

Performance Evaluation System Suwannee County School District

District Purpose:

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

District Vision:

Suwannee County Schools will meet the highest academic and social standards as set by the State of Florida and the Federal Government.

District Mission:

Suwannee County Schools will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

Connection of Teacher Evaluation to District Strategic Plan:

Suwannee County District Schools' Strategic Plan has set forth the following quality performance goals:

- 1. Improve academic achievement for all students**
- 2. Ensure safe and healthy schools**
- 3. Increase average daily attendance and graduation rate**
- 4. Attract and retain high quality teachers and staff**
- 5. Improve parental and community involvement**
- 6. Reduce dropout rate**
- 7. Align resources and maintain strategic planning**

Suwannee District School Board Policy 6.81 requires that "Each employee of the School District shall receive at least one evaluation by his/her immediate supervisor."

State Board Rule 6B-4.010, F.A.C., requires that where a district "...makes substantive modifications to an approved school district instructional personnel assessment system, the modified system shall be submitted to the Department of Education for review and approval."

The purpose of Suwannee School District's redeveloped Performance Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S. To this end, Suwannee School District is committed to a cycle of continually updating the evaluation system to reflect state models, best practices that emerge over time, and changes in policy. Our system was created by a representative team of stakeholders, including principals and teachers, serving on an evaluation system redevelopment committee. Additionally, this system has been agreed upon in accordance with the district's collective bargaining process as verified by the document in **Appendix A** signed by the superintendent and the local bargaining unit representative.

An annual review of the appraisal system will be performed by a focus group, including principals and teachers. This group will review and revise the evaluation system on an annual basis to ensure the maximum impact on the professional growth of teachers and the learning growth of all students. This review will be held in June or July as soon as possible following the completion of all teacher evaluations. This will allow for revisions which may require board/union approval prior to the beginning of the next school year.

The focus group will examine factors which may include:

- Trends in ratings within each domain;
- Correlations among school grades/student achievement data and teacher evaluation scores;
- Alignment of professional development needs and IPDPs to evaluations;
- Data pointing to consistency in professional development implementation across teacher groups;
- Measures used for Student Achievement scores;
- Score ranges used by system;
- Inter-rater reliability
- Development needs for district assessments; and
- The adherence of the overall system to the research model and the original design elements.

Transitioning to the redeveloped Performance Evaluation System requires educating personnel on the components of the system as well as the criteria and procedures on which they will be evaluated. Initially trained principals, district staff, and assistant principals (more detail is available in section 5) will develop a half-day overview training and a Performance Evaluation System explanatory booklet. Each school site will conduct this mandatory training during pre-planning and distribute a Performance Evaluation System explanatory booklet to all instructional personnel. In ensuing years, the overview workshop and the Performance Evaluation System booklet will be available as an online course (mandatory for all new hires), electronic resources, and a web-enabled process as part of the district's Local Instructional Improvement System (LIIS).

1. CORE OF EFFECTIVE PRACTICES

Suwannee District's Performance Evaluation System is based on the work of Robert Marzano and the Florida Educator Accomplished Practices (FEAPs – revised 12/17/2010) using the Florida Model. The observation instruments attached in Appendix B and referenced in subsequent sections of this plan will be used by all parties performing observations of instructional personnel. Appendix D contains a crosswalk illustrating the relationship between Marzano's indicators and the FEAPs, supporting the link to increased student achievement. Evidence and results from observations will comprise the Instructional Practice score.

The Marzano Evaluation Model is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

Domain 1: Classroom Strategies and Behaviors

Domain 2: Preparing and Planning

Domain 3: Reflecting on Teaching

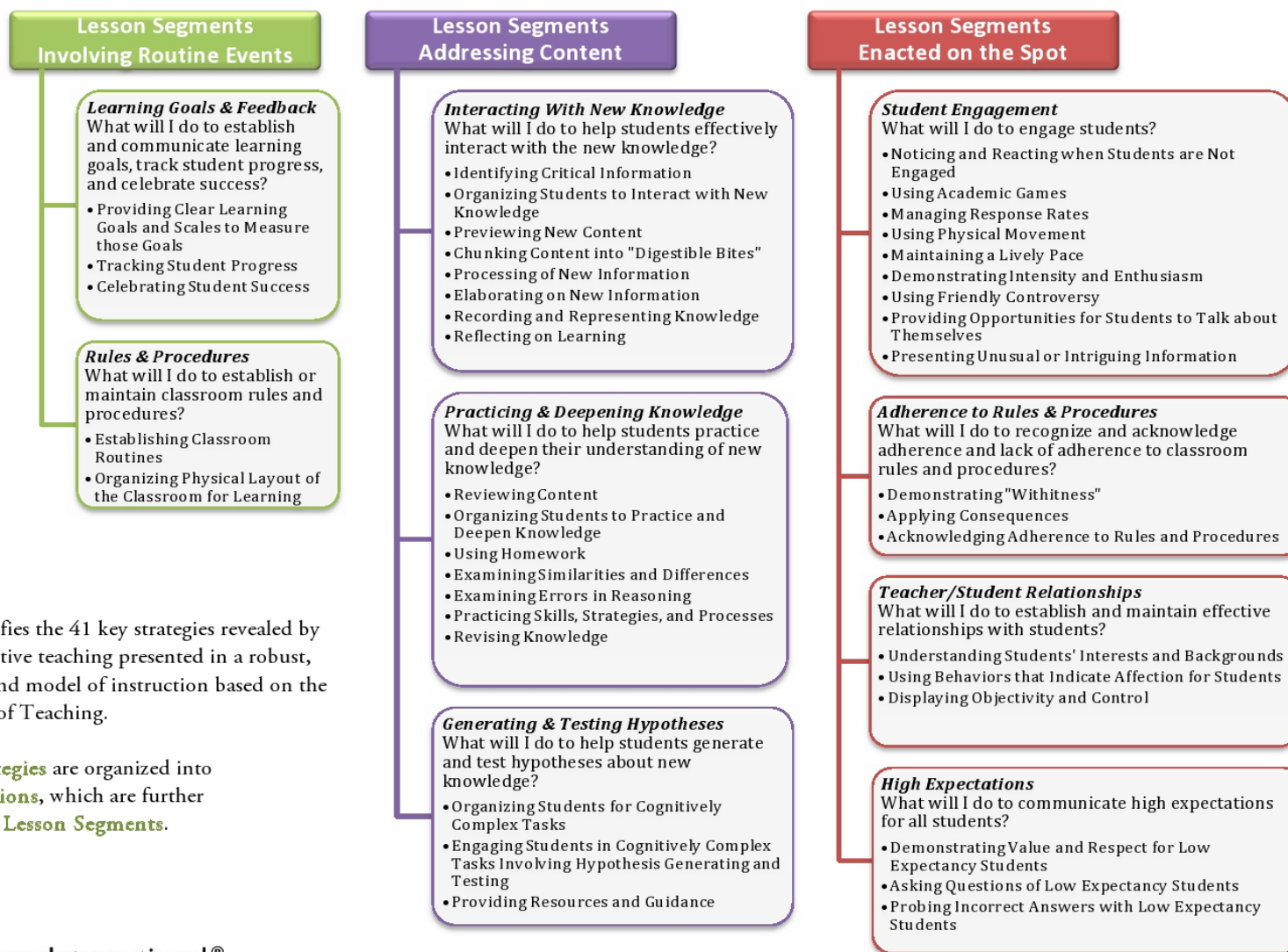
Domain 4: Collegiality and Professionalism

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

Figure 1: Elements of the Marzano Evaluation Model

Marzano Art and Science of Teaching Teacher Evaluation Model

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS



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

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

Marzano Art and Science of Teaching **Teacher Evaluation Model**

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Lessons and Units

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

Planning and Preparing for Use of Resources and Technology

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

Planning and Preparing for Special Needs of Students

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

DOMAIN 3: REFLECTING ON TEACHING

Evaluating Personal Performance

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

Developing and Implementing a Professional Growth Plan

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

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Promoting a Positive Environment

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

Promoting Exchange of Ideas and Strategies

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

Promoting District and School Development

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

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

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

The Research Base from Which the Model Was Developed

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

Experimental/Control Studies

Perhaps one of the more 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 their 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, their typical student achievement increased by 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, and continue to be conducted, on various elements of the Marzano Evaluation Model. For example, such a study was recently conducted in the state of Oklahoma as a part of their examination of elements that are 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, those reports indicate positive relationships with various elements of the Marzano Evaluation Model across the domains. Specific emphasis was placed on Domain 1 particularly 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 reaching proficiency and a .26 correlation with mathematics proficiency.

Technology Studies

Another unique aspect of the research conducted on the model is that its effects 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.

Summary

In summary, the Marzano Evaluation Model was designed using literally thousands of studies conducted over the past five or more decades and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted that establish a more direct causal linkages with enhanced student achievement that can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the model has been studied as to its effects on the use of technology (i.e., interactive whiteboards) and found it to be highly correlated with the effectiveness of that technology.

References

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2. STUDENT GROWTH

Each instructional employee's annual evaluation will consist of two parts: a Student Growth score and an Instructional Practice score. For most employees, each of these parts will count equally and combine into an overall rating.

For classroom teachers (throughout this document the term "teachers" excludes substitutes), Table 1 will be used to determine a student growth measure. This growth measure will count for 50% of the teacher's overall evaluation score unless three years of data are not available for that teacher. In the case that less than three years of data are available, the percentage will be reduced to 40% and the Instructional Practice score component increased to 60%. Table 1 also serves as a tool for organizing and weighting Student Growth 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 and will guide the development of the calculation form, a sample is attached as **Appendix C**.

At the beginning of the school term, each teacher will, with the building administrator determine the specific data elements that will be utilized in the calculation of the Student Growth Score and a calculation form will be agreed upon.

The 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 30% of the overall evaluation score provided that three years of data are available. In the case that less than three years of data are available, this measure will constitute 20% of the evaluation.

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

Courses with no current district assessment and no district adopted measure of student learning growth in FY 2011-2012 will be compiled and prioritized in rank based on number of teachers for each course. A timeline will be developed for adopting a district assessment or measure of student learning growth for each course based on its priority rank. This timeline and Table 1 will be updated frequently to reflect state models, state assessments, state provided item banks, and other resources as they become available.

Table 1: Student Growth Measures

Does the teacher teach course(s)/class(es) with:	Clarification	Use	How many students?	How much will this measure count in the overall student data calculation?
An FCAT Value Added Model (VAM) association? <i>(4th Grade – 8th grade Math)</i> <i>(4th Grade – 10th grade Reading)</i>	See list of Math and Reading courses associated with FCAT (Appendix F) This also applies to elementary grade levels 4 and 5.	Student learning growth using the formula approved by the Commissioner under paragraph (a) of F.S. 1012.34(7)		
A grade-level FCAT association? <i>(4th, 8th and 10th Grade Writing)</i> <i>(5th and 8th Grade Science)</i>	This applies to teachers who deliver the FCAT assessed content.	Percentage of students who meet on grade level expectations (Level 4 and above in Writing and Level 3 and above in Science) District developed achievement measure F.S. 1012.34(7)(c)		
A content area indirectly affecting FCAT Reading (Social Studies, Health, etc.)		Student learning growth using the formula approved by the Commissioner under paragraph (a) of F.S. 1012.34(7)		
A state End of Course exam (EOC)?	This applies to teachers who teach the End of Course content courses.	Student learning growth using the formula approved by the Commissioner under paragraph (a) of F.S. 1012.34(7) if available, District developed achievement measure F.S. 1012.34 (7), if the state measure is not provided.		
Content assessed with AP Exams		District developed achievement measure F.S. 1012.34(7)(c)		

Content assessed with ACT / SAT / PSAT (secondary Language Arts, Math and Science)	Juniors and Seniors who are not assessed with FCAT assessments	District developed achievement measure F.S. 1012.34(7)(c)		
District Progress Monitoring Assessments used K-10	Courses that are progress monitored with District-wide assessments via Thinkgate, STAR Reading, STAR Math etc.	A combination of student growth on the assessment using an appropriate formula based on models provided by the department <u>and</u> learning growth on FCAT Reading or FCAT Math as a lesser proportion. F.S. 1012.34(7)(d)		
District Developed Progress Monitoring assessments for non-FCAT assessed content.	Content not assessed via FCAT	District developed achievement measure F.S. 1012.34(7)(c)		
An industry certification	This applies when the teacher is an instructor in an industry certificated program that issues certificate based on exams.	District developed achievement measure F.S. 1012.34(7)(c)		

No district assessment and no district adopted measure of student learning growth?	Applies only until July 1, 2015	<p>If students take statewide assessments:</p> <ul style="list-style-type: none"> Learning growth on statewide assessments using the formula approved by the Commissioner under paragraph (a) of F.S. 1012.34(7). Courses will be matched with the statewide assessment(s) most reflective of the content of their course. <p>Or</p> <ul style="list-style-type: none"> The Superintendent may assign an instructional team the student learning growth of the instructional team's students on statewide assessments 		
		<p>If students do not take statewide assessments, measurable learning targets will be established based on the goals of the school improvement plan and approved by the school principal</p>		

3. INSTRUCTIONAL PRACTICE

An Instructional Practice score will be computed for all instructional personnel. For teachers, Marzano's Florida Model will be used. This model:

- Reflects teachers' performance across all elements within the framework (Domains 1-4);
- Accounts for teachers' experience levels;
- Assigns weight to the domain with the greatest impact on student achievement (Domain 1); and
- 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. A Deliberate Practice score:

- Measures progress against specifically targeted elements for improvement;
- Recognizes teacher's deliberate practice; and
- Expects that teachers grow every year.

The Deliberate Practice score will be phased in during year 2. When this option is used, the Instructional Status score will be 30% and the Deliberate Practice score will be 20% and then combined for the Instructional Practice score. The process for computing this score is detailed in section 4. During Year 2, an Instructional Practice score will reflect:

- Status score
 - Addresses proficiency of the framework as a whole
 - Accounts for teachers' experience levels to celebrate milestones
 - Balances typically unfavorable scores for new teachers
 - Monitors teachers' continued use of elements already mastered
- Deliberate Practice score
 - Measures progress against deliberate practice
 - Acknowledges teacher's improvement over time

For evaluation purposes, teachers will be in one of three categories:

- Category I: one to three years of service
- Category II: four or more years of service
- Category III: 10 or more years of service

Teachers new to the district will be placed in category I for the first year. If rehired, the teacher will then be placed in category II or III as appropriate.

For **first year teachers**, the frequency of observations as reflected in Table 2 provides an opportunity for ongoing feedback and support that informs opportunities for professional growth and provides a means of gathering sufficient evidence to determine the effectiveness of new teachers as they transition from pre-service programs into their professional teaching experience. These observations provide multiple opportunities for teacher reflection as well as professional growth through the planning, observation and reflection conference process. Since it would not be feasible to observe for all 9 design questions in any one lesson, observers will work with teachers to establish a clear focus for each observation as noted in Table 3. In this example, DQ 1 and 6 are the focus of the first observation as these questions represent areas of teacher practice where new teachers typically require support and also have some of the

strongest impact on student learning. Note that Design Questions that have been a previous focus for formal observations can be revisited at the request of the teacher or the observer for observations 2, 3, and 4. In subsequent years of an induction program, the formal observation schedule would follow a similar pattern in which each observation would focus on two design questions the order of which are decided between the observer and the teachers.

All formal observations of first year teachers will include a review of data appropriate to the Design Question focus for that observation. This may include but is not limited to:

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

Feedback for first year teachers will include pre and post observations conferences for all formal observations as well as other written feedback, mentor feedback, and a pre-ninety day review.

Teachers can make a request to the principal of the school to have additional observations or other trained personnel from outside the school site conduct observations to provide additional perspective on performance. Such observation data will be included in the overall evaluation calculation, if such is requested.

Tables 2 - 9 provide additional information on types of observations, frequency, instruments used, feedback, and timelines. More detail on the calculation of the Instructional Practice score is included in Section 4.

Table 2: Observation Frequency and Type

Status	Formal Observations (Announced)		Informal Observations (Announced or Unannounced)		Walkthroughs	
	Minimum Number	Feedback Process	Minimum Number	Feedback Process	Minimum Number	Feedback Process
Category I New Teacher (1-3 years of service) or new to district	2	Pre and post observation conferences with written feedback	2	Written feedback	Twice a month	Informal
Category II Teacher (4 or more years of service)	1	Pre and post observation conferences with written feedback	2	Written feedback	Twice a month	Informal
Category III Teacher (10 or more years of service)	1	Pre and post observation conferences with written feedback	1	Written feedback	Monthly	Informal
Struggling Teacher	3	Pre and post observation conferences with written feedback	5	Written feedback	Twice a month	Informal

Table 3: First Year Teacher Observation Sample

Observation 1	Observation 2	Observation 3
<p>DQ 1 What will I do to establish learning goals, track student progress and celebrate success?</p> <p>DQ 6 What will I do to establish or maintain classroom routines and procedures?</p> <p>DQ 5 What will I do to engage students?</p>	<p>DQ 1 What will I do to establish learning goals, track student progress and celebrate success?</p> <p>DQ 9 What will I do to communicate high expectations for students?</p> <p>DQ 7 What will I do to acknowledge adherence or lack of adherence to rules and procedures?</p>	<p>DQ 2 What will I do to help students interact with new knowledge?</p> <p>DQ 3 What will I do to help students deepen and practice new knowledge?</p> <p>DQ 8 What will I do to establish and maintain effective relationships?</p> <p>DQ 4 What will I do to help students generate and test hypothesis about new knowledge?</p>

Table 4: Observation Forms Used

Formal Observation (s)	Informal Observation(s)
Pre-Conference	Snapshot Form
Short Form	Short Form
Post-Conference	Long Form
Long Form	Other
Other	

Table 5: Formal Observation Roles

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

Table 6: Observation Types and Characteristics

	Announced	Unannounced
Formal	<ul style="list-style-type: none"> • Class Period • Pre-Conference • Post-Conference • Results used for annual evaluation • Written feedback provided to the teacher 	<ul style="list-style-type: none"> • 15-30 minutes • No planning or reflection conference is included • Results used for annual evaluation • Written feedback is provided to the teacher
Informal	<ul style="list-style-type: none"> • At least 10 minutes long • Teacher is informed of the observation • The results used for the annual evaluation • Written feedback provided to the teacher 	<ul style="list-style-type: none"> • At least 10 minutes long • The observer does not inform the teacher • The results are used for the annual evaluation • Written feedback provided to the teacher
Walkthroughs	<ul style="list-style-type: none"> • Usually 3-10 minutes • Teacher is informed • Results may be used for the annual evaluation 	<ul style="list-style-type: none"> • Usually 3-10 minutes • Results may be used for the annual evaluation

Table 7: Timeline of Observer Implementation

Year		Conduct Observations*	Conduct Final Rating
1	Principals	Yes	Yes
	District Staff	Yes	Yes
	Assistant Principals	Yes	
2	Deans	Yes	
	Department Heads	Yes	
3	Instructional Coaches	Yes	
	Mentors	Yes	
	Peers	Yes	

*Only after having received training

Table 8: Timeline

Month	Category I Teachers	Category II Teachers	Category III Teachers	Struggling Teachers
AUGUST	Create IPDP and evaluation criteria using previous year evaluation results and applicable data			Create IPDP/Improvement Plan and evaluation criteria using previous year evaluation results and applicable data
	Produce Schedule of Observations			
SEPTEMBER	Observations	Create IPDP evaluation criteria using previous year evaluation results and applicable data	Create IPDP evaluation criteria using previous year evaluation results and applicable data	Observations
OCTOBER		Observations	Observations	
NOVEMBER	Observations			Observations
DECEMBER	Mid-Year Review including IPDP	Observations	Observations	Mid-Year Review including IPDP
JANUARY	Observations	Mid-Year Review including IPDP	Mid-Year Review including IPDP	Observations
FEBRUARY		Observations	Observations	
MARCH	Observations			Observations
APRIL				Observations
MAY	Complete Final Evaluation and IPDP			
JUNE	Submit Final Evaluation and IPDP			

Table 9: Identification and Support of Teachers Not Meeting Expectations

Identification and Support of Teachers not Meeting Expectations	
Purpose of the process	To provide a required supportive and structured intensive assistance for teachers who are marginal and not meeting district expectations
General procedures	<p>For 2011-12 School term, teachers who are ‘Struggling’ are identified by:</p> <ol style="list-style-type: none"> 1) Unsatisfactory evaluation for the previous school year (2010-2011) 2) Teachers who have active “Level 2 Assistance Plan” during the 2010-2011 school term, <p>In subsequent years, teachers who are ‘Struggling’ will be identified by:</p> <ol style="list-style-type: none"> 1) ‘less than’ Satisfactory evaluation for the previous year, or 2) Teachers who average below a “2” on Domain 1 of the Instructional Practice, or 3) Teachers who have a Student Growth Measure of “Unsatisfactory”. <p>Teachers who have been identified as ‘not meeting expectations’ and therefore, ‘struggling’ will be will meet with the principal to determine the specific areas to be corrected and, a timeline for correction will be established. In addition, any support needed to meet the correction requirements will be specifically described and agreed upon. (See Attached Form – Appendix E) Additional classroom observations will be scheduled during the correction time-frame, if necessary, to assess and document improvement. Following the agreed upon timeline and support needs establishment, a follow-up conference will be held to determine any continued correction needs.</p>
Roles and responsibilities	<p>Principal will very specifically describe the corrections and improvements to be made in order to move towards satisfactory performance. In a conference setting the principal and teacher will develop a plan for benchmarking the improvement and identify any specific support that is necessary.</p> <p>Following the pre-determined time-line and plan for improvement documentation, the principal will make a determination as to whether the unsatisfactory performance has been appropriately corrected. If the performance has not been corrected to the satisfaction of the principal,</p>

	<p>the principal can extend the time-frame for the correction plan. If the time-frame is extended, the teacher can request an additional observer collect data regarding the performance.</p> <p>Completion of the Assistance Plan does not preclude the overall rating of a teacher based on the full-year observation data collection. In other words, if a teacher is identified as ‘struggling’ and satisfactorily completes the Assistance Plan, but still receives an overall ‘unsatisfactory’ evaluation, the final ‘unsatisfactory’ status will remain, with all appropriate sanctions set forth.</p>
<p>Involvement of Teacher Association(s) (as appropriate)</p>	<p>At the point where a teacher has been identified as ‘not meeting expectations’, the teacher may include the LEA / Collective Bargaining Unit into the meetings / conferences regarding the improvement plan development and evaluation.</p>
<p>Support plans</p>	<p>If requested by the Principal or teacher, an outside evaluator can be utilized in the data collection for the Assistance Plan documentation. In addition, support can be provided at the school level such as, but not limited to:</p> <ul style="list-style-type: none"> Peer Teacher support Release time for peer observations Instructional support from Instructional Coaches (Reading / Math)
<p>Timelines</p>	<p>Teachers who are identified as ‘not meeting expectations’ as a results of a prior year’s evaluation system or student performance data, should be notified by August 30. At that time, a timeline for the improvement process and observation schedule should be developed.</p> <p>Teachers who are identified as ‘not meeting expectations’ as a result of classroom observations (formal and informal) during the school year should be notified within 10 days of the observation that was unsatisfactory. At that point a timeline for the improvement process and observations schedule should be established so that appropriate determination of performance improvement or lack of improvement can be clearly documented and supported.</p>

4. ANNUAL EVALUATION RATINGS AND CALCULATIONS

Suwannee School District's Performance Appraisal System will use four categories of performance for instructional personnel summative ratings:

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

This summative rating will be reached by combining the results of the Student Growth score with the Instructional Practice score as detailed below.

DETERMINING THE STUDENT GROWTH SCORE

The Student Growth score will be calculated as discussed in section 2.

DETERMINING THE INSTRUCTIONAL PRACTICE SCORE

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

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

The following sources of evidence will be used to determine an Instructional Practice score using Marzano's five point scale.

Domain 1: Classroom Strategies and Behaviors

- Formal observation(s)
- Informal, announced observation(s)
- Informal unannounced observations(s)
- Walkthroughs
- Student surveys
- Videos of classroom practice
- Artifacts

Domain 2: Planning and Preparing

- Planning conference or preconference
- Artifacts

Domain 3: Reflecting on Teaching

- Reflection conference
- Conferences
- Discussions
- Artifacts

Domain 4: Collegiality & Professionalism

- Conferences
- Discussions
- Artifacts

A conversion from the 5 point Marzano scale to 4 point scale will be done as follows:

Step 1: Using the sources of evidence above and the Domain Forms, each observed element is rated on the 5 point scale.

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

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

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

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

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

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

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

Step 6:

- If using **only** an **Instructional Status** score (Year 1), correlate the score to the 4 point scale ranges (Table 9). This will be the Instructional Status rating and score as well as the final Instructional Practice rating and score.

- If a **Deliberate Practice** score is also to be used (Year 2 phase in), the final ratings for each Domain 1 Target element are averaged to compute an overall Deliberate Practice score. This score is correlated to the 4 point scale ranges (Table 9) to determine the Deliberate Practice rating. Next, the Instructional Status score and the Deliberate Practice score are weighted at **60% and 40%** respectively and combined to determine the Final Instructional Practice rating and score using the 4 point scale ranges (Table 9). This also weights the Instructional Status score and Deliberate Practice score at 30% and 20% respectively for the overall final Summative Teacher Evaluation Score and Rating as illustrated by Figure 2.

Figure 2: Phased in Weighting of Instructional Practice Score

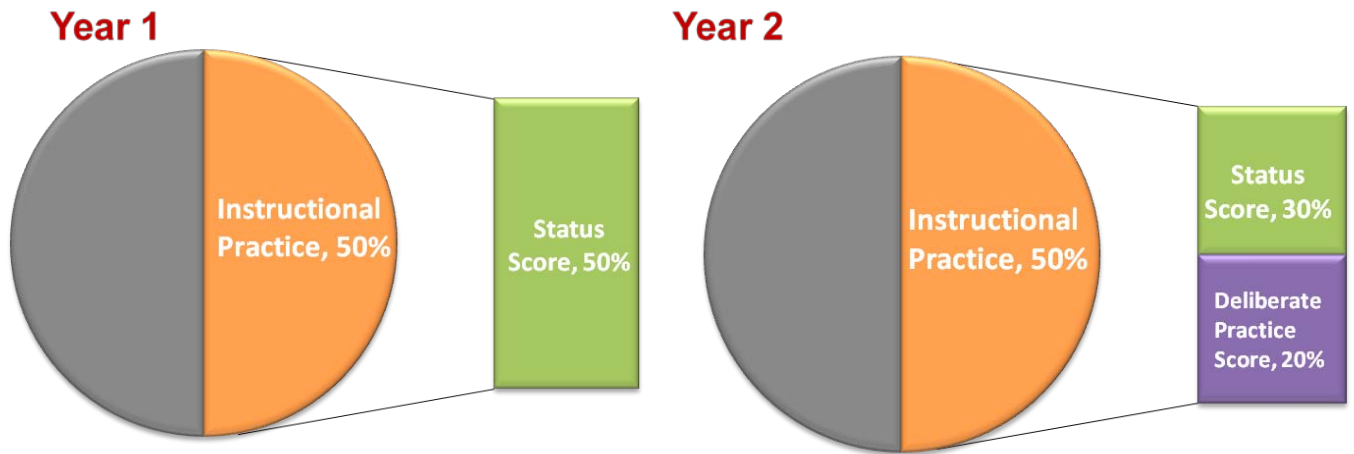


Table 9: Four Point Scale Ranges

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

ADDITIONAL METRIC EVALUATION ELEMENT

In the year **prior** to a milestone event, the teacher and the principal or a principal designee will determine an additional metric to count as 5% of the Instructional Practice score. This will be calculated by adding a step 7 to the above procedure.

Step 7: Once an Instructional Practice score is determined using an agreed upon measure in Table 10, multiply it by .45. Multiply the additional metric score by .05. Add these to get the final Instructional Practice score and rating based on the 4 point scale in Table 9.

Milestones are defined as changes in status related to instructional performance. Examples are:

- Moving from one category of the Performance Evaluation System to the next
- Earning National Board Teacher certification
- Earning an advanced degree in content area

- Earning additional responsibilities related to instructional leadership (Reading Coach / Math Coach)

Table 10: Metrics and Measures

Metric	Measure
District developed parent satisfaction survey (given annually)	Average rating using 4 point scale, categories and ranges in Table 9
District developed student satisfaction survey	Average rating using 4 point scale, categories and ranges in Table 9
Professional electronic portfolio	An agreed upon rubric using or converted to the 4 point scale in Table 9. Many are available online or in professional books.
Other agreed upon metric Must be finalized by September 15 of year prior to milestone event	An agreed upon rubric using or converted to the 4 point scale in Table 9

COMBINING THE STUDENT GROWTH SCORE AND INSTRUCTIONAL PRACTICE SCORE FOR A FINAL SUMMATIVE TEACHER EVALUATION SCORE AND RATING

Once both a Student Growth 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 Growth and Instructional Practice scores will each count for 50% of the final Summative Teacher Evaluation Score.

Weighting and combining each of the Student Growth and Instructional Practices scores will be accomplished by converting each score to a percentage, multiplying by the appropriate weighting factor (usually 50%), adding the scores and multiplying by 100. This will give a final Summative Teacher Evaluation Score that will then correspond to the following scale ranges:

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT or DEVELOPING	UNSATISFACTORY
90 - 100	70 - 89	60 - 69	0 - 59

In addition, evaluations of instructional personnel may be amended as much as 90-days after the end of the school year in order to accommodate the availability of test results. Because multiple years of data shall be available in many cases, it is not expected that this amendment will make a considerable impact on the original Final Teacher Evaluation score, but in those cases where the

results are on a borderline between two rating levels, this amendment can make a significant difference. In all cases, Suwannee District Schools expects this amendment process to be completed before the submission of final evaluation results with Survey 5.

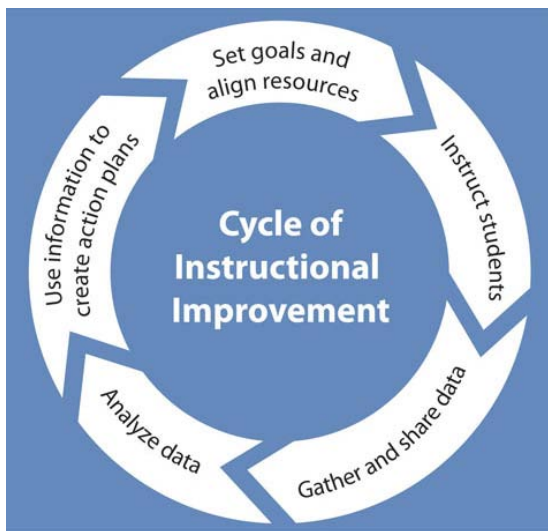
5. A SYSTEM OF IMPROVEMENT

As stated in the introduction, the purpose of Suwannee School District’s redeveloped Performance Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S.

This goal works in perfect concert with an overall system of continuous improvement flowing up from growth in teacher quality to school and district improvement as measured by common metrics reflective of student learning growth. Simply stated, district and school improvement plans use data to establish learning goal outcomes for students. These same data are used to measure teacher effectiveness and inform decisions about classroom practice, staffing, and professional development needs. Instructional evaluation results will be used to identify both challenge areas and possible solutions to be addressed in school and district improvement plans.

At the teacher, school, and district level this system is based on a cycle of instructional improvement. The only difference is the name of the action plan. This system is illustrated by Figure 3.

Figure 3: Cycle of Instructional Improvement



Teacher action plans will include Individual Professional Development Plans (IPDPs), Target Areas for Deliberate Practice, and Professional Growth plans. These needs will be identified through the ongoing process of examining data and observation results: Student Growth scores and Instructional Practice feedback/scores. Timelines for this process are detailed in Table 8.

As outlined in Table 7, teachers may receive observations from educators with various instructional roles. Supporting continuous progress in instructional growth will generate input from numerous sources. For site-based teachers and instructional personnel, principals - the instructional leader and supervisor of personnel - will conduct the final Summative Teacher Evaluation. Instructional personnel who serve multiple schools, are on special assignment, or work virtually will be evaluated by the designated supervisor to whom they report. All personnel giving input into the evaluation of another employee MUST have attended training on the evaluation and observation process prior to performing any observations. A comprehensive understanding of the Marzano Evaluation Model’s 4 Domains, 60 elements, observation forms and procedures, and overall evaluation system process is critical to ensure both the accuracy and reliability of observations, feedback, and input.

In the summer of 2011, all principals, district staff, and assistant principals responsible for observations and evaluations will attend initial 2-day training in Dr. Robert Marzano's Observation and Feedback Protocol. This protocol upgrades walkthroughs, instructional rounds, and observations to monitor and support use of research-based strategies for effective teaching in every classroom. Participants will learn how to use the protocol, provide meaningful feedback, and to support teachers' growth through a professional development program. Subsequent initial training opportunities for new administrators and personnel with other educational roles will be offered periodically either by the district or on a regional basis by the North East Florida Educational Consortium (NEFEC).

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

- Marzano Observation and Feedback Protocol;
- Inter-rater reliability for observers;
- Constructing effective feedback;
- Analyzing data on teacher practice for trends and patterns;
- Collecting data to convene collegial conversation; and
- Connecting teacher practice to student achievement.

EVIDENCE OF COLLECTIVE BARGAINING


June 9, 2011

Please be advised that Suwannee County School District and United Teachers of Suwannee County have been actively engaged in collective bargaining negotiations and/or teacher evaluation system development consistent with the precepts contained in SB 736 in order to revise the teacher evaluation system for the 2011-2012 school year. It remains our intent to continue good faith negotiations in accordance with Chapter 447. We will continue to work diligently to design a new teacher evaluation system that combines requirements with those required in the recently amended section 1012.34, Florida Statutes, and Rules 6B-4.010 and 6A.,5.065, FAC.

The checklist and the activities of negotiations included with this letter will chronicle what we have accomplished, the process that we are using, the challenges that we now will soon confront, and the work yet to be developed and negotiated. It is also our intent that this document will assist DOE in ensuring that we have met the requirements in each area for SB 736, while also satisfying requirements for State Board Rule.

There will be ongoing negotiation and refinement in the areas of selection of student assessments and growth measures and their applications, evaluation of instructional non-classroom personnel, procedural implementation of the overall appraisal system including training and inter-rater reliability, and use of the Teacher Performance Appraisal System forms including the Instructional Practice Score Calculation, collection of evidence, and observation forms/implementation.

It is the intent of the parties to fully address and comply with the law while maintaining a focus on the needs of the district with regard to time, capacity, flexibility, and fairness. For this reason, the parties agree to maintain ongoing, regular meetings to address any substantive revisions required following the Department of Education's review and to monitor the ongoing implementation of the new system.



Vickie Music, SCSB Chief Negotiator



George Bowen, UTSC Chief Negotiator

APPENDIX B – OBSERVATION FORMS

All forms are available at:

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

- **Domain 1 Forms**
 - Snapshot Form
 - Short Form
 - Long Form Sample
 - Long Form, Routine Segments
 - Long Form, Content Segments
 - Long Form, On the Spot Segments

- **Domain 2 Forms: Planning and Preparing**
 - Short Form
 - Long Form
 - Planning (Pre) Conference Form A
 - Planning (Pre) Conference Form B
 - Reflection (Post) Conference Form A

- **Domain 3 Forms: Planning and Preparing**
 - Short Form
 - Long Form

- **Domain 4 Forms: Collegiality and Professionalism**
 - Short Form
 - Long Form

APPENDIX C

Student Performance Matrix - EXAMPLE

4th Grade (Regular, self-contained class)

Student Performance Indicators: At the initial conference (within the first 30 days of a school year), the principal and the teacher will agree on the data utilized and the weight of the data utilized in the evaluation student growth and achievement measure computation.	Category Weight %	Student performance rate (to be calculated when data is available)
<input type="checkbox"/> A. FCAT Reading : % of students making Annual Learning Gains as defined by DOE. <input type="checkbox"/> Whole class group (self-contained classrooms)	20	
<input type="checkbox"/> B. FCAT Writing : % of students earning 4.0 or above: _____ <input type="checkbox"/> Whole class group (self-contained classrooms)	20	
<input type="checkbox"/> C. FCAT Math : % of students making Annual Learning Gains: _____	20	
<input type="checkbox"/> D. FCAT Reading (Lowest quartile performance) : % of students making Annual Learning Gains	10	
<input type="checkbox"/> E. FCAT Math (Lowest quartile performance) : % of students making Annual Learning Gains	10	
<input type="checkbox"/> F. District Progress Monitoring - Reading : % of students achieving proficiency <input type="checkbox"/> Whole class group (Elementary teachers)	10	
<input type="checkbox"/> G. District Progress Monitoring - Math : % of students achieving proficiency <input type="checkbox"/> Whole class group	10	

Additional Data for consideration can include:

Measurable Learning Targets: Describe the measureable data that will be collected to demonstrate student learning in particular content when students do not take state assessments.

_____ (teacher signature)

_____ (Principal signature)

_____ (Date of conference)

APPENDIX D – MARZANO/FEAPs CROSSWALK

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

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

APPENDIX E – Assistance Plan Form

Suwannee County Schools Instructional Practice Assistance Process Form

Teacher: _____ School / Site: _____

Grade / Assignment: _____ Date of Conference: _____

1. Area(s) for Improvement (Outline Domain and Element specific to observation data):

2. Recommendation(s) for Improvement:

3. Timeframe(s) for Improvement: (if timeframe differs for some items, be specific)

4. Specific support provided / requested:

_____ teacher signature _____ Date

_____ Principal signature _____ Date

APPENDIX F – FCAT ASSOCIATED COURSES

READING:

ESOL English for Speakers of Other Language-Elementary	Communications 6-8
Functional Basic Skills in Reading-Elementary	Academics 6-8
Functional Basic Skills in Communications-Elementary	Academic Skills 6-8
Language Arts-Elementary	Advanced Academics 6-8
Reading-Elementary	Developmental Skills 6-8
Integrated Language Arts-Elementary	Reading and Writing Across the Curriculum
Handwriting-Elementary	Intensive Language Arts
Spelling-Elementary	Intensive Reading
Writing-Elementary	English Skills I
Sixth Grade	English I
Academics K-5	English Honors I
Academic Skills K-5	English Skills II
Advanced Academic Skills K-5	English II
Developmental Skills K-5	English Honors II
Language Arts K-5	English Skills III
Communications K-5	English III
Spelling K-5	English Honors III
Writing K-5	English Skills IV
M/J Intensive Language Arts (MC)	English IV
M/J Intensive Reading (MC)	English Honors IV
M/J Language Arts 1	Advanced Placement Language Composition
M/J Language Arts, 1 Adv.	Advanced Placement English Literature and Composition
M/J Language Arts 2	Business English I
M/J Language Arts 2, Adv	Business English II
M/J Language Arts 3	Applied Communication I
M/J Language Arts 3, Adv	Applied Communication II
M/J Language Arts 1 through ESOL	Advanced Communication Methodology
M/J Language Arts 2 through ESOL	AICE English Language
M/J Language Arts 3 through ESOL	Pre-AICE English Language
M/J Developmental Language Arts Through ESOL (MC)	English I Pre-International Baccalaureate
M/J Journalism 1	English II Pre-International Baccalaureate
M/J Journalism 2	English III International Baccalaureate
M/J Speech and Debate 1	English IV International Baccalaureate
M/J Speech and Debate 2	English I through ESOL

M/J Speech and Debate 3
M/J Reading 1
M/J Reading 1, Advanced
M/J Reading 2
M/J Reading 2, Advanced
M/J Reading 3
M/J Reading, Advanced
M/J Creative Writing 1
M/J Creative Writing 2
M/J Creative Writing 3
M/J Expository Writing 1
M/J Expository Writing 2
Language Arts 6-8
Reading: 6-8

Journalism VIII
Mass Media I
Mass Media II
Mass Media III
Mass Media IV
Speech I
Speech II
Speech III
Debate I
Debate II
Debate III
Debate IV
Debate V
Debate VI
Debate VII
Debate VIII
Reading I
Reading II
Advanced Reading
Reading III
Writing I
Writing II
Creative Writing I
Creative Writing II
Creative Writing III
Creative Writing IV
Creative Writing V

English II through ESOL
English III through ESOL
English IV through ESOL
Developmental Language Arts Through ESOL
M/J Intensive Reading and Career Planning
Reading for College Success
Intensive Writing
Journalism I
Journalism II
Journalism III
Journalism IV
Journalism V
Journalism VI
Journalism VII

Screenplay Writing
Play Writing
Sign Language I
Sign Language II
Sign Language III
Braille Reading and Writing
Reading 9-12
English 9-12
Life Skills Communications 9-12
Life Skills Reading: 9-12
American Literature Honors
British Literature Honors
Classical Literature Honors
Contemporary Literature Honors
Writing for College Success
M/J Intensive Reading and Career Planning
Reading for College Success
Intensive Writing
Writing for College Success

MATH:

Algebra I
Algebra I Honors
Algebra II
Algebra II Honors
Algebra Ia
Algebra Ib
Intensive Mathematics
Calculus
Advanced Placement Calculus AB
Advanced Placement Calculus BC
Pre-Calculus
M/J Intensive Mathematics (MC)
M/J Mathematics 1
M/J Mathematics 1, Advanced
M/J Mathematics 2
M/J Mathematics 2, Advanced
M/J Mathematics 3
M/J Mathematics 3, Advanced
Consumer Mathematics
Applied Mathematics I
Applied Mathematics II
Applied Mathematics III
Explorations in Mathematics I
Explorations in Mathematics II
Business Mathematics
Informal Geometry
Geometry
Geometry Honors
Analytic Geometry
Integrated Mathematics I
Integrated Mathematics II
Integrated Mathematics III
Liberal Arts Mathematics
Probability & Statistics with
Discrete Mathematics
Advanced Topics in Mathematics
Mathematics K-5
Academics K-5
Academic Skills K-5
Advanced Academic Skills K-5
Developmental Skills K-5
Mathematics: 6-8
Academics 6-8
Academic Skills 6-8
Advanced Academics 6-8
Developmental Skills 6-8
Mathematics 9-12
Life Skills Math: 9-12
Math for College Success
Advanced Algebra with Financial Applications
Math College Readiness
Math Analysis
AICE Math 1
AICE Math and Mech and Prob and Stat 2
Pre-AICE Additional Math III
M/J Mathematics IB
M/J Pre-algebra IB
Math Grade K
Math Grade 1
Math Grade 2
Math Grade 3
Math Grade 4
Math Grade 5
Academic Skills 6-8 and Career Planning
Advanced Academics 6-8 and Career Planning Gifted
Pre-Algebra
Advanced Placement Statistics
Trigonometry
Linear Algebra
Abstract Algebra

APPENDIX G – PROFICIENCY SCALES

Category I Teachers

CI	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 65% at Level 4 and 0% at Level 1 or 0	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

Category II Teachers

CII	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
D1:	At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

Category III Teachers

CIII	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
D1:	At least 85% at Level 4 and 0% at Level 1 or 0	At least 85% at Level 3 or higher	Less than 85% at Level 3 or higher and Less than 50% at Level 2, 1, 0	Greater than or equal to 50% at Level 2, 1, 0
D2:				
D3:				
D4:				