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Pinellas County Schools
Instructional Appraisal Handbook
Understanding the Appraisal System

This handbook serves as a reference for instructional staff and administrators for implementation of the Pinellas County Schools Instructional Appraisal System.

November 2014



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Mission & Vision

MISSION: Educate and prepare each student for college, career, and life

VISION: 100% STUDENT SUCCESS

Statement of Philosophy

Philosophy

Pinellas County Schools (PCS) is committed to a philosophy of continual improvement for students and staff. The appraisal system is designed to promote the continual growth and improvement of instructional staff. The professional growth and improvement should translate, at the classroom level, into an improved quality of instruction and learning opportunities for students.

Goal of the Appraisal system

The goal and expectation of the Instructional Appraisal System is to support incremental growth in order to increase expertise year to year producing gains in student achievement with a powerful cumulative effect.

OVERVIEW

Purpose

The purpose of the Instructional Appraisal System is to increase student learning by continually and incrementally improving the quality of instructional and administrative practice. Pinellas County Schools has established an appraisal system that evaluates the performance of instructional staff, providing feedback, support, and growth opportunities.

Statutory Requirements

Florida Statute (F.S.) 1012.34 requires that evaluations:

- Be conducted at least once a year for classroom teachers, EXCEPT teachers newly hired by the district who must be evaluated at least twice in their first year;
- Are based on at least 50% student learning growth data;
- Are based on four levels of performance: "Highly Effective," "Effective," "Needs Improvement" ("Developing" for teachers in their first three years) and "Unsatisfactory," and;
- Include criteria based on the Florida Educator Accomplished Practices.

In addition, Florida Statute requires that:

- Districts report performance evaluation results from the previous school year to the State by December 1 (1012.34(1)(c), F.S); and,
- Any reductions in workforce be based primarily on performance evaluations (1012.33(5), F.S.).

Redesign & Development Process

In January 2009, to begin revision of the Appraisal System, a review committee was developed to determine what was working and find areas for improvement in alignment with new Florida Department of Education (FLDOE) requirements. The first draft of the Appraisal System was completed in the summer. Differentiated Accountability and Florida's application for the Race To The Top (RTTT) grant required further revisions during the fall.

In addition to participating in a review workshop, facilitated by St. Petersburg College's Collaborative Labs team, the committee consulted with the District General Counsel and the Accountability, Assessment & Research department to further support the re-development of the Appraisal System. Prior to submitting the draft to the School Board for approval consideration in May 2010, the evaluation instrument was shared with district, school and union representatives.

Upon approval, the new appraisal system was piloted in fifteen schools during the 2010-2011 school year. The Office of Professional Development collected feedback from instructional personnel and peer reviewers throughout the pilot year. Mandates from the Student Success Act, F.S. 1012.34, and feedback data resulted in an rigorous Appraisal System developed for the purpose of increasing student learning growth by improving the quality of instruction, and supervisory practices.

As a continuous improvement strategic move, in 2013, Pinellas County Schools contracted services with Learning Science International, a national research facility that specializes in effective utilization of research based instructional practices, to pilot a teacher effectiveness system with an identified feeder pattern comprised of five schools, including one high school, one middle school, and three elementary schools. Working with the Learning Sciences International, the proposed PCS pilot includes a comprehensive professional development component, focused classroom observations, deliberate practice and specific student growth measures that provide timely feedback to teachers in order to improve their instruction within the year of evaluation. The intent of the pilot is to create a system that informs teacher practice and continual growth, that meets statutory requirements and includes meaningful measures of student growth for non-state tested courses.

In 2014, fourteen elementary and two additional middle schools joined the pilot teacher effectiveness system making it a total of twenty-one schools using this evaluation system. The varying differences to this system are outlined in Appendix I.

Both Appraisal Systems are annually revised and submitted to Pinellas County School Board and then to the FLDOE for approval.

ROLES & RESPONSIBILITIES

Instructional Staff Roles & Responsibilities

- Know and understand the rubric and the components of each section
- Utilize feedback and strive to continually improve
- Provide documentation as supporting evidence for non-observable indicators
- Complete an annual self-evaluation
- Utilize the Deliberate Practice Plan (DPP) to intentionally target growth areas in your practice
- Actively participate in professional learning to continually grow your practice
- Complete all processes required of instructional staff in the evaluation process

Administrator Roles & Responsibilities

- Know and understand the rubric and the components of each section
- Provide training regarding the process and criteria of the appraisal system
- Complete and maintain Appraisal Certification requirements
- Provide on-going observation and substantive feedback to support continual growth
- Facilitate and support the DPP process
- Support instructional staff in becoming a highly effective educator and create an environment that promotes professional learning
- Complete all processes required of administrative staff in the evaluation process
- Meet all appraisal system deadlines

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAPs)

The appraisal system is directly aligned with the Florida Educator Accomplished Practices (FEAPs). The FEAPs are the expectations defining the quality instruction rubric. The rubric was designed, in collaboration with stakeholders, to explain the components of quality instruction and to connect instruction to student achievement.

Florida Educator Accomplished Practices	Pinellas Expectation	Research Framework
(a) Quality of Instruction 1. Instructional Design and Lesson Planning 2. Instructional Delivery and Facilitation	Plans and Delivers Instruction	Danielson Marzano Instructional Review (FLDOE)
(a) Quality of Instruction 3. The Learning Environment	Maintains a Student-Centered Environment	Marzano
(a) Quality of Instruction 4. Assessment	Ability to Assess Instructional Needs	Danielson Marzano
(a) Continuous Improvement, Responsibility and Ethics 2. Professional	Performs Professional Responsibilities	Florida Educator Code of Ethics Danielson

APPRAISAL SYSTEM

Evaluation Process Components

Administrative Review

The Administrative Review is based upon formal and informal observations of practice, as evidenced in the Professional Indicator Rubric, including observations of professionalism through other site-related work requirements and activities.

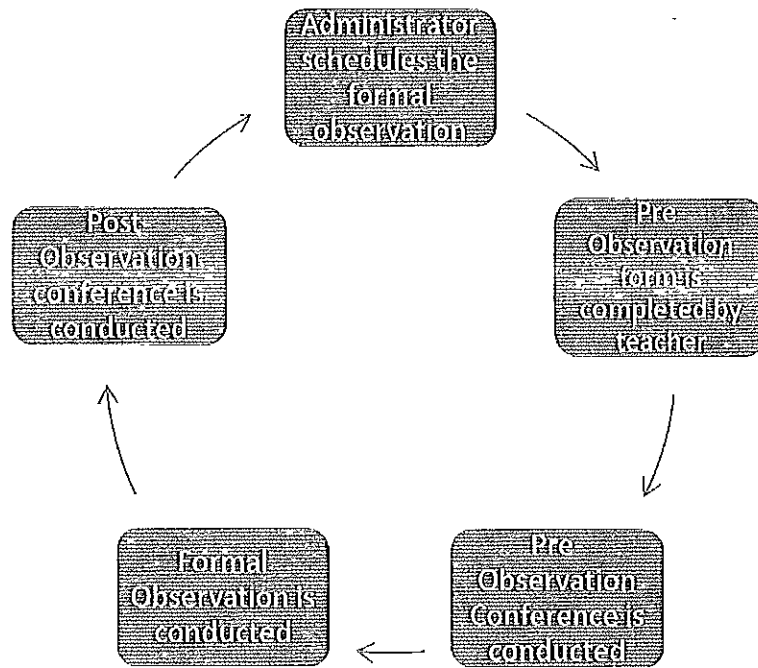
Student Growth Data

As a requirement of the Student Success Act, all teachers must have student achievement data included as a major portion of the summative evaluation. This data is determined by Value-Added measure, which is a statistical technique that uses multiple years of student and test score data to estimate the effects of individual teachers on student growth.

Professional Development

Each year, instructional staff members complete a Deliberate Practice Plan (DPP). In this plan, action steps are proposed. These actions are taken as an intentional study of a portion of your practice. The action plan describes what professional development you will do to improve your practice. This can include MoodleLMS trainings, observing colleagues who are demonstrating best practices, book study, lesson study, PLCs and cross grade level PLCs that are focused on specific topics.

Evaluation Process Timeline



An Appraisal Timeline is included below:

August – October

Teacher and administrator review previous year's evaluation and student performance results. The current year's DPP is developed.

September-December

The first semester evaluation is completed for new teachers and struggling teachers. The DPP is reviewed and revised based upon the evaluation results.

December-February

Teacher and administrator review DPP, current student data and formative feedback. Revisions to the DPP are made.

April-June

The teacher completes the Reflection section of the DPP. The teacher and administrator review and discuss the DPP as part of the Summative evaluation process. Potential areas of focus for the next year's DPP are identified.

June-August

The district analyzes evaluation results, gathers feedback regarding DPPs and makes revisions to improve the process.

EVALUATION TRAINING

Initial Certification

In order to provide consistency in teacher observations throughout the district, all administrators are required to participate and complete Appraisal Certification Training which includes more than 20 hours of training. This includes a two day certification training which administrators are required to successfully complete. The training is designed to emphasize the importance of the observer assessing the quality of the students' learning based upon the actions of the teacher. This is a shift in how traditional observations and feedback have taken place in the past.

The accreditation process was facilitated by Cambridge Education to train district staff in lesson observation. Now, accredited district trainers guide groups of no more than five administrators through practice in observing, scripting, and identifying the impact of teacher action upon students and learning. During the two day process, participants complete four observations (two practice observations on Day 1, and on Day 2, one for practice and one for certification), practice a pre-conference and a post conference (completed one-on-one with the facilitator) in order to attain their certification in lesson observation.

Inter-rater Reliability Assessment-

In order to ensure consistency across the district, administrators take part in a Rater Reliability training to assess mastery of the formal observation process.

Annually, all school administrators will participate in evaluation training and assessment in which they will conduct observations, script what they see, and then rate their individual observations. The purpose of the session is to ensure that observers meet the minimum standards for identifying appropriate elements of classroom instruction as well as accuracy of rating and feedback.

The observation results are reviewed for consistency with a master score set in order to determine whether calibration criterion has been met. Each administrator is provided feedback of their performance. Calibration results are used to develop administrator training and support.

Administrative Review

Category 1 Teacher

(New Teachers to PCS & Teachers Scoring an Unsatisfactory)

Beginning of the Year (Aug-Nov)

- Provide electronic access to the Appraisal Handbook within the first twenty (20) workdays
- 35 day formal observation cycle
- 60 day evaluation
- Success Plan (develop/revise, if necessary)
- DPP (Administrative Review in Moodle/MS by the end of October)
- Value-Added summative conference (**within first 10 days of school)

Middle of the Year (Dec-Mar)

- Substantive visits with feedback
- DPP Administrative Review (February)
- Success Plan (develop/review, if needed)
- Non-renewal notice submission (February)

End of the Year (April-May)

- Continued substantive visits with feedback
- Teacher Self-Assessment (due prior to Pre-Observation Conference)
- Formal observation cycle
- Success Plan (develop/review as needed)
- Summative evaluation conference (before the last 4 weeks of the school year)

Category 2 Teachers (Annual Contract)

Beginning of the Year (Aug-Nov)

- Provide electronic access to the Appraisal Handbook
- I within the first twenty (20) workdays
- Formal observation cycle (Recommended; required in TIF Schools)
- Success Plan (develop/revise, if necessary)
- DPP (Administrative Review in Moodle/MS by the end of October)
- Value-Added summative conference (**within first 10 days of school)

Middle of the Year (Dec-Mar)

- Substantive visits with feedback
- DPP Administrative Review (February)
- Success Plan (develop/review, if needed)
- Non-renewal notice submission (February)

End of the Year (April-May)

- Continued substantive visits with feedback
- Teacher Self-Assessment (due prior to Pre-Observation Conference)
- Formal observation cycle
- Success Plan (develop/review as needed)
- Summative evaluation conference (before the last 4 weeks of the school year)

Category 3 Teacher (Continuing Contract & Professional Service Contract)

Beginning of the Year (Aug-Nov)

- Provide electronic access to the Appraisal Handbook
- I within the first twenty (20) workdays
- Formal observation cycle (Recommended; required in TIF Schools)
- Success Plan (develop/revise, if necessary)
- DPP (Administrative Review in Moodle/MS by the end of October)
- Value-Added summative conference (**within first 10 days of school)

Middle of the Year (Dec-Mar)

- Substantive visits with feedback
- DPP Administrative Review (February)
- Success Plan (develop/review, if needed)
- Non-renewal notice submission (February)

End of the Year (April-May)

- Continued substantive visits with feedback
- Teacher Self-Assessment (due prior to Pre-Observation Conference)
- Formal observation cycle
- Success Plan (develop/review as needed)
- Summative evaluation conference (before the last 4 weeks of the school year)

NARRATIVE DEFINITIONS

1. Formal Observation Cycle

- a. **Pre-Observation Conference:** The teacher will use the pre- observation conference form, presented in Appendix B, to advise the administrator of what to expect during the data collecting observation. It should take approximately 10-20 minutes to complete. Administrators will ask clarifying questions regarding information on the pre-observation conference form and teacher comments.
- b. **Data Gathering Observation:** Observation phase to assess performance relative to the observable indicators as evidenced in the rubric. To assure inter-rater reliability, all evaluating administrators will participate in training to use the formative observation tools. This phase of the cycle should be at least 30 minutes.
- c. **Post-Observation Conference:** Informed by the results of the pre-observation conference and the data gathering observation, critical conversations will take place to identify specific areas of strength and improvement to develop an improvement plan with support that outlines changes to performance to achieve improved student learning. The final phase of the formal observation cycle should be approximately 10-20 minutes to complete. Teachers needing more specific support will be placed on a Success Plan presented in Appendix E. The teacher receives and signs the observation tool and post-conference form.

2. **Substantive Visits with Feedback (formative walkthrough):** Informal progress monitoring observations designed to measure progress relative to specific 'look fors', which reflect the indicators on the appraisal rubric. These visits should be ongoing and last approximately 10-15 minutes with immediate feedback so that teachers can improve their performance from visit to visit which can produce gains in student learning. These are evaluative.
3. **Walkthroughs:** Non-evaluative observations to help school leaders strategically monitor SIP goals, the climate of the school and look at school patterns to monitor school improvement goals and to plan for things such as professional development and celebrations.
4. **Success Plan:** Prescribed improvement plan documenting performance concerns. The teacher will be provided with ongoing support and assistance through professional development and in some cases, be assigned a mentor.
5. **Value-Added Student Data:** The Value-Added score reflects the portion of student growth attributed to the teacher, also known as the "teacher effect." The number of years the individual has at the particular level (individual, school, or district) will determine their Value-Added percentages (40% or 50%). Flow Chart and Business Rules will be

presented following revisions for the 2013-2014 school year based upon changes in statute. By the 2014-2015 school year, all teachers will have their own Value-Added score. Florida Statute (1012.34(8)) requires the State Board of Education to establish a process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes relative to the identity of students for which the individual is responsible for. Beginning in 2012, using the business rules, teachers will use the FLDOE online tool to verify their rosters for Value-Added data.

The verification protocol is as follows:

Verification of your roster is a biannual process which serves many purposes; The students assigned to you, as a result of verification, may be used for the following: your Value-Added calculation (if you receive one), for possible future calculations, and many other tools being developed by the State of Florida. It is imperative that your roster be accurate. Even if you do not receive a Value-Added score this year, the roster may be used in future calculations.

The Verification Rules are as follows:

1. The rosters are representative from FTE surveys 2 and 3. The State uses the FTE survey data submitted by school districts to compile teacher rosters. The school district does not have an option to use a timeframe other than that as determined by the survey. The delay between survey week and the roster verification process is due to the state's survey timeline and when the state compiles the rosters statewide.
2. If a student is on a teacher roster ANY day between the survey period, the student must remain on the roster
3. Only actual errors are to be considered appropriate for changes
 - a. Poor attendance or poor performance is NOT a valid reason for removal of a student
 - i. Keep in mind that VAM accounts for this in the formula
4. If a student is removed from one teacher's roster he/she must be added to another teacher's roster
5. Rosters must represent the reality of who is in each teacher's classroom

Notes for teachers in unique situations:

1. For co-teacher and inclusion teachers:

a. Teachers in a classroom in which two or more teachers share responsibility for planning, delivering and evaluating instruction for all students in a class are considered co-teachers. To be considered co-teaching, this delivery system is provided whenever a class/subject is taught by two or more teachers and must continue for the entire class period every day the class is taught. All students will be reflected on both teachers' rosters.

b. For "Inclusion" or "Support Facilitation" scheduling methods, the inclusion teacher meets with an individual student or small group of students on an individualized basis within a traditional classroom to supplement and/or reinforce instruction given by the Gen Ed teacher. Both teachers share in the planning of instruction for the inclusion students. The Gen Ed teacher is considered the primary teacher. The inclusion students are reflected on both teachers' rosters.

2. Elementary Gifted and PE teachers should be scheduled using the scheduling method that best represents how they serve their students.

a. For example, if both PE teachers share all students they are considered co-teachers and all students will be reflected on both teachers' rosters; if they each have responsibility for certain classes or grade levels, they are considered "self-contained", and each teacher's students will only show on their roster.

Instructions Roster Verification Process

Instructions

Teachers may check their roster in "Reports Manager" by:

1. Sign in to PCSB website
2. Click on "reports"
3. Go to the folder called "ProfDevelopment"
4. Click on the report called "Students Roster (RSK0025)"
5. Select the correct FTE Survey Report following from the dropdown

The screenshot shows the Pinellas County Schools website. The browser address bar displays the URL: <https://pcsb.org/index.cfm?c=home&id=1>. The website has a dark header with navigation links: Home, About Us, Schools, Departments, Business, Human Resources, Quick Links, and Newsroom. Below the header is a banner for "winter holidays" featuring a snow globe. A calendar for December is visible, with the 1st highlighted. The main content area is titled "Welcome to Pinellas County Schools" and includes a welcome message from Claudia Overton, the superintendent. It also features a "LATEST NEWS" section with articles about a school shooting in Connecticut and the impact of the "fiscal cliff" on education. A sidebar on the left contains a "Portal" menu with links to various services like FocusSIS, eLearning Center, and HR services. A "Get In Sync" box on the right promotes resources for the new school year.

Instructions Roster Verification Process (cont.)

Report Manager - Windows Internet Explorer

http://reports.pcsb.org/reports/Pages/Report.aspx

File Edit View Favorites Tools Help

Favorites Suggested Sites Web Site Gallery

Report Manager

<ul style="list-style-type: none"> View All Reports Run Count (MAIN010) View All Reports Run Count by Month (MAIN020) 2009 Race and Ethnicity Data Collection Advanced Studies and Academic Excellence (ASAE) AVID BadgePass Reports Be a Fit Matters Bullying Differentiated Accountability District Survey Doorways Dropout Prevention 	<ul style="list-style-type: none"> Master Schedule Middle School Reports MoodleLMS MoodleMS Roster NCLB PCS Assessments PCS Data Dashboard PCS Portal Reports Pinebliss Education Foundation ProfDevelopment Purchasing Risk
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Report Manager - Windows Internet Explorer

http://reports.pcsb.org/reports/Pages/Report.aspx

File Edit View Favorites Tools Help

Favorites Suggested Sites Web Site Gallery

Report Manager

Pinebliss County Schools SQL Server Reporting Services 2005

Home > ProfDevelopment

Home | My Subscriptions | Help

Search for: [Go]

Show Details

<ul style="list-style-type: none"> Employee Appraisal Summary (RSK0060) Employee Appraisal by School (RSK0100) Employee Appraisal by Score (RSK0110) Employee Appraisal (RSK0050_02) Employee Appraisal 2011-2012 	<ul style="list-style-type: none"> Employee Appraisal Excel Layout (RSK0051) Students Roster (RSK0025) VAM Score (RSK0120) VAM Students Roster (RSK0020)
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Instructions Roster Verification Process (cont.)

Please ensure that the **survey** is as it appears below. Once the report is run (view report), you will see the courses that you are teaching. Below the course, you will see three columns of students. Verify that all the students assigned to you meet the criteria stated in the directions above.

Students Roster (RSK0025)

Survey 3, school year 2012/2013

Teacher		Schedule				Course	
Last Name	First Name	Period	Method	Term	Sect	Abbr Title	Course ID
0121	S	3	33533	MATH GRADE	501250		
0222	S	3	33533	READ	601250		

Remember to make sure that you see ALL pages in the document. At the top left you can see page 1 of 28. This example document has 28 pages

Remember to make sure that you see ALL pages in the document. At the top left you can see page 1 of 28. This example document has 28 pages that should be verified

Instructions Roster Verification Process (cont.)

- If you **DO NOT** need to make any changes, **NO ACTION** is necessary
- If you need to make amendments based upon the Roster Verification rules, please:
 1. Print the roster
 - a. Where it states “select format”, choose “Acrobat (PDF) file”
 2. Click on “export” which appears to the right
 3. Print the PDF document as you would any other document from your computer (save a copy for your records)
 4. Manually note the changes needed
 - a. Examples: Add student (full name and ID), Delete student because..., Change course because...
 5. Make a copy for your records
 - a. Note: you will not have access to the reports after the due date
 6. Give the original printed roster with changes to your DMT by **Due Date**

[illegible]

Instructions Roster Verification Process (cont.)

- The DMT will complete the normal amendment process
 1. If a teacher submits a change outside of the Roster Verification rules, the DMT will forward the information to the principal
 2. The Principal will follow up with the teacher to explain why the amendment will not be made
 3. The DMT will forward any roster conflicts to the principal for review and decision making
 4. The DMT will send a copy of the teacher's printed report and noted changes, with the amendment information, to the FTE Office
 5. DMT's will complete the amendments by **Due Date**
 6. The FTE office will complete amendments

Special Note

Florida Statute 1012.34(8) requires a state process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes. It is important that you carefully follow the guidelines and only add or remove students according to the rules. Intentional changes that do not fall within the rules will result in deletion of those changes and may result in additional review by district personnel in accordance with the Code of Ethics.

Pinellas County Schools Teacher Growth Measure Pilot Evaluation System

Pinellas County Schools (PCS) will continue to implement and expand the Teacher Growth Measurement Pilot being conducted in partnership with Learning Sciences International (LSI). The Pilot has expanded by 16 schools and will now include 21 total schools (17 elementary, 3 middle, and 1 high school).

PCS and LSI are committed to:

- Providing teachers with meaningful, understandable, valuable, and relevant data that clearly emphasizes the importance of a continuous cycle of improvement.
- Developing multiple measures revealing specific strengths and growth areas to help teachers strengthen their instructional practices.
- Improving student achievement by providing data to teachers that empowers them to be in control of their own professional development.
- Allowing teachers to adjust instructional strategies while the students are still in their classrooms by providing leading, diagnostic student growth data.

In the 21 Pilot schools, results of the unit assessments may provide opportunities for teachers to receive additive points in the Administrative Review or Deliberate Practice portions of the Teacher Evaluation System.

STUDENT PERFORMANCE DATA

Value- Added student data: The Value-Added score reflects the portion of student growth attributed to the teacher, also known as the “teacher effect.” The number of years the individual has at the particular level (individual, school, or district) determines their Value-Added percentages (40% or 50%).

If a state-standardized assessment is available for a course, only that assessment will be used in the Student Performance portion of the evaluation. In cases where the local assessment is not ready or available, the district will derive the Student Performance score using state assessments or other standardized tests administered to the students assigned to the teacher, including Pilot Unit Assessments.

Florida Statute 1012.34(8) requires a process to permit instructional personnel to review the class roster for accuracy. The verification process is as follows:

1. Information and timeline available in the Instructional Performance Review site for Teachers and Specialists.
2. Each semester instructional staff will verify rosters
3. District will review rosters and complete final submission to the Florida Department of Education as part of the state roster verification process.

****This process is subject to change based upon FLDOE action.****

Plan for Student Performance Data Use 2014-2015

High School

Job Description	Student	Pilot Evaluation Data Plan
HS FSA subjects	State assessment	State assessment
HS non-FSA subjects	FSA Reading Scores	District-Developed unit assessment
Algebra	State assessment	State assessment
Algebra 2	Algebra 2 EOC	Algebra 2 EOC
Biology	Biology EOC	Biology EOC
Geometry	Geometry EOC	Geometry EOC
US History (11 th grade)	US History EOC	US History EOC
Non-FSA grade level and Non-State EOC courses	-PERT -FCAT retakes -AICE	District-Developed unit assessment
AP Teachers	AP Exams	
IB Teachers	IB Exams	

Middle School

Job Description	Student	Pilot Evaluation Data Plan
Middle School FSA Subjects	State assessment	State assessment
Middle School non-FSA Subjects	FSA Reading Scores	District-Developed unit assessment
Middle School Algebra, Civics, Geometry (EOC)	EOCs	District-Developed unit assessment

Plan for Student Performance Data Use 2014-2015

Elementary

Job Description	Student	Pilot Evaluation Data Plan
PreK	GOLD	GOLD
Kindergarten	ELA unit assessment	District-Developed unit assessment (ELA or Math)
First Grade	ELA unit assessment	District-Developed unit assessment (ELA or Math)
Second Grade	ELA unit assessment	District-Developed unit assessment (ELA or Math)
Third Grade	ELA unit assessment	District-Developed unit assessment (ELA or Math)
Fourth Grade	State assessment	State assessment
Fifth Grade	State assessment	State assessment
Elementary Art, Music, PE	State assessment	State assessment
Elementary Library Media Tech	State assessment	State assessment

Student Services

Job Description	Student	Pilot Evaluation Data Plan
Guidance: Elementary	State assessment	State assessment
Guidance: Middle	State assessment	State assessment
Guidance: High	9 th -11 th grade: Grade level FSA Reading 12 th grade: Cohort on track	District-Developed unit assessment
Educational Diagnosticians (Student Services only)	FSA Reading Scores based on percentage of time at schools served	
Psychologists	FSA Reading Scores based on percentage of time at schools served	
Social Workers	FSA Reading Scores based on percentage of time at schools served	
Student Service staff not assigned to any school	FSA Reading Scores based on percentage of time at schools served	

Plan for Student Performance Data Use 2014-2015

ESE

Job Description	Student	Pilot Evaluation Data Plan
Self-Contained: Access Standards (preK-12)	<ul style="list-style-type: none"> - PreK: ABELLS - K-2: local cross curricular unit assessment - 3-12: FAA 	District-Developed unit assessment
Self-Contained: Standard Diploma (preK-12)	Same as general education teachers	State assessment
Varying Exceptionalities (VE): Co-Teach (All students in class assigned)	Same as general education teachers	State assessment
Varying Exceptionalities (VE): Support Facilitation (ESE students assigned)	Same as general education teachers	State assessment
Teacher on Special Assignment (TSA): MS	Schoolwide ESE Proficiency score	District-Developed unit assessment
Teacher on Special Assignment (TSA): HS	Schoolwide ESE Proficiency score	District-Developed unit assessment
Behavior Specialist (65% ESE/35% Gen Ed)	Schoolwide ESE Proficiency score (65%) Schoolwide Student Performance	Schoolwide District-Developed unit assessment
Speech Language Pathologist (SLP)	FAA Individual FSA Student Performance Score Combination. FAA & Individual FSA Student Performance Score	
Educational Diagnostician (CED, AED)	FSA districtwide Student Performance Score	
Occupational Therapist/Physical Therapist (OT/PT)	FAA Individual FSA Student Performance Score Combination FAA & Individual FSA Student Performance Score	
Vision, Deaf/Hard of Hearing	General Ed: FSA Access: FAA	

RATING GUIDELINES

Making Meaning of the Indicator Levels

Highly Effective

“Highly Effective” is when the strategy has been implemented correctly and includes all the components at the effective level and now the teacher can focus on innovating within the element. In other words, the teacher monitors students’ understanding of the learning goal, as defined in the effective rating, seamlessly into his/her instruction and now can shift the focus so that 100% of students’ progress towards the learning goal.

“Highly Effective” comes when the teacher has deep understanding of the strategy and the appearance of effortlessness and ease when using the strategy and demonstrates the ability to flexibly modify the use of the strategy based on the feedback from students (non-verbal, verbal) to improve or maximize student learning. The teacher can explain with clear purpose and intentionality his or her rationale for modifying the use of a strategy to maximize learning for groups of students or individual students. For “Highly Effective” the teacher is adjusting and adapting a strategy from the effective level to ensure all students are learning.

“Highly Effective” has the following characteristics:

- The teacher demonstrates monitoring with fluency and ease to see whether the strategy is working or not and makes adjustments to students’ feedback.
- The teacher adds their own innovations to the strategy to make it more effective. For example, the teacher modifies a KWL into a 4-step process and can explain the intentional modification of the strategy and the impact on increasing student learning. In other words, he/she can explain why/how the modified strategy works better for his/her students than the “standard” strategy.
- Teacher intentionally adjusts and tweaks the strategy for his or her students resulting in greater understanding and learning.
- Sometimes it is planned; sometimes it is “on the spot”

As the teacher monitors the effect a strategy is having on learning and notes that it is not working for all students, he/she adjusts and adapts the strategy so that all students are learning. Ask yourself, “Is the strategy having the desired effect on student learning for most or all?”

Effective

Of the things identified in the rubric, all are done correctly unless otherwise noted. This is an area of significant yield for raising student learning for teachers to monitor students’ understanding and is the key to being rated at the “Effective” level. It is not just asking questions of some students in order to check for understanding. Evidence of monitoring of learning can be observed in how the teacher obtains feedback from students about their learning through examination and feedback about student work, conferencing with individual and groups of students and use of particular response rate strategies. It is also about monitoring through listening, looking and responding appropriately when students are following the instruction of the teacher or not doing what has been asked of them. Monitoring is also observed when a teacher makes immediate and specific adjustments based on the feedback that the teacher

receives from the student. The teacher implements the strategy as outlined and asks, “Is it having the desired effect for all/most students?”

Developing/Needs Improvement

Of the strategies identified in the rubric, one or more constructs were not evident or were implemented incorrectly. Or, they were implemented but not monitored for student learning.

Unsatisfactory

Of the evidence identified in the rubric (look-fors), none were apparent. Specific example: The teacher is beginning a new unit of instruction and it would be appropriate to establish learning goals and the teacher did not.

Annual Analysis of Differentiation of Evaluation Ratings

Pinellas County School’s Data Working Group will analyze the district’s current evaluation systems’ capacity to generate differentiation on the four statutorily required summative evaluation ratings with the goal of better aligning instructional practice scores with student achievement scores throughout the district.

The Data Working Group will maintain representation from:

- The Pinellas Classroom Teachers Association
- PCS teachers
- PCS administrators
- The offices of: Teaching and Learning, Exceptional Student Education, Professional Development, Technology and Information Systems, Student Services, Strategic Communications, FTE, and Assessment, Accountability, and Research.

To allow for better differentiation of the four statutorily required summative evaluation ratings and the related cut scores, the district’s Data Working Group will continue to review and analyze evaluation data, review the cut scores for all individual components (instructional practice, professional development, and student performance), compare Pinellas County data to other districts, and seek technical assistance from the DOE. This analysis will generate future recommendations for better alignment of the instructional practice score to the student achievement scores.

PROFESSIONAL DEVELOPMENT

DELIBERATE PRACTICE PLAN (DPP)

The purpose of the DPP is to intentionally and incrementally improve teacher practice in order to increase student achievement. The plan provides an opportunity for analysis of teacher evaluation and student achievement data. Through this analysis instructional staff will reflect upon their professional learning as it relates to impacting student progress; building upon their own professional growth. In order to complete the plan, individuals will review their school-wide initiatives, consider student assessment data, prior year evaluation results and then identify learning goals that focus on student achievement. The DPP is a requirement of the district and state and a component of the teacher evaluation. The DPP contains clearly defined goals and activities designed to improve teacher practice. Administrators will meet with staff to discuss their progress and plans at the beginning, middle and end of each school year. Administrator and teacher may document amendments and comments in the notes section.

The Deliberate Practice Plan contains the following sections:

- Self-Assessment
- Goal Development
- Action Plan Development
- Track Progress.

The administrator and teacher both contribute input and notes to the DPP.

Deliberate Practice Plan

Deliberate Practice is a way for employees to grow their expertise through a series of planned action steps, reflections, and collaboration.

First Name	Last Name	Position
Date of Plan	Version	Type of Plan <input type="checkbox"/> Initiative Teacher <input type="checkbox"/> New Teacher <input type="checkbox"/> Teacher on Improvement (Teacher Initials) (Admin Initials)

Step 1. Self-Assessment (to be developed collaboratively between the teacher and administrator)
 Using the Professional Indicator Relationship Chart, the "Teacher Self-Assessment Tool," feedback from the Administrator, and your current Administrative Review, identify the indicators (from the Professional Indicator Matrix) or current knowledge that you wish to develop.

Goal	Indicator	Current Knowledge	Desired Knowledge	Desired Knowledge
1				
2				
3				
4				
5				

Step 2. Write Growth Goals (S.M.A.R.T.) (Specific, Measurable, Attainable, Realistic, Timely)

Example: "By the end of the year, I will increase my score on Indicator 3.10 - How do I involve and guide students in tracking their own progress" from a rating of "needs improvement" to a rating of "effective" and I expect to see these results in student behavior and learning outcomes."

Goal	Indicator	Current Knowledge	Desired Knowledge	Desired Knowledge
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

Step 3: Develop an Action Plan

For A: Describe the professional learning you will engage in to improve your practice and student learning.
 For B: Describe the specific actions you will take, within your classroom, in order to improve the use of the identified strategies or content knowledge.

For C: Describe actions you will take to monitor your progress and revise as necessary.

For the corresponding boxes, list the resources and materials (if any) needed to accomplish these action steps.

→ (If you have any other information, add it to complete the third section.)

Goal	Indicator	Current Knowledge	Desired Knowledge	Desired Knowledge
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

Step 4: Track Progress

Reflect and record insights about the strategies you have identified and tracked by completing the three reflection boxes below.

Indicator	Current Knowledge	Desired Knowledge	Desired Knowledge
Indicator 3.10			
Indicator 3.11			
Indicator 3.12			

How am I learning about the strategy? (e.g., professional learning, self-reflection, peer observation, etc.)	How am I tracking progress? (e.g., self-reflection, peer observation, etc.)	How am I reflecting on the strategy? (e.g., self-reflection, peer observation, etc.)
---	--	---

For A: Describe the professional learning you will engage in to improve your practice and student learning.
 For B: Describe the specific actions you will take, within your classroom, in order to improve the use of the identified strategies or content knowledge.
 For C: Describe actions you will take to monitor your progress and revise as necessary.

For the corresponding boxes, list the resources and materials (if any) needed to accomplish these action steps.

→ (If you have any other information, add it to complete the third section.)

For A: Describe the professional learning you will engage in to improve your practice and student learning.
 For B: Describe the specific actions you will take, within your classroom, in order to improve the use of the identified strategies or content knowledge.
 For C: Describe actions you will take to monitor your progress and revise as necessary.

For the corresponding boxes, list the resources and materials (if any) needed to accomplish these action steps.

→ (If you have any other information, add it to complete the third section.)

For A: Describe the professional learning you will engage in to improve your practice and student learning.
 For B: Describe the specific actions you will take, within your classroom, in order to improve the use of the identified strategies or content knowledge.
 For C: Describe actions you will take to monitor your progress and revise as necessary.

For the corresponding boxes, list the resources and materials (if any) needed to accomplish these action steps.

→ (If you have any other information, add it to complete the third section.)

For A: Describe the professional learning you will engage in to improve your practice and student learning.
 For B: Describe the specific actions you will take, within your classroom, in order to improve the use of the identified strategies or content knowledge.
 For C: Describe actions you will take to monitor your progress and revise as necessary.

For the corresponding boxes, list the resources and materials (if any) needed to accomplish these action steps.

→ (If you have any other information, add it to complete the third section.)

For A: Describe the professional learning you will engage in to improve your practice and student learning.
 For B: Describe the specific actions you will take, within your classroom, in order to improve the use of the identified strategies or content knowledge.
 For C: Describe actions you will take to monitor your progress and revise as necessary.

For the corresponding boxes, list the resources and materials (if any) needed to accomplish these action steps.

→ (If you have any other information, add it to complete the third section.)

For A: Describe the professional learning you will engage in to improve your practice and student learning.
 For B: Describe the specific actions you will take, within your classroom, in order to improve the use of the identified strategies or content knowledge.
 For C: Describe actions you will take to monitor your progress and revise as necessary.

For the corresponding boxes, list the resources and materials (if any) needed to accomplish these action steps.

→ (If you have any other information, add it to complete the third section.)

For A: Describe the professional learning you will engage in to improve your practice and student learning.
 For B: Describe the specific actions you will take, within your classroom, in order to improve the use of the identified strategies or content knowledge.
 For C: Describe actions you will take to monitor your progress and revise as necessary.

For the corresponding boxes, list the resources and materials (if any) needed to accomplish these action steps.

→ (If you have any other information, add it to complete the third section.)

For A: Describe the professional learning you will engage in to improve your practice and student learning.
 For B: Describe the specific actions you will take, within your classroom, in order to improve the use of the identified strategies or content knowledge.
 For C: Describe actions you will take to monitor your progress and revise as necessary.

For the corresponding boxes, list the resources and materials (if any) needed to accomplish these action steps.

Teacher Self-Assessment

The purpose of the teacher self-assessment is to provide teachers with an opportunity to take a reflective look at their current practice, of where they are as related to the indicators and assist them in identifying priority areas for professional growth. The teacher self-assessment form is categorized using the FEAPs and identifies specific indicators for a teacher to rate themselves, using the same ratings as the evaluation. In the DPP development process, the teacher reviews the previous year's evaluation results, completes a self-assessment form and then identifies gaps between the current data and performance and the desired state. The teacher and administrator will review this information to identify and establish potential goals for the DPP.

Parental Input

Florida Statute 1012.34(2)c requires that the district "...give parents an opportunity to provide input into employee performance assessment when appropriate." Each school annually gives notice that they have an opportunity to submit the Parent Input form and submit to the building administrator. This input is included in the formative portion of the Teacher Evaluation. See PCS Parental Input Form in Appendix F.

Appeals Process

According to current contract language, as determined through district and PCTA collaboration and negotiation the process for amendment of evaluations is as follows:

Category 2 (Annual Contract) and Category3 (Professional Services or Continuing Contract) teachers shall have the right to request an appeal through the Area Superintendent in the following cases: Category 2 teachers with an Unsatisfactory evaluation and Category 3 teachers with a Needs Improvement or Unsatisfactory evaluation. The appeal shall be filed in writing with the school principal within five (5) days of receipt of the evaluation. The principal shall issue a written decision within five (5) days thereafter. An appeal may be made to the area superintendent in writing within five (5) days of receipt of the principal's decision, and the area superintendent's written decision shall be rendered within five (5) days thereafter. The area superintendent's decision shall be final, non-appealable, and non-gricvable.

APPENDIX A

Description of Teacher Observation and Evaluation Forms

Teacher Observation and Evaluation Forms	Purpose	Who Uses	When it is used	Who is it sent to	Who sees it
Pre-Observation Conference	This form is used to gather information about the purpose of the lesson and strategies to be used to meet the learning objectives and ensure student learning	Both, the teacher provides information for the form and the administrator utilizes the form in preparation for the observation	This form is completed and reviewed prior to the formal observation and during the pre-observation conference	The teacher submits this form to the Administrator prior to the formal observation	Teacher Administrator
Observation Data Collection Tool	This form is used to collect classroom data (teacher and student evidence) by the administrator	Administrator (an individual who completes classroom teacher evaluations) completes this form	This form is used during the formal observation	The form is not sent to anyone but can be used to write up the post conference form.	Teacher Administrator
Post-Observation Conference	This form is used to guide a discussion following the observation to identify strengths of the lesson and identify areas of improvement in order to support gains in student learning	The individual who completes the classroom teacher observation uses this form	This form is used during the post-conference, following the formal observation, to guide feedback	The form is not sent to anyone.	Teacher Administrator
Deliberate Practice Plan (DPP)	The purpose of the DPP is to aid the teacher in improvement of practice in through self-evaluation and reflection in order to increase student achievement	Both, the teacher completes the form and the Administrator reviews the form at scheduled intervals	This form is developed at the start of the school-year to initiate the process of goal setting and reflection	The form is uploaded into MoodleLMS for revisions by the teacher and reviews conducted by the administrator	Teacher Administrator

Description of Teacher Observation and Evaluation Forms (cont.)

Teacher Observation and Evaluation Forms	Purpose	Who Uses	When it is used	Who is it sent to	Who sees it
Performance Review-Teacher Self-Assessment (Optional)	This form is used to provide teachers a self-assessment of where they are (as related to the indicators) and assist them in planning next steps	The teacher completes the form	It is recommended that teachers complete this form at the start of the school-year	The form is not sent to anyone. It is optional to share this form with the Administrator during the evaluation process	Teacher Administrator (optional)
First-Semester Teacher Evaluation Form	This form is used as an evaluation tool for new teachers within the first 60 days of employment to aid in identifying strengths and weaknesses and develop steps to improve	The Administrator and the Teacher use this form Anonymous data from this process will also be used by Professional Development for training purposes	First 60 days of employment	Final overall rating is sent to the FLDOE	The Teacher, Administrator and FLDOE
Summative Form (on-line)	This form is used in the formal documentation and overall evaluation of teachers	The Administrator and the Teacher use this form	Annually	The Teacher, Administrator, District and Florida DOE will receive copies of this form	The Teacher, Administrator and FLDOE

Pre-observation Conference Form

PINELLAS COUNTY SCHOOLS PRE-OBSERVATION CONFERENCE FORM

Teacher _____ School Site _____

Subject/Grade _____ Date of Conference _____

Administrator _____ Date/Time of Conference _____

The purpose of the pre-observation conference is to enhance and clarify the understanding of both the teacher and administrator of the classroom observation. The form will guide the discussion led by the teacher.

Directions: The form should be completed by the teacher for the observation time scheduled and given to the administrator prior to the conference.

List the standard(s) and goal(s) to be addressed in the lesson.

Describe what you did to plan for instruction

Identify the instructional strategies (referenced in the rubric) you will use during the lesson.

List and Sequence the activities

What preceded this lesson?

What will follow the lesson?

Other information to help the administrator better understand the lesson or classroom environment during the observation

APPENDIX C
Post-observation Conference Form

PINELLAS COUNTY SCHOOLS
POST-OBSERVATION CONFERENCE FORM

Teacher _____ School _____
Subject/Grade _____ Date of Conference _____
Administrator _____ Date/Time of Observation _____

Learning was best when...

Learning could be improved by.

Identify professional learning to promote incremental improvement of practice and to be included in the IPDP

Use appropriate line below and print or type your name. Use appropriate line below for your signature.

Teacher _____ Teacher Signature _____
Administrator _____ Administrator Signature _____
Date _____

Teacher Reference: Refer to the Professional Indicator Rubric

APPENDIX D

Pinellas County Schools Teacher Appraisal Observation Data Collection Tool

<i>Teacher</i>	<i>School</i>
<i>Subject/Grade</i>	<i>Date of Conference</i>
<i>Evaluator</i>	<i>Date/Time of Observation</i>
<i>Observation Data Collection Tool contains indicators that may be observable during a formal observation.</i>	
1.1 Ability to Assess Instructional Needs	
<i>a. How do I involve and guide all students in tracking their own progress toward meeting the goals?</i>	
<i>b. How do I use formative assessments to collect and track student progress and guide instruction?</i>	
<i>c. How do I use multiple assessments and information to plan instruction?</i>	
<i>Teacher Evidence</i>	<i>Student Evidence</i>
1.2 Plans and Delivers Instruction	
<i>a. What do I do to plan and organize for effective instruction?</i>	
<i>b. What do I do to establish and communicate learning goals?</i>	
<i>Teacher Evidence</i>	<i>Student Evidence</i>
<i>c. How do I select and utilize an instructional delivery model effectively?</i>	
<i>d. What do I do to help students effectively interact with new knowledge?</i>	
<i>e. What do I do to help students practice and deepen their understanding of new knowledge?</i>	
<i>Teacher Evidence</i>	<i>Student Evidence</i>

Pinellas County Schools
Teacher Appraisal Observation Data Collection Tool (Cont)

1.2 Plans and Delivers Instruction	
<i>f. What do I do to help students generate and test hypotheses about new knowledge?</i> <i>g. What do I do to engage students in learning?</i> <i>h. How do I use available technology tools and resources to engage students in learning?</i> <i>i. How do I create opportunities for students to use technology to support learning?</i>	
<i>Teacher Evidence</i>	<i>Student Evidence</i>
2.1 Maintains a Student Centered Learning Environment	
<i>a. How do I celebrate student success?</i> <i>b. How do I establish classroom procedures?</i> <i>c. How do I organize the physical layout of the classroom?</i>	
<i>Teacher Evidence</i>	<i>Student Evidence</i>
<i>d. How do I demonstrate "withitness"?</i> <i>e. How do I apply consequences for lack of adherence to rules and procedures?</i> <i>f. How do I acknowledge adherence to rules and procedures?</i>	
<i>Teacher Evidence</i>	<i>Student Evidence</i>

Pinellas County Schools
Teacher Appraisal Observation Data Collection Tool (Cont)

<p><i>g. How do I demonstrate an understanding of students' interests and background?</i></p> <p><i>h. How do I use verbal and nonverbal behaviors that indicate caring for students?</i></p> <p><i>i. How do I display emotional objectivity and control?</i></p>	
<p><i>Teacher Evidence</i></p>	<p><i>Student Evidence</i></p>
<p><i>j. How do I provide opportunities to respond for all students?</i></p> <p><i>k. How do I probe incorrect answers by students?</i></p>	
<p><i>Teacher Evidence</i></p>	<p><i>Student Evidence</i></p>

APPENDIX E

DELIBERATE PRACTICE PLAN (DPP)

2014-2015 SCHOOL YEAR

Deliberate Practice Plan

Deliberate Practice is a way for employees to grow their expertise through a series of planned action steps, reflections, and collaboration.

First Name	MLL	Last Name	Ward
Date of Plan	Type of Plan <input type="checkbox"/> Effective Teacher <input type="checkbox"/> New Teacher <input type="checkbox"/> Teacher on Improvement _____ (Teacher Initials) (Date)		

Step 1: Self-Assessment (to be developed collaboratively between the teacher and administrator)
 Using the Professional Indicator Rating/Tip Chart, the Teacher Self-Assessment Tool, feedback from the past conference, and your current Administrative Review, identify the indicators (from the Professional Indicator Rating) or content knowledge that you wish to develop.

Goal	1	2	3	4	5
Goal 1					
Goal 2					
Goal 3					
Goal 4					
Goal 5					

Step 2: Write Growth Goals (S.M.A.R.T.) (Specific, Measurable, Attainable, Realistic, Timely)

Example: "By the end of the year, I will increase my score on Indicator 1.1a - How do I involve and guide students in tracking their own progress" from a rating of "needs improvement" to a rating of "effective" and I expect to see these results in student behaviors and learning outcomes."

Goal	1	2	3	4	5
Goal 1					
Goal 2					
Goal 3					
Goal 4					
Goal 5					

Step 3: Develop an Action Plan

For A: Describe the professional learning you will engage in to improve your practice and student learning.
 For B: Describe the specific actions you will take within your classroom, in order to improve the use of the identified strategies or content knowledge.

For C: Describe actions you will take to monitor your progress and revise as necessary.
 "In the accompanying boxes, list the resources and materials (if any) needed to accomplish these action steps."
 → (Only teachers or administrators need to complete this shared step.)

Goal	A	B	C	A	B	C
Goal 1						
Goal 2						
Goal 3						
Goal 4						
Goal 5						

Step 4: Track Progress

Reflect and record insights about the strategies you have identified and practiced by completing the three reflection boxes below.

Reflection Box 1	Reflection Box 2	Reflection Box 3
"How are my students performing? - Are they on track? - Have I had to prepare my lesson differently? - How am I using technology or new content knowledge what I did in a working well format in terms of confidence of improvement in student behavior and learning? - On what will I focus behavior now and the next progress check-in? - How am I tracking this content theme or student learning?"		"To what degree are you successful in meeting your goals? Which of your students?" - How has your Deliberate Practice Plan changed your professional practice? - Other thoughts... - Next steps...

Initial Collaborative with Administrator: _____
 Multiple Review at with Administrator: _____
 Multiple Review with Administrator: _____

Final Employee Turned Deliberate Practice ME ☐ (10pts) E ☐ (10pts) D ☐ (10pts) U ☐ (10pts)

Date: _____ Signature of Teacher: _____ Signature of Administrator: _____

Approved for Learning Systems (Internal Use) Administrator Initials printed in Month 2015

APPENDIX F

PARENT INPUT FORM AND PARENT/TEACHER INPUT FORM

Attached are two forms that are designed to meet state requirements of providing a mechanism for input into teacher and administrator performance evaluation. Schools are required to advertise this process and make forms available in the school office.

Parent Input Form

(regarding teacher evaluation)

The **Parent Input Form** (or similar school based form) may be used by parents regarding input into a teacher evaluation. The administrator decides how much weight is given to the parent input. Forms must be signed to be used for consideration. A copy must be given to the employee. Parent input forms need only be kept on file for one year and then they may be discarded. Forms should be available in the school office. The simplest way to communicate the availability of the form is through the school newsletter.

Parent/Teacher Input Form

(regarding administrator evaluation)

Parent/Teacher Input Form (or a similar school based form) may be used by parents and teachers to provide input regarding an administrator's evaluation. Forms should be available to parents and teachers in the school office. Forms must be signed and sent to the appropriate Area Superintendent via pony or US mail.

Please be sure to share the information regarding both forms with your parents and staff. Feel free to use the sample notice below as a communication piece for your newsletter.

SAMPLE NEWSLETTER ARTICLE

Parent Input

Pinellas County Schools welcomes input of parents regarding the job performance of district employees. A **Parent Input Form** is available for parents to give input regarding teacher performance. Also available is a **Parent/Teacher Input Form** for input regarding administrator performance. Each form requires a signature. A copy of the form will be shared with the employee. Forms are available in the school office.

CHS 4/12

APPENDIX G
Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools

The rubric is the common language of instruction in Pinellas County Schools and can be used as an instrument for self-reflection, assessment, and deliberate conversations among teachers, those responsible for evaluation and those coaching or mentoring colleagues. It is designed to be used as a tool to define performance standards, to help interpret the teacher's practice, make informed decisions about ongoing professional development and for evaluation purposes. The rubric describes different levels of practice or knowledge. To use the rubric begin with the effective rating description which illustrates that the teacher consistently implements the strategy fluently and monitors the effect on student learning.

1.1a. How do I involve and guide all students in tracking their own progress toward meeting the goals? (Marzano, 2007)	Adjust plans to ensure 100% of students' progress towards the learning goal	Integrate student self-assessment and reflection of progress toward performance levels using an appropriate criteria/rubric for each learning goal Provide meaningful and timely feedback on progress toward learning goal Assist students in setting their personal academic goals and monitoring their growth towards their individual goals Engage students in peer assessment of work using an appropriate criteria/rubric Monitors the extent to which students understand their level of performance	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
1.1b. How do I use formative assessments to collect and track student progress and guide instruction? (Danielson, 1996) (Marzano, 2007)	Adapt or create new strategies for collecting and tracking student progress to ensure 100% of students' progress towards the learning goal	Include a variety of assessments/checks for understanding as a regular part of instruction Determine student understanding/mastery of the lesson goals Collect and document student progress using formative assessment results Monitors the extent to which formative assessment guides student learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont)

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1.1c. How do I use multiple assessments and information to plan instruction? (Danielson, 1996) (Marzano, 2007) (IRDA, FLDOE)	Design or select research-based tools and assessments to ensure 100% of students' progress towards the learning goal	Utilize formal assessments to determine if adjustments need to be made when planning curriculum and/or delivery of instruction Utilize informal assessments to target and identify specific strategies and/or interventions to meet students' immediate needs and continue to address those students not making progress toward learning goals Monitors the extent to which assessment guides student learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
1.1d. How do I utilize available technology to collect, analyze, and communicate student data? (Danielson, 1996)	Adapt or create new strategies with the use of available technology to gather, analyze, and communicate student data	Use a defined process for disseminating information and receiving feedback through the use of two-way communication tools for students, parents, and colleagues Use district database methods to gather and analyze student data Use technology to create visual displays of results Monitor the effectiveness of the process of communication	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
1.1e. How do I maintain accurate, complete, and updated documentation of student data? (IRDA, FLDOE)	Adapt or create new strategies to maintain accurate, complete, and updated documentation of student data	Utilize and implement a system to document current student data for all assessments, including formative and summative student data to monitor development	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont)

<p>1.2a. What do I do to plan and organize for effective instruction? (Danielson, 1996) (Marzano, 2007) (http://www.avid.org)</p>	<p>Adjusts plans to ensure 100% of students progress towards the learning goal</p>	<p>Develop clear learning goals that are aligned to district curriculum, NGSS and/or CCSS Identify or create appropriate criteria/rubrics to describe and measure the expected level of performance Utilize a balance of research-based strategies based on individual student learning needs and progress towards the learning goal Consider the diverse needs of students and families Organize students strategically to provide opportunities to interact with knowledge.</p>	<p>Implement incorrectly or with parts missing</p>	<p>Implementation was called for but not exhibited</p>
<p>1.2b. What do I do to establish and communicate learning goals? (Marzano, 2007)</p>	<p>Adjust instruction to ensure 100% of students' progress towards the learning goal</p>	<p>Communicate clear learning goals and provide appropriate criteria/rubrics to measure each learning goal Make goals visible to students using student-friendly language and verbally reference the learning goals throughout the lesson to help students make connections Monitor students' ability to identify the learning goals and understand expected levels of performance</p>	<p>Implement incorrectly or with parts missing</p>	<p>Implementation was called for but not exhibited</p>

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont)

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
<p>1.2c. How do I effectively select and utilize an instructional delivery model?</p> <p>(IRDA, FLDOE) (http://www.avid.org)</p>	Adjust instruction to ensure 100% of students' progress towards the learning goal	<p>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</p> <p>Monitor the effectiveness of the instructional model on student learning</p>	Implement incorrectly or with parts missing	Implementation was required but not exhibited
<p>1.2d. What do I do to help students effectively interact with new knowledge? (Marzano, 2007)</p>	Adjust instruction to ensure 100% of students' progress towards the learning goal	<p>Use the appropriate instructional elements correctly <i>based on students' needs</i>:</p> <ul style="list-style-type: none"> • identify critical information • organize students to interact with new knowledge • preview new content • chunk into digestible bites • process and elaborate on new information • record and represent new knowledge • use questioning techniques to promote learning <p>Monitor the effectiveness of the selected element(s) on student learning</p>	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont)

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1.2e. What do I do to help students practice and deepen their understanding of new knowledge? (Marzano, 2007)	Adjust instruction to ensure 100% of students' progress towards the learning goal	Use the appropriate instructional elements correctly <i>based on students' needs</i> : <ul style="list-style-type: none"> • review content • organize students to practice and deepen knowledge • use homework effectively • examine similarities and differences • examine errors in reasoning • practice skills, strategies, and processes • revise knowledge • use questioning techniques to promote learning Monitor the effectiveness of the selected element(s) on student learning	Implement incorrectly or with parts missing.	Implementation was called for but not exhibited
1.2f. What do I do to help students generate and test hypotheses about new knowledge? (Marzano, 2007)	Adjust instruction to ensure 100% of students' progress towards the learning goal	Use the appropriate instructional elements correctly <i>based on students' needs</i> : <ul style="list-style-type: none"> • organize students for cognitively complex tasks • engage students in cognitively complex tasks involving generating hypotheses and testing • provide resources and guidance • use questioning techniques to promote learning Monitor the effectiveness of the selected element(s) on student learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont.)

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
1.2g. What do I do to engage students in learning? (IRDA, FLDOE) (Danielson, 1996) (Marzano, 2007)	Adjust instruction to ensure 100% of students' progress towards the learning goal	Use the appropriate instructional elements correctly <i>based on students' needs</i> : <ul style="list-style-type: none"> • Notice and react when students are not engaged • Use academic games • Manage response rates • Use physical movement • Maintain a lively pace • Demonstrate intensity and enthusiasm • Use friendly controversy • Provide opportunities for students to talk about themselves • Present unusual or intriguing information Monitor the effectiveness of the selected element(s) on student learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
1.2h. How do I use available technology tools and resources to engage students in learning? (IRDA, FLDOE)	Adjust instruction to ensure 100% of students' progress towards the learning goal	Utilize different forms of technology consistently during classroom instruction Plan interactive lessons utilizing available technology Create routines for the utilization of technology Monitor the extent to which the technology engages students in learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
1.2i. How do I create opportunities for students to use technology to support learning? (Danielson, 1996)	Adjust instruction to ensure 100% of students' progress towards the learning goal	Create opportunities for students to utilize technology tools and create products to demonstrate application of learning Create opportunities for students to work collaboratively/individually with the technology Direct students to the appropriate technology tool for learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont.)

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
2.1 a. How do I celebrate student success? (Marzano, 2007)	Adapt or create new strategies for unique student needs and situations by using data from monitoring results to improve student results Assist students in setting their own criteria for success and ways to celebrate the success	Provide students with recognition of their current status and their knowledge gain relative to learning/behavior goals and student personal goals on an appropriate scale or rubric Monitor the extent to which students are motivated to enhance their status	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
2.1 b. How do I establish classroom routines? (Marzano, 2007) (Sprick, 2009) (Jenson, 2009)	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results. Develop and implement a system to routinely teach , monitor and review expectations	Establish, explicitly teach and regularly review expectations regarding rules and procedures Monitor the extent to which students exhibit expected behavior	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
2.1 c. How do I organize the physical layout of the classroom for learning? (Marzano, 2007)	Adapt or create new strategies for unique student needs regarding the physical layout of the room by using data from monitoring to improve student results.	Organize the physical layout of the classroom to facilitate movement, instructional groups, circulation, scanning and to focus on learning. Monitor the impact of the environment on student learning Intentionally post and display learning materials directly related to the current learning goals so students can access the information	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont.)

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
2.1 d. How do I demonstrate "withitness"? (Marzano, 2007)	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results	Demonstrate supervision of student behavior that might indicate potential disruptions and attends to them immediately inside and outside of the classroom Recognize confusion or lack of engagement in the content and intervenes appropriately	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
2.1 e. How do I apply consequences for lack of adherence to rules and procedures? (Marzano, 2007)	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results Corrective strategies are seamless	Develop, teach and apply consequences for not following rules and procedures consistently and fairly Provide verbal and/or nonverbal consequences and corrective strategies Monitor the extent to which rules and procedures are followed	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
2.1f. How do I acknowledge adherence to rules and procedures? (Marzano, 2007)	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results. (e.g., Intentionally increase use of Positive to Negative ratio interactions for unique student needs)	Acknowledge adherence to rules and procedures consistently and fairly, by using at least 3:1 Positive to Negative Ratio of Interactions Celebrate adherence to rules Monitor the extent to which students exhibit expected behavior	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont)

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
2.1g. How do I demonstrate an understanding of students' interests and background? (Marzano, 2007)	Create a systematic process for formally gathering and using information on students' interests and background to engage in respectful interactions Adapt or create new strategies to meet unique student engagement needs	Utilize information on students' interests and background to build rapport through conversations and student work to engage in respectful interactions Monitor the impact on student outcomes	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
2.1h. How do I use verbal and nonverbal behavior that indicate caring for students? (Marzano, 2007)	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results	Include verbal and nonverbal behaviors that indicate caring for students while maintaining at least a 3:1 Positive to Negative Ratio of Interactions Monitor the quality of relationships in the classroom.	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
2.1i. How do I display emotional objectivity and control? (Marzano, 2007)	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results	Behave in an objective and controlled manner in all student learning settings (rational detachment) Monitor the effect on the classroom climate	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont)

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
2.1j. How do I provide opportunities to respond for all students? (Marzano, 2007)	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results	Pose challenges, ask questions and/or elicit responses from all students at the same rate regardless of perceived ability level, expectancy or performance, with the same frequency and depth Monitor the participation of each student	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
2.1k. How do probe incorrect answers by all students? (Marzano, 2007)	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results	Probe incorrect answers of all students, regardless of perceived ability level, expectancy or performance, with the same frequency and depth by: <ul style="list-style-type: none"> • Asking all students to further explain incorrect answers • Rephrasing questions in response to incorrect answers • Breaking a question into smaller and simpler parts • Allowing all students additional processing and returning to them at a later point in time Monitor the level and quality of students' responses	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont)

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 district-wide 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 district-wide 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
3.2a 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

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont)

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
3.2 b. 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

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont)

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 Deliberate Practice Plan (DPP)</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 DPP 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
3.2d. How do I advocate for students? (Danielson, 1996)	Effectively engage in leadership activities within the community or district to ensure that all students receive a fair and equitable opportunity to succeed	Make an individual or collaborative effort to support all students, particularly those who traditionally underperform ,within the context of a team to challenge negative attitudes and help ensure that all students, are honored in the school and receive a fair and equitable opportunity to succeed	Do not actively advocate for some students who are underperforming	Implementation was called for but not exhibited

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools (Cont)

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 new strategies for unique student/family needs	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

APPENDIX H
Performance Review-Teacher Self-Assessment

Performance Review-Teacher Self-Assessment						
Indicator	1.1 Ability to Assess Instructional Needs (FEAP a4)				Supporting Evidence	Goals and Action Steps
	Highly Effective	Effective	Developing or Needs Improvement	Unsatisfactory		
a. How do I involve and guide all students in tracking their own progress toward meeting the goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b. How do I use formative assessments to collect and track student progress and guide instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c. How do I use multiple assessments and information to plan instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d. How do I utilize available technology to collect, analyze, and communicate student data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
e. How do I maintain accurate, complete, and updated documentation of student data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Indicator	1.2 Plans and Delivers Instruction (FEAP a1, a3)				Supporting Evidence	Goals and Action Steps
	Highly Effective	Effective	Developing or Needs Improvement	Unsatisfactory		
a. What do I do to plan and organize for effective instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b. What do I do to establish and communicate learning goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c. How do I effectively utilize an instructional delivery model?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d. What do I do to help students effectively interact with new knowledge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
e. What do I do to help students practice and deepen their understanding of new knowledge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
f. What do I do to help students generate and test hypotheses about new knowledge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
g. What do I do to engage students in learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
h. How do I use available technology tools and resources to engage students in learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

1.2 Plans and Delivers Instruction (FEAP a1, a3)

Indicator	Highly Effective	Effective	Developing or Needs Improvement	Unsatisfactory	Supporting Evidence	Goals and Action Steps
i. How do I provide students with opportunities to use technology to support learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

2.1 Maintains a Student-Centered Learning Environment (FEAP a2)

Indicator	Highly Effective	Effective	Developing or Needs Improvement	Unsatisfactory	Supporting Evidence	Goals and Action Steps
a. How do I celebrate student success?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b. How do I establish classroom routines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c. How do I organize the physical layout of the classroom for learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d. How do I demonstrate “withitness”?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
e. How do I apply consequences for lack of adherence to rules and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
f. How do I acknowledge adherence to rules and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
g. How do I demonstrate an understanding of students’ interests and background?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

2.1 Maintains a Student-Centered Learning Environment (FEAP a2)						
Indicator	Highly Effective	Effective	Developing or Needs Improvement	Unsatisfactory	Supporting Evidence	Goals and Action Steps
h. How do I use verbal and nonverbal behaviors that indicate caring for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
i. How do I display emotional objectivity and control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
j. How do I provide opportunities to respond for all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
k. How do I probe incorrect answers by all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.1 Performs Professional Responsibilities (FEAP b1)						
Indicator	Highly Effective	Effective	Developing or Needs Improvement	Unsatisfactory	Supporting Evidence	Goals and Action Steps
a. How do I demonstrate and implement the Principles of Professional Conduct of the Educational Profession in Florida?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b. How do I adhere to state, district, department, school and program guidelines and policies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

3.2 Engages in Continuous Improvement for Self and School (FEAP b2)						
Indicator	Highly Effective	Effective	Developing or Needs Improvement	Unsatisfactory	Supporting Evidence	Goals and Action Steps
a. How do I contribute to the school and district?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b. How do I work with colleagues to improve professional practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c. How do I grow and develop professionally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d. How do I advocate for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
e. How do I establish processes to ensure ongoing parent, guardian and stakeholder communication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
f. How do I use available technology as a tool for communication with students, parents, guardians, PCSB staff and community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

APPENDIX I

MARZANO PILOT EVALUATION SYSTEM

Pinellas County Schools (PCS), the Pinellas Classroom Teachers' Association (PCTA) and Learning Sciences International (LSI) are collaborating to develop processes and guidelines for implementing a more equitable evaluation system. The components of the Marzano Pilot Evaluation system mirror that of the current district system outlined above, excluding the below detailed elements.

The purpose of this pilot evaluation system is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service. The teacher's annual evaluation will involve components of student growth, deliberate practice, classroom observations, and Marzano model domains two, three and four (planning, reflecting, collegiality). A separate appraisal will be utilized for instructional personnel with unique non-classroom job responsibilities. Pinellas County Schools has a process for parents to give input as appropriate. This input is not calculated in the metrics described below. Results of evaluation will be used to help revise the district improvement plan, school improvement plan, and professional development system.

The State of Florida approved *Marzano Teacher Evaluation Model*, which is aligned with the Florida Department of Education's Florida Educator Accomplished Practices (FEAP), will be used to document teacher growth in effective instructional practice. Comprehensive professional development and ongoing, LSI (Learning Sciences International) support will ensure inter-rater-reliability through training, scoring assessments of master scored video and observational rounds. Research regarding the effectiveness of this model is available on the Florida Department of Education website and in the following publications:

Marzano, R.J., Brown, J.L. (2009). *A Handbook for the Art and Science of Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., Frontier, T. & Livingston, D. (2011). *Effective Supervision: Supporting the Art and Science of Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Professional Development for Improved Instructional Practice

Teachers, school and district leaders involved in the pilot will receive focused professional development training with the intention of laying the foundation for effective instructional practice and focused classroom observations. In addition to sessions on the use of effective classroom behaviors and instructional practices, in depth professional development will guide stakeholders into planning units of instruction with aligned student performance scales and assessments. Regular professional learning community meetings (PLCs), facilitated by trained instructional leaders will assure continued dialogue and ensure best practices. PLC leaders will be trained to give planning, instruction and reflection feedback, but this feedback will not be evaluative. The goal of the comprehensive professional development plan will be to increase teacher expertise and increase student growth towards the mastery of essential standards, including the Common Core and Next Generation Sunshine State Standards (NGSS).

Throughout the unit, teachers will use a variety of student assessments to track student progress (i.e. traditional response, probing discussions, demonstrations and observations, student-generated assessments). Student response systems (i.e. clickers) will be used to capture and track student progress as well as other means including both technologies and traditional methods. Results will be shared and utilized during regularly scheduled PLC meetings. Students will also systematically track their own progress and teachers will help them celebrate their success towards mastery of learning targets.

The following is a brief description of the professional development that is planned:

Training on Marzano Teacher Evaluation Model- teachers will be trained on the four domains of the model including: Classroom Strategies and Behaviors; Planning and Preparing; Reflecting on Teaching; and, Collegiality and Professionalism. Administrators and LSI consultants will provide ongoing training and coaching sessions.

Instructional Unit Planning- teachers will be trained on how to choose common standards, breakdown Common Core Standards into units, create learning goals and student assessment scales, and utilize rigorous assessments to gauge student growth.

Student Performance Scales- these learning progressions, aligned to cognitive taxonomy levels, will assist a teacher in assessing a student's progress towards mastery of identified learning targets. Periodic assessments using tiered questions aligned to these scales will assist in guiding teachers to improved daily instruction for all students (See Table 1 below as example).

Frequent and Timely Feedback-teachers will be able to assess student growth daily by means of a student response system (clickers). Feedback from students will be linked to daily instructional practice and teachers will be able to adjust lessons plans as needed.

Teacher Self-Assessment and Deliberate Practice- through professional learning community (PLC) facilitation, teachers will self-assess on the use of effective instructional practices. The self-assessment will help guide further professional development and deliberate practice.

Instructional Practice Score:

The calculation of the instructional practice score will be the same for all teachers, including those fully teaching stated tested courses. All teachers will have a "multi-metric" evaluation. The instructional practice score will be divided into the categories described below. Figure 4 illustrates the approximate weighting of these elements.

Deliberate Practice- which will equate to the growth on one to three observed elements from a baseline generated in the early diagnostic unit and with a final observation in the latter evaluative measurement unit.

Planning, Reflecting and Professionalism- will be derived using Domains 2, 3, and 4 of the Marzano Teacher Evaluation Model.

Observation Scores- observational data will be primarily derived by scoring Domain 1. Scores will include data from at least two formal observations by school administrators conducted during the first unit and the measurement unit. In addition, at least three informal observations will be conducted by the certified observer(s) between the early unit and the measurement unit to support growth of the teachers' practice. The percentages indicated below are an example and will be defined with input from all stakeholders.

Rating Guidelines

The final rating guidelines under the Marzano Pilot align to those listed above (**Highly Effective, Effective, Developing/Needs Improvement and Unsatisfactory**).

However, rubric scales and ratings for instructional practice are incorporated within the Pilot Observation and Evaluation System. These rubric scales are as follows: **Innovating, Applying, Developing, Beginning, and Not Using**).

Overall ratings will be determined by school-based administration or supervisor.

Assessment and Measurement

Pinellas County Schools' criteria for teacher effectiveness include:

1. Rigor- designed to measure a mastery of standards
2. Testable-measures are very similar if not the same across classrooms within a district and the measures used on non-state tested subjects are as rigorous as those in tested grades
3. Scientific principles- assessments given between two points in time to reveal student learning growth attributed to the teacher

The Marzano Model of Formative Assessment will be used as a guide to develop a system that focuses on setting learning goals, tracking student progress towards those goals, and helping teachers and students identify the next steps they might take to attain those goals. Central to the Marzano Model is the concept of learning progressions, because they provide the structure for identifying levels of progress toward learning goals. District curriculum experts, with teacher input, will determine the scope and sequence of essential standards and will identify the two overall units that will be used for diagnostic and measurement purposes in this pilot.

Figure 1 below illustrates the 2014-15 implementation timeline of the pilot evaluation. Each measurement unit will be conducted around the same time for each course, and focused on the same standards and using the same common assessment making them comparable across schools.

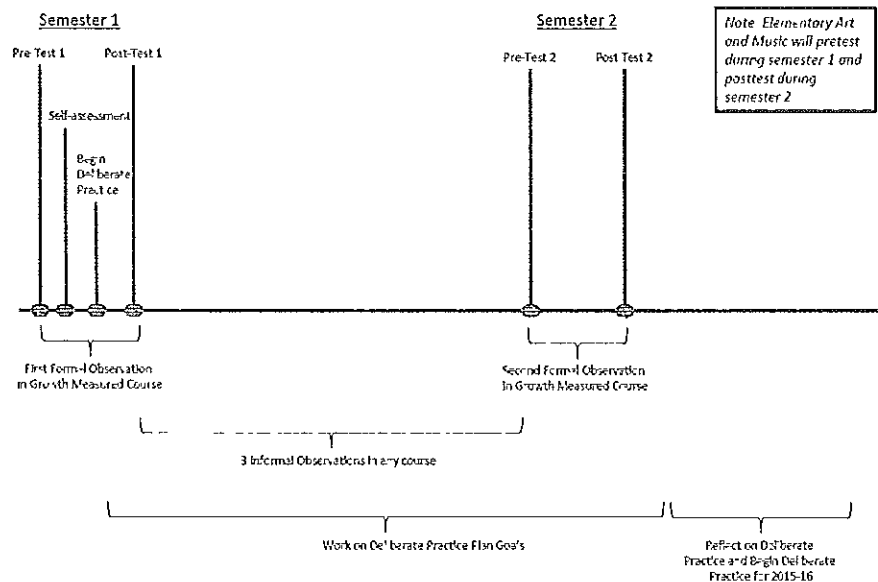


Figure 1 Pinellas County Schools- Pilot Timeline

A diagnostic unit, planned and taught during semester one will assist in establishing a professional development plan and will model fidelity of instruction connected to weekly measures. Student growth assessment results, teacher self-assessment, an end of unit student survey, and classroom observation results will provide rich formative feedback for the teacher. A professional growth plan will be developed from this initial data that will guide what occurs in regular PLC meetings, as teachers learn to see the connection between intentional planning, intentional instruction, and intentional student outcomes. PLC leaders will receive specialized training to facilitate this desired outcome during PLC meetings. Additionally, volunteer teachers will have the opportunity to have a lesson video-taped for both self-assessment and expert analysis. The only evaluative piece of this unit is the classroom observation score and evidences for Domains 2-4.

A latter unit, which will be planned and taught during semester two, will be used as the evaluative measurement unit. This unit will include pre and post-test learning gain measures that are calculated as a value added measure. Focused professional development, guidance in tracking student progress, classroom observations, and collaborative planning is projected to result in increased student learning growth. The summative teacher evaluation score will be discussed in further detail below.

Summative Teacher Evaluation Score

The summative teacher evaluation score will be a combination of the student growth score and the instructional practice score. Each score will be weighted equally (50%) as long as there are three or more years of data scores available for the teacher. If there are less than 3 years of data available for a teacher than the student growth score will be weighted at 40% and the instructional practice score will be weighted at 60%. The final composite score will combine both the student growth score and the instructional practice score. The summative score will be converted to one of four rating labels (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory). Teachers will be evaluated by their

immediate supervisor, who must be a certified administrator. The process of amending evaluations will be decided in collaboration with the Pinellas Classroom Teacher Association (PCTA). Both parts of the summative evaluation are illustrated below in Figure 2 and will be discussed in further detail next.

Student Growth Measures

For teachers who teach only state tested courses, the student growth score will be calculated using the State VAM score. For teachers who teach non-state tested courses, the student growth score will be created using the student growth measure from unit assessment scores. For teachers who teach both state and Non-state tested courses a weighting system will be used that is proportionate to the number of state and Non-state courses the instructor teaches. For example, if an instructor teaches six courses and three of those are state tested, then the state VAM will be weighted 25% and the unit assessment value-added score will be weighted 25%. For the unit assessment, student growth data will be calculated utilizing a pre-test predictive score and covariants similar to the state model.

The following is a brief description of student growth measures that will be incorporated in the pilot. Figure 3 illustrates the approximate weighting of these elements.

- State VAM- the state VAM will be used for teachers who teach state tested courses. For those teachers who teach a mixed course load, the state VAM will be used in regards to the proportion of state tested courses they teach.
- Unit Common Assessment- the standards-based assessment will measure mastery of a unit of instruction planned around essential Florida standards. The assessment will be rigorous and it will measure growth between two points in time. The unit assessment score will be comparable across classrooms because each measurement unit will be taken at the same point in time during the course.

Assessment Creation and Test Security Precautions

The district process for creating end-of-unit assessments will ensure rigor and alignment to the Florida DOE course descriptions, NGSS, and Florida Standards. The district is open to State review of these items to ensure that the processes of developing assessments are rigorous. Moreover, all those who are involved in the creation of district assessments will sign confidentiality agreements to ensure that the assessment tests created are held to high standards and to ensure item security.

Pinellas county protocols on testing will be put into place to ensure that unit assessments are monitored and proctored. The procedures put into place for testing the Stanford Achievement Test, 10th Edition will be followed including, notifying parents of testing, administration of unit assessments, reporting of the results, and absences and invalidations. Teachers will not be able to score their own measurement assessments. Unit assessment tests will be scanned or scored by others to ensure that the assessments are scored fairly.

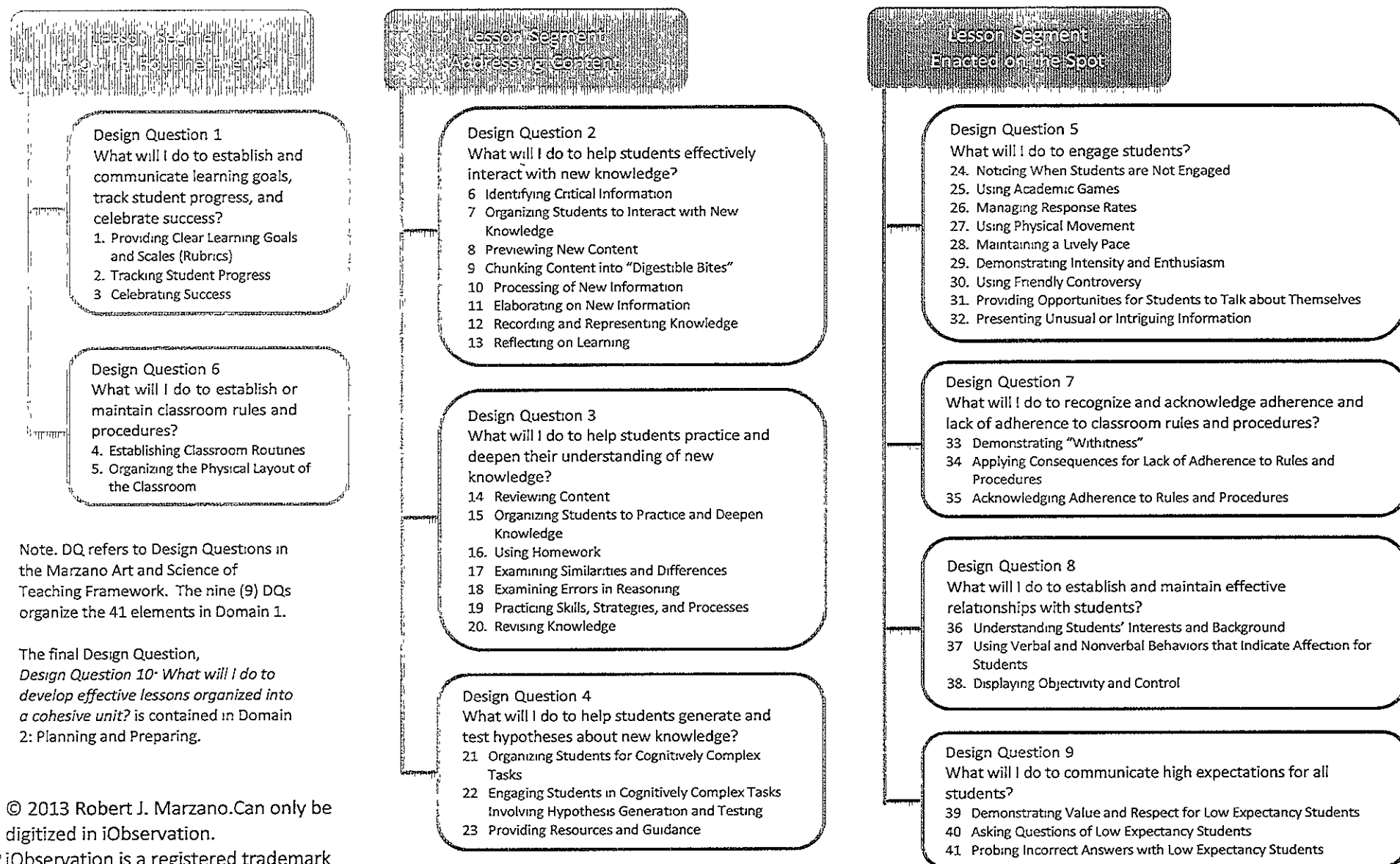
District created assessments will incorporate state item bank questions as they become available.

Data analysis of scored assessments will assess scoring trends and will flag any irregularities to maintain test fidelity. Data will be analyzed after each unit assessment test to ensure the normative nature of assessment scores. If necessary, a new assessment will be created.

Elements Learning Map

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



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