

Teacher Evaluation Presentation

FALL, 2011



The New State Law Requires the Following:

- The development of a new evaluation system for **all** instructional staff and school-based administrators.
- The law requires that the new teacher evaluation be implemented during the 2011-2012 school year.
- The District decided to also implement the new administrator evaluation system during the 2011-2012 school year.

The New State Law Requires the Following:

- 50% of the new evaluation for both administrators and instructional staff must be based on student growth data and 50% must be based on contemporary research based instructional practices.
- The evaluation system must use four different ratings: **Highly Effective, Effective, Needs Improvement and Unsatisfactory.**

The New State Law Requires the Following:

- The state is developing the value added formulas for districts to use in calculating a score for the 50% of the evaluation that is linked to student achievement.
- For the 2011-2012 school year, the state has provided a value added formula that is based upon FCAT reading and mathematics scores. We anticipate that additional formulas will be made available for use in subsequent years.

The New State Law Requires the Following:

- The District is continuing to receive technical assistance from the state regarding the implementation of the evaluation system; and the District still has some outstanding questions regarding implementation. Some information is subject to change, pending state approval.

Implications

- By 2015, the District must develop or adopt an end-of-course evaluation for each course that is not linked to a state exam.



Implications

- By 2014, the District must have a performance pay plan in place to reward teachers for their performance on the new evaluation tool.
- The law says that if an employee receives two consecutive annual evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a three year period, or three consecutive ratings of needs improvement or a combination of needs improvement and unsatisfactory, he or she may not continue to be employed with the district.

Implications

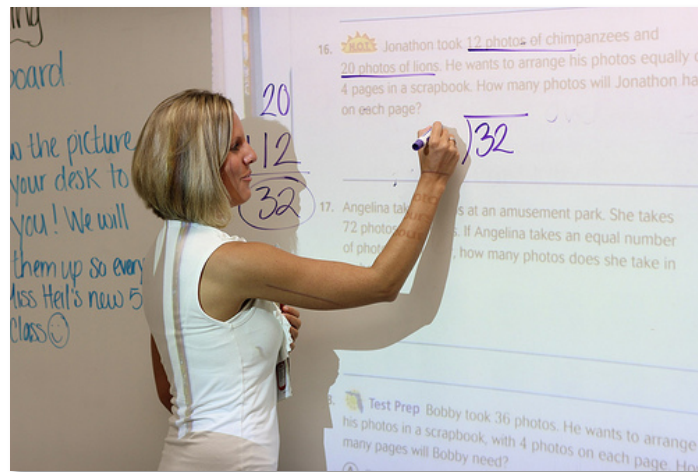
- The law also says that if reductions in staff are necessary due to future budget cuts, the teacher evaluation must be the primary factor in determining which employees are released from employment.

Instructional Practices

- For the instructional practices component of the teacher evaluation that comprises 50% of the overall score, the state required districts to select a contemporary research-based model. Any District not utilizing the state's adopted model is required to submit the research supporting the model they have selected.
- Our District selected the state adopted model developed by Dr. Marzano, which includes four distinct domains for evaluation.

Instructional Practices

- During the 2011-2012 school year, the District will only be using Domain 1 for the instructional practices portion of the teacher evaluation.



Domain 1: Classroom Strategies and Behaviors

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into “Digestible Bites”
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating “Withitness”
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Students’ Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

Instructional Practices Component

- All instructional employees will be observed at least twice during the 2011-2012 school year.
- Teachers with one year or less of experience and teachers needing to demonstrate the Professional Educator Competencies for certification will be observed three times during the 2011-2012 school year.

Instructional Practices Component

- It is not expected that all 41 instructional practices will be evident in a single lesson, and it is understood that a teacher may not utilize all 41 instructional practices over the course of a school year.



Instructional Practices Component

- There are rubrics on the Staff Development website that have been provided as a resource to all instructional personnel. For each identified contemporary researched-based best instructional practice included in Domain 1, there is a corresponding rubric that identifies specific behaviors that constitute evidence of Innovating, Applying, Developing, Beginning, and Not Using levels of utilization.

Instructional Practices Component

- The window for the first evaluation period began on Monday, October 17th and will run through December 16th.
- School based administrators have received extensive training on the Marzano evaluation model and have received certification to ensure that they are able to utilize the observation tool with consistency and fidelity.

The Stages of the Evaluation for the Instructional Process Component

- For each observation of an instructional employee, the school based administrator will schedule a time for a pre-observation conference, the observation and the post-observation conference.
- The teacher is asked to complete the pre-observation conference form and the post-observation conference form. While completion of these forms by the teacher ahead of time is optional, it is highly recommended.

The Stages of the Evaluation for the Instructional Process Component

- These are provided to serve as a guide for each meeting and will allow the teacher to provide relevant information for the evaluator.



Scoring of the Instructional Practices Portion of the Evaluation

- ✦ Highly Effective – At least 60% of scoreable elements at Level 4 (Innovating) and no scoreable elements at Levels 0 and/or 1 (Beginning and/or Not Using)
- ✦ Effective – At least 60% of scoreable elements at Level 3 (Applying) or higher
- ✦ Developing/Needs Improvement – Less than 60% of scoreable elements at Level 3 (Applying) or higher and Less than 50% of scoreable elements at Levels 0 and/or 1 (Beginning and/or Not Using)
- ✦ Unsatisfactory – At least 50% of scoreable elements at Levels 0 and/or 1 (Beginning and/or Not Using)

Scoring of the Instructional Practices Portion of the Evaluation

- A scoreable element is a strategy outlined in one of the 41 practices in Domain one that is appropriate for use during the specific lesson that was observed.

Scoring of the Instructional Practices Portion of the Evaluation

- The number of elements observed are not as important as the quality of the observed elements.
- For example, if 18 out of 41 strategies should have been utilized during the observation, the teacher's total score on the Instructional Practices portion will be based upon the level of quality with which those 18 strategies were implemented.

Unique Circumstances Non-Classroom Teachers

- There are some instructional employees for which the current version of the Marzano observation instrument is not appropriate (school nurses, school psychologists, social workers, etc.)
- These individuals will not be observed during window 1; however, they **will** receive two observations during the 2011-2012 school year.

Unique Circumstances Non-Classroom Teachers

- Just like their colleagues, their observations will be a rigorous examination of their instructional practices. A complete list of these positions has been emailed to all instructional employees.
- The District has until December 1st to develop and submit this alternate evaluation to the state. This is a very compressed timeline. Once more information about the alternate evaluation becomes available, it will be shared.

Unique Circumstances

- There are also some classroom teachers that do not teach students in grades K-12 that are pursuing regular standards (PreK, Self Contained ESE, etc).
- The current Marzano tool is also not appropriate for these teachers. The District is working on an adapted observation tool for this group of teachers and will also be submitting this plan for their evaluation to the state by December 1, 2011.

Unique Circumstances

- These teachers will be observed at least two times during the 2011-2012 school year and the tool will provide a rigorous examination of their instructional practices.
- More information will be shared with all impacted parties as soon as the tool is available.
- Administrators will receive additional training for both the alternate and adapted observation tools described above.

Student Growth Portion of the Evaluation

- For the 2011-2012 school year, 50% of the teacher evaluation will be based on student growth data provided by the state.
- The student growth portion will be calculated using a value added model developed by the state.
- For the 2011-2012 school year, the state provided a value added model that is based upon reading and mathematics FCAT data.

Student Growth Portion of the Evaluation

- The District is still receiving technical assistance regarding this portion of the evaluation, as it is being developed by the state.
- The District has been assured that the state will develop additional value added models over the next few years. There is a link to the timeline for future value added models in subsequent years on the Teacher Evaluation segment of the District's homepage.

Student Growth Portion of the Evaluation

- We know that teachers teach classes of students who enter with different levels of proficiency and possibly different student characteristics.
- Value-added models are designed to level the playing field by accounting for differences in the proficiency and characteristics of students assigned to teachers.

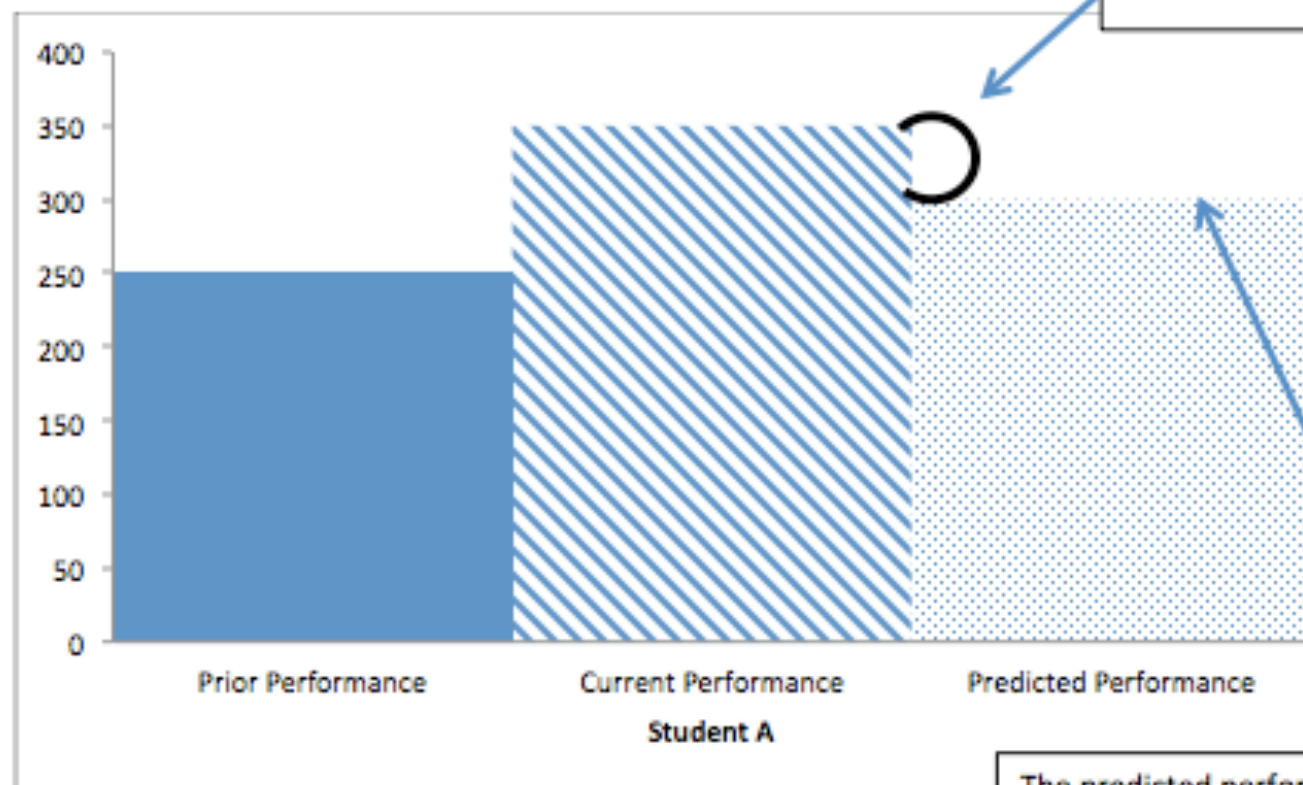
Student Growth Portion of the Evaluation

- Value-added models are designed to mitigate the influence of differences among entering classes.
- The goal is that teachers will not have advantages or disadvantages simply as a result of the students who attend a school and are assigned to a class.

Factors Accounted for in Value Added Formula

- ✓ **Prior FCAT Scores**
- ✓ **Disability Status,
Primary Exceptionality**
- ✓ **Number of Enrolled
Courses (FCAT related)**
- ✓ **English Language
Learner Status**
- ✓ **Gifted Status**
- ✓ **Attendance**
- ✓ **Mobility**
- ✓ **Difference in Modal Age**
- ✓ **Class Size**
- ✓ **Homogeneity of the Test
Scores in Class**

The difference between the predicted performance and the actual performance represents the **value added** by the teacher's instruction.



The predicted performance represents the level of performance the student is expected to demonstrate after statistically accounting for factors through a value-added model.

Student Achievement Data for Non-FCAT Teachers

- The state has provided the value added formula based upon mathematics and reading FCAT scores for the 2011-2012 school year.
- Many teachers do not teach grade levels and/or subjects in which the reading/mathematics FCAT is administered.
- School wide data will be used for the growth component of the 2011-2012 evaluation of these non-FCAT teachers.
- Remember, the law requires the District to have a specific evaluations for each grade level and course by 2015.

Special Circumstances for Itinerant Teachers

- We are still negotiating with the Union on how to determine the student growth portion of the evaluation for employees that are assigned to more than one school.
- As soon as more information becomes available, it will be provided.



Value Added Model Percent Ranges for 2011-2012

- ◆ 75-100% - Highly Effective
- ◆ 40-74% - Effective
- ◆ 20-39% - Needs Improvement/Developing
- ◆ 0-19% - Unsatisfactory

Overall/Summative Evaluation Score

50% Instructional Practice Status Score

+

50% Student Growth Score

=

Overall/Summative Evaluation Score

Questions

- Thank you for being here.
- Our human resources are our most valuable asset and we believe it is important to use this new process as a catalyst for helping you become the best teacher you can be.
- We understand that this is an important topic that greatly impacts all of our employees.

Questions

- We are here to listen to you and to answer your questions.
- Please remember that many of the components of this evaluation process are dictated by state law.
- Our Board and Superintendent will continue to advocate for your needs to our lawmakers as we work through this implementation period.

Next Steps

- Due to limited time today, we may not have been able to answer all of the questions of the group.
- If your question was not answered, please write it on a notecard provided at the table in the back, and we will ensure you receive an answer.
- Please feel free to contact the Communications Department directly for follow-up.

Next Steps

- We are here to work through this implementation period together and appreciate your service to our District.
- We understand that many of these elements are outside of the control of our District and outside of your control, especially during this first baseline year of implementation.

Next Steps, What You Can Do...

- It is important to focus on what you can do to prepare for your evaluation.
- Please take the time to review the rubrics for the Instructional Practices portion of the evaluation.

Next Steps, What You Can Do...

- Maximize the efficiency of your pre and post observation sessions to share relevant information with your observer.
- Seek advice about professional development opportunities aligned with your areas of need.
- Ensure that you review your rosters to ensure that the students assigned to you are accurate. Your school does this on a regular basis, but you can help maintain the accuracy of the data pulled from the state by keeping this up to date.

Next Steps

- Visit the District's homepage www.pasco.k12.fl.us , and click on the link that says Teacher Evaluation to view additional resources.
- We are here to work through this implementation period together and to help you in every way possible.
- Thank you for your service to our District!

