

**Evaluation Update:
2013-2014 Proposed Revisions
Pilot Evaluation**

School Board Workshop
Tuesday, August 6, 2013

The Purpose & Process

- Statutory changes
 - SB 1664
- The Process
 - Data Working Group
 - Subgroups
 - Appraisal Advisory Committee

Elementary

JOB DESCRIPTION	STUDENT PERFORMANCE DATA
PreK	<ul style="list-style-type: none"> • GOLD
Kindergarten	<ul style="list-style-type: none"> • ELA unit assessments (pre/post)
First Grade	<ul style="list-style-type: none"> • ELA unit assessments (pre/post)
Second Grade	<ul style="list-style-type: none"> • ELA unit assessments (pre/post)
Third Grade	<ul style="list-style-type: none"> • ELA unit assessments (pre/post)
Fourth Grade	<ul style="list-style-type: none"> • Individual FCAT VAM • ELA unit assessments (pre/post)
Fifth Grade	<ul style="list-style-type: none"> • Individual FCAT VAM • ELA unit assessments (pre/post)
Elementary Art, Music, PE	<ul style="list-style-type: none"> • Individual non-FCAT VAM
Elementary Library Media Tech	<ul style="list-style-type: none"> • Individual non-FCAT VAM

Middle School

JOB DESCRIPTION	STUDENT PERFORMANCE DATA
Middle School FCAT subjects	<ul style="list-style-type: none">• Individual FCAT VAM
Middle School non-FCAT subjects	<ul style="list-style-type: none">• Individual non-FCAT Reading VAM
Middle School EOC subjects (Algebra)	<ul style="list-style-type: none">• Individual EOC VAM

High School

JOB DESCRIPTION	STUDENT PERFORMANCE DATA
HS FCAT subjects (9, 10 ELA, Reading)	<ul style="list-style-type: none"> • Individual FCAT VAM
HS FCAT grade level, non-FCAT subjects	<ul style="list-style-type: none"> • Individual non-FCAT Reading VAM
Algebra	<ul style="list-style-type: none"> • Individual EOC VAM • <i>EOC Pass rate</i>
Algebra 2	<ul style="list-style-type: none"> • District Final Exam
Biology	<ul style="list-style-type: none"> • Individual EOC VAM • <i>EOC Pass rate</i>
Geometry	<ul style="list-style-type: none"> • Individual EOC VAM • <i>EOC Pass rate</i>
US History (11 th grade)	<ul style="list-style-type: none"> • Individual EOC VAM/t-score • <i>Pass rate</i>

High School

JOB DESCRIPTION	STUDENT PERFORMANCE DATA
Teachers of only Juniors (English 3, Reading, electives)	<ul style="list-style-type: none">• FCAT retake
Teachers of only Seniors (Electives, others)	<ul style="list-style-type: none">• PERT• On-Track cohort data
AP Teachers	<ul style="list-style-type: none">• AP pass rate• Exam participation rate
IB Teachers	<ul style="list-style-type: none">• IB pass rate

Student Services

JOB DESCRIPTION	STUDENT PERFORMANCE DATA
Guidance: Elementary	<ul style="list-style-type: none"> • Individual Non-FCAT VAM
Guidance: MS & HS	<ul style="list-style-type: none"> • Individual VAM • 9th and 10th only: grade level VAM at a weighted average from proportion of students each grade • 11th & 12th only: half of their score from school wide VAM and half from the cohort “on track”
Educational Diagnosticians (Student Services only)	<ul style="list-style-type: none"> • School wide VAM
Psychologists	<ul style="list-style-type: none"> • School wide VAM
Social Workers	<ul style="list-style-type: none"> • School wide VAM
Student Service staff not assigned to any school	<ul style="list-style-type: none"> • District wide VAM

ESE

JOB DESCRIPTION	STUDENT PERFORMANCE DATA
ASD Self Contained Special	<ul style="list-style-type: none"> • PreK-3: ABLLS • FCAT grades: FAA
ASD Self Contained Standard	<ul style="list-style-type: none"> • PreK-3: ELA unit assessments (pre/post) • FCAT grades: Individual FCAT VAM • HS: Same as general ed teachers (depending upon content/course)
Behavior Specialist (65% ESE/35% Gen Ed) EBD	<ul style="list-style-type: none"> • School Wide ESE Proficiency score (65%) • School wide VAM (35%) • K-3: ELA unit assessments (pre/post) • FCAT grades: Individual VAM • HS: Same as general ed teachers (depending upon content/course taught)
Educational Diagnostician (CED, AED) Mild, Moderate Intensive (MMI)	<ul style="list-style-type: none"> • District VAM • FAA • Individual FCAT VAM • Combination: FAA & Individual FCAT VAM

ESE

JOB DESCRIPTION	STUDENT PERFORMANCE DATA
OT/PT	<ul style="list-style-type: none"> • FAA • Individual VAM • Combination: FAA & Individual VAM
Self Contained: Special Diploma	<ul style="list-style-type: none"> • PreK-2: ABLLS • FCAT grades: FAA
Self Contained: Standard Diploma	<ul style="list-style-type: none"> • Same as general education teachers
Speech Language Pathologist	<ul style="list-style-type: none"> • FAA • Individual VAM • Combination: FAA & Individual VAM
TSA: MS	<ul style="list-style-type: none"> • School Wide ESE Proficiency score
TSA: HS	<ul style="list-style-type: none"> • School Wide ESE Proficiency score • On-track cohort
VE: Co-Teach (All students in class assigned)	<ul style="list-style-type: none"> • Same as general education teachers
VE: Support Facilitation (ESE students assigned)	<ul style="list-style-type: none"> • Same as general education teachers
Vision, Deaf/Hard of Hearing	<ul style="list-style-type: none"> • Individual FCAT VAM or EOC VAM

“Priority Point”

- ONE point added to student performance data score of instructional staff in identified schools**

Rubric Revisions: Teacher

Indicator Change:

- 1.2c. How do I effectively select and utilize an instructional delivery model?

Rubric Revisions: All Rubrics

- **3.1 Performs Professional Responsibilities (FEAP b1)**
 - **3.1a. How do I demonstrate and implement the Principles of Professional Conduct of the Educational Profession in Florida?**
 - **3.1b. How do I adhere to state district, department, school and program guidelines and policies?**

Rubric Revisions: All Rubrics

- **3.2 Engages in Continuous Improvement for Self and School (FEAP b2)**
 - **3.2a How do I contribute to the school and district?**
 - **3.2b How do I work with colleagues to improve professional practice?**
 - **3.2c How do I grow and develop professionally?**

Rubric Revisions: All Rubrics

- **3.2d How do I advocate for students?**
- **3.2e How do I establish processes to ensure ongoing parent, guardian and stakeholder communication?**
- **3.2f. How do I use available technology as a tool for communication with students, parents, guardians, PCSB staff and community?**

Pilot Evaluation Update

- Summer Training
 - Teachers
 - Administrators
 - Make Up Training and Training Revisions
- Next Steps
 - Units
 - Assessments

Coming Soon...

- **Revised Professional Development System (PDS)**
 - **School Board Approval**
 - **FLDOE Submission and Approval**

**Pinellas County Schools Instructional Evaluation Systems
Proposed Revisions to Rubrics
July 2013**

Proposed revisions apply to changes in indicators in the rubrics listed below. The proposed revisions are included. If approved, revisions will apply to 2013-2014 evaluations.

Rubric Revisions: Teacher Rubric

- Revised indicator 1.2c: removes specific reference to “gradual release model” to more accurately reflect appropriate use of a variety of instructional delivery models.

Key Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1.2c. How do I effectively select and utilize an instructional delivery model? (IRDA, FLDOE) (http://www.avid.org)	Adjust instruction to ensure 100% of students' progress towards the learning goal	Use an instructional delivery model through a balance of research-based instructional strategies that includes explicit instruction, modeled instruction, guided practice, and independent practice or the 5 E's appropriately based on student need Monitor the effectiveness of the instructional model on student learning	Implement incorrectly or with parts missing	Implementation was required but not exhibited

Rubric Revisions: All Rubrics

- Revised expectation 3.1 and 3.2 to provide consistency within all rubrics across expected professional behavior. Applies to the following rubrics:
 - Teacher, Counselor, Instructional Coach, Non-Classroom Instructional, Library Media Tech, Psychologist, PT/OT, Social Worker and Speech Language Pathologist

3.1 Performs Professional Responsibilities (FEAP b1)				
Key Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
3.1a. How do I demonstrate and implement the Principles of Professional Conduct of the Educational Profession in Florida?	Exhibit behaviors and effectively engage in leadership activities districtwide or school-based that model or promote the Principles of Professional Conduct of the Educational Profession in Florida	Exhibit behaviors as described by the Principles of Professional Conduct of the Educational Profession in Florida Link: http://www.fldoe.org/edstandards/pdfs/ethics.pdf	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
3.1b. How do I adhere to state, district, department, school, and program guidelines and policies?	Effectively engage in leadership activities statewide, districtwide, or school-based that model or promote state, district, department, school, and program guidelines and policies	Consistently report to work on time Follow the guidelines and procedures for absences/tardies Complete specified federal, state, district, and school professional development as required for certification and job requirements Understands and complies to all deadlines and requirements as stated in my contract (professional or annual)	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

3.2 Engages in Continuous Improvement for Self and School (FEAP b2)				
Key Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
3.2a. How do I contribute to the school and district? (Danielson, 1996)	Effectively engage in leadership activities that contribute to a school or district initiative	Support school and district initiatives as outlined in District Strategic Plan and School Improvement Plan	Participate in school and district initiatives when specifically asked	Avoid becoming involved in school and district initiatives
3.2b. How do I work with colleagues to improve professional practice? (Marzano, 2007) (Danielson, 1996)	Effectively engage in leadership activities with colleagues to improve professional practice	Engage in an effective PLC by continually contributing to the progression through the Professional Learning Community-Innovation Configuration Map Consult, when necessary, with grade level or subject area departments, administration or any student support team member i.e. (guidance, social worker etc.) to determine types of interventions needed based on assessments for students not making progress in core instruction	Participate sometimes in discussion, reflection or the cycle of improvement for student learning and professional practice	Involvement was called for but not exhibited

3.2 Engages in Continuous Improvement for Self and School (FEAP b2)				
Key Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
3.2c. How do I grow and develop professionally? (Danielson, 1996)	Effectively engage in leadership activities by contributing to professional organizations, published literature, professional learning and/or earning an advanced degree to extend my own teaching practice and that of colleagues	<p>Develop and implement an Individual Professional Development Plan (IPDP)</p> <ul style="list-style-type: none"> • Conduct an individual needs assessment by: Analyzing disaggregated student data • Aligning professional learning to the SIP • Incorporating my school or team goals, • Utilizing my appraisal results and the results from previous year's IPDP evaluation <p>Implement the plan by:</p> <ul style="list-style-type: none"> • Developing a student achievement (S.M.A.R.T)goal • Developing a personal learning goal aligned to the newly identified student achievement goal • Participating and demonstrating new professional learning • Tracking changes in my professional practice • Evaluating the effectiveness of the professional learning on student learning 	Participate in professional activities to a limited extent when they are convenient	Implementation was called for but not exhibited

3.2 Engages in Continuous Improvement for Self and School (FEAP b2)				
Key Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
3.2e. How do I establish processes to ensure ongoing parent, guardian and stakeholder communication? (Danielson, 1996)	Adapt or create unique strategies for specific student/family needs to ensure 100%	Systematically provide frequent information to parents about the instructional program in a variety of ways Systematically provide regular communication with parents/guardians about student progress for learning and behavior Initiate and respond to request parent conferences in a timely manner	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
3.2f. How do I use available technology as a tool for communication with students, parents, guardians, PCSB staff, and community? (Danielson, 1996)	Adapt or create new strategies for unique student, family , PCSB staff and community needs	Develop and consistently utilize a defined process for disseminating information and receiving feedback utilizing two-way communication tools (such as forum posts in Moodle, Outlook e-mail, or Portal messaging) Flip Chart	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

**Pinellas County Schools Draft Plan for Student Performance Data Use
2013-2014**

Job Description	Student Performance Data	Comments/Explanation
Elementary		
PreK	<ul style="list-style-type: none"> GOLD 	
Kindergarten	<ul style="list-style-type: none"> ELA unit assessments (pre/post) 	
First Grade	<ul style="list-style-type: none"> ELA unit assessments (pre/post) 	
Second Grade	<ul style="list-style-type: none"> ELA unit assessments (pre/post) 	
Third Grade	<ul style="list-style-type: none"> ELA unit assessments (pre/post) 	
Fourth Grade	<ul style="list-style-type: none"> Individual FCAT VAM ELA unit assessments (pre/post) 	Pre/post unit assessment(s) Total data portion: ½ student performance data VAM, ½ unit assessments
Fifth Grade	<ul style="list-style-type: none"> Individual FCAT VAM ELA unit assessments (pre/post) 	Pre/post unit assessment(s) Total data portion: ½ student performance data VAM, ½ unit assessments
Elementary Art, Music, PE	<ul style="list-style-type: none"> Individual non-FCAT VAM 	Based upon Reading scores of students taught
Elementary Library Media Tech	<ul style="list-style-type: none"> Individual non-FCAT VAM 	Based upon students served (school)
Middle School		
Middle School FCAT subjects	<ul style="list-style-type: none"> Individual FCAT VAM 	
Middle School non-FCAT subjects	<ul style="list-style-type: none"> Individual non-FCAT Reading VAM 	
Middle School EOC subjects (Algebra)	<ul style="list-style-type: none"> Individual EOC VAM 	
High School		
HS FCAT subjects (9, 10 ELA, Reading)	<ul style="list-style-type: none"> Individual FCAT VAM 	
HS FCAT grade level, non-FCAT subjects	<ul style="list-style-type: none"> Individual non-FCAT Reading VAM 	<ul style="list-style-type: none"> Based upon Reading scores of students taught
Algebra	<ul style="list-style-type: none"> Individual EOC VAM EOC Pass rate 	<ul style="list-style-type: none"> Individual VAM is 9th grade only Pass rate used if teach other grade levels
Algebra 2	<ul style="list-style-type: none"> District Final Exam 	
Biology	<ul style="list-style-type: none"> Individual EOC VAM EOC Pass rate 	<ul style="list-style-type: none"> May depend on data received from FLDOE
Geometry	<ul style="list-style-type: none"> Individual EOC VAM EOC Pass rate 	<ul style="list-style-type: none"> May depend on data received from FL DOE
US History (11 th grade)	<ul style="list-style-type: none"> Individual EOC VAM/t-score Pass rate 	<ul style="list-style-type: none"> May depend on data received from FL DOE

Job Description	Student Performance Data	Comments/Explanation
High School (continued)		
Teachers of only Juniors (English 3, Reading, electives)	<ul style="list-style-type: none"> FCAT retake 	<ul style="list-style-type: none"> Growth score
Teachers of only Seniors (Electives, others)	<ul style="list-style-type: none"> PERT On-Track cohort data 	
AP Teachers	<ul style="list-style-type: none"> AP pass rate Exam participation rate 	
IB Teachers	<ul style="list-style-type: none"> IB pass rate 	
Student Services		
Guidance: Elementary	<ul style="list-style-type: none"> Individual Non-FCAT VAM 	<ul style="list-style-type: none"> Based upon students served (school)
Guidance: MS & HS	<ul style="list-style-type: none"> Individual VAM 9th and 10th only: grade level VAM at a weighted average from proportion of students each grade 11th and 12th only: half of their score from school wide VAM and half from the cohort "on track" 	<ul style="list-style-type: none"> Students assigned (grade level or alpha)
Educational Diagnosticians (Student Services only)	<ul style="list-style-type: none"> Schoolwide VAM 	<ul style="list-style-type: none"> Based upon percentage of days/time at school
Psychologists	<ul style="list-style-type: none"> Schoolwide VAM 	<ul style="list-style-type: none"> Based upon percentage of days/time at school
Social Workers	<ul style="list-style-type: none"> Schoolwide VAM 	<ul style="list-style-type: none"> Based upon percentage of days/time at school
Student Service staff not assigned to any school	<ul style="list-style-type: none"> Districtwide VAM 	
ESE		
ASD Self-Contained Special	<ul style="list-style-type: none"> PreK-3: ABLLS FCAT grades: FAA 	
ASD Self-Contained Standard	<ul style="list-style-type: none"> PreK-3: ELA unit assessments (pre/post) FCAT grades: Individual FCAT VAM HS: Same as general education teachers (depending upon content/course) 	
Behavior Specialist (65% ESE/35% Gen Ed)	<ul style="list-style-type: none"> School Wide ESE Proficiency score (65%) School wide VAM (35%) 	
EBD	<ul style="list-style-type: none"> K-3: ELA unit assessments (pre/post) FCAT grades: Individual VAM HS: Same as general education teachers (depending upon content/course taught) 	
Educational Diagnostician (CED, AED)	<ul style="list-style-type: none"> District VAM 	
Mild, Moderate Intensive (MMI)	<ul style="list-style-type: none"> FAA Individual FCAT VAM Combination: FAA & Individual FCAT VAM 	<ul style="list-style-type: none"> Depending on class roster, students assigned

Job Description	Student Performance Data	Comments/Explanation
ESE (continued)		
OT/PT	<ul style="list-style-type: none"> • FAA • Individual VAM • Combination: FAA & Individual VAM 	
Self-Contained: Special Diploma	<ul style="list-style-type: none"> • PreK-2: ABLLS • FCAT grades: FAA 	
Self-Contained: Standard Diploma	<ul style="list-style-type: none"> • Same as general education teachers 	
Speech Language Pathologist	<ul style="list-style-type: none"> • FAA • Individual VAM • Combination: FAA & Individual VAM 	
TSA: MS	<ul style="list-style-type: none"> • Schoolwide ESE Proficiency score 	
TSA: HS	<ul style="list-style-type: none"> • Schoolwide ESE Proficiency score • On-track cohort 	
VE: Co-Teach (All students in class assigned)	<ul style="list-style-type: none"> • Same as general education teachers 	
VE: Support Facilitation (ESE students assigned)	<ul style="list-style-type: none"> • Same as general education teachers 	
Vision, Deaf/Hard of Hearing	<ul style="list-style-type: none"> • Individual FCAT VAM or EOC VAM 	

Definitions:

- Individual FCAT VAM VAM score based upon students taught and FCAT subject and grade level:
i.e. 4th grade teacher VAM based upon FCAT Reading and Math score of students assigned to teacher
- Individual Non-FCAT VAM VAM score based upon students taught FCAT grade level, but non-FCAT subject:
i.e. 6th grade Science teacher: VAM based upon FCAT Reading score of students assigned to teacher
- EOC End of Course Exam
- OT/PT Occupational Therapy/Physical Therapy
- VE Varying Exceptionalities
- TSA Teacher on Special Assignment