

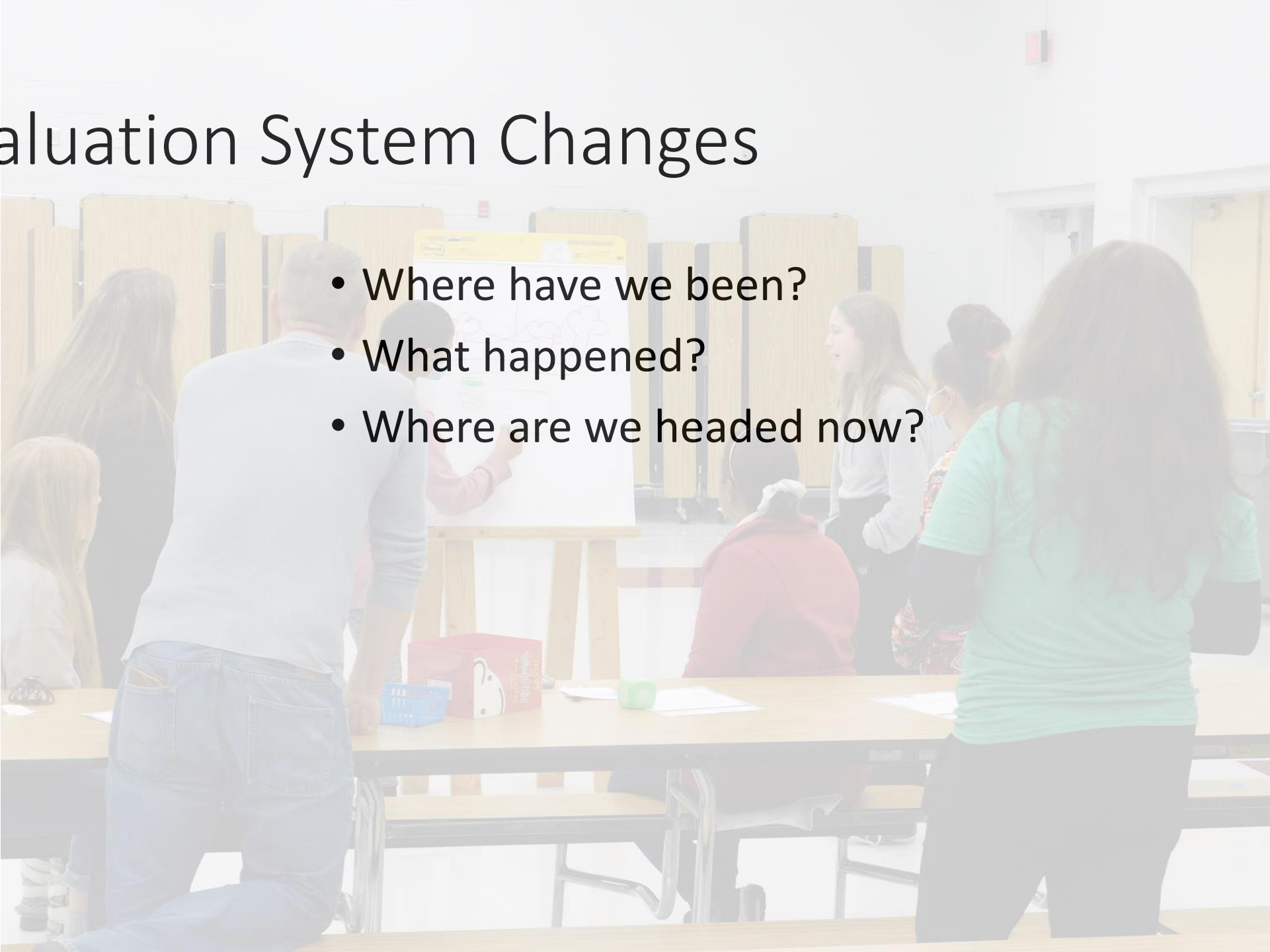
Evaluation System Changes

2022-23



Evaluation System Changes

- Where have we been?
- What happened?
- Where are we headed now?



Where have we been?

In 2010, Florida was one of ten recipients of the USDOE Race to the Top Grant (RTTT).

This grant focused on strategies to support low-performing schools, reward teachers, and increase academic achievement all through a variety of methods.

One change as a result of this work was the way we observe, evaluate, support, and provide feedback to teachers.



Florida Statute 1012.34 requires at least one-third of the evaluation score to comprise of observation scores using a research-based framework and at least one-third of the score to come from metrics of student performance. Other data may be used for the remaining percentage (surveys, learning plan).

Where have we been?



A committee of teachers and administrators chose Dr. Marzano's Art and Science of Teaching as the framework due to the emphasis on classroom practice and strategies.



Dr. Marzano: "I built this as a tool for teacher growth and development."



Our district also wanted the observation/evaluation system to be housed electronically. Initially, this was done through TrueNorth Logic (eventually bought out by PowerSchools).

Where have we been?



In 2014, SRCDS and UWF partnered to develop the Professional Educators Assessment and Results System (PEARS) to house our observation/evaluation data.



PEARS was created by the Haas Center, a department at UWF.

What happened?



SRCDS purchased PEARS in 2019 due to the closure of the department that developed PEARS at the Haas Center. Since then, there has been very limited technical support to sustain and continue to work on PEARS.



This led us to search out companies to house our evaluation platform.



Last year, we reconvened our Instructional Evaluation Committee to evaluate companies and products for a new evaluation platform.

Marzano's Focused Teacher Evaluation Model (iObservation)

PowerSchools

Vector Solutions



SRCDS administrators were also in the process of going through accreditation, developing our strategic plan, and engaging in professional learning around Leverage Leadership 2.0.

What happened?



Leverage Leadership 2.0 taught us that one of the most important levers in driving student and school success is observation, coaching, and feedback.



SRCDS administrators began intentional work in changing our practices to better impact our students and staff.



The evaluation committee reviewed the products of the three companies and submitted this information to Dr. Barber.



SRCDS chose iObservation and Marzano's Focused Teacher Evaluation Model as this is based on the most current educational research, the availability of a non-classroom-based teacher evaluation framework, the volume of available resources, and alignment to our strategic plan. Additionally, iObservation is the **sole-source provider** for Marzano's frameworks.

Where are we headed now?

- Educating our educators:
 - Training for Administrators in June 2022 (3 days)
 - Building Expertise Conference in June 2022
 - Administrators' Conference in July 2022 (2 days)
 - School-based training by administrators during Pre-planning
 - Standards-Based Planning Training in September 2022 (round 1)
 - School-based training starting in October 2022
 - Standards-Based Planning Training in Nov./Dec. 2022 (round 2)
 - School-based training continues
 - School site visits by HR Director for support (eight completed)
 - Discussion and review at Principal/AP meetings



Evaluation System Changes

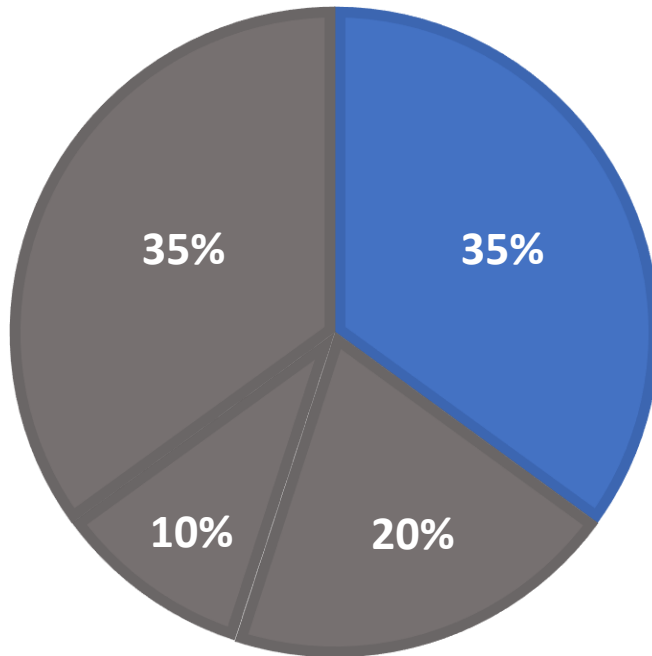
Learning Targets

- Review changes to the Instructional Evaluation System. What is changing, what isn't?
- Discuss reasons behind the changes.
- Review Classroom and Non-Classroom Focused Teacher Evaluation Model (FTEM).
- Understand the Focused Teacher Evaluation Model (FTEM) and use it as a model for professional growth.

What is NOT changing?

EVALUATION COMPONENTS

■ Student Performance ■ Learning Plan
■ Surveys ■ Observation Scores



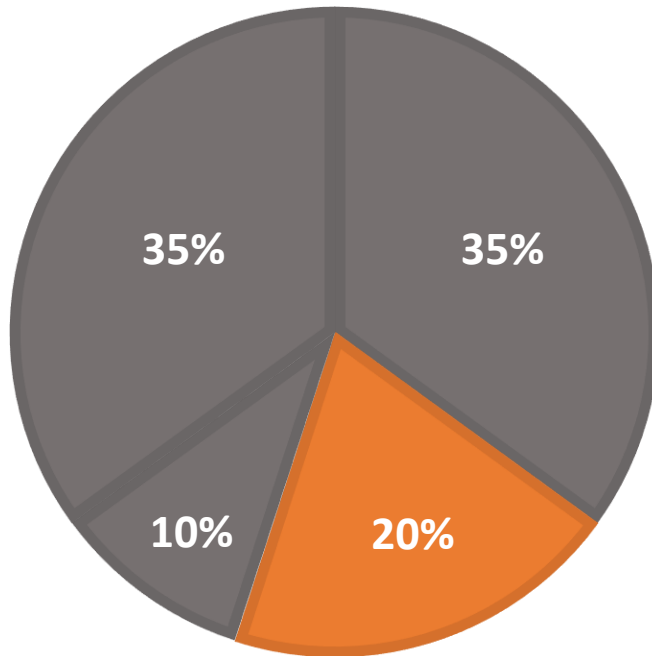
Student Performance

- (Secondary) Still based on the teacher-created EoY Assessments or Semester Exams
- (Elementary) Still based on common EoY Assessments issued by grade level
- Classroom teachers will still have the opportunity to remove up to 30% of students' scores from their student performance calculation.

What is NOT changing?

EVALUATION COMPONENTS

■ Student Performance ■ Learning Plan
■ Surveys ■ Observation Scores



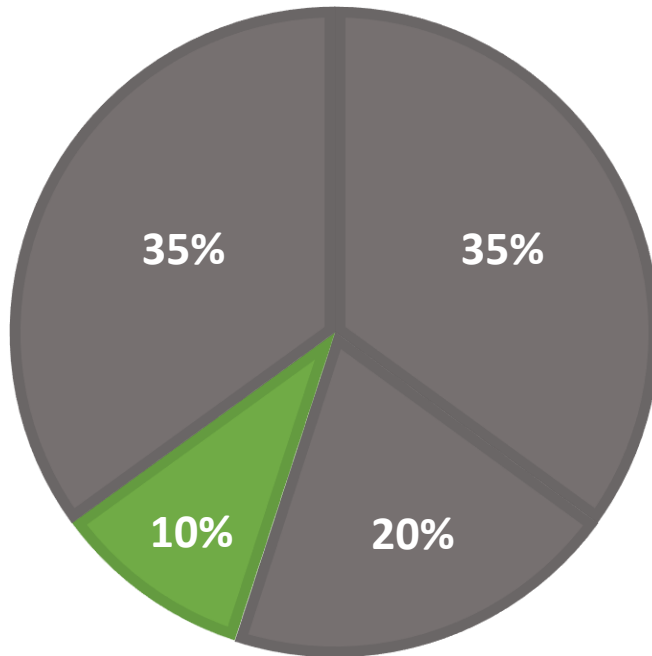
Learning Plan

- Rating assessed using the same criteria as the 2021-22 school year

What is NOT changing?

EVALUATION COMPONENTS

■ Student Performance ■ Learning Plan
■ Surveys ■ Observation Scores



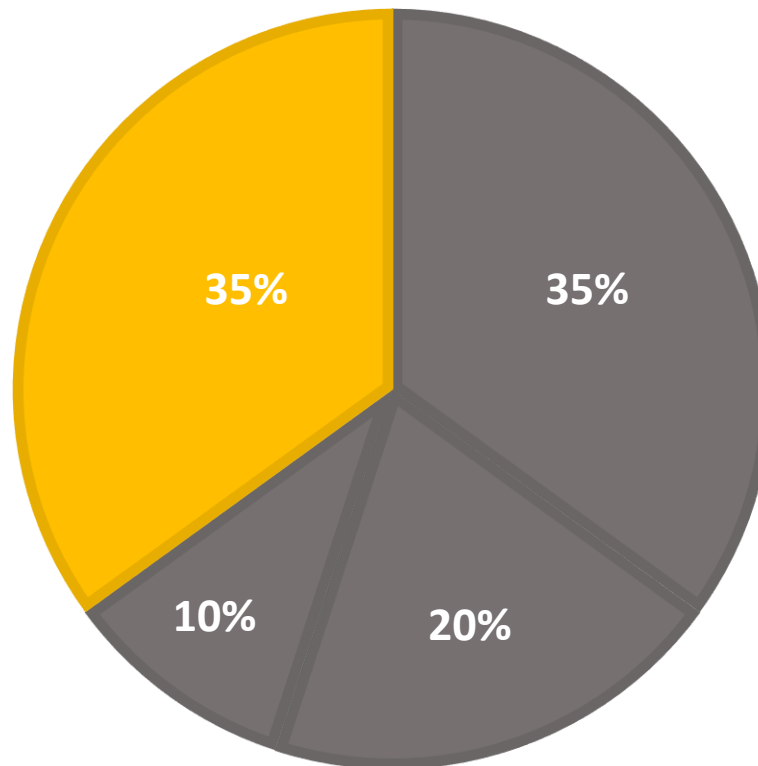
Surveys

- 5% for Student Survey results using the same criteria as the 2021-22 school year
- 5% for Parent Survey results using the same criteria as the 2021-22 school year

What is Changing?

EVALUATION COMPONENTS

■ Student Performance ■ Learning Plan ■ Surveys ■ Observation Scores



Positive Updates!

FEAPS/Observation Instrument (35% of the Overall Evaluation)

Fewer number of elements

Focused Teacher Evaluation Model

Non-Classroom Based Focused Teacher Evaluation Model



Positive Updates!

The HIGHEST (single) score in each element will be the score that counts toward the overall evaluation (previously, all scores counted).

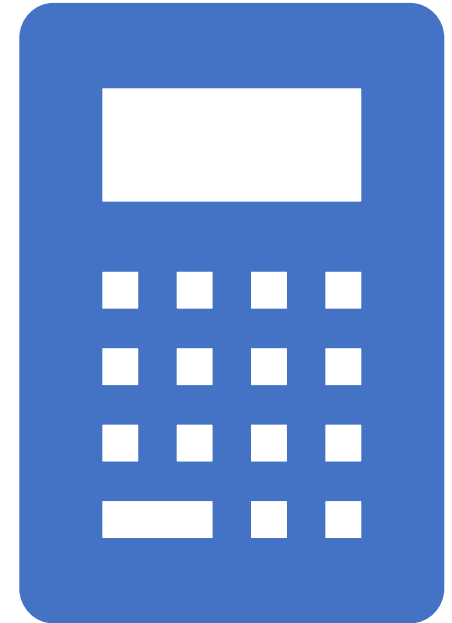
- Also, greater clarity with more detailed rubrics and sample evidences for teacher support and growth.



Positive Updates!

All FEAPS scores are calculated the same, regardless of IP level.

- Previously, each IP Level had a different breakdown for the distribution of marks and how overall FEAPS scores were calculated.



More good news

- Observation/Evaluation Framework and data will now be in iObservation (previously, PEARS).

The screenshot shows the iObservation web application interface. At the top, there's a browser tab for 'santarosa.effectiveeducators.com/iob/'. Below the browser tabs is a navigation bar with the iObservation logo and the tagline 'ADVANCING PROFESSIONAL GROWTH'. The main navigation menu includes links for Home, Observations, Collaborate, Growth, Resource Library, Reports, Evaluations, and Manage. The page content starts with a 'Welcome,' message followed by a user profile placeholder. Below this, there are two main sections: 'Observations:' and 'Collaborate:'. The 'Observations:' section contains three links: 'Conduct an Observation', 'View completed observations', and 'Start peer observation'. The 'Collaborate:' section contains a link for 'Private Conferences:'. To the right of these sections is a 'First-Time Users:' section with a welcome message and a list of four steps for new users to get started.

Observations:

- ➔ [Conduct an Observation](#)
- ➔ [View completed observations](#)
- ➔ [Start peer observation](#)

Collaborate:

- ➔ Private Conferences:

First-Time Users:

Welcome to iObservation! Start by following the steps below.

1. Download the [Getting Started Quick Start Guide](#) for help.
2. Upload your picture in [My Settings](#). You can also set notification preferences [here](#).
3. Read a brief introduction of the [Marzano Art and Science of Teaching Framework](#)
4. Download the [Observation Quick Start Guide](#) for help and begin [conducting an observation](#).

More good news

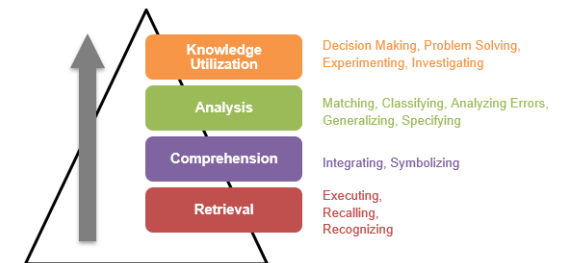
- iObservation provides a large library of resources.



Videos

Standard(s):	
4.0	Students will be able to: <ul style="list-style-type: none">• insert target <i>No major errors or omissions regarding 4.0 content</i>
3.0	Students will be able to: <ul style="list-style-type: none">• insert target• insert target• insert target <i>No major errors or omissions regarding 3.0 content</i>
2.0	Students will recognize or recall specific vocabulary, including: <ul style="list-style-type: none">• insert vocabulary Students will be able to: <ul style="list-style-type: none">• insert target• insert target• insert target <i>No major errors or omissions regarding 2.0 content</i>
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Marzano's New Taxonomy



Support Documents

More good news

- Fewer observations for IP I, II, and III staff members – 4 total regardless of IP level

IP I & II

2 formal
2 informal

IP III

1 formal
3 informal

IP IV

4 informal

Recert.

3 inf., 1 form.

More good news

- Cut scores for OVERALL Evaluation Scores for Highly Effective, Effective, and Needs Improvement.

OVERALL Evaluation Scores	New System	Previous System
Highly Effective	3.25 – 4.0	3.5 – 4.0
Effective	2.5 – 3.24	2.25 – 3.49
Needs Improvement	1.75 – 2.49	1.75 – 2.24
Unsatisfactory	Below 1.75	Below 1.75



This brings us in line with Marzano's most current research and framework.





This framework is an instructional model, a growth model and an evaluation model. The goal is to bring all three into alignment to make things better for our students and teachers. While we are utilizing this as all three, we are focusing on growth.

Administrators have been doing work over the last year on Leverage Leadership. This work tells us one of the most important levers in driving student achievement is observation, coaching and feedback. As school and district leaders, we are adjusting our practices to better support and grow teachers.





This work aligns with our District Strategic Plan and will be critical to our growth and success over the next five years and in the future.

Know Better, Do Better

More About the Observation Framework

Classroom-Based
Instructional staff

Evaluated with
Focused Teacher Evaluation Model

Instructional Staff
in Support Roles

District-Level - TSAs, SLPs, ESE Liaisons,
School Psychologists, Social Workers

School-Level - Deans, Athletic Directors,
Counselors, Success Coaches

Evaluated with
Non-Classroom Based
Focused Teacher Evaluation Model

Marzano Focused Teacher **Instructional/Growth/Evaluation** Model

Standards-Based Classroom with Rigor



Standards-Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

Conditions for Learning

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Standards-Based Instruction

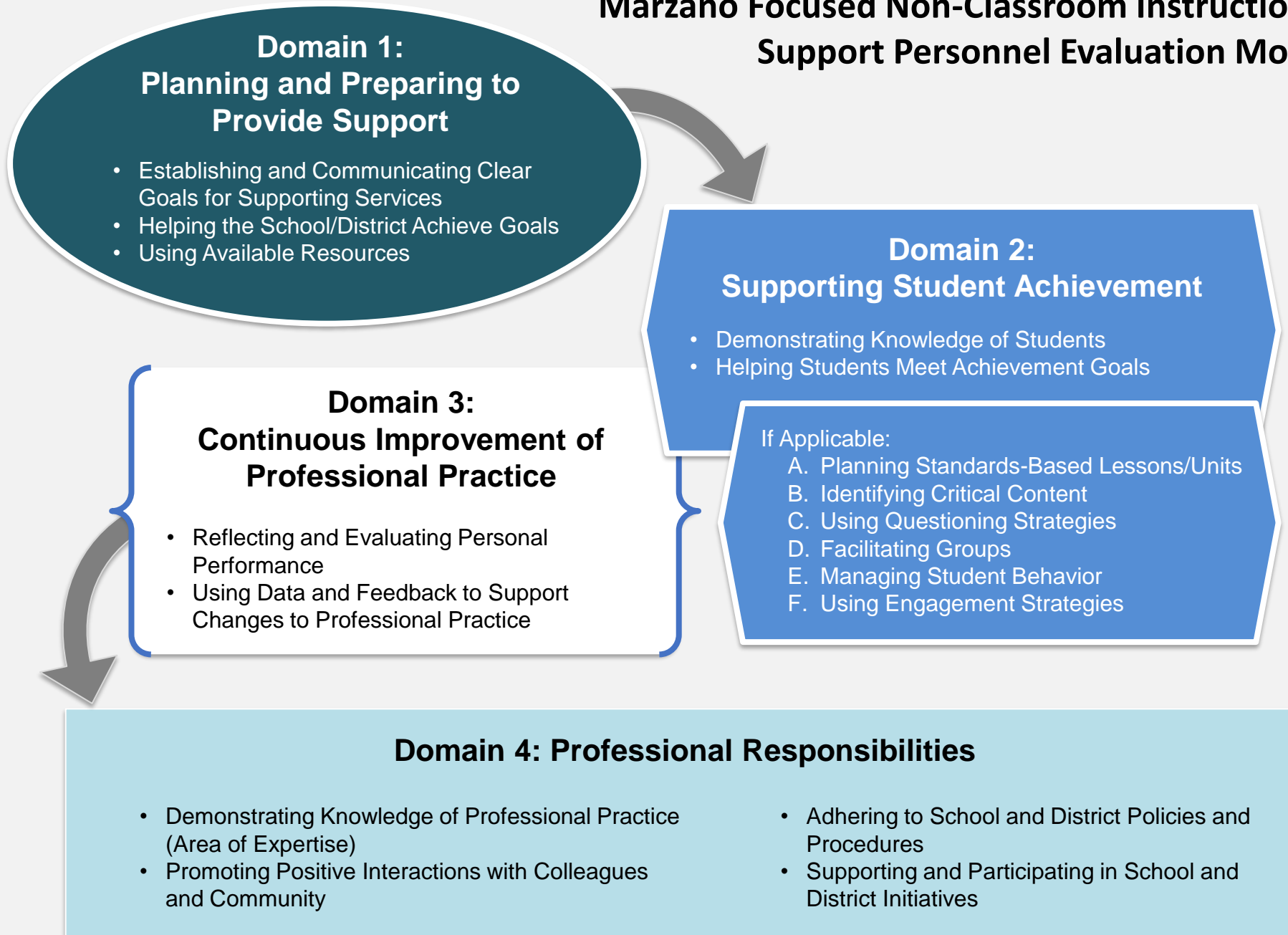
- **Identifying Critical Content from the Standards**
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Professional Responsibilities

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration



Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model



FTEM Protocols

- Each Element has a Focus Statement, a Desired Effect, a list of sample evidences, and a rubric for scoring (0-4).

0 – Not Using (Makes no attempt...)

1 – Beginning (Uses strategy incorrectly or with parts missing.)

2 – Developing (Focus Statement)

3 – Applying (Focus Statement & Desired Effect in majority of students)

4 – Innovating (Helps others... or Implements with >90% Desired Effect)

Evaluation System Changes

Learning Targets

- ✓ Review changes to the Instructional Evaluation System. What is changing, what isn't?
- ✓ Discuss reasons behind the changes.
- ✓ Review Classroom and Non-Classroom Focused Teacher Evaluation Model.
- Understand the FTEM and use it as a model for professional growth.

Things to Remember

Teaching is still as much art as it is science.

Teacher creativity is still, and will always be, important for our students, but we also must leverage those specific practices that will foster increased student achievement.



What's next for teachers?

1

Learn about the changes and be open to growth.

2

Conduct a self-assessment in iObservation.

3

Start with being strong in Conditions for Learning and Prof. Responsibilities

- We'll provide support in Standards Based Planning and Standards Based Instruction.

4

Commit to learning and growing together and be willing to work as a team with other teachers.