EMPLOYEE EVALUATIONS

2017-2018 Orientation

for

Broward Instructional Development and Growth Evaluation System (BrIDGES)

BROWARD COUNTY PUBLIC SCHOOLS
Components of BrIDGES
Instructional Practice Score
Deliberate Practice Score
Student Performance Score
iObservation - Electronic Evaluation Tool
2017-2018 Orientation for Broward Instructional Development and Growth Evaluation System (BrIDGES)
BrIDGES Orientation Days:

(iObservation available for preview)

August 14 – 23, 2017

Observation Window:

August 24 - May 11, 2018

(Classroom/Non-Classroom Teachers)

www.effectiveeducators.com
CLASSROOM TEACHERS
REQUIREMENTS FOR CLASSROOM TEACHERS

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Formal</th>
<th>Informal</th>
<th>Walkthrough</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 or more</td>
<td>30</td>
<td>11-29</td>
<td>3-10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Formal</th>
<th>Informal</th>
<th>Walkthrough</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, and 4.
- All datamarks will be entered into iObservation within 10 work days of the observation/meeting.
Based on Florida State Statue (1012.335), probationary teachers will receive two evaluations within their first year of teaching.

- If hired on/before November 15, 2017, the teacher will receive the 1st evaluation at the end of the first semester (January 8, 2018).
- If hired after November 15, 2017, the teacher will receive the 1st evaluation at the end of the year.
NON-CLASSROOM TEACHERS

EMPLOYEE EVALUATIONS
At least 20 datamarks within Domain 1 and at least 10 within Domains 2, 3, and 4.

Any combination of 2 observations/meetings (Article 18-E 3 a(2)).
  - 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.

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### Requirements for Non-Classroom Teachers

<table>
<thead>
<tr>
<th></th>
<th>Meetings and/or Observations</th>
<th>Total Datamarks</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>
COMPONENTS FOR CLASSROOM AND NON-CLASSROOM TEACHERS
A pre-conference is offered before the first formal observation. Observers will notify educators two workdays in advance of the pre-conference date of the first formal observation and provide the date of the formal observation. (Article 18-E 4 a(1))

For probationary educators, a face-to-face pre-conference prior to ALL formal observations will be provided. (Article 18-E 4 a(1))
PRE-CONFERENCES

- Experienced educators have the option of requesting a face-to-face pre-conference and/or may communicate using electronic forms within the electronic system. (Article 18-E 4 a(2))

- If any of these educators receive additional formal observations, the observer will notify the educator at least two working days in advance of the observation window. (Article 18-E 4 a(2))

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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<tr>
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<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

EMPLOYEE EVALUATIONS
POST-CONFERENCES

- A face-to-face post-conference will be initiated by the observing administrator and will be provided after EVERY formal observation, within ten working days of that observation. (Article 18-E 4 b(1))
- Follow-up conferences will be granted, at an employee or administrator’s request. (Article 18-E 4 c(1))
- Datamarks may be discussed and/or altered as the result of a post-conference. (Article 18-E 4 c(2))
“BEGINNING” AND “NOT USING” DATAMARKS

- If/when an assessor gives a “Not Using” datamark the administrator shall provide feedback to the educator through brief comments and/or summary remarks that are verbal or written and promote growth. (Article 18-E 4 c(2))

- If/when an assessor gives a “Beginning” datamark, the administrator may provide feedback to the educator through brief comments and/or summary remarks that are verbal or written and promote growth. (Article 18-E 4 c(3))
If an educator has concerns about an informal/walk-through observation, the educator must initiate a follow-up conference with the assessor within ten workdays of the submitted observation. (Article 18-E 1b(2))
CONCERN ABOUT FORMAL OBSERVATION

If an educator has concerns about a formal observation, the educator must initiate a follow-up conference (preferably via email) with the assessor within ten work days of the post-conference. (Article 18-E 1b(2))
If no post-conference is initiated by administration, within ten working days after a formal, and the educator brings the case to the Employee Evaluations Department for review within 25 days from the observation date, no harm will be done to the educator.
OBSERVATION ACKNOWLEDGEMENT

- Acknowledgement does not indicate agreement with the observation nor prevent observation from counting towards the evaluation.
- Acknowledgment is necessary to leave a comment.
- Make requests for conference with administration.
<table>
<thead>
<tr>
<th>Not Using</th>
<th>Beginning</th>
<th>Developing</th>
<th>Applying</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point</td>
<td>2 points</td>
<td>2.5 points</td>
<td>3 points</td>
<td>4 points</td>
</tr>
</tbody>
</table>
Domain 1 = 68%

Domains 2, 3, and 4 = 32%
### Desired Effects: Domain 1 - Classroom Teacher

#### Lesson Segment: Involving Routine Events
- DQ1: Students know and understand their goal of learning and can track their progress on a scale.
- DQ2: Students understand that content and practice strategies can improve their understanding of content.
- DQ3: Students practice and deepen knowledge by interacting with others.
- DQ4: Students enhance their knowledge by engaging in collaboratively written and authentic learning experiences.

#### Lesson Segment: Addressing Content
- DQ5: Students share their understanding of content and the inquiry process.
- DQ6: Students generate and test hypotheses to enhance their understanding of content.
- DQ7: Students develop the ability to write and analyze content.
- DQ8: Students develop the ability to analyze and critique previous knowledge that deepens their understanding.

#### Lesson Segment: Enacted on the Spot
- DQ9: Students actively engage in learning.
- DQ10: Students modify their level of engagement as a result of teacher action.
- DQ11: Students cognitively engage or re-engage as a result of the use of academic, cognitive, and interpersonal competition.
- DQ12: Students cognitively engage or re-engage as a result of the use of physical movement activities.

#### Employee Evaluations

- [Employee Evaluation Form](#)
The Instructional Practice Score is based on data marks 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.

<table>
<thead>
<tr>
<th>Instructional Practice Scale</th>
<th>2017-2018</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>
For any educator who has received less than effective ratings, administration is encouraged to have an informal discussion with the educator to share recommended strategies for improvement in an effort to promote growth.

If there is no improvement and the educator accumulates additional less than effective ratings, the administrator will meet with the educator to discuss areas of concern, provide site-based and/or district-based support for 6 to 9 weeks, and explain possible consequences if the employee fails to improve.

Once an educator has a less than effective Instructional Practice score and 10 or more Beginning/Not Using datamarks a Performance Development Plan (PDP) may be written.
BrIDGES FINAL EVALUATION SCORE

- Instructional Practice Score (60%)
- Student Performance Score (35%)
- Deliberate Practice (5%)
## DELIBERATE PRACTICE/GROWTH PLAN DATES

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The week of September 18, 2017</td>
<td>Administrators share the Brainshark on Deliberate Practice with teachers.</td>
</tr>
<tr>
<td>September 25 – October 31, 2017 @ 11:59 pm</td>
<td>Teachers complete the Self-Assessment.</td>
</tr>
<tr>
<td>November 1-30, 2017</td>
<td>Teachers complete their growth plan.</td>
</tr>
<tr>
<td>December 1 – January 8, 2018</td>
<td>Administrators approve growth plans.</td>
</tr>
</tbody>
</table>
Highly Effective (4.0) – The educator completed and submitted the Self-Assessment by October 31, 2017.

Effective (3.0) – The educator started the Self-Assessment on time and submitted after October 31, 2017.

Needs Improvement (2.0) – The educator starts the Self-Assessment after October 31, 2017 and submits it by April 27, 2018.

Unsatisfactory (1.0) – The educator does not start or submit the Self-Assessment by April 27, 2018.
Under State Statute, Student Performance “must include growth or achievement data of the teacher's students”.

The following slides display teacher groups and the appropriate assessments that will be used to calculate Student Performance in 2017-2018.
## STUDENT PERFORMANCE ASSESSMENTS IN 2017-2018 (Page 1)

<table>
<thead>
<tr>
<th>Teacher Group</th>
<th>Prior Assessment(s) (pre-test)</th>
<th>Current Year Assessment(s) (post-test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Teachers</td>
<td>Letter Names, Sounds &amp; Concepts of Print</td>
<td>Letter Names, Sounds &amp; Concepts of Print</td>
</tr>
<tr>
<td>1st Grade Teachers</td>
<td>Benchmark Assessment System (BAS)</td>
<td>PRT</td>
</tr>
<tr>
<td>2nd Grade Teachers</td>
<td>PRT</td>
<td>PRT</td>
</tr>
<tr>
<td>3rd Grade Teachers</td>
<td>Primary Reading Test (PRT)</td>
<td>FSA ELA</td>
</tr>
<tr>
<td>4th-10th Grade FSA ELA/Math Teachers</td>
<td>FSA ELA/Math</td>
<td>FSA ELA/Math</td>
</tr>
<tr>
<td>4th-10th Grade Non-ELA/Math Teachers(^a)</td>
<td>FSA ELA</td>
<td>FSA ELA</td>
</tr>
<tr>
<td>7th Grade Civics Teachers</td>
<td>FSA ELA</td>
<td>Civics EOC</td>
</tr>
</tbody>
</table>

\(^a\) Includes teachers whose students take the FSA, though they are not the primary subject area teacher (i.e. Art, Music, P.E.)
### STUDENT PERFORMANCE ASSESSMENTS IN 2017-2018 (Page 2)

<table>
<thead>
<tr>
<th>Teacher Group</th>
<th>Prior Assessment(s) (pre-test)</th>
<th>Current Year Assessment(s) (post-test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th-9th Grade Algebra I Teachers</td>
<td>FSA Math</td>
<td>Algebra I EOC</td>
</tr>
<tr>
<td>8th-10th Grade Biology Teachers</td>
<td>FSA ELA/FCAT Science</td>
<td>Biology EOC</td>
</tr>
<tr>
<td>8th-10th Grade Geometry Teachers</td>
<td>FSA Math/Algebra 1 EOC</td>
<td>Geometry EOC</td>
</tr>
<tr>
<td>FCAT Science 8th Grade Teachers</td>
<td>FSA ELA/Math</td>
<td>FCAT Science</td>
</tr>
<tr>
<td>10th-11th Grade US History Teachers</td>
<td>FSA ELA</td>
<td>US History EOC</td>
</tr>
<tr>
<td>Advanced Placement (AP) Teachers</td>
<td>FSA ELA</td>
<td>AP Test</td>
</tr>
<tr>
<td>International Baccalaureate (IB) Teachers</td>
<td>FSA ELA</td>
<td>IB Test</td>
</tr>
<tr>
<td>Remaining 11th-12th Grade Teachers(^b)</td>
<td>FSA ELA</td>
<td>SAT Total Score</td>
</tr>
</tbody>
</table>

\(^b\) Includes only teachers who do not fall in any of the previous models.
In accordance with Florida Statute 1012.34, parents must be notified of their right to provide input into the instructional **AND** administrative evaluations.

Parents may be notified within the 1st school newsletter or it may be posted on the school’s website by September 15, 2017.
EVALUATIONS

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My Evaluations

Final Score: N/A

Instructional Practice

3.355
Effective

Deliberate Practice/Growth Plans

3.0
Effective

Student Data

N/A

Employee Evaluations
ADDITONAL RESOURCES

- Evaluation Details from the Collective Bargaining Agreement (CBA), Article 18 Brainshark
- BrIDGES Information
- Password for any protected documents: broward
ADDITIONAL QUESTIONS

EMPLOYEE EVALUATIONS

BROWARD TEACHERS UNION