



Franklin County School District

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2015-2016

Instructional Evaluation System



Rule 6A-5.030
Form IEST-2015
Effective Date: October, 31, 2015

Franklin County
Nina Marks, Superintendent
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Directions:

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

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

1. Performance of Students

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.]. **See the following pages for summary page 3-5.**
- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.]. **See example on pages 3-5.**
- For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.]. **See example on the next pages 3-5.**
- For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
Franklin County its' 50%
- For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.]. **50%**
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.]. **Defined on pages 4-5-6**

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The following optional chart is provided for your convenience. Other ways to display information are acceptable. This chart is intended to address some of the bullets listed above, but additional documentation may be needed.

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.

Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
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Pre-Kindergarten (PK)	VPK assessment (Growth)	50%
Kindergarten (K)	Discovery Ed. Reading, IBTP math, (Proficiency)	50%
First Grade (1)	Discovery ed. Reading, IBTP math (Proficiency)	50%
Second Grade (2)	Discovery Ed. Reading IBTP math (Proficiency)	50%
Third Grade (3)	FSA reading & math, discovery Ed. Science (Proficiency)	50%
Fourth Grade (4)	Discovery Ed., Reading, Science, IBTP Math (Proficiency)ng	50%
Fifth Grade (5)	Discovery Ed, Reading, IBTP, Math (proficiency), Science FCAT	50%
Other (K-5), including non-classroom instructional personnel	School Average, Statewide assessment	50%
Math Courses (6-8)	Math (proficiency) FSA	50%
Science Courses (8)	FSA (Proficiency)	50%
English/Language Arts/Reading Courses (6-8)	Discovery Ed. Reading (Proficiency)	50%
Other (6-8), including non-classroom instructional personnel	FSA, school average	50%
Civics	State assessment (Proficiency) school wide average	50%
English 1	FSA	50%
English 2	FSA	50%
English 3	Discovery education	50%
English 4	Discovery education	50%
AP English Comp	AP Exam (Proficiency)	50%
Algebra 1; Algebra 1 Honors; Algebra 1B	State assessment EOC	50%
Pre-AICE Mathematics 1		
IB Middle Years Program – Algebra 1 Honors		
Geometry; Geometry Honors	State assessment EOC (Proficiency)	50%
IB Middle Years Geometry Honors		
Pre-AICE Mathematics 2		
Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors	State assessment EOC (Proficiency)	50%
Pre-AICE Biology		
IB Middle Years Program Biology Honors		

United States History	State assessment EOC (Proficiency)	50%
ROTC		
Other (9-12), including non-classroom instructional personnel	School average score	50%
District Non-Classroom Instructional Personnel	District average score	50%
All other courses	District developed courses	

First year teacher:

The observation score will be added to the student academic achievement score then divided by 2 to receive their final teacher evaluation score.

An example:

Teacher receives a score of 2.3 on the observation; therefore, that equals needs improvement. The teacher student's performance was a 3.3 which equals a score of effective. When divided the overall evaluation score would equal 2.8 which would give the teacher an "effective" score for the school year.

4.0-3.5	3.49-2.5	2.49-1.5	1.49-1.00
Highly effective	Effective	Needs Improvement	Unsatisfactory

For an experienced teacher with three years or more, the formula is almost the same, with one exception: the teacher would receive the average of three continuous years in the calculation of data for a final score:

Example:

Teacher receives 2.3 on their classroom observation, then the student achievement scores were 3.3 which will be added to two prior year score: thus, 2013 score 2.45 and in 2014 the score was 3.0; therefore, the three numbers would be added to the combine score for an average of 2.916, which is added to the 2.3 and then divided by 2 thus: the average score equals 2.608 which is an effective score.

For instructional personnel who are not classroom teachers, the district-determined student performance measures.

Teaching Fields Requiring Special Procedures

Certain fields may need special procedures/ criteria for Performance Evaluation. The relative instructional practices from Domain 3 & 4 of Marzano's Framework will be used to evaluate each group.

- Guidance Counselors
- Media Specialists
- Speech and Language Instructors*
- Instructional Coaches
- Resource Teachers
- Deans of Students
- Occupational Therapists*
- School Psychologists*
- Staffing Specialists

Non-classroom teachers – serve all students: Average VAM score of the school.

* Contracted agents, not included in teacher observation process.

2. Instructional Practice

Directions:

The district shall provide:

For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].

Teacher Evaluation Process

The Franklin County Schools Teacher Evaluation Process is designed to assess the teacher's performance based on Marzano's Evaluation Model (*See Attachment 1- "Research Base and Validation Studies on the Marzano Evaluation Model"*) and the Florida Accomplished Educators Standards (*See Attachment 2- "Link Between the Florida Accomplished Educators Standards and the Framework for Teaching"*). Marzano's Model is based on research and its practices are strongly linked to increased student achievement. An additional outcome goal of the system is for the educator to use the evaluation to design a plan for professional growth. The principal or a designee will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration. The results of the evaluations, along with student achievement data, will be used as the basis for The School Improvement Plan. All teachers will be evaluated based upon the same core of effective strategies.

The Franklin County School teacher evaluation process shall include the following components:

Component 1: Training

All principals, teachers, and other evaluators must complete training on the evaluation process before participating in the process. The principal, deans, and instructional coaches may act as observers in the evaluation process. Any evaluator or observer will be required to participate in training on the process before acting in that capacity. Initial and follow-up training will be provided through the Department of Professional Learning.

Component 2: Orientation

The principal will provide each teacher a copy of the Franklin County Schools Teacher Evaluation Handbook. Included in the handbook will be:

- A. The Rubric for Evaluation of Franklin County School Teachers
- B. The evaluation process policy
- C. A schedule for completing the components of the evaluation process
- D. Copies of forms that can be used in the evaluation process
- E. Glossary of terms used in the evaluation system

F. Research associated with the Marzano model

Copies may be provided in electronic form.

Franklin County School will provide training on the evaluation process to all teachers.

Component 3: Teacher Self-Assessment

Teachers will use the Marzano Growth Model to rate his/her own performance at the beginning of the year and to reflect on his/her performance throughout the year. Teachers will use the self-assessment to assist in setting individual goals reflected in the professional growth model..

Component 4: Formal Observations

Formal, announced observations will have the following components:

A. Pre-Observation Conference See Addendum # 1

Prior to a formal, announced observation the principal or designee shall meet with each teacher to discuss the teacher's self-assessment based on the Marzano Growth Model, the teacher's most recent Individual Professional Learning Plan, and the lesson to be observed. The teacher will provide the assigned observer with a written description of a lesson in the form a lesson plan. The goal of the pre-observation conference is to prepare the observer and the teacher for the observation. **Marzano Observation sheets: Addendum #2**

B. Classroom Observation

- The formal, announced observation will be at least forty-five minutes or an entire class period.
- The results of the observation will be used for the Annual Evaluation.
- Written/ electronic feedback will be provided to the teacher.

C. Post-Observation Conference

The principal or designee shall conduct a post-observation conference no later than 7 school days following the formal observation. During the post-observation conference the observer and teacher shall discuss and document on the Rubric for Evaluation the strength's and weaknesses of the teacher's performance during the observed lesson.

Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.

The role of Observers and teachers during formal observations:

Phase of Formal Observation	Observer	Teacher

Pre-Observation 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 & curricula.
Post-Conference	To provide a climate & Experience that enables The teacher & observer To reflect upon the lesson & to determine next steps	To reflect upon the impact that the lesson had on student learning.
Written/Electronic Feedback	Provide objective, actionable, & timely feedback as described In the district procedures. To take appropriate actions.	To reflect upon, engage in dialogue with observers and

Component 5: Informal Observations/ Walkthroughs

Informal observations will have the following components: see Walkthrough: Addendum 2

- The informal observations may be announced or unannounced
- The informal observation may be at 3- 10 minutes long.
- The results may be used for the annual evaluation.
- Written/electronic feedback will be provided to the teacher.
- Teacher or observer may request a post-conference.

Component 6: Additional Metric Evaluation Element

Additional metrics will apply to all instructional K-12 staff and will include the Professional Learning Plan (PLP) and teacher portfolio. Non-classroom teachers additional metrics will be based on job description/duties, 2015-2016.

Metrics Calculations		
Instructional Staff	Metrics/Percentages	
Teachers 3-12	Individual student proficiency scores (FSA, district assessment	50%
Student data available.	Administrator Evaluation (may include Classroom observations, PLP and Portfolio. Electronic portfolio.	50%

Overall student proficiency scores for teachers with blended schedules will be calculated, and weighted, based on the number of instruction periods.

***All student proficiency scores will be based on student's assigned to the teacher based on teacher roster of verification.**

**** See page for additional teaching fields.**

*** Schoolwide student learning growth will be used for without assigned students.

Electronic Portfolio Rating Scale for Domain Elements (Marzano)

	4	3	2	1	0
Domain 1: Classroom strategies & Behaviors Formal Informal observations Walkthroughs Student surveys Videos of classroom Practice Artifacts	Innovating	Applying	Developing	Beginning	Not Using
Domain 2 Planning & Preparation Lesson Plans Pacing guides Curriculum maps Planning & pre-post Conference Artifacts	Innovating	Applying	Developing	Beginning	Not using
Domain 3 Reflecting on Teaching	Innovating	Applying	Developing	Beginning	Not Using
Domain 4 Collegiality & Professionalism Team Planning Conferences, discussions & Artifacts	Innovating	Applying	Developing	Beginning	Not Using

Individual Professional Development Instructional Score

Individual Professional Development Plan	4	3	2	1	0
Domain / Classroom strategies & behaviors	Highly Effective	Effective	Needs Improvement	Developing	Unsatisfactory
Domain 2			Needs Improvement/		
Planning & Preparation	Highly Effective	Effective		Developing	Unsatisfactory
Domain 3 Reflecting on Teaching Collegiality/professionalism	Highly Effective	Effective	Needs Improvement	Developing	Unsatisfactory
Domain 4 Collegiality & Professionalism	Highly Effective	Effective	Needs Improvement	Developing	Unsatisfactory

Component 7: Summery Evaluation Conference and Scoring the Teacher Summary Rating form

Franklin County School district Teachers will be placed in one of two categories based on the number of years of teaching experience, teaching experience in Franklin County and previous performance ratings. The categories are:

Category 1 Beginning teachers with less than three years of teaching experience (years 0-3)

Category 2 Teachers with 4 or more years of teaching experience. 4 years & up.

A performance evaluation shall be conducted for each employee each year. The evaluator shall conduct a summary evaluation conference with each teacher prior to the end of the school year. The post observation will include a discussion of the teacher's self-assessment, the teacher's most recent professional growth plan, the components of the Franklin County Schools Teacher Evaluation process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and any other evidence of the teacher performance on the rubric.

The Evaluator shall:

- A. Examine all sources of evidence for each of the four domains as it applies to the teacher's status and deliberate practice performance. The evaluator will refer to scale requirements and indicate sources of evidence used to determine the evaluation of results in each section of the evaluation report.**
- B. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.**
- C. The evaluation may be amended based on achievement data that becomes available with/in 90 days of the end of the school year or, later if vendors cannot deliver scores within the 90 days.**

The four ratings categories used in this system are:

Highly Effective – the teacher consistently and significantly exceeded basic competence on standards of performance (cut score 4-3.5)

Effective: The teacher exceeded or demonstrated basic competence on standards of performance most of the time. (cut score: 3.49-2.5)

Need Improvement- The teacher demonstrated adequate growth toward achieving standards of performance, but did not demonstrate competence on all standards of performance. (Cut score: 2.49-1.50)

Unsatisfactory – The teacher did not demonstrate competence on or adequate growth toward achieving standards of performance. (cut score: 1.49-1.00)

Component 8: Growth Plans

Evaluation results will be used to form individual Growth Development. The results will be used to determine school-wide professional learning needs. Teachers will develop individual Growth Plans based on data from the Summary Evaluation and Student Achievement Data.

Individual Growth Plans:

Teachers with a Highly Effective or Effective rating shall develop an individual Professional Development Plan designed to improve performance on specifically identified standards and elements.

Monitored Growth Plans

A teacher shall be placed on a Monitored Individual Growth Plan whenever he/she:

1. Is rated “Developing” on the teacher final rating and
2. Is not recommended for dismissal, demotion or non-reappointment.

Directed Growth Plans

A teacher shall be placed on a Directed Individual Growth Plan whenever he/she:

1. Is rated:
 - a. “Unsatisfactory” on the Teacher final rating, or
 - b. “developing” for two sequential years; and
2. Is not recommended for dismissal, demotion or non-re-appointment

A Directed Growth Plan shall identify the elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve effective rating and a timeline for achieving an effective rating within one year.

Component 9: Annual Review by District

A formal review of the implementation of the Teacher Evaluation Process shall be conducted annually to determine district compliance. The focus of the review will be on the aspects of the system that support improvements in instruction and student learning.

How often can a Franklin County Teacher expect to be observed?

Status	Formal Observations	Informal	Walk-throughs
Category 1 New teachers with 0-3 year's experience	2	3-5	Twice a month
Category 2 Teachers with 4 or more years of experience.	1	2	Monthly or as needed.

What is the expected timeline for Observations?

Month	Category 1 Teachers	Category 2 Teachers
August		
September	Observations	
October	Observations	Observations
November	Observations	

December	Evaluations	
January	Observations	
February	Observations	Observations
March	Observations	
April		
May		
June	Complete and submit Final Evaluation	

District Plan for Category 1

Beginning Teachers

Teachers can expect 2 formal evaluation's which will take place during the school year. The first evaluation is to be performed within the first semester of school and the second to occur during the second semester. Each evaluation will include both a pre and post conference.

The observations and data review will be conducted by the Evaluator, or his/her designee.

Teachers can expect prompt feedback on observations, through the Marzano iObservation tool, located @www.effectiveeducator.com/

Category 2 Teachers

Teachers with four or more years of experience can expect one (1) formal observations which can take place at any time during the school year. A pre and post conference and observation will be conducted by the evaluator. Teachers will be required to develop an Individual Growth Plan and implement their Growth Plan, implement the strategies/activities of the Growth Plan and provide artifacts. .

Target Observation Goals:

Franklin County has targeted sixteen (16) elements of Marzano Domain 1:

- DQ1-1 Providing Rigorous Learning Goals and Performance
- DQ2- 6 Identifying Critical Content
- DQ2-7 Organizing Students to interact with new content
- DQ2-10 Helping students process new content.
- DQ2-12 Helping students record and represent knowledge.
- DQ3-14 Reviewing Content
- DQ-3-19 Helping students practice skills, strategies, and processes.
- DQ5-24 Noticing when students are not engaged
- DQ5-26 Managing response rates
- DQ% 28 - Maintaining a lively pace.
- DQ5--29 Demonstrating intensity and enthusiasm
- DQ-6-4 Establishing classroom routines
- DQ-6-5 Organizing the physical layout of the classroom
- DQ-7-33 Demonstrating "Withitness"
- DQ-7-35 Acknowledging Adherence to rules and procedures

See attachment: 3 Marzano’s 16 elements in Domain 1

Marzano Evaluation Framework Glossary

Term	Description
Causal Model of Teacher Evaluation	Describes the link between classroom practices and behaviors that have a direct impact on student learning. In the Marzano Evaluation Framework, Domain 1 Classroom Strategies and Behaviors have the most direct link to student learning.
Common Language	A transparent way to talk about instruction that is shared by everyone. It is a well-articulated knowledge base that describes the complexity of teaching and describes key strategies revealed by the research to have a high probability of impacting student learning. It should also describe the instructional context for appropriate use of instructional strategies to have the highest probability for raising student learning. The common language represents what a school or district defines as effective instruction. A common language enables teachers to engage in decision making, professional conversations and deliberate practice aimed at improving student achievement. For administrators, a common language provides the means to offer focused formative and summative feedback. It supports administrators in making decisions regarding hiring and selection of teachers, the induction of new teachers, professional development, coaching and support for struggling teachers as well as opportunities to develop career ladders for teachers. A common language is a key

	improvement strategy that provides the context for aligning all instructional programs.
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Term	Description
Contemporary Research	Recent research conducted within the last five to seven years.
Deliberate Practice	A mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify up to three thin slices of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focus area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement.
Design Questions	10 Questions that teacher's ask themselves when planning a lesson or unit of instruction.
Domain	A body of knowledge defined by research representing a particular aspect of teaching.
FEAPs	Florida Educator Accomplished Practices embody 3 essential principles: The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. 1. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. 2. The effective educator exemplifies the standards of the profession. There are 6 accomplished practices: 1. Quality Instruction 2. The Learning Environment 3. Instructional Delivery and Facilitation 4. Assessment 5. Continuous Improvement, Responsibility and Ethics 6. Professional Responsibility and ethical conduct

Term	Description
Focused Feedback	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective and actionable. Feedback is generally provided by administrators, coaches, and peers.
Focused Practice	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.
Formal Observation	The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following the observation).

Term	Description
High Probability Strategies	Research can never identify the instructional strategies that work with every student in every class. The best research can tell us is which strategies have a good chance of working well. Teacher must determine which strategies to use with the right students at the right time. Research-based strategies have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.
Informal Observation	The informal observation can be announced or unannounced and may or may not include an observation of the full class period. There is no planning or reflection conference. An informal announced may be scheduled prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations.
Lesson Segment	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: Lesson Segments Addressing Routine Events, Lesson Segments Addressing Content, and Lesson Segments Enacted on the Spot.

Term	Description
Planning (Pre)Conference	The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.
Scales	Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: Not Using, Beginning, Developing, Applying, and Innovating.
Reflection (Post)Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post)conference form as a guide for reflection and feedback.
Student Evidence	Specific observable behaviors that students engage in response to the teacher's use of particular instructional strategies.
Teacher Evidence	Specific observable behaviors that teachers engage in when using a particular instructional strategies.

Term	Description
Thin Slices of Behavior	Notable teaching moves that can be observed in a classroom.
Walkthroughs	As in the informal observation, walkthroughs can be announced or unannounced. Walkthroughs generally consist of very brief classroom observations of 3 -10 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughs provide opportunities for individual feedback as well as trend and pattern data over time. Walkthroughs also inform professional development needs for individual and groups of teachers and provide a means to gauge the implementation of professional development against individual professional development plans and school improvement plans.

- For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.]. **See Addendum #4**
- For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.]. **See Addendum #5**
- For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.]. **Domains 1, 2, 3, 4.**
- For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].
The evaluator will review all artifacts which includes all the items named above. These scores are placed in Domains 2, 3, & 4, and make up 15% of their total evaluation score.

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The following optional chart is provided for your convenience to display the crosswalk of the district's evaluation framework to the Educator Accomplished Practices. Other methods to display information are acceptable, as long as each standard and descriptor is addressed.

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;	Marzano Domain 2
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Marzano Domain 1,2
c. Designs instruction for students to achieve mastery;	Marzano Domain 2
d. Selects appropriate formative assessments to monitor learning;	Marzano Domain 1,2
e. Uses diagnostic student data to plan lessons; and,	Marzano Domain 1,2
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Marzano Domain 1,2
2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Marzano Domain 1
b. Manages individual and class behaviors through a well-planned management system;	Marzano Domain 1
c. Conveys high expectations to all students;	Marzano Domain 1
d. Respects students' cultural linguistic and family background;	Marzano Domain 1
e. Models clear, acceptable oral and written communication skills;	Marzano Domain 1
f. Maintains a climate of openness, inquiry, fairness and support;	Marzano Domain 1
g. Integrates current information and communication technologies;	Marzano Domain 1
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Marzano Domain 1
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Marzano Domain 1
3. Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	Marzano Domain 1
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Marzano Domain 1
c. Identify gaps in students' subject matter knowledge;	Marzano Domain 1
d. Modify instruction to respond to preconceptions or misconceptions;	Marzano Domain 1
e. Relate and integrate the subject matter with other disciplines and life experiences;	Marzano Domain 1
f. Employ higher-order questioning techniques;	Marzano Domain 1
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Marzano Domain 1
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Marzano Domain 1
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Marzano Domain 1
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Marzano Domain 1
4. Assessment The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Marzano Domain 1,2,3
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Marzano Domain 1,2
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Marzano Domain 1,2
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Marzano Domain 1
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Marzano Domain 1,4
f. Applies technology to organize and integrate assessment information.	Marzano Domain 2
5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Marzano Domain 3
b. Examines and uses data-informed research to improve instruction and student achievement;	Marzano Domain 3
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;	Marzano Domain 4

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Marzano Domain 3,4
e. Engages in targeted professional growth opportunities and reflective practices; and,	Marzano Domain 3
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Marzano Domain 3,4
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Marzano Domain 4

3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.; The percentage of the final evaluation that is based upon the additional indicators; and
The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].
Franklin County scores are achieved through the use of the Marzano four domains, which makes up a total of 50% of the instructional score. Domain 1= 35% and Domains 2,3,& 4 account for 15% of the score. The student academic achievement score (VAM) accounts for the other 50%. To finalize the teachers instructional score you would add the Marzano domains (1,2,3,4) for one figure and the student achievement score for the other 50% and then divide by 2 to get the final teachers rating. The actual ratings per Domain are: Domain 1= 68%, Domain 2= 14%, Domain 3 8% and Domain 4=10%. .
 - Examples include the following: Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period..
 - Peer Reviews N/A
 - Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement? **The use of climate surveys to parents and students.**
 - Other indicators, as selected by the district are: **Domains 1, 2,3,& 4 of the Marzano Models and covers such areas of: Use of traditional resources, use of technology, needs of ELL, ESE & needs of students who lack support for schooling. Monitoring progress relative to the professional growth and development plans, evaluating the effectiveness of individual lessons. Promoting positive interactions with colleagues, seeking mentorship for areas of need or interest, adhering to district and school rules and procedures and participating in district and school initiatives.**
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4. Summative Evaluation Score

Directions:

The district shall provide:

- The summative evaluation form(s);
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].
- First year teacher:
The observation score will be added to the student academic achievement score then divided by 2 to receive their final teacher evaluation score.

An example:

- **Teacher receives a score of 2.3 on the observation; therefore, that equals needs improvement. The teacher's student's performance was a 3.3 which equals a score of effective. When divided the overall evaluation score would equal 2.8 which would give the teacher an "effective" score for the school year.**

4.0-3.5	3.49-2.5	2.49-1.5	1.49-1.00
Highly effective	Effective	Needs Improvement	Unsatisfactory

- For an experienced the formula is almost the same, with one exception: the teacher would receive the average of three continuous years of data for a final score:

Example:

Teacher receives 2.3 on their classroom observation, then the student achievement scores were 3.3 which will be added to two prior year score: thus, 2013 score 2.45 and in 2014 the score was 3.0; therefore, the three numbers would be added to the combine score for an average of 2.916, which is added to the 2.3 and then divided by 2 thus: the average score equals 2.608 which is an effective score.

First year teacher:

The observation score will be added to the student academic achievement score then divided by 2 to receive their final teacher evaluation score.

An example:

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Highly effective	Effective	Needs Improvement	Unsatisfactory

For an experienced teacher, the formula is almost the same, with one exception: the teacher would receive the average of three continuous years of data for a final score:

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5. Additional Requirements

Directions:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
All teachers are notified and instructed to review and verify that their class rosters are correct. Teachers are told of the importance of reviewing the student's names to ensure that all your students are accounted for testing, and VAM.
- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
Franklin County uses assistant principals, as well as, district directors to evaluate teachers who fall under areas of their expertise. Only district directors who were school administrators and have prior experience in observing teachers are allowed to evaluate the instructional staff. All district and school observers have been trained in the Marzano model and attend training at least twice a year.
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
School and district administrators have attended various Marzano trainings, such as, Finding Rigor Through Evaluations, Aligning Standards with Instruction and Student Evidence, Using the Marzano Teacher Evaluation Model has been used to sharpen the administrative skills. Presently we are focusing on the Six Critical Guidelines for Evaluators. Both the administrators and teachers have access the IObservation site, www.effectiveeducators.com which has numerous training videos at different levels which helps the teachers understand the different levels of instruction, ie, beginning to more rigorous instruction. IObservation is a resource which is always accessible.
- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
Franklin County has pre and post meeting with each teacher. The post meeting allows for frank discussions of what skills were observed, what areas need to be worked on to add more rigor to the instruction and suggested professional development to strengthen instructional skill for the next year. Teachers and the administration can communicate through the use of the IObservation tool.
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
Franklin County encourages teachers, with instructional needs, to access the IObservation resource's readily available for job embedded professional development.. Each teacher writes a professional learning plan at the end of the school year and the administrators review the areas of need.
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as **Teachers and the**

administration can communicate through the use of the IObservation tool.

required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].

Franklin County will prescribe and deliver professional development to address the majority of the needs of our less than effective teachers.

- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].

Franklin County focuses on the instructional evaluations through IObservation and tracks instructional staff that have completed observations.

- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].

Franklin County focuses on the instructional evaluations, through the use of IObservation, pre and post meetings and tracking of activities on IObservation Tool.

- Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].

Beginning teachers to Franklin County are observed twice a year, once in the first semester of the school year and again the second semester. The scores from the two observations are average and make-up 50% of the teachers score. A teacher with three or more years of experience will only be observed once during the school year, if they have highly effective or effective ratings from their prior employer.

- Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- **Franklin County uses a climate survey to attract the opinions of our parents. If a survey shows a problem with a teacher's instruction then the administration would schedule additional walk through or even an additional formal observation to address the problem.** [Rule 6A-5.030(2)(f)10., F.A.C.].
- Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

Franklin County has a mentoring program for newly hired teachers and teachers who need additional help with certain aspects of teaching, such as, writing a lesson plan, identifying weakness in their instructional delivery and discipline. Seahawk success plan will provide additional supports for teachers.

6. District Evaluation Procedures

Directions:

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

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - Submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
All teacher evaluations are stored at, [www.effectiveeducators .com](http://www.effectiveeducators.com) site, which all administers and the superintendent have access too. This allows for easy reviews of prior or current years observations.
 - Submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
 - **IObservation provides a written report to each teacher, when the evaluation process is complete.**
 - Discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
 - **If the IObservation does not meet the needs of the teacher then the teacher will request a scheduled meeting with the evaluator.**
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
Franklin County encourages teachers to respond in writing, within 10 days, in the event that the teacher is dissatisfied with their observation for that year.
- The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
Franklin County uses both the pre and post meetings to address the rating which a teacher may receive in the observation process. The discussion covers the observation and academic achievement of their student's scores, with the critical instructional areas. In practice, evaluators are completely honest with the teachers, especially those who are not scoring on needs of improvement or better. Unsatisfactory evaluations will almost always lead to replacement of a teacher, with two exceptions, a beginning teacher who shows promise or an experience teacher who was asked to change grade level and had a struggling class. Franklin County uses the basic annual re-hire notification letter stating you may or may not have a job based on Franklin Countys staffing needs for the next school year.
- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].
Franklin County has not had that situation to date; however, if the situation changes in the future the superintendent will comply with the law.

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7. District Self-Monitoring

Directions:

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

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
Franklin County gets additional professional development as a team.
Marzano offers several professional development programs each year and going as a team allows for us to work together and help each other to identify the most difficult skills, such things as rigor.
 - Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
Using the Marzano model allows for two meetings a pre and post. Both meetings allow for an exchange of ideas, new techniques, and skills which should be developed for the next school year.
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
Franklin County follows the Marzano model and does not deviate from the model.
Franklin County is focused on the Marzano model which allows us to hold the teachers, and the administers to the same standards.
 - Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
In the pre and post meetings the administers will often sit with the teacher and address the low reading or math scores and get the teachers take on why her students are not preforming up to grade level. This allows for the administer to focus on the teachers instruction of the area where the students are not achieving success to see what, if anything the teacher is doing or not doing to help her students.
 - Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].
The use of evaluation data is a huge benefit to the school and district. It gives us a check and balance on what is working and what is not. It allows for focused professional development within our small community of grade level CORE teachers to address solutions and training which will aide in turning the data around to a positive for the school district.
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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 student's 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:

- 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.