 elements)

Step 6:

- The final step, completed in the iObservation platform, produces the instructional practice score and the student outcome side. The summative evaluation score formula is determined by 35% student growth measures + 40% instructional practice score + 25% IPLP. The chart below, Table 11, is used to determine the final summative rating for instructional staff.

Table 11: Four Point Scale Ranges

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4



Florida State University Schools

Teacher Annual Evaluation Example

Name: Teacher
Evaluator: Principal

School Year: 2017-2018
Date Completed:

Instructional Practice Score (60%):

Student Achievement Score (40%):

Final Summative Evaluation Score:

Final Performance Level:

() Highly Effective () Effective () Needs Improvement () Unsatisfactory

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

School Leader Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/Developing	2
1	Unsatisfactory	1

Non-VAM Score Conversion (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
76 – 100% growth or proficiency on any non-VAM assessment	Highly Effective	4
51 – 75% growth or proficiency on any non-VAM assessment	Effective	3
26 – 50% growth or proficiency on any non-VAM assessment	Needs Improvement/Developing	2
0 – 25% growth or proficiency on any non-VAM assessment	Unsatisfactory	1

Instructional Practice Score	= Points
3.50 - 4	4
2.50 – 3.49	3
1.5 – 2.49	2
1.0 -1.4	1

Final Summative Calculation Score:

Student Growth Score (worth 35%) = _____ (max = 1.4)

Instructional Practice Score = (worth 40%) = _____ (max = 1.6)

Other Indictors of Performance Score = (worth 25%) = _____ (max = 1.0)

Summative Evaluation Score = _____

Final Summative Score Range	Categorical Score
3.5 – 4.0	Highly Effective
2.5 - 3.4	Effective

1.5 – 2.4	Needs Improvement/Developing
1.0 – 1.4	Unsatisfactory

5. Additional Requirements

Annually, Florida State University Schools provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

The evaluator is the individual who is responsible for supervising the employee. Other trained personnel consists of district administration.

FSU Lab will provide instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

The evaluator in FSU Lab Schools is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices such as District Administration.

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

TEACHER TRAINING

Teachers will be provided professional development at the beginning of the school year, continue to observe master teachers throughout the year, and be trained during the Teacher Induction Program. Results from previous year observations will help guide the direction as to which elements teachers will target.

EVALUATOR TRAINING

Starting in 2011, all administrators and professional development staff responsible for observations and evaluations attended an initial 2-day training in Dr. Robert Marzano's Observation and Feedback Protocol. Dr. Marzano's system upgrades walkthroughs, instructional rounds, and observations to monitor and support use of research-based strategies for effective teaching in every classroom. Participants learned how to use the protocol, provide meaningful feedback, and to support teachers' growth through a revised teacher performance evaluation system. Additionally, Administrators received Marzano's *The Art and Science of Teaching and Effective Supervision* to begin a Book Study in June 2012. During June 20-21, 2013 four Administrators attended the Marzano Conference for additional training. Subsequent initial training opportunities for new administrators and personnel with other educational roles will be offered periodically either by the district or on a regional basis by the North East Florida Educational Consortium (NEFEC) or Panhandle Area Educational Consortium (PAEC). During the 2015-2016 school year, all administrators were provided with Side-by-side coaching with a Marzano certified trainer for 2 full days.

Cohorts of initially trained participants will participate in ongoing professional development spread throughout the school year to augment the learning of the initial 2-day training. Offered by NEFEC staff who will be certified in Marzano's Leaders of Learning Program, topics will include:

- Marzano's Observation and Feedback Protocol
- Inter-rater reliability for observers
- Constructing effective feedback
- Analyzing data on teacher practice for trends and patterns
- Collecting data to convene collegial conversation
- Connecting teacher practice to Performance of Students

FSU Lab Schools will provide timely feedback to the individual being evaluated.

- Pre-Conference – occurs within 10 days of observation
- Post-Conference – occurs no longer than 4 days following the observation
- Results inform annual evaluation
- Written feedback provided to the teacher iObservation

FSU Lab Schools will use results from the evaluation system and the annual Needs Assessment for professional development focus and targeted activities.

FSU Lab Schools will require participation in specific professional development programs by those who have been evaluated as less than effective. Teachers will be given a Professional Improvement Plan targeting specific areas of improvement.

FSU Lab Schools will observe and evaluate all instructional personnel and classroom teachers at least once a year.

FSU Lab Schools will observe and evaluate classroom teachers newly hired by the district at least twice in the first year of teaching in the district.

6. District Evaluation Procedures

FSU Lab Schools will provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - submit the written report to the employee no later than 10 days after the evaluation takes place.
 - discuss the written evaluation report with the employee.
 - FSU Lab School employees will have the right to initiate a written response to the evaluation and the response will become a permanent attachment to his or her personnel file.
- FSU Lab Schools will provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements.
- FSU Lab Schools will comply with the requirement that the district school superintendent will annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and will notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment.

Evaluators are expected to have a full understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability. Evaluators must follow district policies and procedures in the implementation of the evaluation system(s), use evaluation data to identify individual professional development needs as well as inform school and district improvement plans.

STEP 1: ADMINISTRATOR INFORMS TEACHER ABOUT EVALUATION PROCESS

School administrators meet with instructional staff during pre-planning week to orient and to inform them of assessment criteria and procedures. (Attendance at this meeting is mandatory. Teachers must sign an attendance roster.) The orientation will include evaluation criteria, data sources, methodologies, and procedures associated with the evaluation, as well as clarification regarding staff members who may provide input toward the evaluation and assurance that they understand the proper use of the evaluation criteria and procedures. [Rule 6A-5.030(2)(f)3., F.A.C.]

The Florida State University Schools Instructional Evaluation Plan is available on the district website. As additional staff is employed, administrators review the criteria and procedures of the assessment system within the first ten (10) working days of each teacher's employment.

STEP 2: ADMINISTRATOR MEETS WITH TEACHER TO ASSIST IN DEVELOPMENT OF INDIVIDUAL PROFESSIONAL LEARNING PLAN

During the session, the objectives and essential functions focus for both personal and organizational development will be established or reviewed. Administrators may collaborate with teachers to develop

an Individual Professional Learning Plan. The IPLP must clearly relate to specific performance data for the teacher and for the students to whom the teacher is assigned.

Teachers should bring the rubric with them to the post conference and have evidence of self-assessment. The evaluation conference should become a professional conversation.

The IPLP must include clearly defined training objectives and specific and measurable improvements in student performance that are expected to result from the training activity. The plan must measure the extent to which each training activity did accomplish the performance gains that were predicted to result from the training.

STEP 3: ADMINISTRATOR SCHEDULES OBSERVATION AND PRE-OBSERVATION CONFERENCE

Collaboratively, the administrator and teacher set an observation date and time. The teacher must be given a ten working day notice prior to the announced classroom formal observation. The administrator provides a Pre-Observation Conference Form to the teacher (in advance, if requested) of the conference and asks him or her to bring a completed lesson plan.

STEP 4: ADMINISTRATOR HOLDS PRE-OBSERVATION CONFERENCE (If Applicable)

Teacher brings a copy of a lesson plan to the Pre-Observation Conference. The administrator uses it to guide the conversation and to organize the observation Design Questions and Elements selection from Domain 1 as he/she records evidence.

Domain 1: Classroom Strategies and Behaviors: Teacher discusses the lesson to be observed. The teacher should do most of the talking, but the administrator should ask questions and offer suggestions for improvement to the lesson. The lesson plan may be revised before the scheduled observation.

A copy (including teacher and administrator signatures) of the Pre-Observation Conference form is given to the teacher at the end of the Pre-Observation Conference. Both parties should agree on the elements that will be observed during the lesson.

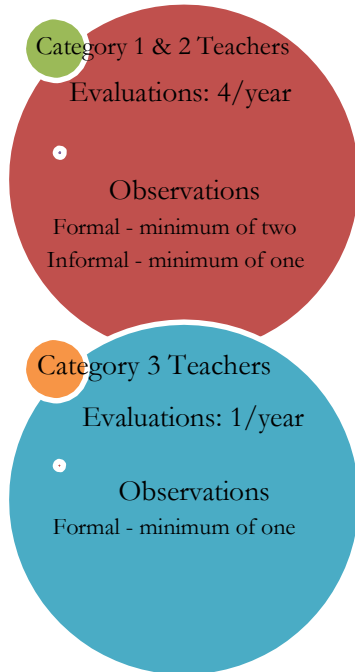
STEP 5: ADMINISTRATOR OBSERVES TEACHER

Administrator gathers evidence of the teacher's and students' actions, statements, and questions using an electronic device or evidence collection tool. The length of the announced informal observation will be approximately 20 minutes and 45 minutes for a formal observation.

It is expected that numerous informal interactions and observations will occur throughout the school year. A formal observation is defined as observing a classroom teacher for one full period. All formal observations should be completed by May 1. An Informal observation is defined as observing a classroom teacher for approximately 20 minutes. Walk-throughs are defined as those interactions which occur during unannounced classroom visits.

STEP 6: ADMINISTRATOR SCHEDULES POST-OBSERVATION CONFERENCE

Administrator schedules the formal post-observation conference for no later than four (4) working days after the observation takes place. Category 3 Effective and Highly Effective teachers may opt out of Informal Post- conference if requested. The provision of timely feedback is in compliance with Rule 6A-5.030(2)(f)4., F.A.C.]



Administrator initiates the Post-Observation Reflection Form in *iObservation* and this reflection is expected to be complete by the teacher in advance of the post-observation conference.

STEP 7: ADMINISTRATOR ALIGNS EVIDENCE USING THE RUBRICS

After the observation, the administrator identifies the relevant component(s) for each piece of evidence. Administrator compares the evidence listed under each component to the level of performance descriptions, as indicated on the evaluation rubric, and chooses the level of performance for each element that closely aligns to the evidence.

The administrator is to provide the employee with coaching and assistance throughout each yearly cycle in meeting any performance expectations where difficulty is encountered. The administrator also may suggest other forms of assistance such as advice from a colleague or in-service training.

For employees whose performance is rated *Highly Effective or Effective*, the principal/administrator is encouraged to assist them in building on their strengths and further developing their skills. These effective employees should be encouraged to share their experiences or mentor beginners. When performance is rated as *Needs Improvement or Unsatisfactory* during the interim performance review or the final annual review, the coaching and assistance plan is documented on the Professional Improvement Plan.

STEP 8: ADMINISTRATOR HOLDS POST-OBSERVATION CONFERENCE

Teacher reflects on the lesson using the Reflection digital form. Administrator and teacher discuss the evidence collected and the levels of performance chosen.

Administrator and teacher acknowledge the observation/evaluation form on a paper form or via a comparable e- form. The teacher has the right to request an additional observation with the Director of Research and Teacher Education. The teacher also has the right to initiate a written response to the observation/evaluation and the response shall become a permanent attachment to the observation and/or evaluation instrument placed in the individual teacher's personnel file.

STEP 9: DISTRICT ADMINISTRATORS FINALIZES TEACHERS' ANNUAL EVALUATION FORM

Once the student performance data is provided by the Florida Department of Education, district administrators will add that data and IPLP data to the Teachers' Annual Evaluation Form. These data will produce a final teacher rating (65% of summative score).

The Final written report may be discussed with the employee and the employee has the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file. Administration reviews and signs the teacher final rating data.

STEP 10: TEACHERS ARE NOTIFIED OF FINAL OVERALL RATING

For teachers receiving an overall rating of effective or highly effective:

FSUS Human Resource Department notifies teacher of written final rating and teachers may request a conference to discuss results with administration. The teacher will have the right to review the student test data and initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.

District Administration must submit a written report of all final evaluations to the Director for the purpose of reviewing the employee's contract.

Rating Scale Definitions

Florida State University Schools expects all employees to provide competent and professional work that should improve over time. The employee and administrator should discuss the level of performance that is expected for each dimension in the planning session. In determining the expected performance levels, the requirements of the position and the employee experience are to be considered.

Highly Effective

The "Highly Effective" level describes performance that is well above the Effective and results from consistent engagement with "professional practice." The highly effective teacher frequently serves as a role model to others and refers to professional teaching that innovatively involves students in the learning process to create a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school.

Effective

The “Effective” level describes performance that has school-wide impact, clearly makes a significant contribution to the school, and refers to successful, professional teaching that is consistently at a high level. It would be expected that most experienced teachers would frequently perform at this level.

Needs Improvement/Developing

The “Needs Improvement/Developing” level describes teachers who show an understanding of what is required for success, but requires additional attention to ensure an acceptable level of proficiency. This rating refers to teaching that reflects the necessary knowledge and skills to be effective, but its application is inconsistent. “Needs Improvement” will be used for teachers with 3+ years of experience. “Developing” will be used for teachers with 3 years or less and experience and for experienced teachers new to the district.

If this category is used, there must be written support regarding how performance is to be improved using the Professional Improvement Plan.

Unsatisfactory

The “Unsatisfactory” level describes teachers who are not demonstrating proficiency through their actions or inactions on the skill sets needed for improved student learning. This rating indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.]

Florida State University Schools will comply with the requirement that the FL DOE be notified annually of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S.

7. District Self-Monitoring

The purpose of Florida State University School's redeveloped Performance Evaluation System is to establish an overall system of continuous improvement focused on increasing student academic performance by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S.

School improvement goals are informed by data based on student learning outcomes and trends in instructional practice as captured and aggregated in *iObservation*. These same data are used to measure teacher effectiveness and inform decisions about classroom practice, staffing, and professional learning needs. Instructional evaluation results will be used to identify both challenge areas and possible solutions to be addressed in school and district improvement plans.

At the teacher, school, and district level this system is based on a cycle of instructional improvement. This system is illustrated in Figure 3.

Figure 3: Cycle of Instructional Improvement



Teacher action plans will be documented in their Individual Professional Learning Plans (IPLPs). IPLPs will identify target areas for deliberate practice based on instructional practice observation results and student learning outcomes from the previous year. Timelines for this process are detailed in Table 9.

As outlined in Table 8, teachers may receive observations from educators with various administrative/instructional roles. Supporting continuous progress in instructional growth will generate input from numerous sources. For teachers and instructional personnel, administrators will conduct the final Summative Teacher Evaluation. All personnel giving input into the evaluation of another employee **must** have attended training on the evaluation and observation process prior to performing any observations. A comprehensive understanding of the Marzano Evaluation Model's 4 Domains, 60 elements, observation forms and procedures, and overall evaluation system process is critical to ensure both the accuracy and reliability of observations, feedback, and input.

The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statute. The team usually meets in the summer of each year to evaluate the effectiveness of the system. During the review, the team determines if:

- The evaluator understands of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- The use of evaluation data is used to identify individual professional development.
- The use of evaluation data is used to inform school and district improvement plan.

The team looks at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel are disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level.

Changes and revisions to the teacher evaluation system will be recommended. All substantial revisions will be reviewed and approved by the district school board before being used to evaluate teachers.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

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

For classroom teachers newly hired by the district:

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

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

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

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

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

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

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

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

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

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

For all instructional personnel:

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

For classroom teachers:

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

For non-classroom instructional personnel:

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

For all instructional personnel:

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

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

- Confirmation that the district provides instructional personnel the opportunity

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

Description of training programs:

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

Documented:

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

For instructional personnel:

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

District Evaluation Procedures

The district has provided and meets the following criteria:

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

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

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

District Self-Monitoring

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

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