

AGENDA

SCHOOL BOARD WORKSHOP

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

September 6, 2011

4:00 P.M.

THIS WORKSHOP IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. TEACHER EVALUATION MANUAL
3. ITEMS BY THE SUPERINTENDENT
4. SCHOOL BOARD REQUESTS AND CONCERNS
5. ADJOURNMENT

Gadsden County

2011-2012



Teacher Evaluation Model

Submitted to Florida Department of Education, May 30, 2011

Gadsden County Teacher Evaluation Model

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Section I. System Components Referenced both by the RTTT Memorandum of Understanding (MOU) and Florida Statutes

CORE OF EFFECTIVE PRACTICE (1)

Pursuant to Florida Statute 1012.34, Gadsden County Public School District (GCPSD) has established procedures for evaluating the performance of duties and responsibilities of all instructional personnel. Procedures for evaluating the performance of duties and responsibilities of administrative and supervisory personnel will be developed during the subsequent year. The intention of these procedures is to increase student learning growth by improving the quality of instructional, administrative, and supervisory practices.

The core belief of GCPSD is that public education should provide well-rounded learning experiences that “build a brighter future” for all children. Hence, the rationale driving the Gadsden County Teacher Evaluation Model (GCTEM) is to shape, form, and improve teacher practices and to ensure that students are receiving high-quality instruction. It is the District’s vision that research-based processes for improving instructional practices, strategic planning, reflection on teaching and professionalism, will increase teacher instructional expertise from year to year. In turn, this will produce sustained gains in student learning.

Statutes and Policies Supporting the Evaluation Process

Gadsden County’s *Race to the Top* personnel evaluation component, as described in this document, is aligned to 2011 Senate Bill 736 (Appendix A) and Gadsden County Board policies (SB 6.40 and 6.41). Gadsden County Board policies are in turn informed by numerous other Florida Statutes (1001.43, 1008.36, 1012.22, 1012.27, 1012.34, F. S.). Senate Bill 736 requires districts to design evaluation systems to support effective instruction and student learning growth. According to the Senate Bill:

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- Results of evaluation systems should be used to develop district and school level improvement plans and to identify professional development for instructional personnel and school administrators.
- Districts must develop a mechanism to examine performance data from multiple sources.
- Districts must identify teaching fields for which special evaluation procedures/ criteria are necessary.
- Instructional staff employed for more than one year must be evaluated annually. And
- First-year teachers must be evaluated at least twice in the first year of employment.

Senate Bill 736 also allows for each district to establish a peer assistance process, as part of the evaluation system or for employee assistance. It allows evaluations to be amended if assessment data are available within 90 days of the close of the school year. And, SB 736 requires districts to report evaluation results to the state department, to review the system annually for compliance, and to develop processes for monitoring and evaluating the effective and consistent use of the evaluation criteria, which are also specified.

Senate Bill 736 requires the following evaluation criteria:

- 1) performance of students,
- 2) instructional practice and instructional leadership, and
- 3) professional and job responsibilities.

It also mandates that at least 50% of evaluations must be based on student learning growth assessed annually and measured by statewide assessments or district-developed assessments (F.S.1008.22(8)).

See Appendix A for more detail.

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Gadsden County School Board Policies 6.40 and 6.41 outline procedures for the Assessment of Employees (BP6.40) and Instructional Employee Performance Criteria (BP6.41). In summary, these policies state that the Superintendent shall develop or select a personnel performance assessment system for all staff and that he or his designee shall develop and present, for School Board approval, instructional employee performance criteria and/or measures. Such performance criteria and/or measures shall be consistent with statutory requirements, but may include additional elements as deemed appropriate (Appendix B). Gadsden's Board policies are consistent with state statutes and will be revised as relevant subsequent Florida Statutes are developed and/or revised. Florida Statutes informing the Board Policies regarding evaluation and employee performance criteria include F.S. 1001.41, 1008.36, 1012.22, 1012.23, 1012.27, and 1012.34.

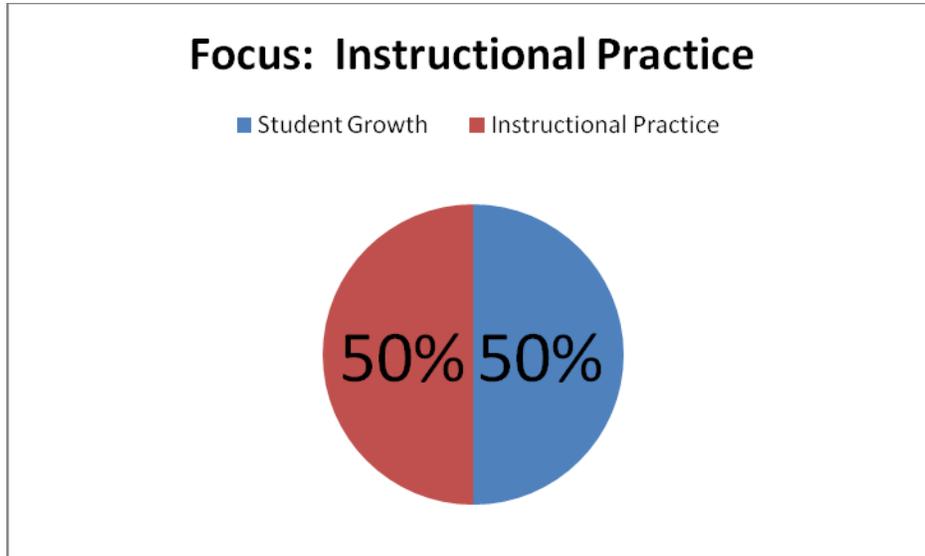
The GCTEM proposed in this document is fully consistent with all of these governing documents.

Principles of the Evaluation Process

The purposes of teacher evaluation are both formative and summative. Formative evaluations shape, form or improve teacher practice. Summative evaluations take the form of an annual evaluation (final judgment) and are used for quality assurance. An observation may include analysis of student work, logs, etc., and a judgment is based on a preponderance of evidence because we want the decision to be robust.

The focus of the GCTEM is on student outcomes and instructional practice. Student outcomes will be measured by assessment data, while instructional practice will be measured using a slightly modified version of Florida's Model (based on Marzano's Teacher Evaluation Model, otherwise known as the Art of Science of Teaching Evaluation Framework). Fifty percent 50% will be based on student growth and fifty percent 50% will be attributed to instructional practice.

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Gadsden will use principles of Dr. Robert Marzano’s Teacher Evaluation Model as the basis for evaluating instructional personnel’s instructional practices. In compliance with SBE Rule 6A.5.065, F.A.C., Florida Educator Accomplished Practices (FEAP) as revised in December 2010 form the foundation for school districts’ instructional personnel appraisal systems (Appendix C). The Marzano Teacher Evaluation Model (MTEM) was selected as a model for GCTEM because MTEM:

- Is aligned to FEAP;
- Is based upon sound educational principles and contemporary research in effective educational practice; and
- provides a means for self-assessment and reflection.

MTEM provides a transparent method for making decisions, a foundation for professional conversation, and a coherent means to provide formative and summative feedback. MTEM was also selected as a model for Gadsden County because its comprehensive set of practices is directly related to increased student learning gains.

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The core effective practices used for the Gadsden County Teacher Evaluation Model (GCTEM) will be the Florida Educator Accomplished Practices (revised in December 2010). The specific components of FEAP include: (a) quality of instruction, (b) the learning environment, (c) assessment, (d) communication, and (f) professional responsibility and ethical conduct. These practices were developed in collaboration with education stakeholders and have been strongly linked to increased student achievement.

Connection to Florida Educator Accomplished Practices (2010)

The goal of GCTEM is to improve student academic performance by identifying specific strategies and practices that are aligned to the Florida Educator Accomplished Practices (FEAP), and by rewarding teachers both for using these practices and for successfully raising student achievement. The operating premise is that all teachers can increase their expertise from year to year, thereby producing cumulative gains in student achievement from year to year. The operating strategy is a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data on student growth and includes timely constructive feedback. Each domain of the Marzano Teacher Evaluation Model has been arrayed in a crosswalk format for each Florida Educator Accomplished Practice (www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf), ensuring the appropriateness of the Marzano model for measuring FEAP. Table 2 aligns the 6 key areas of FEAP with the 4 Marzano domains and emphasis.

Connection to Florida Continuous Improvement Model (FCIM)

Enhancing student achievement is the ultimate goal of both the Marzano model and the Florida Continuous Improvement Model (FCIM). Both frameworks allow for constant engagement in perfecting the instructional craft of teachers. The following chart illustrates the close alignment between the two models.

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Table 1. Alignment of Florida’s Continuous Improvement Model with Marzano’s Teacher Evaluation Model

Florida’s Continuous Improvement Model	Marzano’s Teacher Evaluation Model
Cycle 1: PLAN. Data disaggregation and calendar development	Domain 2: Planning and preparing
Cycle 2: DO. Direct instructional focus	Domain 1: Classroom Strategies and behaviors
Cycle 3. ACT. Tutorials and enrichment	(Measured by Student Outcomes)
Cycle 4. CHECK. Assessment, maintenance and monitoring	Domain 3: Reflecting to teaching and Domain 4: Collegiality and professionalism

Both models are continuous and ongoing.

Research Base and Validation Studies on the Marzano Teacher Evaluation Model (2001)

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

In addition, experimental/control studies have been conducted that establish more direct causal linkages with enhanced student achievement than can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the model has been studied as to its effects on the

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use of technology (i.e., interactive whiteboards) and found it to be highly correlated with the effectiveness of that technology (Research Base and Validation Studies on the Marzano Evaluation Model, April 2011).

Observation Instrument(s) with Indicators of Effective Practice

MTEM with its 4 domains: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality/Professionalism, is currently being recommended by the Florida Department of Education (FLDOE) as a teacher evaluation model that districts can use or adapt (Research Base and Validation Studies on the Marzano Evaluation Model, April 2011). The Marzano Teacher Evaluation Model four domains each has a different emphasis and contains a different number of measurable elements, as illustrated by the following table. These may also be aligned to the 6 FEAP key areas and both are the crux of the GCTEM that all evaluators will be trained to use.

Table 2. Marzano Teacher Evaluation Model Domains, Emphases, and Elements

FEAP Alignment	Marzano Domain	Emphasis	Number of Elements
Learning Environment (2) Instructional Delivery and Facilitation (3) Assessment (4)	1. Classroom Strategies and Behaviors	Focus on knowledge and application of the common language of instruction and include three areas: (1) Routine segments, (2) Content segments, and (3) Enacted on the spot.	41
Instructional Design and Lesson Planning (1)	2. Planning and Preparing	Emphasizes planning and preparing for units of instruction and lesson within units. There are three sections: (1) Planning and preparation for lessons and units, (2) Planning and preparing for use of materials or technology, and (3) Planning and preparing to meet the special needs of students.	8
Assessment (4)	3. Reflecting on Teaching	Targets the teacher's ability and willingness to self-assess and plan for growth by: (1) Evaluating personal performance, and (2) Developing and implementing a professional growth plan.	5
Continuous Professional Improvement (5) Professionalism and Ethical Conduct (6)	4. Collegiality and Professionalism	Targets promoting a positive learning environment, open communication, and district development through three elements: (1) Promoting a positive environment (2) Promoting exchange of ideas, and (3) Promoting school and district development	6
			Total = 60

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While the Marzano model provides a new perspective on teacher supervision and evaluation, it is the continuation and expansion of Dr. Marzano’s research across four decades that underlies the four domains that develop teacher expertise. The domains build on each other, with direct links to create a causal chain that results in increased learning and performance of all students.

Scales are used to specify varying levels of performance within each domain (see Table 3). Scales represent the continuum of teaching behavior and can be used to document growth over time as well as providing formative and summative feedback.

Table 3. Marzano’s Scales of Performance

Innovating (4)	Applying (3)	Developing (2)	Beginning(1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	Within lessons the teacher organizes content in such a way that each new piece clearly builds on the previous piece.	The teacher scaffolds the information but the relationship between the evidences is not made clear.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

The evaluation process begins with “sources of evidence” (Tables 4-9).

Sources of Evidence

Table 4. Domain 1 Sources of Evidence

Domain 1: Classroom Strategies & Behaviors
<ul style="list-style-type: none"> • Formal Observation(s)—pre/post • Informal, Announced Observation • Informal Unannounced Observation • Walkthroughs • Video of Classroom Practice • Artifacts

Table 5. Domain 2 Sources of Evidence

Domain 2: Planning and Preparing
<ul style="list-style-type: none"> • Planning Conference or Pre-conference • Artifacts-lessons plans, organizers, etc

Table 6. Domain 3 Sources of Evidence

Domain 3: Reflecting on Teaching
<ul style="list-style-type: none"> • Self-assessment • Reflection conference • Conferences • Discussions • Artifacts

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Table 7. Domain 4 Sources of Evidence

Domain 4: Collegiality & Professionalism
<ul style="list-style-type: none"> • Conferences • Discussions • Artifacts • Lesson Study Agenda • Professional Development Plan • Participation in District and School Meetings • Parent and Student Surveys

Table 8. Observation and Survey Instruments

Observation Instruments	Location in Document
Domain 1: Overall Classroom Strategies and Behavior From	Appendix D
Domain 2: Planning Conference Structured Interview Lesson Segments Involving Routine Events	Appendix E
Domain 2: Planning Conference Structured Interview Lesson Segments Addressing Content	Appendix F
Domain 2: Planning Conference Structured Interview Enacting on the Spot	Appendix G
Domain 3: Planning Conference Structured Interview Reflecting on Teaching	Appendix H
Domain 4: Planning Conference Structured Interview Collegiality and Professionalism	Appendix I
Climate Survey for Parents/Guardians	Appendix J
Climate Survey for Students (grades K-5)	Appendix K
Climate Survey for Students (grades 6-12)	Appendix L

Table 9. Evaluation Instruments

Evaluation Instruments	Location in Document
Gadsden County Annual Evaluation Report for <i>Category I Teachers: 1-3 Years of Service</i> ---Instructional Practice Score	Appendix M
Gadsden County Annual Evaluation Report for <i>Category II Teachers: 4 or more Years of Service</i> ---Instructional Practice Score	Appendix N

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STUDENT GROWTH (2)

The second critical component of teacher accountability is the use of standardized assessment measures to determine if students are making at least one year of academic growth after one year of instruction (Table 10). To partially accomplish this goal the district administers the state-required assessment instruments at each grade level, which includes the FCAT and Florida End-of-Course examinations. The district also utilizes the Florida Assessment of Instruction in Reading (FAIR) as a measure of reading growth. To be in full compliance with the requirements of RTTT by the year 2014, the district's goal is to implement student assessments that measure learning gains in the non-FCAT assessed areas and grade levels.

The GCTEM will utilize the state-adopted teacher-level student growth measure as the primary factor of teacher and principal evaluation systems.

FCAT-Assessed Area Teachers. Fifty percent (50%) of the evaluation of teachers of FCAT-assessed areas will be based upon FCAT data and indicators of student learning growth as assessed by the statewide assessments in school year 2011-12 and school year 2012-13. The Gadsden County Teacher Evaluation Model will use the state adopted student growth measure for courses associated with FCAT for 2011-12. The list of student assessments for each subject and grade level for use in 2011-2012 is located below (Table 10 & 11).

Non-FCAT-Assessed Area Teachers. Thirty percent (30%) of the evaluations of teachers of subjects and grade levels not measured by statewide assessments will be based on their students' reading gains for the 2011-2012 school year, as measured by FAIR. Only students who have participated in at least two FAIR assessments will be considered in this evaluation process. While the percentage of teachers' evaluations derived from student achievement will remain the same (30%) for school year 2012-2013, the measure used for teachers in grades 4-12 will change. During the 2012-2013 school year, non-FCAT-assessed area teacher evaluations will be based on their

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students' end-of-course performances as measured by Gadsden County-developed end-of-course assessments. Table 12 outlines the timeline for the development of Gadsden County End-of-Course assessments for non-FCAT assessed areas.

By 2014-15, the District will implement procedures to measure growth for subjects and grades not assessed by statewide assessments using formulas based on FLDOE models. If students do not take statewide assessments, growth will be measured by established learning targets that have been approved by the principal. Likewise, definitive decisions regarding the calculation of student growth for teachers teaching multiple FCAT assessed courses will be made after review of the state recommended model for growth and implemented no later than the 2014-15 school year.

Table 10. Student Assessments

Student Assessments
FCAT (Reading, Math, and Science)
Florida Writes
End of Course Exams
FAIR

Table 11. Student Assessments by Subject/Grade Level

Testing Instrument	KG	1	2	3	4	5	6	7	8	9	10	11	12
FCAT Reading				X	X	X	X	X	X	X	X		
FCAT Math				X	X	X	X	X	X	X	X		
FCAT Science						X			X			X	
FAIR Florida Assessment in Reading		x	x	x	x	x	x	x	x	x	x	x	
FCAT End-Of-Course Assessment Timeline per FLDOE													
Algebra	2011												
Biology		2012											
Geometry		2012											
U.S. History			2013										
Civics				2014									

(See also Appendix O)

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Table 12. Timeline for Development/Selection of Student Assessments

Timeline	2011-2012	2012-2013	2013-2014
9-12	Teachers providing instruction in non-FCAT assessed areas will begin collaboration on the development of End-of-Course assessments.	Non-FCAT assessed areas will field-test End-of-Course assessments.	Full implementation of non-FCAT assessed areas End-of-Course assessments.
6-8	Teachers providing instruction in non-FCAT assessed areas will begin collaboration on the development of End-of-Course assessments.	Non-FCAT assessed areas will field-test End-of-Course assessments.	Full implementation of non-FCAT assessed areas End-of-Course assessments.
3-5	Teachers providing instruction in non-FCAT assessed areas will begin collaboration on the development of End-of-Course assessments.	Non-FCAT assessed areas will field-test End-of-Course assessments.	Full implementation of non-FCAT assessed areas End-of-Course assessments.
K-2	Implementation of a district adopted standardized assessment of reading proficiency.		

Table 13. Timeline for Developing Growth Measures/ Evaluation Incorporation

Timeline	2011-2012	2012-2013	2013-2014
9-12	As outlined in the RTTT application and per agreement with GCCTA representatives, all teachers will be required to demonstrate gains in reading. Student gains in reading will account for 30% of the evaluation of teachers of non-FCAT assessed courses, as measured by FAIR.	65% of students enrolled in a non-FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 30% of teacher evaluation based on student performance.	65% of students enrolled in a non-FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.
6-8	As outlined in the RTTT application and per agreement with GCCTA representatives, all teachers will be required to demonstrate gains in reading. Student gains in reading will account for 30% of the evaluation of teachers of non-FCAT assessed courses, as measured by FAIR.	65% of students enrolled in a non-FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 30% of teacher evaluation based on student performance.	65% of students enrolled in a non-FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.
3-5	As outlined in the RTTT application and per agreement with GCCTA representatives, all teachers will be required to demonstrate gains in reading. Student gains in reading will account for 30% of the evaluation of teachers of non-FCAT assessed courses, as measured by FAIR.	65% of students enrolled in a non-FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 30% of teacher evaluation based on student performance.	65% of students enrolled in a non-FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.
K-2	65% of K-2 students must demonstrate proficiency on district assessment tool for reading proficiency (e.g. FAIR). Student gains in reading will account for 30% of the evaluation of teachers.	65% of K-2 students must demonstrate proficiency on district assessment tool for reading proficiency (FAIR). Student gains in reading will account for 50% of the evaluation of teachers.	65% of K-2 students must demonstrate proficiency on district assessment tool for reading proficiency (FAIR). Student gains in reading will account for 50% of the evaluation of teachers.

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EVALUATION RATING CRITERIA (3)

Gadsden County will use a modified version of the Instructional Practice Score rating scale developed by the FLDOE, which is based on the rating scale for Marzano's domain elements. The FLDOE scale is described in Table 14 (below).

Table 14. Instructional Practice Score (FLDOE Scale)

	4	3	2	1
Ratings used for each Domain Element	Highly Effective	Effective	Needs Improving/Developing	Unsatisfactory

Gadsden will utilize the State's four ratings, as well.

The Florida Model instructional practice score reflects teachers' performance across all elements within the framework (Domains 1-4), accounts weight to the domain with greatest impact on student achievement (Domain 1), and is capable of acknowledging teachers' focus on deliberate practice by measuring teacher improvement over time on specific elements within the framework (April, 2011, Handouts).

The Florida instructional practice score will eventually be comprised of two scores: a status score (score achieved at the time when an observation is made) and a deliberate practice score (score based on growth on specific strategies).

For the first year of implementation, Gadsden County, like the State of Florida, will use only the status score. The deliberate practice score will be added in the upcoming years. Thus, the final instructional practice score for Year 1 (2011-2012) will be ONLY the STATUS SCORE.

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Calculating the Status Score

The Status Score (which will serve as the instructional practice score at least for school year 2011-2012) aggregates teachers' ratings across all observed elements with the framework to result in a single score.

Step 1: Rate observed elements at each of the following levels: Highly Effective (4), Effective (3), Needs Improving/Developing (2), and Unsatisfactory (1)

Step 2: Count the number of ratings at each level for each of the four domains

Step 3: For each domain, determine the percentage of the total each level represents.

Step 4: For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on teacher's experience level). This is a domain proficiency score and will be a number between 1 and 4.

Step 5: Compute the weighted average of the 4 domain proficiency scores and find the resulting number on the scale.

Proficiency Scale for Category I Teachers

- Category I Teachers: 1-3 years of service
- Percentages based on number of elements for which data is available
- Broader range by design-normal distribution (3.5-4.0=.5 range, 2.5-3.4 and 1.5-2.4=.9 range, and 1.0-1.4=.4 range) (Table 16-Category I Teachers & Table 17-Category II Teachers).

Table 15. Proficiency Scale for Category I Teachers

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

Proficiency Scale for Category II Teachers

- Category II Teachers: 4 or more years of service

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- Percentages based on number of elements for which data is available

Table 16. Proficiency Scale for Category II Teachers

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

Proficiency Scale for Struggling Teachers

- Struggling Teachers: teachers evidenced to be under performing by formal and/or informal observations
- Percentages based on number of elements for which data is available
- Broader range by design-normal distribution (3.5-4.0=.5 range, 2.5-3.4 and 1.5-2.4=.9 range, and 1.0-1.4=.4 range) (Table 17).

Table 17. Proficiency Scale for Struggling Teachers

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

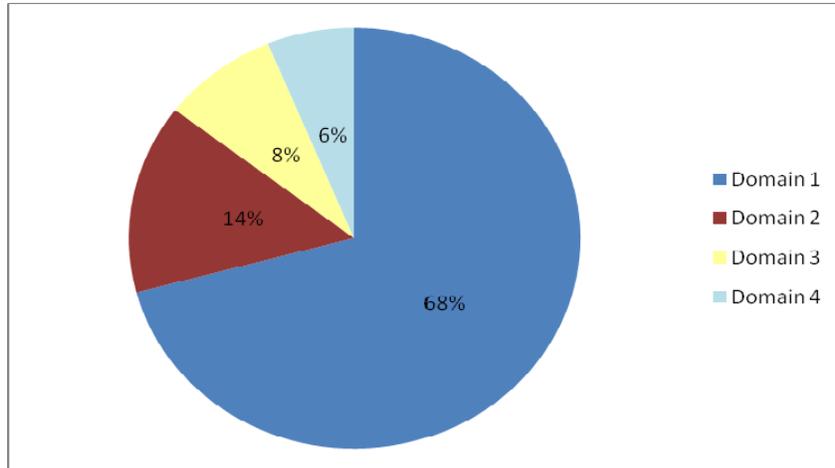
Status Score Weighting System

Step 5: Using the four domain frequency scores, compute the weighted average to obtain the Status Score.

- Using these scales, we can determine a numerical value that represents proficiency score for each domain
- Each domain will be weighted as follows:
 - Domain 1: 68%, 41 Elements

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- Domain 2: 14%, 8 Elements
- Domain 3: 8%, 5 Elements
- Domain 4: 10%, 6 Elements



Step 5: Compute the weighted average of the 4 domain proficiency scores and find the resulting number on the scale (Table 18).

Table 18. Instructional Practice Score (Gadsden County)

Highly Effective	Effective	Needs Improving/Developing	Unsatisfactory
3.5-4.0	2.5-3.4	1.5-2.4	1.0-1.4

The final weighted average of the four domains translates into a range of scores with pre-determined labels for corresponding levels of performance:

3.5-4.0 = Highly Effective,

2.5-3.4 = Effective,

1.5-2.5 = Needs Improving/Developing, and

1.0-1.4 = Unsatisfactory.

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Section II. System Components Reference only by the MOU

TEACHER AND PRINCIPAL INVOLVEMENT (4)

In January 2011 both the Gadsden County K-12 Director and a teacher representative of the Gadsden County Classroom Teacher Association (GCCTA) attended the *Teacher Evaluation Performance Pay Change Management* conference in Tampa. Each collected information to bring back to the district for discussion and development of the Gadsden County Teacher Evaluation Model. Discussions of and training for the Race to the Top teacher evaluation component have been consistent throughout the spring of 2011. The committee includes administrators (district and school site) and teachers who have met to discuss various components of the teacher evaluation process. On May 24, 2011, the *Gadsden County Classroom Teachers Association* and the District documented in a *Letter of Understanding* respective commitments to implanting the GCPS Teacher Evaluation Model (Appendix G).

After seeing both the Danielson and Marzano models for teacher evaluation, GCPS adopted a modified version on the Marzano model. District representatives learned more about Marzano Art and Science of Teaching Teacher Evaluation Model through trainings provided by Learning Sciences International presenters. A checklist provided by Learning Sciences International has been used to construct the Gadsden County Teacher Evaluation Manual and observation tools. In addition to weekly and bi-weekly discussions regarding the RTTT teacher evaluation requirement, the table below summarizes key activities/trainings related to the development of the GCPS teacher evaluation tool (Table 19).

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Table 19: Key Activities/Trainings Related to Developing the GCPS Teacher Evaluation Tool

Date	Activity	Location	Stakeholders
1/19-1/20	Teacher Evaluation, Performance Pay, Change Management Conference	Tampa	K12 Director GCCTA Representative
2/1/11	GCCTA Negotiations Discussions	District Office	GCPS Chief Negotiator K12 Director HR Director Federal Programs Director Teacher Representatives Principals Representatives GCCTA Executive Director
3/3-3/5/2011	Marzano Evaluation Model Training	Panama City	K12 Director HR Director Federal Programs Director SIG Coordinator
3/8/2011	GCCTA Negotiations Discussions/Presentation	District Office	GCPS Chief Negotiator K12 Director HR Director Federal Programs Director Teacher Representatives Principal Representatives GCCTA Executive Director
3/29/2011	FLDOE Conference Call	District Office	K12 Director Federal Programs Director RTTT Coordinator
3/30-3/31/2011	Marzano Evaluation Model Training	Howell Center	K12 Director RTTT Coordinator
4/27/11	Marzano Evaluation Model Training	Howell Center	K12 Director RTTT Coordinator HR Director SIG Coordinator
5/11-5/13/2011	Negotiation Training	Tampa	Chief Negotiator K12 Director

The discussions regarding the GCTEM are ongoing. The manual that is developed as a result of these discussions will be reviewed annually and revised according to education code, district policy, and GCCTA contract revisions. The review committee, like the initial planning/development committee will consist of teachers, principals, and other district administrators.

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MULTIPLE EVALUATIONS FOR FIRST YEAR TEACHERS (5)

First year teachers will receive three observations, two evaluations, five informal observations per year and a minimum of two walkthroughs per month. Review of student performance data will occur three times a year (Table 20).

Table 20. First Year Teachers Observation/Evaluation Schedule

Status	Formal Observations (Announced)	Informal Observations (Announced or Unannounced)* 20-30 minutes	Walkthroughs *Minimum* 5-7 minutes	Student Data Review
New Teachers	3 Observations 2 Evaluations	5 Informal Observations	Twice a Month	3 times a Year

During the first observation, beginning teachers will focus on three questions:

- (1) What will I do to establish learning goals, track student progress and celebrate learning?
- (6) What will I do to establish or maintain classroom routines and procedures?
- (5) What will I do to engage students?

During the second observation, beginning teachers will focus on three different questions:

- (1) What will I do to establish goals, track student progress and celebrate success?
- (9) What will I do to communicate high expectations?
- (7) What will I do to acknowledge adherence or lack of adherence to rules and procedures?

During the third observation, beginning teachers will focus on four new questions:

- (2) What will I do to help students interact with new knowledge?
- (8) What will I do to establish and maintain effective relationships?
- (3) What will I do to help students deepen and practice new knowledge?
- (4) What will I do to help students generate and test hypotheses about new knowledge?

(Table 21).

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Table 21. Classroom Observations and Student Data Reviews

Observation 1	Observation 2	Observation 3
DQ1: What will I do to establish learning goals, track student progress and celebrate learning?	DQ1: What will I do to establish goals, track student progress and celebrate success?	DQ2: What will I do to help students interact with new knowledge?
DQ6: What will I do to establish or maintain classroom routines and procedures?	DQ9: What will I do to communicate high expectations?	DQ8: What will I do to establish and maintain effective relationships?
DQ5: What will I do to engage students?	DQ7: What will I do to acknowledge adherence or lack of adherence to rules and procedures?	DQ3: What will I do to help students deepen and practice new knowledge?
		DQ4: What will I do to help students generate and test hypotheses about new knowledge?

Types of Student Performance Data

Student performance data includes but are not limited to end-of-unit exams, teacher-made mini-assessments, Data Director (item bank) created tests, district-mandated interim assessments, projects, book reports, Success Maker results, FCAT results (if applicable), end-of-course exam results (if applicable) and essays. Principals may use Data Direct and the Student Information System (currently TERMS) to generate reports of student performance data reports. These reports, in turn, may be reviewed with teachers, as formative and summative student performance data documentation components of teacher evaluations.

Principals, assistant principals for curriculum, and instructional coaches may conduct data reviews of student performance. Principals, assistant principals for curriculum, and academic coaches may conduct classroom observations. Teachers receiving two consecutive years of effective performance ratings, on the third year, with the principal's approval may engage in the peer-evaluation process with another effective teacher. Teachers participating in a peer-observation must receive training on the observation process before beginning this process. The principal, however, is the only person that conducts the final evaluation rating for teachers (Table 22).

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Table 22. Personnel Responsible for Observations and Data Reviews

Personnel	Conduct Observations	Conduct Data Reviews	Conduct Final Rating
Principals	X	X	X
Assistant Principals	X	X	
Instructional Coaches	X	X	
Peer Observer	X	X	

Feedback Process for Newly Hired Teachers

Within ten (10) school days after each scheduled observation, the principal shall have a conference with the beginning teacher, at which time the teacher shall receive a copy of the completed assessment form. If it is determined that a teacher is not performing a skill-set effectively, the principal will assist the teacher in developing an improvement plan which will include outlining professional development, planning for a return observation, and documenting the teacher's progress after subsequent observations and during documentations for the two required evaluations of newly hired teachers. The use of Category I and Category II criteria differentiates evaluation criteria for newly hired teachers and teachers who have been employed for multiple years with the district. In essence, the observation instruments are the same but the evaluating formulas are different in that the percentage weights are different.

ADDITIONAL METRIC EVALUATION ELEMENT (6)

Domains 1, 2, 3, and 4 have assigned quantifying numbers to document the effectiveness of teachers in each domain. (See observation and documentation forms for each Domain, Appendices D through I). The quantifying numbers will be informed by evidence (metrics) presented during the pre-conference (e.g. lesson plan, organizers, handouts, etc.), during the actual observation (e.g. handouts, video tape, observer's documentation, etc.), during the post-conference (e.g. teacher self-assessment, sample student work, etc.), and other documentation of professionalism (e.g.

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meeting/conference attendance, parent/student surveys (Appendices J through L), individual professional development plans, lesson study/other meeting agendas/notes). For example, parent surveys, telephone conferences, and written correspondence may be used to inform ratings given under Domain 4 in the areas of (1) Promoting Positive Interactions about Students and Parents and (2) Adhering to District and School Rules and procedures. The points that teachers receive for Domain 4 and in fact, each Domain, will be placed in a weighted formula used to determine the overall rating of the teacher (e.g. highly effective, effective, moderately effective, and not effective). Gadsden County will use the Marzano scoring sheet with weighted formula (Appendices P and Q).

The additional metrics that are discussed above inherent in the instructional and professional practices expected of Gadsden County teachers and will apply to all instructional staff evaluations. Although the additional metrics that the district is currently using may be revised on an annual basis (e.g. parent, student, teacher surveys), it is not anticipated that the District will add new metrics, unless the addition is mandated by education code or Florida Department of Education (FLDOE).

MILESTONE CAREER EVENT(S) (7)

The Gadsden County Teacher Evaluation Model will serve as the basis for decisions regarding the following milestone career events: 1) Retention for Employment, 2) Movement on Salary Scale (to be negotiated), and 3) Change in Employment Category. Senate Bill 736 states that annual teachers (teachers hired on annual rather than on continuing contract) may be terminated any time during the school year and at the end of the school year, if the school principal determines that their overall evaluation is less than effective. This will become effective in Gadsden County Public Schools for the 2011-2012 school year.

Professional and Continuing Contract teachers may be terminated if two or more of their evaluations in a three-year period are less than effective. Although the details of how teachers will move on the salary scale are subject to available funding and collective bargaining, annual teacher

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evaluations will inform this process. Teachers who have overall ratings of *Not Effective* will not be eligible for changes in employment categories that result in increases of salary and/or responsibilities. The specific details for how Gadsden County School District implements procedures for addressing milestone career events for instructional staff are subject to annual collective bargaining and will be addressed during the 2011-2012 school year negotiations.

Section III. System Components Referenced by Florida Statutes ANNUAL EVALUATION PROCEDURES (8)

It is expected that all teachers will exhibit classroom strategies and behaviors that allow all students to be successful in school, as demonstrated by proficient or higher performance on the Florida Comprehensive Assessment Test (FCAT) and other academic performance indicators. Teachers will plan and prepare lessons aligned to the Next Generation Florida Sunshine State Standards. Teachers will evaluate the effectiveness of lessons delivered. Teachers will engage in levels of collegiality and professionalism that promote positive interactions with colleagues, parents and students; and result in on-going efforts to become informed regarding the most effective practices of teaching and learning.

Gadsden County has established the following categories of teachers, each of whom will receive different levels of observation and evaluation (please see Table 10):

Category I teachers are new teachers, teachers with one to three years of service within Gadsden County Schools, or teachers that are new to the district. Category I teachers will receive six formal observations, two evaluations, five informal observations per year and a minimum of two walkthroughs per month. Category I teachers will be observed six times a year: once in September, October, November/December, February, March, and May. Category I teachers will be evaluated twice a year, once at the mid-year and once at the end of the year. Mid-year evaluations will consist of an evaluation of instructional practices, using the Instructional Practices Inventory. End-of-the-

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year evaluations will consist of both the Instructional Practices Inventory score and a student performance score based on the FCAT, an FCAT end-of-course exam, or a district-developed end-of-course assessment.

If an Effective or higher evaluation is received the first year, Category I teachers who are new to the district but who have multiple years of teaching experience will be moved to Category II status at the start of their second year of instruction.

Category II teachers are defined as teachers with four or more years of service within Gadsden County Schools. Category II teachers will receive three observations, one evaluation, two informal observations per year and a minimum of one walkthrough per month. In parallel fashion to Category I teachers, Category II teachers are observed three times a year. However, their observations will take place in October, January, and April. Category II teachers will be evaluated once at the end of the school year. End-of-the-year evaluations will consist of both the Instructional Practices Inventory score and a student performance score based on the FCAT, an FCAT end-of-course exam, or a district-developed end of course assessment.

Struggling teachers are defined as teachers evidenced to be underperforming by formal and/or informal observations. Struggling teachers will receive four or more observations, two evaluations, five to nine informal observations per year and a minimum of two walkthroughs per month. Struggling teachers are observed four or more times a year: once in September, December, and March with the fourth assessment taking place in April. Struggling teachers will be evaluated twice a year, once at the mid-year and once at the end of the year. Mid-year evaluations will consist of an evaluation of instructional practices, using the Instructional Practices Inventory. End-of-the-year evaluations will consist of both the Instructional Practices Inventory score and a student performance score based on the FCAT, an FCAT end of course exam, or a district developed end of course assessment.

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A teacher, over the course of two consecutive observations receiving feedback indicating that his/her overall performance is *Not Effective*, will be placed on a Performance Improvement Plan by the school principal. As outlined by the GCCTA agreement (Article VI), “teachers receiving an evaluation marking of unsatisfactory or needs improvement in a domain category of the performance appraisal, must have dated documentation attached to the performance appraisal by the evaluating administrator. This documentation shall note occurrences showing evidence of the teacher’s deficiency in that domain.”

Placement on a Performance Improvement Plan must be documented in writing and shared with the teacher during a formal conference where the teacher will be afforded the opportunity to have his/her union representation present should he/she desires to have them present. The role of the union representative is to ensure that the performance improvement process does not violate the bargaining member’s rights as outlined by the GCCTA agreement. The role of the principal is to coach the teacher or have his/her designee coach the teacher to mastery of the desired instructional/professional practice. The role of the teacher is to work with the principal or his/her designee to master the desired instructional/professional practice. Placement on a Performance Improvement Plan may include one or any combination of the following:

- Weekly, bi-weekly, or monthly formal observations, which include the mandatory pre/post conferences and for which the frequency is determined by the nature of the performance improvement need.
- Observation of peers exemplifying the desired instructional/professional practice.
- Mentoring by a peer exemplifying the desired instructional/professional practice.
- Professional development relevant to the desired instructional practice.

A teacher on a Professional Improvement Plan who receives two consecutive observations where the overall rating is *Effective* shall receive a formal evaluation by the principal and may be

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removed from *Not Effective* status. All documentation related to Professional Improvement Plans must be maintained in the teacher’s site personnel file and accompany the annual evaluation to the district’s personnel file.

Regardless of the category of the teacher, additional observations may occur, as needed, depending on the performance of the teacher. The role of the observer and teacher differ depending on the activity taking place. For example, during the pre-conference session of a formal observation, the observer supports and guides the teacher in planning and preparation. The teacher’s role is to provide evidence regarding skills in planning and aligning their lessons to district standards and curricula. When the written feedback is given to the teacher, the observer’s role is to provide objective, actionable and timely feedback. The teacher responsibility is to reflect upon, engage in dialogue with observer and to take appropriate action (Table 23). During the post-conference of a formal observation, the observer provides a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine next steps. The teacher’s role during the post conference of a formal observation is to reflect upon the impact that the lesson had on student learning. When addressing Domain 4, the role of the teacher is to present evidence of his/her collegial and professional activities. The role of the observer would be to examine evidence presented and to evaluate the teacher’s progression toward highly effective exemplars.

Table 23. Role of Observers and Teachers

Formal Observation	Observer	Teacher
Pre-Conference	To support and guide the teacher in planning and preparation	To provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula
Post-Conference	To provide a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine next steps	To reflect upon the impact that the lesson had on student learning

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Written Feedback	Provide objective, actionable and timely feedback according as described in the district procedures	To reflect upon, engage in dialogue with observer and to take appropriate action
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Table 24. Gadsden County Observation Timeline

Month	Category I (New Teachers with 1-3 years of service teachers that are new to district)	Category II (4 or more years of service)	Struggling Teachers (Ineffective teachers needing assistance)
August			
September	Appendix D, E, H		Appendix D, E, H
October	Appendix D, F, H	Appendix D, E, H	
November			
December	Appendix D, G, H, I, M		Appendix D, F, H, M
January		D, F, H	
February	Appendix D, E, H		
March	Appendix D, F, H		Appendix D, G, H
April		Appendix D, G, H, I	Appendix I
May	Appendix D, G, H, I, M	Appendix N	Appendix M
June			

Table 25. Gadsden County Observation Schedule

Status	Formal Observations (Announced)	Informal Observations (Announced or Unannounced)* 10 minutes	Walkthroughs *Minimum* 5-7 minutes
Category I New Teacher (1-3 years of service) or new to district*	6 Observations 2 Evaluations	5	2 X Month
Category II Teacher (4 or more years of service)	3 Observations 1 Evaluation	2	Monthly
Struggling Teacher	4 or more Observations 2 Evaluations	5-9	2 X month

There will be two types of formal observations: announced and unannounced.

Formal announced observations will last the duration of a specified class period. A pre- and post- conference is required, written feedback is provided to the teacher and the results will be used for the annual evaluation.

Formal unannounced observations generally last 15-30 minutes, no planning or reflection conference is needed, written feedback is provided to the teacher and the results are used for the annual evaluation.

There also will be two types of informal observations: announced and unannounced.

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Informal announced observations last 10 minutes long and the teacher is informed of the observation. There may be written feedback and the results are used for the annual evaluation.

Informal unannounced observations also last for at least 10 minutes. Unlike informal announced observations, during unannounced observations, the observer does not have to notify the teacher. Similar to announced informal observations, however, there may be written feedback and the results are used for the annual evaluation.

Like observations, **walkthroughs** also are both announced and unannounced. Both announced and unannounced walkthroughs usually last for 5-7 minutes. If during the course of a classroom walkthrough an administrator observes cause for concern, the administrator will remain in the classroom for a minimum of ten minutes and the walkthrough will become an informal observation, which may inform the overall evaluation process. Observations less than 10 minutes will not be used to inform the observation process. See Table 26.

Table 26. Procedures for Gadsden County Teacher Evaluation Framework

	Announced	Unannounced
Formal	<ul style="list-style-type: none"> • Class period • Pre-Conference • Post-Conference • Results used for annual evaluation • Written feedback is provided to the teacher 	<ul style="list-style-type: none"> • 15-30 minutes • No planning or reflection conference is included • Results used for annual evaluation • Written feedback is provided to the teacher
Informal	<ul style="list-style-type: none"> • At least 10 minutes long • Teacher is informed of the observation • The results used for the annual evaluation • May include written feedback 	<ul style="list-style-type: none"> • At least 10 minutes long • The observer does not inform the teacher • The results are used for the annual evaluation • May include a written feedback
Walkthroughs	<ul style="list-style-type: none"> • Usually 5-7 minutes • Teacher is informed • Results may be used for the annual evaluation 	<ul style="list-style-type: none"> • Usually 5-7 minutes • Teacher is not informed • Results may be used for the annual evaluation

Classroom Walkthroughs

Classroom walkthrough forms will differ based on the contextual demands of each school site. Schools operating under the Florida Department of Education Differentiated Accountability Model may use the DA walkthrough tool. All other schools will use the Marzano adapted walkthrough instrument or the Florida Continuous Improvement Model walkthrough tool.

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Teacher Self Ratings

A key component of improving teacher quality is reflecting on the teaching and learning that occurs in the classroom. Reflecting on teaching requires teachers to identify areas of pedagogical strength and weakness; evaluate the effectiveness of lessons; develop written growth and development plans; and monitor personal progress of improving instruction. This teacher self-assessment process may include video tapes of instruction, journaling, portfolio completion, and/or completing school-level reflection forms. The GCTEM Form E for Domain 3 (Appendix H) allows for documentation of teacher effectiveness in this area.

Evaluating Collegiality and Professionalism

Effective teachers are expected to promote positive interactions with their colleagues, parents and students. This requires a deliberate effort to collaborate with others to exchange ideas and strategies. It also requires that teachers show initiative to seek and give help and mentoring when appropriate. Effective teachers are required to adhere to district and school rules and to promote district and school initiatives. The GCTEM Form F for Domain 4 (Appendix I) allows for documentation of teacher effectiveness in this area.

Final Evaluation Process and Rating

Once all sources of evidence for each of the four domains have been examined to determine the teacher's instructional practice status and beginning 2012-2013, deliberate practice performance, the principal or designee will schedule a meeting with the teacher to discuss his/her instructional practices rating. After a review of the annual evaluation form is complete, both the evaluator and the teacher will sign the annual evaluation form.

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SCHOOL IMPROVEMENT PLANS (9)

Key components of district and school improvement plans are 1) Student Achievement Data, 2) Highly Qualified Teachers and Administrators, 3) Professional Development, and 4) Parent Involvement. These elements of teacher and learning are also underlining premises of the Gadsden County Teacher Evaluation model. The intent of the evaluation models is to improve student achievement by improving the quality of teachers and administrators. The assumption is that continuous improvement of instructional practices through well-planned instruction, practice teaching, reflection, and professional development are strongly correlated to the acquisition of content knowledge and student performance on state and district assessments of learning. The adopted evaluation tools support district and school improvement efforts to recruit and retain highly qualified teachers; encourage professional growth; solicit parent involvement; and ultimately increase student achievement.

Observations and evaluations will be used to develop school and district improvement plans by providing firsthand feedback regarding teachers' strength and weakness as they relate to school and district improvement needs. Not only do school/district improvement plans require identification of strengths and areas of growth, improvement plan developers are also required to identify the relevant professional development that is needed. Teacher observations, evaluations, parent feedback, and individual improvement plans will help provide information regarding the types of professional development needed.

CONTINUOUS PROFESSIONAL IMPROVEMENT (10)

The information from the teacher evaluations will be returned to the teacher as feedback for individual continuous improvement verbally and in writing. Immediately after the evaluation (within 10 days), the administrator will share the results of the teacher's evaluation and recommend specific

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in-service training opportunities that will help enhance that teacher's performance. The teacher will also be encouraged to select areas of interests as well as areas of needs that will be placed in Individual Professional Development Plans (iPDP). It is expected that teachers use the PAEC (Panhandle Area Education Consortium) maintained Electronic Professional Development Program (ePDP) to develop individual professional development plans that are informed by student assessment data and instructional practices evaluation. These plans are developed by logging into the ePDP system within the first two weeks of school to develop or revise electronic professional development plans. Site principals or their designee provide feedback, approve and monitor the progress of these plans, as well as ensure that professional development results in instructional improvement. Although the initial plan is completed during the first few weeks of school, professional development plans are transitional and may be revised throughout the school year to reflect the on-going professional needs of the teacher.

Each school will be instructed to compile a list of professional development needs. The district will compile a comprehensive list of professional development needs from all schools within the district. The district will use evaluation results to schedule ongoing as well as future professional development opportunities. The timeline for improvements to the lifelong process will occur quarterly (in alignment with the district's professional development calendar/schedule).

TEACHING FIELDS REQUIRING SPECIAL PROCEDURES (11)

Instructional personnel with job classifications of classroom teacher but who are not assigned specifically to the classroom for grade level or content area instruction will require special evaluation procedures. Teaching fields requiring special procedures will be identified based on job titles/categories. The following job titles/categories are classified as classroom teachers but do not

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provide grade level or content area instruction: media specialist, guidance counselor, and academic coaches.

EVALUATOR TRAINING (12)

All district administrators will be trained to use the teacher evaluation model and tools during the Gadsden County Summer Leadership Workshop. In addition to the Summer Leadership Workshop training, two additional training days will occur during the summer to ensure that principals fully grasp the new evaluation process. In an effort to calibrate evaluations, opportunities will be provided for administrators to practice using the tool during scheduled elementary, middle, and high school learning walks from which data will only be used for training purposes. Administrative team learning walks will also be used to identify which administrators are proficient using the evaluation tools and which need additional training. Post learning walk conferences will be used to facilitate calibrating discussions and provide concrete examples for evaluating participants. After the initial training, the evaluation model will be reviewed annually. Also, the supervising administrator of evaluating principals (K12 Director or Superintendent's designee) will create opportunities for refresher training for those principals struggling with proficient use of the GCTEM. Principals will be required to annually review the evaluation model with teachers and provide them with copies of the evaluation tools within the first two weeks of school.

PROCESS OF INFORMING TEACHERS ABOUT THE EVALUATION PROCESS (13)

The District will provide copies of all assessment criteria and forms described in this document to all instructional personnel, in compliance with Article VI of the Gadsden County Classroom Teacher Association (GCCTA) Bargaining Agreement, which specifies “during pre-school planning, or within the first ten days of reporting to the work site for active employment, each teacher shall be given a copy of the assessment criteria and the forms to be used. This distribution shall be followed by an explanation and discussion of the assessment process. A copy

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of all current teacher assessment forms shall be available upon request and posted on the district's website.”

The process for informing staff of evaluation procedures include but are not limited to covering all aspects of the Gadsden County Teacher Evaluation Model, conducting principal facilitated trainings at start of the school year, distributing multi-media, and posting the information on the district website. The District's Human Resource office's New Teacher Orientation and induction programs will also be used as a platform to inform teachers of the rules and procedures of the GCTEM.

Documentation of formal/informal observations and walkthroughs will remain in the site personnel file. The original copy of all evaluations will be forwarded to district personnel office no later than 30 days after the last instructional day of the school year. A copy of each teacher's evaluations will remain in the site personnel file and a copy will be provided to the teacher.

PARENT INPUT (14)

Parent input will be collected from annual parent surveys, conferences, and feedback during parent involvement activities. This input is aligned to Domain 4: Collegiality and Professionalism and will indirectly inform the evaluation process. Refer to sections 5, 6 and 8 of this document.

ANNUAL REVIEW BY THE DISTRICT (15)

The Gadsden County Teacher Evaluation Model will be reviewed annually by district administrators and GCCTA to determine the effectiveness of the model in supporting improvements in instruction and student learning. Any substantial revisions will be submitted to FLDOE and the Gadsden governing Board for approval for use during the subsequent school year. As the District progress toward 2014, the GCTEM committee will examine procedures for

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determining and adjusting the amount of growth needed for documenting gains for non FCAT grades and courses; determining growth for teachers who teach multiple grades or subjects; and determining salary scale advancements based on teacher performance.

PEER REVIEW OPTION (16)

The Gadsden County Teacher Evaluation Model does not include a peer review option. However, teachers who receive effective or higher evaluations for two consecutive years may elect to participate in peer observations with other effective or higher teachers. This process cannot occur without principal approval. Principals may also require teachers performing at moderately effective and not effective levels for specific domain skill sets to observe teachers who are consistently performing effective or higher with those skill sets.

EVALUATION BY SUPERVISOR (17)

As indicated in BP 6.40, the principal and/or administrator supervising personnel shall arrange for the assessment of all employees under his/her supervision as required by law. Restated, the principal is the supervisor for all school based employees and has the professional responsibility of completing all site level evaluations.

INPUT INTO EVALUATION BY TRAINED PERSONNEL OTHER THAN THE SUPERVISOR (18)

As stated earlier, site employees who may give input into the evaluation process includes, the principal, subordinate administrators, academic coaches, and teacher peer. Input into the evaluation process is provided from observation documentation, parent meetings and conferences. Providing input is not equivalent to completing evaluations.

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AMENDING EVALUATIONS (19)

Principals will be required to submit, for review, completed teacher evaluations to the Human Resource office no later than 30 days after the last instructional day of the school year. Only the supervising principal evaluator may amend a teacher's evaluation and referenced amendments may not occur 90 days after the initial evaluation has been submitted to the Human Resource department. However, teachers disagreeing with their evaluations will have ten days after their evaluation conference to submit written documentation of their disagreement and any relevant documentation, which must be attached to their evaluation and included with the copy forwarded to their district personnel file.

The personnel director must review all evaluation documentation to ensure completeness and compliance with the GCTEM. Teacher evaluations along with other tools will be used to plan district-wide trainings and professional development. They will also be used to inform the Superintendent's recommendations to the Board for re-employment.

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Glossary

Term	Description
Causal Model of Teacher Evaluation	Describes the link between classroom practices and behaviors that have a direct impact on student learning. In the Marzano Evaluation Framework, Domain 1 Classroom Strategies and Behaviors have the most direct link to student learning.
Common Language	A transparent way to talk about instruction that is shared by everyone. It is a well-articulated knowledge base that describes the complexity of teaching and describes key strategies revealed by the research to have a high probability of impacting student learning. It should also describe the instructional context for appropriate use of instructional strategies to have the highest probability for raising student learning. The common language represents what a school or district defines as effective instruction. A common language enables teachers to engage in decision making, professional conversations and deliberate practice aimed at improving student achievement. For administrators, a common language provides the means to offer focused formative and summative feedback. It supports administrators in making decisions regarding hiring and selection of teachers, the induction of new teachers, professional development, coaching and support for struggling teachers as well as opportunities to develop career ladders for teachers. A common language is a key improvement strategy that provides the context for aligning all instructional programs.
Contemporary Research	Recent research conducted within the last five to seven years.
Deliberate Practice	A mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify up to three thin slices of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focused area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time-bounded goal for improvement.
Design Questions	10 Questions teachers ask themselves when planning a lesson or unit of instruction.
Domain	A body of knowledge defined by research representing a particular aspect of teaching.
FEAPs	Florida Educator Accomplished Practices embody 3 essential principles: <ul style="list-style-type: none">• The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.• The effective educator demonstrates deep and comprehensive knowledge of the subject taught.• The effective educator exemplifies the standards of the profession. There are 6 accomplished practices: (1) Quality Instruction, (2) The Learning Environment, (3) Instructional Delivery and Facilitation, (4) Assessment, (5) Continuous Improvement, Responsibility and Ethics, (6) Professional responsibility and Ethical Conduct.
Focused Feedback	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective and actionable. Feedback is generally provided by administrators, coaches, and peers.
Focused Practice	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.
Formal Observation	The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the

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planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following the observation).

High Probability Strategies	Research can never identify the instructional strategies that work with every student in every class. The best research can tell us is which strategies have a good chance of working well. Teachers must determine which strategies to use with the right students at the right time. Research-based strategies have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.
Informal Observation	The informal observation can be announced or unannounced and may or may not include an observation of the full class period. There are no planning or reflection conferences. An informal announced may be schedule prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While planning and reflection conferences are not required, observer should provide timely and actionable feedback to teachers regarding these observations.
Lesson Segment	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: Lesson Segments Addressing Routine Events, Lesson Segments Addressing Content, and Lesson Segments Enacted on the Spot.
Planning (Pre) Conference	The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.
Reflection (Post) Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post) conference form as a guide for reflection and feedback.
Scales	Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: Not Using, Beginning, Developing, Applying, and Innovating.
Student Evidence	Specific observable behaviors that students engage in response to the teacher's use of a particular instructional strategy.
Teacher Evidence	Specific observable behaviors that teachers engage in when using a particular instructional strategies.
Thin Slices of Behavior	Notable teaching moves that can be observed in a classroom.
Walkthroughs	As the informal observation, walkthrough can be announced or unannounced. Walkthroughs generally consist of very brief classroom observations of 3-10 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughs provide opportunities for individual feedback as well as trend and pattern data over time. Walkthroughs also inform professional development needs for individual and groups of teachers and provide a means to gauge the implementation of professional development against individual professional development plans and school improvement plans.

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Appendix A

THE FLORIDA SENATE 2011 SUMMARY OF LEGISLATION PASSED

Committee on Education Pre-k - 12

CS/CS/SB 736 — Educational Personnel

by Budget Committee; Education Pre-K-12 Committee; and Senators Wise, Lynn, Gaetz, and Hays

This bill (Chapter 2011-1, L.O.F.) revises the evaluation, compensation, and employment practices for classroom teachers, other instructional personnel, and school administrators to refocus the education system on what is best for students. The bill aligns with Florida's successful Race to the Top application to which 62 of the 67 school districts and 53 local unions have supported and agreed to implement.

Performance Evaluations

The current evaluation system for classroom teachers, other instructional personnel, and school administrators relies on a completely subjective review and does not sufficiently, if at all, take the performance of students into consideration in determining the effectiveness of instructional staff and school leaders. The bill revises the evaluation system to focus on student performance.

For instructional personnel who are not classroom teachers, a school district may include specific job-performance expectations related to student support and use growth data and other measurable student outcomes specific to the individual's assignment, as long as the growth accounts for at least 30 percent of the evaluation.

Performance of Students

The bill reinforces Race to the Top, which requires 50 percent of the evaluation for classroom teachers and other instructional personnel to be based on student performance for students assigned to them over a 3-year period. The bill specifies that 50 percent of a school administrator's evaluation is based upon the performance of the students assigned to the school over a 3-year period.

If less than 3 years of student growth data is available for an evaluation, the district must include the years for which data is available and may reduce the percentage of the evaluation based on student growth to not less than 40 percent for classroom teachers and school administrators and not less than 20 percent for other instructional personnel.

Learning Growth Model

The Commissioner of Education would establish a learning growth model for the Florida Comprehensive Assessment (FCAT) and other statewide assessments to measure the effectiveness of a classroom teacher or school administrator based on what a student learns. The model would use the student's prior performance, while considering factors that may be outside a teacher's control, such as a student's attendance, disability, or English language proficiency. However, the model may not take into consideration a student's gender, race, ethnicity, or

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socioeconomic status.

School districts are required to measure student learning growth based on the performance of students on the state-required assessments for classroom teachers, other instructional personnel, and school administrator evaluations. School districts would be required to use the state's learning growth model for FCAT-related courses beginning in the 2011-2012 school year. School districts must use comparable measures of student growth for other grades and subjects with the department's assistance, if needed. Additionally, districts would be permitted to request alternatives to the growth measure if justified.

Evaluation Criteria

The remainder of a classroom teacher's evaluation is based on instructional practice and professional responsibilities. School districts may use peer review as part of the evaluation. The evaluation system must differentiate among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory. The Commissioner of Education would be required to consult with instructional personnel, school administrators, education stakeholders, and experts in developing the performance levels for the evaluation system.

For instructional personnel who are not classroom teachers, the remainder of the evaluation would consist of instructional practice and professional responsibilities, and may include specific job expectations related to student support.

The remainder of a school administrator's evaluation would include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.

School districts, beginning with the 2014-2015 school year, must administer local assessments that are aligned to the standards and measure student mastery of the content. The school district can use statewide assessments, other standardized assessments, industry certification examinations, or district-developed or selected end-of-course assessments.

Until July 1, 2015, a district that has not implemented an assessment for a course or has not adopted a comparable measure of student growth may use two alternative growth measures to determine a classroom teacher's student performance: student growth on statewide assessments or measurable learning targets in the school improvement plan. Additionally, a district school superintendent may assign to an instructional team, the student learning growth of the team's students on statewide assessments.

The bill requires newly hired teachers to be evaluated at least twice in the first year of teaching.

Performance Pay

The current salary system is divorced from the effectiveness of the classroom teacher, other instructional personnel, or school administrators. Instead, salary decisions are made on the basis

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of longevity. The bill comports with Race to the Top by tying the most significant gains in salary to effectiveness demonstrated under the evaluation.

Beginning with instructional personnel or school administrators hired on or after July 1, 2014, the evaluation will determine an individual's eligibility for a salary increase. The salaries of quality teachers, other instructional personnel, and school administrators would grow more quickly, while those of poor performing employees would not.

The new salary schedule would require a base salary schedule for classroom teachers, other instructional personnel, and school administrators with the following salary increases:

- An employee who is highly effective, as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the school district.
- An employee who is effective, as determined by his or her evaluation, would receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective employee.
- An employee under any other performance rating would not be eligible for a salary increase.

Current instructional personnel and school administrators could remain on their existing salary schedule, as long as they remain employed by the school district or have an authorized leave of absence. They may also opt to participate in the new performance salary schedule, but the option is irrevocable. Current instructional personnel who want to move to the new performance salary schedule would relinquish their professional service contract.

The bill is consistent with Race to the Top by requiring school districts to provide opportunities for instructional personnel and school administrators to earn additional salary supplements for assignment to a high priority location (e.g., an eligible Title I school or low-performing school), certification and teaching in critical teacher shortage areas, or assignment of additional academic responsibilities.

Beginning with instructional personnel hired on or after July 1, 2011, a district school board may not use advanced degrees in setting the salary schedule unless the advanced degree is held in the individual's areas of certification.

When budget constraints limit a school board's ability to fully fund all adopted salary schedules, the bill prohibits the school board from disproportionately reducing performance pay schedules.

Employment

The current system requires school districts to award tenure to a teacher after as little as three years of teaching. This employment is automatically renewed unless the teacher is "charged" with unsatisfactory performance. It takes two or more years to terminate an ineffective teacher. Tenure protects ineffective instructional personnel at the expense of students. The bill furthers

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the goals of Race to the Top by basing employment decisions on the evaluation of instructional personnel.

The bill eliminates tenure with the exception for those instructional personnel who already possess a professional service contract or continuing contract. Instead, instructional personnel without tenure would be employed on an annual contract, subject to renewal by the district school board. This provision is designed to give school districts greater flexibility in meeting student instructional needs by retaining effective employees and quickly removing poor performing employees.

The probationary contract is extended from 97 days to one year. An employee on a probationary contract may resign or be dismissed without creating a breach of the contract.

Upon successful completion of a probationary contract, a classroom teacher may receive an annual contract. This includes instructional personnel who move from another state or district. Instructional personnel may receive an annual contract if he or she:

- Holds a temporary or professional certificate as prescribed by s. 1012.56, F.S., and State Board of Education rules; and
- Is recommended by the superintendent for the contract and approved by the district school board.

A school district may renew an annual contract; however, a district would be prohibited from renewing an annual contract if the individual receives:

- Two consecutive unsatisfactory evaluations;
- Two unsatisfactory evaluations within a 3-year period; or
- Three consecutive needs improvement or a combination of unsatisfactory and needs improvement evaluations.

Instructional personnel with an annual contract may be suspended or dismissed for just cause. If charges against an employee are not sustained, he or she would be immediately reinstated with back pay.

Instructional personnel who are currently on professional service or continuing contracts would retain their status unless the individual receives two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement evaluations or a combination of unsatisfactory and needs improvement evaluations. In that situation, a school district is not required to automatically renew the professional service contract or continuing contract. Likewise, the above evaluation results would constitute just cause for terminating a professional service or continuing contract.

Performance evaluation results would also be used in making decisions related to the transfer and placement of employees and workforce reductions. Specifically, the bill repeals last in, first out (LIFO) policies that base retention decisions on seniority. Instead, the individual's evaluation will inform the school district's retention decisions.

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Finally, each school district must annually report to the parent of a student who is assigned to a classroom teacher or school administrator with two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement or a combination of unsatisfactory or needs improvement.

Other

The bill holds charter schools to the same standard as other public schools with respect to performance evaluations for instructional personnel and school administrators, assessments, performance pay and salary schedules, and workforce reductions.

For school districts that received an exemption under Race to the Top, the bill grants an annual renewable exemption to the requirements for performance pay and the weight given to student growth in performance evaluations, provided specific criteria are met. The exemption sunsets August 1, 2017, unless reenacted by the Legislature.

In conformance with the bill's new contracting provisions, the bill repeals certain special laws or general laws of local application regarding contracting provisions for instructional personnel and school administrators in public schools.

These provisions were approved by the Governor and take effect July 1, 2011, except as otherwise provided.

Vote: Senate 26-12; House 80-39

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Appendix B

Gadsden County Public Schools Board Policy ARTICLE VI

TEACHER ASSESSMENT

The parties recognize that the evaluation of the performance of all employees is the responsibility of the administration and that the evaluation process is designed to improve the quality of service performed by the employees and is not designed to be used as a punitive measure. The parties further recognize the importance and value of a procedure for assisting and evaluating the progress and success of both newly-employed and experienced personnel. The parties agree that the following guidelines should be used to accomplish these goals with employees.

- A. During pre-school planning, or within the first ten days of reporting of the work site for active employment, each teacher shall be given a copy of the assessment criteria and the forms to be used. This distribution shall be followed by an explanation and discussion of the assessment process. A copy of all current teacher assessment forms shall be available upon request or on the district's website.
- B. For the purpose of teacher assessment, the principal will make at least one (1) scheduled observational visit to the teacher's classroom. The principal may make as many unscheduled visits or as many additional scheduled visits as he/she sees fit, and his/her assessment may be based on any information which may be available to him/her at the time the assessment is made.
- C. Within ten (10) school days after each such scheduled visit, the principal shall have a conference with the teacher, at which time the teacher shall receive a copy of the completed assessment form.
- D. Each completed assessment form for the teacher and all copies of it shall be dated and signed by the principal and the teacher, with the teacher receiving one copy. The teacher's signature indicated only that he/she has read the completed form, and not necessarily that he/she agrees with the assessment.

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- E. Teachers receiving an evaluation marking of unsatisfactory or needs improvement in a domain category of the performance appraisal must have dated documentation attached to the performance appraisal by the evaluating administrator. This documentation shall note occurrences showing evidence of the teacher's deficiency in that domain.
- F. In the event that the teacher disagrees with the written assessment of his/her performance, she/he may write her/his objections on the assessment report or attach them to the report to be placed in her/his personnel file.
- G. The teacher, upon written request, shall have the right to review and reproduce the contents of the personnel file, being accompanied by a representative of the GCCTA, if desired, and in the presence of the administrator responsible for the safekeeping of such file.
- H. The procedural provisions as described in paragraphs A through G above, are subject to the grievance procedure.
- I. The personnel file of each teacher shall be open to inspection only by the School Board, the Superintendent, the principal, the teacher, and such other persons as the teacher or the Superintendent may authorize in writing, unless otherwise provided by law.
- J. The School Board shall have the right to reprimand, suspend, demote, or discharge its employees for just cause. Just Cause shall be defined to mean:
 - a. The Board or its designees made an effort to discover if, in fact, the employee did violate or disobey a rule or order or management or did commit any of the acts referred to by Section 1012.33, Florida statues, prior to taking official action.
 - b. The Board or its designees conducted a fair and objective investigation of the facts.
 - c. The Board applied its rule and penalties uniformly and without discrimination to all employees.

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- d. The employee was given an opportunity to present his/her side prior to official action being taken.
- e. The Board's rule or order that the employee has alleged to have violated was not arbitrary, capricious or discriminatory.
- f. The Board gave the employees forewarning of the consequences or possible consequences if the employee did not obey the rule of order.
- g. When determining the degree of discipline, consideration will be given to the employees' service record and the nature of the offense.

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Appendix C Florida Educator Accomplished Practices

Rule 6A-5.065 is substantially rewritten to read (see Florida Administrative Code for present text): 6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural, linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;

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- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

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2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

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Appendix D

Teacher Name: _____ Evaluator's Name: _____	Grade Level: _____ Subject: _____	Date: _____ Observation Number: _____	Time In: _____ Time Out: _____
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DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Involving Routine Events: Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. A common board configuration is used to clearly outline learning objective(s), essential question(s), and instructional agenda/activities.					
2. Learning objective is clearly displayed in the classroom.					
3. Learning objective is a clear statement of knowledge or information as opposed to an activity or assignment.					
4. Teacher routinely references learning objective during instruction.					
5. Teacher has a scale or rubric that relates to the learning objective posted.					
6. Teacher references scale or rubric for evaluating student throughout lesson.					
7. A warm-up routine is clearly established.					
8. Instruction begins on time and continues through the end of the period.					

Addressing Content: Students effectively interact with the new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. The teacher clearly identifies essential questions and other critical information.					
2. Students are organized to enable effective interaction with new knowledge (e.g. whole group, small group, centers, etc.).					
3. An opportunity is provided to preview, process, and elaborate on new content.					
4. Teacher chunks content into "digestible bites".					
5. Teacher engages students in cognitively complex tasks involving hypothesis generating and testing.					
6. Teacher provides resources and guidance to students.					
7. Students are required to record and represent knowledge.					
8. Students are provided opportunities to reflect on learning.					
9. Students are organized to practice and deepen knowledge.					
10. Students are organized for cognitively complex tasks.					
11. Opportunities are provided for students to review content.					
12. Opportunities are provided for students to compare and contrast.					
13. Opportunities are provided for students to examine similarities and differences.					
14. Opportunities are provided for students to examine errors in reasoning.					
15. Opportunities are provided for students to practice skills, strategies, and processes.					
16. Opportunities are provided for students to revise knowledge.					

Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains effective relationships with students. Teacher has high expectations for all students.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. Teacher notices and reacts when students are not engaged.					
2. Teacher uses both voluntary and non-voluntary strategies to elicit responses from students.					
3. Teacher moves around the classroom to check for understanding and provide assistance to students.					
4. Teacher provides instruction at a lively pace.					
5. Teacher provides instruction with intensity and enthusiasm.					
6. Teacher presents unusual or intriguing information.					
7. Acknowledges adherence to rules and procedures.					
8. Teacher fairly applies consequences.					
9. Teacher demonstrates an understanding of students' interests and backgrounds.					
10. Teacher displays behaviors that indicate affection for students.					
11. Teacher displays behaviors that indicate objectivity and control.					
12. Teacher displays behaviors that indicate values and respects for all students.					
13. Teacher probes incorrect responses.					
14. Teacher scaffolds instruction.					
15. Teacher differentiates instruction.					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM A

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Appendix E

Teacher's Name: _____

Planning
Conference Date: _____

Observer's
Name: _____

Observation
Date: _____

DOMAIN 2: PLANNING AND PREPARING-ROUTINE EVENTS

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc).					
ROUTINE EVENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
What will you do to establish learning goals, track student progress and celebrate success for this lesson?					
PLANNING AND PREPARING FOR LESSONS AND UNITS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will you scaffold the content within this lesson? Please describe: <ul style="list-style-type: none"> • The rationale for how the content of the lesson is organized • The rationale for the sequence of instruction • How the content is related to previous lessons, units or other content • Possible confusion that may impact the lesson? 					
How does the lesson progress within the unit over time? Please describe: <ul style="list-style-type: none"> • How lessons within the unit progress toward deep understanding and transfer of content • Describe how students will make choice and take initiatives • How learning will be extended? 					
How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced? Please describe: <ul style="list-style-type: none"> • Important content (scope) identified by the district • Sequence of the content to be taught as identified by the district 					
PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: <ul style="list-style-type: none"> • Traditional resources • Technology 					
PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: <ul style="list-style-type: none"> • Specific accommodations to be made 					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM B

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Appendix F

**Planning
Conference Date:** _____

**Observation
Date:** _____

Teacher's Name: _____
Observer's Name: _____

DOMAIN 2: PLANNING AND PREPARING-CONTENT

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc).					
CONTENT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
What will you do to help students practice new knowledge? What will I do to help students generate and test hypothesis about new knowledge? What will you do to help students interact with new knowledge?					
PLANNING AND PREPARING FOR LESSONS AND UNITS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will you scaffold the content within this lesson? Please describe: <ul style="list-style-type: none"> • The rationale for how the content of the lesson is organized • The rationale for the sequence of instruction • How the content is related to previous lessons, units or other content • Possible confusion that may impact the lesson? 					
How does the lesson progress within the unit over time? Please describe: <ul style="list-style-type: none"> • How lessons within the unit progress toward deep understanding and transfer of content • Describe how students will make choice and take initiatives • How learning will be extended? 					
How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced? Please describe: <ul style="list-style-type: none"> • Important content (scope) identified by the district • Sequence of the content to be taught as identified by the district 					
PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: <ul style="list-style-type: none"> • Traditional resources • Technology 					
PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: <ul style="list-style-type: none"> • Specific accommodations to be made 					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM C

Gadsden County Teacher Evaluation Model

Appendix G

Planning
Conference Date: _____

Observation
Date: _____

Teacher's Name: _____
Observer's Name: _____

DOMAIN 2: PLANNING AND PREPARING-ENACTING ON THE SPOT

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc).					
ENACTING ON THE SPOT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
What will you do to engage students in the lesson? What will I do to acknowledge lack of adherence to classroom rules and procedures? What will I do to establish and maintain relationships with students during this lesson? What will I do to communicate high expectation to student within this lesson? How will this lesson be organized as part of a cohesive unit?					
PLANNING AND PREPARING FOR LESSONS AND UNITS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will you scaffold the content within this lesson? Please describe: <ul style="list-style-type: none"> • The rationale for how the content of the lesson is organized • The rationale for the sequence of instruction • How the content is related to previous lessons, units or other content • Possible confusion that may impact the lesson? 					
How does the lesson progress within the unit over time? Please describe: <ul style="list-style-type: none"> • How lessons within the unit progress toward deep understanding and transfer of content • Describe how students will make choice and take initiatives • How learning will be extended? 					
How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced? Please describe: <ul style="list-style-type: none"> • Important content (scope) identified by the district • Sequence of the content to be taught as identified by the district 					
PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: <ul style="list-style-type: none"> • Traditional resources • Technology 					
PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: <ul style="list-style-type: none"> • Specific accommodations to be made 					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

Gadsden County Teacher Evaluation Model

Appendix H

Teacher's Name: _____ Observer's Name: _____	Planning Conference Date: _____ Observation Date: _____
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DOMAIN 3: REFLECTING ON TEACHING

EVALUATING PERSONAL PERFORMANCE	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are on the spot).					
The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.					
The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.					
PERSONAL GROWTH PLAN	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.					
The teacher charts his or her progress toward goals using established action plans, milestones and timelines.					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM E

Gadsden County Teacher Evaluation Model

Appendix I

Teacher's Name: _____ Observer's Name: _____	Planning Conference Date: _____ Observation Date: _____
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DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM

POSITIVE ENVIRONMENT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher interacts with other teachers in a positive manner to promote and support student learning.					
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.					
IDEAS AND STRATEGIES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.					
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.					
DISTRICT AND SCHOOL DEVELOPMENT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher is aware of the district and school's rules and procedures and adheres to them.					
The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.					

General Rating Rubric

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

Gadsden County Teacher Evaluation Model

Appendix J

Climate Survey for Parents/Guardians

Please complete one survey per family by placing an "x" in the column that most reflects your opinion.

	Strongly Agree	Agree	Agree and Disagree	Disagree	Strongly Disagree
1. My child's school is a supportive and inviting place for students.					
2. My child is safe at school.					
3. My child is receiving a rigorous and relevant education at his/her school.					
4. My child's school is a supportive and inviting place for parents/guardians and I feel welcome at this school.					
5. My child is receiving instruction that prepares him/her to be successful on the FCAT.					
6. Teachers at my child's school are interested in what I have to say.					
7. I am satisfied with communication with my child's teacher(s) and other school officials.					
8. I am actively involved in my child's education and attend most school activities.					
9. My child likes his/her teachers.					
10. My child is receiving a good education at this school.					
11. My child receives academic help when it is needed.					
12. What is your relationship to the child you are reporting about? (please choose one) <input type="checkbox"/> Parent(s) <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other adult in the household					
13. What is the name of your child's school?					
14. What is the grade level of your child? <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12					
The one thing that I appreciate most about my child's school is:					
The one thing I would like most to change about my child's school is:					

Gadsden County Teacher Evaluation Model

Appendix K

2010-2011 Climate Survey for Students (grades 3-5)

Please complete this survey by placing an "x" in the column that best represents your feelings.

	Yes	Sometimes	No	Don't Know
1. My teachers believe that all students can do good work.				
2. All students are encouraged to do their very best.				
3. Usually my teacher does a good job of explaining what I am supposed to learn.				
4. I ask for help from my teachers or others when I need it.				
5. Teachers at this school know my name.				
6. My teacher will miss me when I'm absent.				
7. I can talk to a teacher at this school about things that are bothering me.				
8. My classmates like me.				
9. I know how to make friends with new people.				
10. I care about other people's feelings and what they think.				
11. I am careful when I use something that belongs to someone else.				
12. I know how to disagree without starting a fight or an argument.				
13. My teachers helps me when I do not understand the lesson				
14. I respect people even if they are different or are not like me.				
15. Students in this school help each other.				
16. Some students are picked on in this school.				
17. I feel safe at school				
18. I like my school.				
If you do not feel safe at school all the time please tell us why you feel this way.				
What is the name of your school?				
What grade are you in? <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Are you a? <input type="checkbox"/> Boy <input type="checkbox"/> Girl				
What groups describe you best? (you may mark more than one) <input type="checkbox"/> African-American/Black <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> American <input type="checkbox"/> Indian <input type="checkbox"/> Other				
Is there a language other than English spoken in your home? <input type="checkbox"/> Yes <input type="checkbox"/> No				

Gadsden County Teacher Evaluation Model

Appendix L

2010-2011 Climate Survey for Students (grades 6-12)

Please complete this survey by placing an "x" in the column that best represents your feelings.

	Strongly Agree	Agree	Agree and Disagree	Disagree	Strongly Disagree
1. At this school, students are encouraged to work to the best of their abilities.					
2. Students are recognized for their involvement in art, music, debate, sports, or other activities.					
3. Teachers and other adults at this school believe that all students can do good work.					
4. There are lots of chances for students in my school to talk with teachers one-on-one.					
5. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.					
6. At school, there is a teacher or some other adult who will miss me when I'm absent.					
7. My teachers are fair and treat me with respect.					
8. Lots of parents come to events at my school.					
9. I am safe at school.					
10. Students in this school help each other.					
11. There are opportunities at school for me to receive help from my teachers when I need it.					
12. Students at this school are often teased or picked on.					
13. Crime and violence are major concerns at school.					
14. When students break rules, they are treated fairly.					
15. At school, decisions are made based on what is best for students.					
16. Students are involved in helping to solve school problems.					
17. This school emphasizes showing respect for all students' cultural beliefs and practices.					
18. My teachers are prepared to teach students from different cultural backgrounds.					
19. The instruction that I am receiving at this school is preparing me for college and a career.					
20. The instruction I am receiving at this school prepares me to pass the FCAT					
How often have you <i>personally</i> seen students do these things at this school or at school events over the past 12 months?	0 times	1-2 times	3-6 times	7-12 times	12 or more
21. Under the influence of drugs (marijuana, crack, coke)					
22. Under the influence of alcohol (beer/wine/liquor)					
23. Destroy things (vandalism)					
24. Get into fights					
25. Steal things					
26. Threaten or bully					
27. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)					
28. I am able to speak with a school counselor, if I feel I need help.					

Gadsden County Teacher Evaluation Model

29. What school are you currently attending?
30. What grade are you in? <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
31. Are you a? <input type="checkbox"/> Male <input type="checkbox"/> Female
32. What groups describe you best? (you may mark more than one) <input type="checkbox"/> African-American/Black <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> American Indian <input type="checkbox"/> Other
33. Is there an adult who really knows what you do with your free time? <input type="checkbox"/> Yes <input type="checkbox"/> No
34. Do you have someone outside of school who can help you with homework? <input type="checkbox"/> Yes <input type="checkbox"/> No
35. Is there a language other than English spoken in your home? <input type="checkbox"/> Yes <input type="checkbox"/> No
36. What grades do you usually get? <input type="checkbox"/> Mostly A's <input type="checkbox"/> Mostly B's <input type="checkbox"/> Mostly C's <input type="checkbox"/> Mostly D's and F's
37. During the past year, how many days did you miss school without permission? <input type="checkbox"/> Never <input type="checkbox"/> Less than once a month <input type="checkbox"/> Once a month or more
38. During an average week, how much time do you spend helping other people without getting paid (examples: helping senior citizens or neighbors; watching young children; peer teaching; tutoring; mentoring; helping the environment; doing other volunteer activities)? <input type="checkbox"/> 0 hours <input type="checkbox"/> About 1 hour <input type="checkbox"/> About 2-3 hours <input type="checkbox"/> About 4 hours or more
39. During an average week, how much time do you spend participating in organized activities after school or on weekends (examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)? <input type="checkbox"/> 0 hours <input type="checkbox"/> About 1 hour <input type="checkbox"/> About 2-3 hours <input type="checkbox"/> About 4 hours or more
40. The one thing I like most about my school is:
41. The one thing I would most like to change about my school is:

Gadsden County Teacher Evaluation Model

Appendix M

Gadsden County Annual Evaluation Report for
Category I Teachers: 1-3 Years of Service
Instructional Practice Score

Teacher: _____

Years of Service: _____

School: _____

Current Assignment: _____

Evaluator: _____

Date: _____

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's **instructional practice** using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status score.

1. Status Score

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **green** in the spreadsheet.

Domain 1 Sources of Evidence (select all that applies):

- Formal Observation
- Informal, Announced Observation
- Informal Unannounced Observation
- Walkthrough
- Artifacts:

Other: _____

Domain 2 Sources of Evidence (select all that applies):

- Planning (Pre) Conference
- Artifacts:

Other: _____

Domain 3 Sources of Evidence (select all that applies):

- Self-Assessment
- Reflection (Post) Conference
- Professional Growth Plan
- Artifacts:

Other: _____

Domain 4 Sources of Evidence (select all that applies):

- Conferences
- Discussions
- Artifacts:

Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVING/DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Status Score of 3.5 – 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4

Gadsden County Teacher Evaluation Model

2. Final Score

The final score reflects the teacher's overall status score calculations. The district determines the weight of the status scores toward overall score.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. Reference the Final Score number in the cell highlighted in **orange** in the spreadsheet.

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVING/ DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

3. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his or her **instructional practice**.

Evaluator's Signature:

Date:

Teacher: I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature:

Date:

Teacher Comments:

Gadsden County Teacher Evaluation Model

2. Final Score

The final score reflects the teacher's overall status score calculations. The district determines the weight of the status overall score.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. Reference the Final Score number in the cell highlighted in **orange** in the spreadsheet.

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVING/DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

3. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his or her **instructional practice**.

Date: _____

Evaluator's Signature: _____

Teacher: I acknowledge the receipt of this Annual Evaluation Form.

Date: _____

Teacher's Signature: _____

Teacher Comments:

Gadsden County Teacher Evaluation Model

Appendix O

Transition to Next Generation and Computer-Based Tests in Florida

Computer-Based Tests: Grades and subjects which are optional by school in CBT or PBT are shown in *bold, italic*; full CBT administration except for accommodations are shown in *red, bold, italic, underlined*.

	2010-11	2011-12	2012-13	2013-2014	2014-2015
FCAT	Science (5, 8, 11) Writing (4, 8, 10) Reading Retakes (fall, spring) Mathematics (10) Mathematics Retakes (fall, spring)	Writing (4, 8, 10) Reading Retakes (fall, spring) Mathematics Retakes (fall, spring)	Writing (4, 8, 10) Mathematics Retakes (fall, spring)	Writing (4, 8, 10)	
FCAT 2.0	Reading (3-10) (B) Mathematics (3-8) (B) Science (5, 8) (FT; embedded in FCAT)	Reading (3-6, 7 , 8-10) (SS) Reading Retake (fall) Mathematics (3-8) (SS) Science (5, 8) (B)	Reading (3-6, 7 , 8-9, 10) Reading Retake (fall) Mathematics (3-6, 7 , 8) Science (5, 8) (SS)	Reading (3-4, 5 , 6, 7 , 8-9, 10) Reading Retake (fall) Mathematics (3-5, 6-7 , 8) Science (5, 8)	Science (5, 8) Reading Retake (fall, spring)
End of Course	Algebra 1 (B) Geometry (FT; sampled high schools) Biology 1 (FT; sampled high schools)	Algebra 1 (SS) Geometry (B) Biology 1 (B) US History (FT; sampled high schools)	Algebra 1 Geometry (SS) Biology 1 (SS) US History (B) Civics (FT; sampled middle schools)	Algebra 1 Geometry Biology 1 US History (SS) Civics (B)	Biology 1 US History Civics (SS)
Common Core Assessments PARCC	<i>Design and development funded by RTT Assessment Grant; In conjunction with 24 other states.</i>			English/Lang Arts (3-11) (FT; sampled schools) Mathematics (3-8) (FT; sampled schools) HS Math EOCs (3 subjects TBD) (FT; sampled schools)	English/Lang Arts (3-11) (B) Mathematics (3-8) (B) HS Math EOCs (3 subjects TBD) (B)
Postsecondary Education Readiness Test PERT	Postsecondary Placement (ISS) and Diagnostic (FT) for: Elementary Algebra Intermediate Algebra College Algebra Developmental Reading Developmental Writing Freshman Composition	Postsecondary Placement (SS) Postsecondary Diagnostics (ISS) (supplement to PERT assessment) Elementary Algebra Intermediate Algebra College Algebra Developmental Reading Developmental Writing Freshman Composition	Postsecondary Placement (SS) Postsecondary Diagnostics (SS) High schools authorized as test sites to administer PERT Placement and Diagnostics for assessing College/Career Readiness (SS): Elementary Algebra Intermediate Algebra College Algebra Developmental Reading Developmental Writing Freshman Composition		

Notes: FT – Field test administration only

B – Baseline administration

SS – Standards set

ISS—Interim achievement levels and passing scores used and reported for the first time

<http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf>

Gadsden County Teacher Evaluation Model

Appendix P Category I Status Score Worksheet

Teacher Name:	School:	Date:
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STATUS SCORE

Directions:

1. Using the Domain Forms, count the number of times each scale level has been recorded.
2. Enter the frequency in the yellow highlighted cells.

Frequency	D1	D2	D3	D4
Level 4 (Innovating)	12	7	4	3
Level 3 (Applying)	34	14	8	6
Level 2 (Developing)	15	7	5	4
Level 1 (Beginning)	3	4	3	2
Level 0 (Not Using)	2	3	2	-
Total Elements Used	66	35	22	15

Percentages	D1	D2	D3	D4
Level 4	18%	20%	18%	20%
Level 3	52%	40%	36%	40%
Level 2	23%	20%	23%	27%
Level 1	5%	11%	14%	13%
Level 0	3%	9%	9%	0%
	100%	100%	100%	100%

DELIBERATE PRACTICE SCORE

Directions:

4. Enter final scale level of each target Element in yellow highlighted cells.

Deliberate Practice	Final Rating
D1 Target Element 1	
D1 Target Element 2	
D1 Target Element 3	

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3. Adjust weights in gray highlighted cells must add up to 100%.

Category I Teachers (View Scale)	D1	D2	D3	D4	
Status Score	3	2	2	2	
Weight	68%	13%	8%	10%	100%
Weighted Score	2.05	0.27	0.17	0.20	
Overall Status Score:	2.68				
Overall Status:					

Category I Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
Overall Deliberate Practice Score:	0.00
Overall Deliberate Practice:	

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVING OR DEVELOPING	UNSATISFACTORY
3.5-4.0	2.5-3.4	1.5-2.4	1.0-1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category I instructional Practice Score, Year 1	Score	Weight	Final
Overall status score	2.68	100%	2.68
Overall deliberate practice score	0	0%	-
Final Score:			2.68
Final Proficiency Level:	Effective		

Category I Instructional Practice Score, Year 2	Score	Weight	Final
Overall status score	2.68	60%	1.61
Overall deliberate practice score	0.00	40%	-
Final Score:			1.61
Final Proficiency Level:	Developing		

Gadsden County Teacher Evaluation Model

Appendix Q Category II Status Score Worksheet

Teacher Name:	School:	Date:
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STATUS SCORE

Directions:

1. Using the Domain Forms, count the number of times each scale level has been recorded.
2. Enter the frequency in the yellow highlighted cells.

Frequency	D1	D2	D3	D4
Level 4 (Innovating)				
Level 3 (Applying)				
Level 2 (Developing)				
Level 1 (Beginning)				
Level 0 (Not Using)				
Total Elements Used				

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

DELIBERATE PRACTICE SCORE

Directions:

4. Enter final scale level of each target Element in yellow highlighted cells.

Deliberate Practice	Final Rating
D1 Target Element 1	
D1 Target Element 2	
D1 Target Element 3	

Gadsden County Teacher Evaluation Model

3. Adjust weights in gray highlighted cells must add up to 100%.

Category II Teachers (View Scale)	D1	D2	D3	D4	
Status Score					
Weight	68%	13%	8%	10%	100%
Weighted Score					
Overall Status Score:	0				
Overall Status:					

Category II Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
Overall Deliberate Practice Score:	0.00
Overall Deliberate Practice:	

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVING OR DEVELOPING	UNSATISFACTORY
3.5-4.0	2.5-3.4	1.5-2.4	1.0-1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category I instructional Practice Score, Year 1	Score	Weight	Final
Overall status score	0.00	100%	0.00
Overall deliberate practice score	0	0%	-
Final Score:			0.00
Final Proficiency Level:	Effective		

Category II Instructional Practice Score, Year 2	Score	Weight	Final
Overall status score	0.00	60%	-
Overall deliberate practice score	0.00	40%	-
Final Score:			-
Final Proficiency Level:	Developing		

Appendix R

Gadsden County Teacher Evaluation Model

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Identifies the 41 key strategies revealed by research for effective teaching presented in a robust, easy-to-understand model of instruction based on the Art and Science of Teaching. All 41 Key Strategies are organized into 9 Design Questions, which are further organized into 3 Lesson Segments.

Lesson Segments Involving Routine Events	Lesson Segments Addressing Content	Lesson Segments Enacted on the Spot
<p>Learning Goals & Feedback</p> <p>What will I do to establish and communicate learning goals, track student progress, and celebrate success?</p> <ul style="list-style-type: none"> • Providing Clear Learning Goals and Scales to Measure those Goals • Tracking Student Progress • Celebrating Student Success 	<p>Interacting with New Knowledge</p> <p>What will I do to help students effectively interact with the new knowledge?</p> <ul style="list-style-type: none"> • Identifying Critical Information • Organizing Students to Interact with New Knowledge • Previewing New Content • Chunking Content into “Digestible Bites” • Processing of New Information • Elaborating on New Information • Recording and Representing Knowledge • Reflecting on Learning 	<p>Student Engagement</p> <p>What will I do to engage students?</p> <ul style="list-style-type: none"> • Noticing and Reacting when Students are Not Engaged • Using Academic Games • Managing Response Rates • Using Physical Movement • Maintaining a Lively Pace • Demonstrating Intensity and Enthusiasm • Using Friendly Controversy • Providing Opportunities for Students to Talk about Themselves • Presenting Unusual or Intriguing Information
<p>Rules & Procedures</p> <p>What will I do to establish or maintain classroom rules and procedures?</p> <ul style="list-style-type: none"> • Establishing Classroom Routines • Organizing Physical Layout of the Classroom for Learning 	<p>Practicing & Deepening Knowledge</p> <p>What will I do to help students practice and deepen their understanding of new knowledge?</p> <ul style="list-style-type: none"> • Reviewing Content • Organizing Students to Practice and Deepen Knowledge • Using Homework • Examining Similarities and Differences • Examining Errors in Reasoning • Practicing Skills, Strategies, and Processes • Revising Knowledge 	<p>Adherence to Rules & Procedures</p> <p>What will I do to recognize and acknowledge and adherence and lack of adherence to classroom rules and procedures?</p> <ul style="list-style-type: none"> • Demonstrating “Withitness” • Applying Consequences • Acknowledging Adherence to Rules and Procedures
	<p>Generating & Testing Hypotheses</p> <p>What will I do to help students generate and test hypotheses about new knowledge?</p> <ul style="list-style-type: none"> • Organizing Students for Cognitively Complex Tasks • Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing • Providing Resources and Guidance 	<p>Teacher/Student Relationships</p> <p>What will I do to establish and Maintain effective relationships with students?</p> <ul style="list-style-type: none"> • Understanding Students’ Interests and Backgrounds • Using Behaviors that Indicate Affection for Students • Displaying Objectivity and Control
		<p>High Expectations</p> <p>What will I do to communicate high expectations for all students?</p> <ul style="list-style-type: none"> • Demonstrating Value and Respect for Low Expectancy Students • Asking Questions of Low Expectancy Students • Probing Incorrect Answers with Low Expectancy Students

Adapted from 2011 Robert J Marzano Learning Science International Document

Gadsden County Teacher Evaluation Model

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

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Lessons and Units

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

Planning and Preparing for Use of Resources and Technology

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

Planning and Preparing for Special Needs of Students

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

DOMAIN 3: REFLECTING ON TEACHING

Evaluating Personal Performance

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

Developing and Implementing a Professional Growth Plan

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

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Promoting a Positive Environment

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

Promoting Exchange of Ideas and Strategies

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

Promoting District and School Development

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

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