2015-2016 Orientation
for
Broward Instructional Development and Growth
Evaluation System
(BrIDGES)
Components of BrIDGES
Instructional Practice Score
Student Performance Score
iObservation - Electronic Evaluation Tool
DAll ETE E FOR iOBSERVATION

BrIDGES Orientation Days:

(iObservation available for preview)

August 17 – 21, 2015

Observation Window:

August 27, 2015 - May 13, 2016

(Classroom/Non-Classroom Teachers)
CLASSROOM TEACHERS
### REQUIREMENTS FOR CLASSROOM TEACHERS

<table>
<thead>
<tr>
<th></th>
<th>Formal</th>
<th>Informal</th>
<th>Snap-Shot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>30 or more</td>
<td>15-25</td>
<td>3-10</td>
</tr>
<tr>
<td>Recommended Datamarks</td>
<td>12-15</td>
<td>5-10</td>
<td>2-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Formal</th>
<th>Informal</th>
<th>Snap-shot</th>
<th>Total Datamarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>35*</td>
</tr>
</tbody>
</table>

- At least 25 datamarks within Domain 1 and at least 10 within Domains 2, 3, 4.
- All datamarks will be entered into iObservation within 10 work days of the observation/meeting.
- Administrators will make every effort to allow for a reasonable amount of time for growth between observations.
A probationary teacher is new to BCPS, regardless of prior experience in other districts, or returned to BCPS after a break in service. (FS 1012.335 (1c)

- Probationary Evaluations will be based on the Instructional Practice Score.
- For educators hired prior to November 15th, the Instructional Practice Score constitutes the first evaluation and shall be completed by the end of the first semester, and the second evaluation shall be completed at the same time as all other educators.
- For educators hired after November 15th, the first evaluation shall be completed at the same time as all educators and the second, based on the current Instructional Practice Score, shall be completed by November 15th of the following school year.
### REQUIREMENTS FOR NON-CLASSROOM TEACHERS

<table>
<thead>
<tr>
<th></th>
<th>Meetings and/or Observations</th>
<th>Total Datemarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary (same specifics as classroom teachers)</td>
<td>2 (1 per semester)</td>
<td>30</td>
</tr>
<tr>
<td>Experienced</td>
<td>2</td>
<td>30</td>
</tr>
</tbody>
</table>

- At least 20 datamarks within Domain 1 and at least 10 within Domains 2, 3, 4.
- Any combination of 2 observations and/or meetings.
  - 2 formal observations
  - 1 formal observation, 1 meeting
  - 2 meetings
  - Administrator may do additional observations/meetings
- An observation must be a formal observation (at least 30 minutes) that includes a pre-conference, prior to the formal observation and a post-conference.
- All datamarks will be entered into iObservation within 10 work days of the observation/meeting.
COMPONENTS FOR CLASSROOM AND NON-CLASSROOM TEACHERS

OFFICE OF TALENT DEVELOPMENT
EMPLOYEE EVALUATIONS
BrIDGES RATINGS 2015-2016

Not Using (U)  
Beginning (NI)  
Developing (E)  
Applying (E)  
Innovating (HE)

1 points  
2 points  
2.5 points  
3 points  
4 points
DOMAIN WEIGHTS

Domain 1 = 68%

Domain 2,3,4 = 32%
The Instructional Practice Score is based on datamarks received within the Domains and the combined weights of the Domains.

Once a score is calculated, a scale is applied and the Instructional Practice Score is determined.

### Instructional Practice Scale

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>3.450-4.000</td>
</tr>
<tr>
<td>Effective</td>
<td>2.500-3.449</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>2.000-2.499</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>1.000-1.999</td>
</tr>
</tbody>
</table>
TIER ONE
- 5-7 Beginning/Not Using Datamarks
- Informal conversation between teacher & administrator to discuss strategies for improvement

TIER TWO
- 8 Beginning/Not Using Datamarks
- Formal conversation between teacher & administrator to discuss areas of concern, implement a cycle of assistance, and discuss possible consequences

TIER THREE
- 10 Beginning/Not Using Datamarks
- Instructional Practice Score of Needs Improvement or Unsatisfactory
- Two formals and one additional observation
- A Performance Development Plan (PDP) may be written
- PDPs must be conducted by a credentialed observer
COMPONENTS OF EVALUATION

LEARNING GOALS AND PERFORMANCE SCALES

SUPER SEVEN ELEMENTS

RIGOR

OFFICE OF TALENT DEVELOPMENT
EMPLOYEE EVALUATIONS
BrIDGES FINAL EVALUATION SCORE

- Instructional Practice Score
- Deliberate Practice (worth 1% within the IP Score)
- Student Performance Score
## DELIBERATE PRACTICE/GROWTH PLAN DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The week of September 21, 2015</td>
<td>Administrators share the Brainshark on Deliberate Practice with Teachers.</td>
</tr>
<tr>
<td>September 28, 2015 – October 23, 2015 @ 11:59 pm</td>
<td>Teachers complete a self assessment.</td>
</tr>
<tr>
<td>October 26, 2015 – November 20, 2015</td>
<td>Teachers complete their growth plan.</td>
</tr>
</tbody>
</table>
Under State statute, Student Performance “must include growth or achievement data of the teacher's students”, so school score is longer allowed.

Districts are awaiting additional information from the State on certain pieces of VAM; additional information on this metric for 2015-16 evaluations is forthcoming.
## Student Performance Assessments (Continuing in 2015-16)

<table>
<thead>
<tr>
<th>Teacher Group</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA Subject/FSA Grade Level (4th-10th) Teachers</td>
<td>FSA Read/Math</td>
</tr>
<tr>
<td>7th-9th Grade Algebra I Teachers</td>
<td>Algebra I EOC</td>
</tr>
<tr>
<td>FCAT Science 8th Grade Teachers</td>
<td>FCAT Science</td>
</tr>
<tr>
<td>8th-10th Grade Biology Teachers</td>
<td>Biology EOC</td>
</tr>
<tr>
<td>8th-10th Grade Geometry Teachers</td>
<td>Geometry EOC</td>
</tr>
<tr>
<td>10th-11th Grade US History Teachers</td>
<td>US History EOC</td>
</tr>
<tr>
<td>7th Grade Civics Teachers</td>
<td>Civics EOC</td>
</tr>
<tr>
<td>10th-11th Algebra 2 Teachers</td>
<td>Algebra 2 EOC</td>
</tr>
<tr>
<td>Advanced Placement (AP) Teachers</td>
<td>AP Test</td>
</tr>
</tbody>
</table>
**STUDENT PERFORMANCE ASSESSMENTS (NEW IN 2015-16)**

<table>
<thead>
<tr>
<th>Teacher Group</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-FSA Subject/FSA Grade Level (4&lt;sup&gt;th&lt;/sup&gt;-10&lt;sup&gt;th&lt;/sup&gt;) Teachers*</td>
<td>FSA Read/Math</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Grade Teachers</td>
<td>FSA Read/Math</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Grade Teachers</td>
<td>Primary Reading and Primary Math Test (PRT/PMT)</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Grade Teachers</td>
<td>Primary Reading and Primary Math Test (PRT/PMT)</td>
</tr>
<tr>
<td>Kindergarten Teachers</td>
<td>Early Literacy and Mathematics Skills Checklist</td>
</tr>
<tr>
<td>Pre-K Teachers</td>
<td>Teaching Strategies Gold</td>
</tr>
</tbody>
</table>

*Includes teachers whose students take the FSA but they are not the primary ELA/Math subject teacher (i.e., Art, Music, PE, Foreign Languages, etc.)
A CLOSER LOOK AT INSTRUCTIONAL PRACTICE

LEARNING GOALS AND PERFORMANCE SCALES

RIGOR

SUPER SEVEN ELEMENTS

OFFICE OF TALENT DEVELOPMENT
EMPLOYEE EVALUATIONS
ESTABLISHING A COMMON LANGUAGE

OFFICE OF TALENT DEVELOPMENT
EMPLOYEE EVALUATIONS
WHAT IS RIGOR?

Rigor is automatically embedded in the standards.

Level of Performance

Level of Thinking

Level of Autonomy

COGNITIVE COMPLEXITY

STUDENT AUTONOMY

OFFICE OF TALENT DEVELOPMENT
EMPLOYEE EVALUATIONS
PLANNING FOR RIGOR

Begin with the standards

Use the standards to create a performance scale

Instruct

Monitor and adjust for rigor
DESIGN QUESTION 1

DQ1: Communicating Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success
TARGET LEARNING GOAL

Standards based

End Point

Written in student centered language

Contains Declarative/Procedural Knowledge

Level 3 on the Performance Scale

TARGET LEARNING GOAL
THE STANDARDS AND THE ELEMENTS

THE STANDARDS ARE THE “WHAT”

FLORIDA STANDARDS

COLLEGE AND CAREER READY STANDARDS

THE ELEMENTS ARE THE “HOW”
SUPER 7 ELEMENTS

- Element 6: Identifying Critical Content
- Element 11: Helping Students to Elaborate on Content
- Element 12: Helping Students to Record and Represent Knowledge
- Element 17: Helping Students Examine Similarities and Differences
- Element 18: Helping Students to Examining their Reasoning
- Element 20: Helping Students to Revise Knowledge
- Element 22: Engaging Students in Cognitively Complex Tasks Involving Hypotheses Generation and Testing
SUPER SEVEN ELEMENTS ON LEARNING MAP

LESSON SEGMENT INVOLVING ROUTINE EVENTS
- DQ1: Communicating Learning Goals and Feedback
  1. Providing Clear Learning Goals and Performance Standards
  2. Tracking Student Progress
  3. Celebrating Success
- DQ2: Establishing Rules and Procedures
  4. Establishing Classroom Routines
  5. Organizing the Physical Layout of the Classroom

LESSON SEGMENT ADDRESSING CONTENT
- DQ3: Helping Students Practice and Deepen New Knowledge
  6. Identifying Critical Content
  7. Organizing Students to Practice with New Content
  8. Preparing for New Content
  9. Challenging Content into “Digestible” Segments
  10. Helping Students Process New Content
- DQ4: Helping Students Generate and Test Hypotheses
  11. Helping Students Elaborate on New Content
  12. Helping Students Record and Represent Knowledge
  13. Helping Students Reflect on Learning
  14. Helping Students Practice and Deepen New Knowledge
  15. Organizing Students to Practice and Deepen New Knowledge
  16. Using Homework
  17. Helping Students Examine Similarities and Differences
  18. Helping Students Examine Their Reasoning
  19. Helping Students Practice Skills, Strategies, and Processes
  20. Helping Students Revise Knowledge

LESSON SEGMENT ENACTED ON THE SPOT
- DQ5: Engaging Students
  21. Noticing When Students are Not Engaged
  22. Using Academic Games
  23. Managing Response Rates
  24. Using Physical Movement
  25. Maintaining a Lively Pace
  26. Demonstrating Interest and Enthusiasm
  27. Using Friendly Controversy
  31. Providing Opportunities for Students to Talk about Themselves
  32. Presenting Unusual or Intriguing Information
- DQ6: Recognizing Adherence to Rules and Procedures
  33. Demonstrating “Conformity”
  34. Applying Consequences for Lack of Adherence to Rules and Procedures
  35. Acknowledging Adherence to Rules and Procedures
- DQ7: Establishing and Maintaining Effective Relationships with Students
  36. Understanding Students’ Interests and Backgrounds
  37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
  38. Displaying Objectivity and Control
- DQ8: Communicating High Expectations for All Students
  39. Demonstrating Value and Respect for Low Expectancy Students
  40. Asking Questions of Low Expectancy Students
  41. Probing Incorrect Answer with Low Expectancy Students

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 5 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 7: Planning and Preparing.
A CLOSER LOOK AT THE EVALUATION TOOL (iOBSERVATION)
OBSERVATION TYPES

Type:

- Formal
- Informal
- Walkthrough
- Meeting
Providing Rigorous Learning Goals and Performance Scales (Rubrics)

**Focus Statement:** The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.
Desired effects can be viewed within iObservation on the classroom teacher protocol.

**Focus Statement:** The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

**Desired Effect:** Students understand the learning goal and what the scale means.
### Example Teacher Evidence:

- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson
- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge
Example Student Evidence:

- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge
Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Desired Effect: Students understand the learning goal and what the scale means.

### Evidence:

**Example Teacher Evidence:**
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**Example Student Evidence:**
- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Students demonstrate students know the learning goal or target
- Students demonstrate students can identify a progression of knowledge

### Glossary of Marzano Terminology

**Academic Games:** Games or activities used to engage students. Games should focus on academic content and discovery of missing information. Games should focus on academic content.

**Academic Notebook:** The academic notebook is a structured place for students to represent their understanding of vocabulary and other academic concepts, and revise their thinking with new content. Academic notebooks have been adapted by Dr. Robert Marzano.

**Academic Vocabulary:** The vocabulary terms critical to building background for academic conversations.

**Accommodation:** Provision of a different environment or circumstance in order to provide for individual student needs.

**Acknowledging Adherence to Rules and Procedures:** Verbal and non-verbal reinforcement following rules and procedures. This might take the form of individual students, that they did a nice job carrying out a procedure.
THE SCALE

#1: Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Desired Effect: Students understand the goal and what the scale means

<table>
<thead>
<tr>
<th>NOT USING</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>APPLYING</th>
<th>INNOVATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy called for but not exhibited</td>
<td>Uses strategy incorrectly or with parts missing</td>
<td>Provides rigorous learning goals and performance scales or rubrics that describe levels of performance.</td>
<td>Provides rigorous learning goals and performance scales or rubrics and monitors students' understanding of the learning goal and the levels of performance.</td>
<td>Adapts and creates new strategies for unique student needs and strategies</td>
</tr>
</tbody>
</table>

Less than 50% monitored for desired effect

More than 50% monitored for desired effect

Because of strategy or modification to strategy, 100% reach desired effect
LEARNING MAPS AND COACHING LOGS FOR CLASSROOM TEACHERS

- Domain 1 - Learning Map
- Domains 2 - 4 - Learning Map
- Domain 1 - Coaching Log Database | PDF
- Domain 2 - Coaching Log Database | PDF

Password

'2014_Domain1_LearningMap...' is protected. Please enter a Document Open Password.

Enter Password: 

[Password field]

[OK] [Cancel]
CONCERN ABOUT OBSERVATION

- Write a comment in iObservation (There is not a notification feature)
- Email/Speak to your administrator
- Request Follow-Up Conference
USING FILTER FEATURE

Completed Observations

Date Submitted: [Dropdown]
Comments By Learner:
- Yes
- No
Date Started:
- Start Date: 08/24/2015
- End Date: 05/13/2016

Filter By Date
Clear Date Filter
Evaluative:
- Yes
- No
EVALUATIONS
Office of Talent Development
Employee Evaluations
754.321.5067

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