

Florida Atlantic University Lab Schools

2016-2017

FAU Lab Instructional Evaluation System



Rule 6A-5.030
Form IEST-2016
Effective Date: August 5, 2016

FAU Lab School
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****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

An instructional employee's annual evaluation will consist of three parts: 49% Student Performance Score (or achievement, in some cases), 50% Instructional Practice Score and 1% Deliberate Practice (Professional Growth Plan). For most instructional employees, these parts will count equally as indicated and will be combined to identify an overall rating.

For classroom teachers (throughout this document the term "teachers" excludes substitutes), assessment alignments in Table 1 will be used to determine the Student Growth/Achievement component. This component will count for 50% of the teacher's overall evaluation score. Table 1 also serves as a tool for organizing and weighting student achievement scores for teachers with multiple classes/courses. The weighting will be reflective on the percentage of students in each course in relationship to the total number of students assigned to the teacher. 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. Value-Added Model (VAM) scores will reflect the percentages as outlined in Table 1 for teachers when available. For teachers without VAM scores, the Student Performance Scores will be used for the classes they teach as outlined in Table 1.

Annual evaluations of instructional personnel who are not classroom teachers will include student growth from statewide assessments for students assigned to the instructional personnel. This measure will count for 50% of the overall evaluation score. Instructional personnel with more than three years of student performance data will be evaluated on the current year the two years immediately preceding the current year.

Where possible, district calculations will parallel state rules, policies, and procedures for determining student inclusion in calculations.

FAU Lab School has a traditional K-8 program with an accelerated high school component. Students in the ninth grade participate in accelerated coursework and are fully dual enrolled in Florida Atlantic University for grades 10-12. Students return to the high school campus to take required assessments for graduation and may meet other EOC assessment requirements through dual enrollment coursework as noted on Table 1.

Table 1: Student Performance Measures

<u>Student Performance Measure:</u>		
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
Kindergarten (K)	STAR Reading Assessments	50%
First Grade (1)	STAR Reading and Math Assessments	50%
Second Grade (2)	STAR Reading and Math Assessments	50%
Third Grade (3)	FSA ELA and Math	50%
Fourth Grade (4)	FSA ELA and Math VAM	50%
Fifth Grade (5)	FSA ELA and Math VAM	50%
Other (K-5), including non-classroom instructional personnel (for example, media specialist, reading coach, etc.)	FSA ELA	50%
Physical Education 4-8 Instructional Staff	FSA Math & District Measures	50%
Math Courses (6-8)	FSA Math VAM	50%
Science Courses (8)	Statewide Science Assessment	50%
English/Language Arts/Reading Courses (6-8)	FSA ELA VAM	50%
Other (6-8), including non-classroom instructional personnel (for example, media specialist, reading coach, etc.)	FSA ELA	50%
Civics	Civics EOC	50%
English 1	FSA ELA VAM	50%
English 2	FSA ELA	50%
English 3	Dual Enrollment at FAU	FAU Faculty
English 4	Dual Enrollment at FAU	FAU Faculty
Algebra 1; Algebra 1 Honors; Algebra 1B	Algebra 1 EOC	50%
Geometry; Geometry Honors	Geometry EOC	50%

Biology 1; Biology 1 Honors	Biology EOC	50%
United States History	N/A Students meet this requirement through Dual Enrollment	FAU Faculty
Other (9-12), including non-classroom instructional personnel (for example, media specialist, reading coach, etc.)	District Measures including EOC's and FSA ELA	50%
District Non-Classroom Instructional Personnel	FSA ELA & Math (School-wide)	50%

FAU Lab Schools will have an instructional evaluation system that weighs student performance measures as 50% of the summative evaluation calculation.

FAU Lab Schools will accept the state determined VAM score of each teacher. This score will be a 1-4 score, indicated by U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:

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 Grades K-2 (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
70% of students \geq at least one year's growth	Highly Effective	4
60-69.9% with at least one year's growth	Effective	3
50-59.9% of students with at least one year's growth	Needs Improvement/Developing	2

Less than 50% of students with one year's growth	Unsatisfactory	1
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Non-VAM Score Conversion Grade 3, Grades, Other Classroom Instructional Staff, Non-Instructional Staff and 8 th Grade Science <small>(this will be used for assessments that don't have a conversion chart listed within the document)</small>	Categorical Score	= Points
Proficiency is $\geq 5\%$ above Grade Level State Average	Highly Effective	
Proficiency is between 0- 4.9% above Grade Level State Average	Effective	3
Proficiency is 0-9.9% below the Grade Level State Average	Needs Improvement/Developing	2
Proficiency is $\geq 10\%$ below the Grade Level State Average	Unsatisfactory	1

End Of Course Assessments <small>(this will be used for assessments that don't have a conversion chart listed within the document)</small>	Categorical Score	= Points
$\geq 79\%$ of students achieve Level 4 or above	Highly Effective	4
70-78% of Student achieve a Level 4 or above	Effective	3

51-69.9% of students achieve Level 4 or above	Needs Improvement/Developing	2
Less than 51% of students are \geq 5% above Grade Level State Average	Unsatisfactory	1

2. Instructional Practice

The primary purpose of the A.D. Henderson University School/ FAU High School performance-feedback process is to provide a sound basis for teacher improvement and professional growth that will increase student learning. This is accomplished through an evaluation of teacher effectiveness and subsequent discussions between the teacher and a supervisor or other observer. The process assumes the competence of the majority of teachers and focuses on professional development in the context of student performance gains first, while documenting competency on an annual basis. The entire model for teacher evaluations is based around a common language of instruction. The common language is available on the Florida Department of Education website: <http://www.fldoe.org/profdev/pdf/CommonLanguage.pdf>

At the core of the professional development continuum are three key elements. One is the belief that, at all levels, the professional educator is engaged in a process of continuous improvement through deliberate practice seeking to provide better learning for current and future students. The nature of the improvement experiences will vary, but they include self-reflection, feedback on performance from peers, parents and administrators, improvement in student performance, professional development activities, and participation in school improvement efforts. The purpose of any performance appraisal process must be the support of continuous professional growth.

Another critical key element is a focus on improvement in student performance. Teacher expectations, their ability to motivate students, the quality of instruction, and the monitoring of student growth of important academic and social outcomes are critical factors in student learning. Helping students learn essential skills and content, and develop the ability to continue learning throughout their lives, is the core of educator professional development.

The third key element includes the Florida Educator Accomplished Practices (FEAPS) revised December 2010 and adopted by the State Board of Education. These standards and expectations along with the locally developed sample key indicators provide high expectations for all professionals based upon the study of effective teachers in Florida and the research on effective teaching practices. With the use of accomplished practices, the goal of teacher evaluation shifts from minimum competencies to demonstrating highly effective instructional practices as the best ways for teachers to impact student learning.

I. Core of Effective Practices

A.D. Henderson University School/ FAU High School has a comprehensive performance evaluation system for all instructional personnel serves multiple functions and is designed to accomplish the following:

- Establish the practices and expectations of the position or profession that are based on research and linked to student outcomes
- Evaluate individual performance relative to expectations by assessing the quality and effectiveness of the services
- Provide feedback to the professional that recognizes effective performance, identifies

- areas for improvement, and directs professional growth activities
- Provide support to supervisees and practitioners not meeting performance expectations

The ADHUS/FAUHS Performance Evaluation System is 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 the *iObservation System* (Learning Sciences International) and referenced in subsequent sections of this plan will be used by all parties performing observations of instructional personnel. Evidence and results from *iObservation System* will inform the Instructional Practice Score.

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 elements 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). See Figure 1 for the Marzano Art and Science of Teaching Framework Learning Map.

All forms are available within the iObservation System and contain the same content as the forms below:

Domain 1: Classroom Strategies and Behaviors

- Long Form, Routine Segments
- Long Form, Content Segments
- Long Form, On the Spot Segments

Domain 2: Planning and Preparing

- Long Form
- Planning (Pre) Conference Form A
- Planning (Pre) Conference Form B
- Reflection (Post) Conference Form A

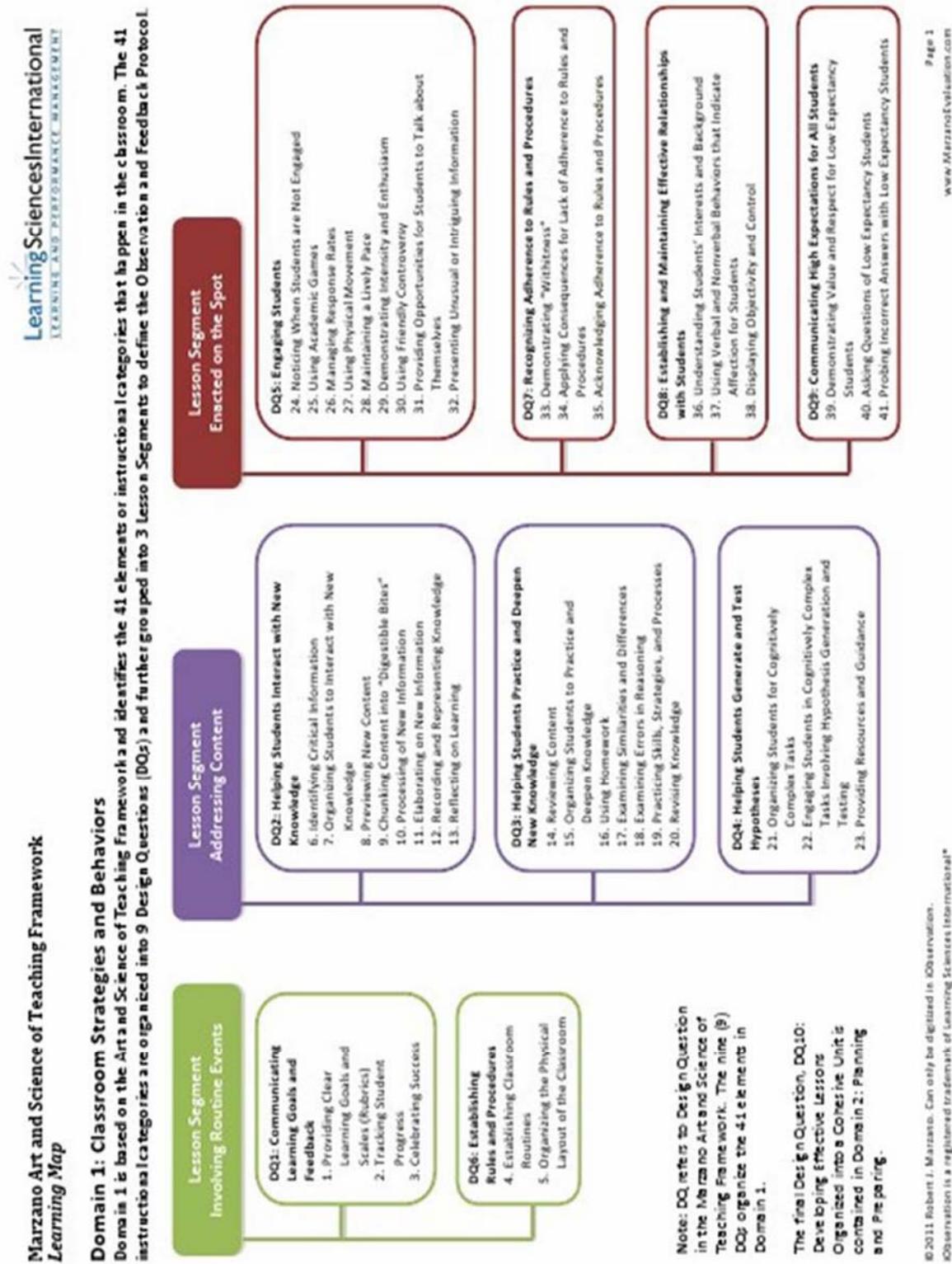
Domain 3: Planning and Preparing

- Long Form

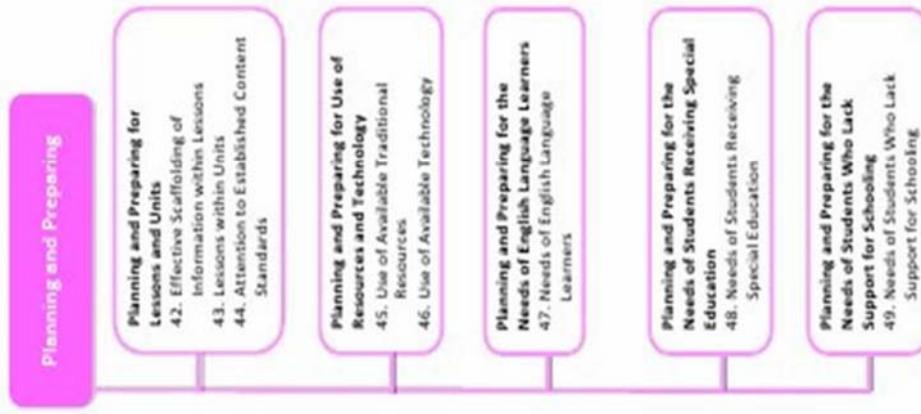
Domain 4: Collegiality and Professionalism

- Long Form

Figure 1: Marzano Art and Science of Teaching Framework Learning Map



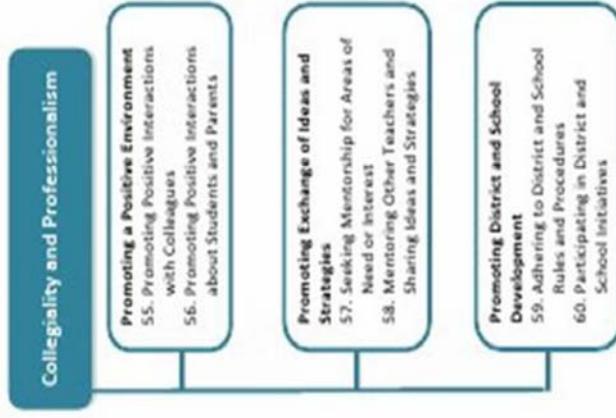
Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



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 student achievement. 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, requirements of Race to the Top, and recent legislation (SB 736).

The Research Base from Which the Model Was Developed

The Marzano Evaluation Model is based on a number of previous published 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). The research that serves as a basis for each book was generated from a synthesis research and theory. Therefore the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement.

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* include over 25 tables which represent the research on the various elements of Domain 1. These tables detail the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, over 5,000 studies representing research over the last five decades and from which effect sizes were generated are represented in the tables. The same can be said for the other titles listed above. As a result, one can determine 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.

Below are the links to the contemporary research which support the adoption of the Marzano model.

1. Research Base and Validation Studies on the Marzano Evaluation Model:
http://www.marzanoevaluation.com/files/Research_Base_and_Validation_Studies_Marzano_Evaluation_Model.pdf
2. Meta-Analytic Synthesis of Studies on Instructional Strategies:
http://www.marzanoevaluation.com/files/Instructional_Strategies_Report_9_2_09.pdf
3. Contemporary Reference List:
<http://www.marzanoevaluation.com/files/Contemporary%20References%202000-2011-1.pdf>
4. FEAPs Crosswalk to Marzano Model:
http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf

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 student achievement. Studies that use correlation analysis techniques (see next section) can establish a link between elements of a model and student achievement; 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 student achievement. 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 student achievement. Stated differently: on the average, when teachers use the classroom strategies and behaviors in the Marzano Evaluation Model the typical gain in student achievement 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 used 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 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 student achievement 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 indicated positive relationships with various elements of the Marzano Evaluation Model across the domains. Specific emphasis was placed on Domain 1 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 student achievement. 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 student achievement (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.

Instructional Practice Scoring

An Instructional Practice score will be computed for all instructional personnel. Florida's Evaluation Model, Marzano's Art and Science of Teaching Framework, will be used. This Model:

- Reflects teachers' performance across all elements within the framework (Domains 1-4)
- Accounts for teachers' experience levels (Categories A, B, C, and D)
- Assigns weight to the domain with greatest impact on student achievement (Domain 1)
- Acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on specific elements within the framework

An Instructional Practice score will consist of two elements: an Instructional Status score and a Deliberate Practice score.

1. An Instructional Status Score
 - a. Measures teachers' proficiency against all 4 domains in the Marzano Model
 - b. Recognizes teachers' use of research based strategies in the complete instructional framework
2. Deliberate Practice Score
 - a. Measures progress against specifically targeted elements for improvement
 - b. Recognizes teacher's deliberate practice
 - c. Supports annual growth in teacher practice
 - d. Informs the development of the Individual Professional Development Plan (IPDP)

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

- Category A: First year of teaching
- Category B: Teachers in second or third year of teaching or new to the District
- Category C: Experienced teachers with at least 3 years of experience (4th year of teaching)
- Category D: Teachers beyond their 3rd year of teaching and who are identified as a struggling teacher.

Multiple observations (as reflected in Table 2) provide ongoing feedback to support teachers' professional growth and gather sufficient evidence to measure effectiveness as teacher's 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. 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 for Category A and B teachers 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.

Category A. All formal observations of Category A 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 the Deliberate Practice elements of each teacher as indicated on the Deliberate Practice Plan (DPP). Feedback for first-year teachers includes pre- and post-observation conferences for all formal observations as well as other written feedback. In addition, new teachers are provided feedback from mentor or peer-to-peer observations.

The midyear evaluation completed for the first-year teacher is not used for the student performance measure which comprises fifty percent of their evaluation. The midyear evaluation as outlined on Table 2 is incorporated as part of the teacher's Instructional Practice score. The data points used for the mid-year evaluation are determined by the principal based on the subject taught, teaching grade level, school improvement goals and the teacher's identified goals through their learning plan.

Any observations (formal, informal and walkthroughs) completed by the administration may be used for the evaluative instrument. Administration will be responsible for all formal observations. Observations (informal and walkthroughs) completed by the Peer Review Team (when established) may only be used for formative purposes. These assessments will guide professional development, lesson study focus, and mentor-mentee collaboration.

New teachers will participate in the new teacher program, Guiding Accelerated Teacher Effectiveness (GATE). Through program participation, new teachers will learn to implement effective strategies in their classrooms based on feedback received by the administrators, members of the Peer Review Team, and their mentor. The administrator will meet with the new teacher for a pre-observation conference before a formal observation and a post-observation conference to discuss results. In addition, the iObservation system will be used to provide the new teacher with instant feedback of all observations.

All teachers will use the observation instruments adopted; new teachers will not use a modified instrument. However, a modified rating scale is utilized for all Category A teachers. In order to achieve a rating of Highly Effective, a teacher in Category A must have 65% of evaluation scores at level 4 and 0% at level 1 or

0. Effective ratings occur if at least 65% are at level 3 or higher. A developing rating includes less than 65% at level 3 or higher and less than 50% at level 1 or 0. Unsatisfactory ratings occur if greater than 50% of observed elements are at level 1.0.

Protocols for Classroom Observations and forms identified in IObservation are located in this section. The forms used for each type of observation can be found within the Marzano IObservation platform. Teachers prior to an observation can view these forms.

Peer Review Option

Input from other personnel for the purposes of evaluation will not occur during year 1 of implementation. All Peer Review Team observations will be used for formative purposes only and will not contribute to the employee’s final evaluation in year 1 or 2. However, a Peer Review Team may be established in subsequent years of implementation. Personnel that may participate in this team will consist of experience, Category C teachers who have themselves earned Effective and/or Highly Effective Ratings and are selected by the school administrator to support the observation/ evaluation cycle. This team may consist of instructional coaches and/or teacher leaders.

If observations conducted by school personnel other than the employee’s direct supervisor are used for evaluation purposes assurances will be made that the observer is well trained either by Learning Sciences International or by a train-the-trainer model.

Teacher Self Ratings will also inform final evaluation ratings. Teachers may provide a portfolio of evidence to support self-ratings in the four domains.

The following table outlines the observation schedule for all teachers. The number of walkthroughs, informal, and formal observations indicate a minimum of observations that will be conducted.

Table 2: Frequency and Type of Observations

FY 17 Observation Schedules (Category A)
1 Walkthrough, 1 Informal, and 1 Formal (paced throughout the year and completed by the last instructional day of May) Mid-Year Evaluation completed by the end of the first semester.
Summative Evaluation (instructional practice by 6/30)
Category A teacher: Teachers in their first year of teaching with the District. Time starts on the contract date of their current teaching position.
FY 17 Observation Schedules (Category B)
1 Walkthrough, 1 Informal, 1 Formal (paced throughout the year and completed by the last instructional day of May)

Summative Evaluation (instructional practice by 6/30)	
Category B teacher – Teachers in second or third year of teaching or new to the district.	
FY 17 Observation Schedules (Category C)	
1 Walkthrough or 1 Informal and 1 Formal (paced throughout the year and completed by the last instructional day of May)	
Summative Evaluation (instructional practice by 6/30)	
Category C teacher: Teachers with 4 or more years of teaching experience	
FY 16 Observation Schedules (Category D)	
1st Semester	2nd Semester
1 Walkthrough completed by the last instructional day in October	1 Walkthrough, 1 Informal, 1 Formal (paced throughout the second half of the year and completed by the last instructional day of May)
1 Informal & 1 Formal (one by the last instructional day of October and the other by mid-December)	
Mid-Year Evaluation	Summative Evaluation (instructional practice by 6/30)
Category D teacher: Teachers beyond their 3 rd year of teaching and who are identified as a struggling teacher.	

Annual Evaluation Ratings and Calculations

The four summative evaluation ratings, as adopted by the state, will be utilized:

- Highly Effective (4)
- Effective (3)
- Needs Improvement or Developing for years 1-3 (2)
- Unsatisfactory (1)

The summative rating was composed of 50% Student Performance Measures and 49% from the Instructional Practice Score and 1% Deliberate Practice (Professional Growth Plan). The final summative rating is combined with the results of the Student Performance Measures, Instructional Practice score and their Deliberate Practice (Professional Growth Plan) score.

Determining the Student Achievement Score

The student achievement score will be calculated as discussed in Section 1 Performance of Students

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)

These rating scales will be calculated from observation data collected then translated using the Calculation and Weighting System to establish the Instructional Practice Score. The Domains and the related weighting toward the instructional practice score is as follows:

- Domain 1: Classroom Strategies and Behaviors - 68%
- Domain 2: Planning and Preparing - 13%
- Domain 3: Reflecting on Teaching - 9%
- Domain 4: Collegiality and Professionalism - 10%.

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

Table 3: Sources of Evidence

Domain 1: Classroom Strategies and Behaviors	Domain 2: Planning and Preparing
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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	Planning conference or preconference Artifacts: Unit Plans/Lesson Plans, Curriculum Maps, Student Support Logs, Family Communication, Digital Resources
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Domain 3: Reflecting on Teaching	Domain 4: Collegiality and Professionalism
Self-assessment Post-observation conference Teacher Inquiry Videos of classroom practice Lesson Study IPDP Reviews/Discussion Artifacts	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

Evaluation procedure:

1. A formal observation is scheduled with the teacher. Prior to the observation, the teacher and the administrator schedule a pre-observation conference and a post-observation conference.
2. The pre/post conferences and the observation will occur within one week's time.
3. New teachers and teachers who have been identified as struggling will have future formal observations scheduled during the post-observation conference.
4. Feedback from informal conferences should be made available to teachers within two working days of the observation by the observer as well as through the iObservation data system, which will be employed.
5. The administrator will conduct a summative evaluation with all teachers each year utilizing the Instructional Practice Score and the Student Growth Score.

The rubric(s) and weighting scales/scoring systems defined by the Marzano Model will be used to define and assign the summative evaluation rating. The 5-level rubric used to rate and provide feedback to teachers on their use of the 60 elements of the Art and Science of Teaching Framework are translated through the Calculation and Weighting System to the four rating labels as defined at the state. These calculation translations, for all teachers in all categories, can be found on the Learning Science International website within the Florida Model Material section located at this web address:

http://www.marzanoevaluation.com/members_area/florida_model_materials/#Summative

The administrators at the school level will assign the final rating for each teacher. It may include the scores from all formal, informal, and/or walk-through observations conducted by an administrator. Currently, any observations conducted by the Peer Review Team will be used for formative purposes, to identify trends, and to identify areas of professional development needed.

The employee's final evaluation rating was determined by the Instructional Practice Score (50%) and the Student Growth Score (50%) in year 1. In year 2 and beyond, the summative score will be established by the Instructional Practice Score as determined by the Status Score (30%) and the Deliberate Practice Score (20%), and the Student Growth Score (50%).

Research Base for the Marzano Framework

Haystead, M. W. & Marzano, R.J. (2010) *Final Report: A Second Year Evaluation Study of Promethean*

ActivClassroom. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)

Haystead, M. W. & Marzano, R.J. (2010). *Meta-Analytic Synthesis of Studies Conducted at Marzano Research*

Laboratory on instructional Strategies. Englewood, CO: Marzano Research Laboratory

(marzanoresearch.com)

Marzano, R.J. (2003). *What works in schools*. Alexandria, VA: ASCD

Marzano, R. J. (2006). *Classroom assessment and grading that work*. Alexandria, VA: ASCD. Marzano, R.J.

(2007). *The art and science of teaching*. Alexandria, VA: ASCD

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art And science of teaching*. Alexandria VA: ASCD

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works*.

Alexandria, VA: ASCD.

Marzano, R.J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works*.

Alexandria, VA: ASCD

Marzano Research Laboratory. (2010) *What Works in Oklahoma Schools: Phase I Report*.

Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)

Marzano Research Laboratory. (2011) *What Works in Oklahoma Schools: Phase II Report*.

Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)

3. Other Indicators of Performance

A.D. Henderson University School/ FAU High School has incorporated Deliberate Practice, Collegiality, and Individual Professional Development Planning within the Instructional Practice Component. Teachers complete their own Individual Professional Development plan at the beginning of each year. They can have opportunities to include additional information within their IObservation to receive additional credit for their work. At this time, there are no additional indicators that are used to evaluate teachers.

4. Summative Evaluation Score

Combining the Student Performance Score and Instructional Practice Score for a Final Summative Teacher Evaluation Score and Rating

Once the Student Performance Score and an Instructional Practice score have been determined, it is necessary to combine these scores into a final Summative Teacher Evaluation Score and Rating. Unless otherwise indicated by availability of data as outlined previously, both the Student Performance and Instructional Practice Scores will each count for 49% of the final Summative Teacher Evaluation Score.

The scale score for each rating is below:

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
3.5 – 4	2.5 – 3.4	1.5 – 2.4	Below 1.5

However, if the student growth score is unsatisfactory, the evaluation is deemed unsatisfactory regardless of the Instructional Practice Score.

Evaluator Training

Learning Sciences International trainers provided initial training prior to the start of the 2011- 2012 school year. The training included the research base behind the Domain 1 elements outlined by Marzano, the use of the observation forms, conducting objective observations and “look for” evidence, and use of the technology through the iObservation platform. Participants learned how to use the protocol, provide meaningful feedback, and to support teachers' growth through a revised teacher performance evaluation system. Two summer institutes for administrators and teacher leaders provided more training on the use of the protocols and inter rater reliability. All administrators received Marzano’s *The Art and Science of Teaching* and *Effective Supervision*. In addition, a common language of instruction has been adopted and well documented throughout the school year and beyond which include procedures, policies, and processes of the Teacher Evaluation System.

After the initial training, opportunities for continuous improvement may be provided through the iObservation platform for practice using the observation forms. Instructional rounds may be implemented in order to strive toward inter-rater reliability. Embedded within the iObservation platform are professional development segments, research, and video that will help to further guide observers as they move toward proficiency in conducting observations.

The process for monitoring evaluator performance will include ongoing dialogue and feedback from stakeholders. The evaluators will collaborate, conduct instructional rounds, review all observation forms, and check for inter-rater reliability.

Amending Evaluations

According to 1012.34 (3)(d), the evaluator may amend an evaluation based upon assessment data from the current

school year if the data becomes available within 90 days after the close of the school year. The evaluator will comply with the notification procedures set forth. The principal will notify the employee in person of any changes based on new data. Data to be considered will consist of only those data approved as student growth measures.

A System of Continuous Improvement

The purpose of the Florida Atlantic University Lab School's redeveloped Performance Evaluation System is to establish an overall system of continuous improvement focused on increasing student learning growth by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S. and MOU (D)(2)(ii)2.

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/district improvement plans.

This system is based on a cycle of instructional improvement at the teacher, school, and district level. This cycle, which includes setting goals, teaching students, gathering and sharing data, analyzing those data, and using information to create future plans, is further illustrated in Figure 3.

Figure 3: Cycle of Instructional Improvement



The evaluation system provides feedback to the teacher for individual continuous improvement as follows:

- Teachers are observed for the purposes of collecting data to inform the evaluation.
- Data are collected and analyzed and results are used along with students' assessments to develop the teacher's Deliberate Practice Plan.
- Teachers are scheduled to sit with the evaluating administrator to review the evaluation form.
- Administrators provide feedback based on data and student performance.

- Teachers bring documentation supporting student achievement and professional growth.
- Teachers and administrators may agree on professional development needs and opportunities at this time.

A. D. Henderson University School/FAU High School currently uses evaluation results to inform individual professional development. The general timeline for improvements to the process under RTTT is as follows:

- The initial discussion of professional improvement takes place in September or October of the school year.
- The principal sits with the teacher and looks at student achievement data. They review the prior year's IPDP/DP goals and their success in attaining them. They then look at areas of improvement and opportunities for professional development.
- The next meeting is the Formative evaluation, wherein the principal provides observation data (for year 1-3 teachers) and/or the formative evaluation data.

At this meeting the principal and teacher discuss the areas of the evaluation document, one of which is professional development. At this time goals for professional improvement are set. The principal may suggest ways in which the teacher may seek assistance and documentation that the teacher may bring to the summative evaluation that shows growth.

- The final meeting, the summative evaluation discussion, occurs at the end of each school year. The teacher and the principal sit and evaluate the teacher's performance during the school year. At this time the principal will look at student performance data and other documentation that shows teacher performance and professional growth.

Employees who are new to the district will be informed of the Teacher Evaluation System through the New Teacher Orientation meeting and through the district's new teacher program, Guiding Accelerated Teacher Effectiveness (GATE). This group meets every month with teacher leaders and mentors during the first two years of employment. In addition, new employees will work with a mentor to ensure understanding of teacher practice, school policy, and teacher evaluation.

School Improvement Plans

The evaluation system supports the district and school improvement plan as follows:

- The school improvement plan is developed based on student achievement data,
- Gaps in achievement data and areas needing improvement are identified.
- The evaluation system helps to identify research-based instructional practices through observations that are shown to improve student achievement.
- Results from observations guide teachers' professional development at the school level.

Evaluation results are used when developing school and district improvement plans as outlined below:

- Observation data are used for evaluation purposes, to provide formative feedback, and to collect trend data.
- Administrators and/or observers may identify school-wide and individual classroom strategies and behaviors in need of improvement.

- These data are used to drive the School Improvement Plan, the school/district Professional Development Plan, and teachers’ Deliberate Practice Plan (Professional Growth Plan).

Total Teacher Evaluation Calculation

Evaluation component #1 and evaluation component #2 will be combined to determine the comprehensive classification scale score for teacher evaluations. The four summative evaluation ratings and scale score for each rating is listed in the table below.

Classification Scale for Total Combined Value of Evaluation Component 1 & 2

Classification	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Scale Score	3.5 – 4	2.5 – 3.4	1.5 – 2.4	below 1.5

Calculation Example: 6th Grade language Arts (Reading FSA)

Classification: 50% Student Learning Growth and 50% Instructional Practice

Student Growth: = 4 points

Instructional Practice: = 3 scale score points

(Student Growth) 4 scale score points + (Instructional Practice) 3 scale score points Instructional Practice = 3 scale score points

$7 \div 2 = 3.5$

3.5 = Highly Effective on Rating Scale

FAU Lab Instructional/Non-Instructional

Summative Evaluation for Classroom Teachers

Mid-Year Summative Evaluation

Summative Evaluation

Name _____ Position _____

School/Work Location _____ Date _____

Assessment Procedures Used: Formal Observation Informal Observation Conferences Student Data Other

	Score	Calculation
Metric 1: Instructional Practice Score		Instructional Practice 49%
Domain 1		
Domain 2		
Domain 3		
Domain 4		
Metric 2: Deliberate Practice (1 - 4 points possible)		Deliberate Practice (Professional Growth Plan) 1%
Metric 3: Student Performance Score (1 - 4 points possible)		Student Performance Score 50%
Final Summative Score - $(IPS \times 49\%) + (DP \times 1\%) + (SPM \times 50\%) =$		

Final Summative Score	Category
Highly Effective	3.5 – 4.0
Effective	2.5 – 3.4
Needs Improvement/Developing	1.5 – 2.4
Unsatisfactory	Below 1.50

Administrator Signature

Date

Teacher Signature

Date

5. Additional Requirements

Teachers are provided with information regarding correction of student data twice a year. This communication is via e-mail. Additionally, our MIS Coordinator provides support to any teacher who needs assistance with correcting and interpreting data.

Teachers are advised of their supervising administrator at the beginning of each school year. The principal and/or assistant principal will conduct walkthroughs and evaluations. Additionally, teachers are provided updated information through Google Docs. They are also provided with information on the evaluation methodology in their teacher handbook. A copy of the current Teacher Performance Evaluation System is posted on Google Docs for teachers to review. Assistant principals reinforce the tenants of the Performance Evaluation System at grade level meetings. After receiving an observation through the iObservation, teachers have the opportunity to respond to provide feedback within the system.

In FAU Lab schools all teachers are notified and instructed to review and verify that their class rosters are correct. In FAU Lab schools the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices.

FAU Lab schools will evaluate all instructional personnel and classroom teachers at least once a year. In FAU Lab schools classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district.

FAU Lab schools will require participation in specific professional development programs by those who have been evaluated as less than effective.

Learning Sciences International trainers provided initial training prior to the start of the 2011-2012 school year. The training included the research base behind the Domain 1 elements outlined by Marzano, the use of the observation forms, conducting objective observations and “look for” evidence, and use of the technology through the iObservation platform. Participants learned how to use the protocol, provide meaningful feedback, and to support teachers' growth through a revised teacher performance evaluation system. Two summer institutes for administrators and teacher leaders provided more training on the use of the protocols and inter rater reliability. All administrators received Marzano's *The Art and Science of Teaching* and *Effective Supervision*. In addition, a common language of instruction has been adopted and well documented throughout the school year and beyond which include procedures, policies, and processes of the Teacher Evaluation System.

After the initial training, opportunities for continuous improvement may be provided through the iObservation platform for practice using the observation forms. Instructional rounds may be implemented in order to strive toward inter-rater reliability. Embedded within the iObservation platform are professional development segments, research, and video that will help to further guide observers as they move toward proficiency in conducting observations.

The district process for monitoring evaluator performance will include ongoing dialogue and feedback from stakeholders. The evaluators will collaborate, conduct instructional rounds,

review all observation forms, and check for inter-rater reliability.

The IObservation instrument can provide immediate feedback to the teacher. Administrators provide feedback to teachers within 48 hours in the majority of classroom visits.

Based on the feedback from surveys of teachers, student performance data and classroom walkthrough data, the professional development team creates targeted staff development for the following school year. Ongoing staff development is targeted through grade level meetings based on trends identified through classroom walkthroughs and formal evaluations.

The district has created a cycle of assistance for teachers evaluated as Needs Improvement/Developing or Unsatisfactory. This cycle of assistance is provided through the collaborative creation of a Professional Development Plan. This assistance targets the areas identified as deficient and will provide opportunities for the teacher to improve through various venues. The supports for the teacher may include mentoring, peer modeling, additional coursework, attend professional development, and additional monitoring to view improved instructional strategies. Peer assistance may be provided for staff that change levels, due to performance deficiencies and identified needs, as part of collegiality.

The district provides a schedule that outlines the required classroom walkthroughs (informal) and formal evaluations of staff. Table 2 outlines the minimum evaluations based on the number of years of teaching experience for each teacher. The documentation of these visits are maintained on IObservation. The guidelines for formal and informal observations for newly hired teachers are also outlined on Table 2 which meets the minimum outlined in s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].

The district meets with FAUS Advisory Body Education Committee monthly. They review feedback from the Parent/Guardian Satisfaction Survey. They are inserviced on the IObservation tool for teachers and given opportunities to discuss the instrument and utilization to increase student achievement. The review of the evaluation process includes the criteria for evaluating unique teaching fields beyond English/Reading, Math, and Science.

6. District Evaluation Procedures

The district creates and shares with the Superintendent and the leadership the team the evaluations for all staff. The district reviews the results for trends and deficiencies to provide support and develop staff training to reduce identified gaps in instructional

pedagogy.

Teachers in the district receive a written report within 10 days of a formal observation through the IObservation tool. Additionally, the teacher has the opportunity to provide feedback on all observations completed in the system, which are a permanent part of their IObservation record. Teachers have an opportunity to discuss any observation either formal or informal with an administrator. Administrators meet with teachers for pre and post meetings for formal observations.

The protocols for unsatisfactory observations include a written notification in the form of a memo. Staff receiving an unsatisfactory observation will conference with the supervising administrator to discuss deficiencies and develop a Professional Development Plan to assist the staff member. If a teacher receives two end of the year evaluations that are unsatisfactory, the district will notify both the Department and the Superintendent of Schools.

The district will notify the Department and Superintendent of any staff member who intends to terminate or not renew their employment.

7. District Self-Monitoring

The district's comprehensive performance evaluation system for all instructional personnel serves multiple functions and is designed to accomplish the following:

- Establish the practices and expectations of the position or profession that are based on research and linked to student outcomes
- Evaluate individual performance relative to expectations by assessing the quality and effectiveness of the services
- Provide feedback to the professional that recognizes effective performance, identifies areas for improvement, and directs professional growth activities
- Provide support to supervisees and practitioners not meeting performance expectations
- Identify individual professional development
- Provide evaluation data to inform school and district improvement plans.

FAU Lab School personnel and staff 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; {Rule 6A-5.030(2)(j), F.A.C.}
 - The Principal director trains the evaluator staff, walking with younger administrator providing instant feedback and post-walk through assessment analysis
 - The district continues to implement procedures to increase evaluator accuracy and inter-rater reliability. The district continues to work with administrative staff to improve the evaluation process and assist teachers with identified deficiencies.
 - The district will continue to provide staff development for both teachers and administrators to continue increase their understanding of the Marzano Art and Science of Teaching Framework. The district is committed to actively engaging all faculty and administrators to collectively deepen knowledge and improve skills that result in improved student learning.
 - School level administrative staff will provide trainings at the beginning of each school year to ensure staff are aware of evaluation criteria & procedures;
- The evaluator provides necessary and timely feedback to the employees being evaluated; [Rule 6A-5-030(2)(j)2., F.A.C.]
 - Administrators will provide timely feedback to teachers. The district will support interdependence among faculty and administrators, as well as individual accountability, for student learning and academic growth and the development of the whole child. The district will provide feedback through individual meetings, grade level discussions and faculty discourse to meet the goal of academic growth.
 - The IObservation instrument can provide immediate feedback to the teacher. Administrators provide feedback to teachers within 48 hours in the majority of classroom visits.

- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
 -
 - Evaluation system reminders, procedures, and policies are shared with evaluators through face to face role alike meetings, email and one-on-one.
 - The district’s Director monitors the policies and procedures are being followed through instructional practice data within IObservation, conferencing with evaluators, visiting schools, conducting training, and conducting side by side Inter-rater reliability Instructional Rounds and partnering with the district’s assessment and accountability staff.
 - The district will ensure that administrators follow policies and procedures established for teacher evaluations. These procedures meet the guidelines of both the district and the teacher’s union.

- The use of evaluation data is used to identify individual professional development. [Rule 6A-5.030(2)(j)4., F.A.C.]
 - Instructional personnel complete a comprehensive self-reflection and data analysis review at the beginning of each school year. From there, Deliberate Practice elements are identified. Through teacher and administration collaboration, Deliberate Practice Plans are created, reviewed, and monitored.
 - 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. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for individual, school and district professional development activities.

- The use of evaluation data is used to inform school and district improvement plan. [Rule 6A-5.030(2)(j)5., F.A.C.]
 - Collective evaluation data is used when the school, advisory board and district staff prepare to develop professional development opportunities, determine changes in current practices.
 - 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.
 - Annually the review committee will analyze evaluation data for focus of District Improvement Plan, utilizing the data from iObservation tool. Meets in June

A comprehensive review of the implementation of the Teacher Evaluation Process shall be conducted annually to determine district compliance with Florida law and district policies. The focus of the review will be on the aspects of the system that support improvements in our teacher’s instructional planning and delivery, as well as student learning. Evaluation data will be used to inform school and district improvement plans.

