

# Classroom Teacher Evaluation System



(CTES) Evaluation Handbook

The School District of Palm Beach County

## **MISSION STATEMENT**

**The School District of Palm Beach County** is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible and productive careers.

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## OVERVIEW

**Introduction:** The Classroom Teacher Evaluation System (CTES) was developed jointly by the Palm Beach County Classroom Teachers Association (CTA) and the School District of Palm Beach County with the input of principals, teachers, district administrators, and consultants. The intent was to provide direction to supervisors and teachers regarding the evaluation of teachers. Implementation of Domain One began in the 2011-2012 school year. Domains Two, Three, and Four were implemented in the 2013-2014 school year.

**Handbook Contents:** The handbook consists of the Purpose of the Evaluation System, and an Overview of the Evaluation Processes.

**Evaluation Guide:** The guide contains the process for the evaluation of a teacher under the Instructional Practices Evaluation Instrument. The guide contains the evaluation forms, performance criteria indicators, definitions of terms used throughout the guide, data collection sources, guidelines, a flowchart, samples of letters, a professional improvement plan, and a district assistance plan of the Classroom Teacher Evaluation System.

**Category 1A Teacher:** Employees who are in their first year of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the CTA Collective Bargaining Agreement.

**Category 1B Teacher:** Employees as defined above who are in their second or third consecutive year of employment with the District. Time starts with the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B the CTA Collective Bargaining Agreement.

**Category 2 Teacher:** Instructional personnel/employees as defined above who are in their fourth or more consecutive years of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the CTA Collective Bargaining Agreement.

**Observation Forms:** School Counselors, Media Specialists, Therapists, and School Psychologists shall be observed utilizing job specific observation instruments. All other employees shall use the Marzano Observation Instrument.

**Sources of Authority:** The following documents provide the research base for the CTES:

- Florida Educators' Accomplished Practices for the Twenty-First Century
- Personnel Evaluation Procedures & Criteria 1012.34, F.S.
- Educator Certification Requirements 1012.56, F.S.
- Teacher Certification Examination/Essential Teaching Competencies
- School Improvement & Accountability Goals

**Training:** Training has been and will continue to be provided to administrators charged with observing and/or evaluating employees, employees being observed and/or evaluated with this system, and all individuals who support its processes.

**Student Achievement** : Student performance is an important component of the evaluation of employees in Palm Beach County. For the 2013-2014, 60% of the SDPBC teacher evaluation will be derived from an Instructional Practice Score and 40% of the SDPBC teacher evaluation will use FDOE student learning growth scores approved by the State.

**Student Learning Growth:** A model that measures the amount of academic progress students make between two points in time. In the school year 2013-2014, 40% of the SDPBC teacher evaluation will use FDOE student learning growth scores approved by the State. The scores will include FCAT Reading, FCAT Mathematics, and/or other state approved assessments from students assigned to the employee, school, or district. The resulting scores will be converted to percentile rankings of all teachers within the State. The District will use the following scale to determine the employee's student learning growth rating:

<b>Highly Effective</b>	<b>87% to 100%</b>
<b>Effective</b>	<b>15% to &lt;87%</b>
<b>Needs Improvement/Developing</b>	<b>2% to &lt;15%</b>
<b>Unsatisfactory</b>	<b>0% to &lt;2%</b>

**Other Achievement Measures:** If other State approved measures as defined in FS 1012.34 Section (7) are utilized, rating information will be determined, negotiated, and distributed by the District.

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\* If a provision within this handbook conflicts with a provision of a ratified bargaining agreement, the specific provision of the negotiated contract takes precedence.

## **SECTION 1: Purpose**

### **MISSION OF THE PALM BEACH COUNTY SCHOOL BOARD**

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible and productive careers.

### **MISSION OF THE PALM BEACH COUNTY CLASSROOM TEACHERS ASSOCIATION**

The mission of the Palm Beach County Classroom Teachers Association is to obtain, advance, and protect the professional, economic, human and civil rights of members, advance professional standards, and act as a catalyst for quality public education.

### **BACKGROUND/HISTORY OF PALM BEACH COUNTY'S TEACHER EVALUATION SYSTEM**

In 2011, School District of Palm Beach County and Classroom Teachers Association staff met and reviewed the state suggested research-based evaluation/observation systems. The Marzano Teacher Evaluation Model was selected, recommended to, and was ultimately approved by the School Board. The District and the Classroom Teacher Association entered into a Memorandum of Understanding that created a joint negotiations committee to develop a new evaluation instrument in accordance with new state statute.

Marzano's Teacher Evaluation Model is based on The Art and Science of Teaching framework and the meta-analytic research he has conducted over the past several decades. The first of its kind, this teacher evaluation model is not only based on studies that correlate instructional strategies to student achievement, but is also grounded on experimental/control studies that establish a *direct causal link between elements of the model and student results*. The Marzano Teacher Evaluation Model identifies a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise. Each domain builds on the previous one with direct links to create a causal chain that results in increased learning and achievement for all students.

### **SCHOOL DISTRICT GOALS (*Strategic Plan 2013*)**

- **Goal 1: Student-First Philosophy**
- **Goal 2: Family Matters**
- **Goal 3: Qualified and Highly Effective Workforce**
- **Goal 4: Efficiency and Accountability**
- **Goal 5: Community Engagement**
- **Goal 6: Communications Campaign**

## SECTION 2: Teacher Instructional Practice Observation System Processes

**Palm Beach County's Teacher Instructional Practices component of the evaluation system is comprised of both announced and unannounced observations. Following is a brief description of these processes:**

Implementation: Types of Observations		
Observation times and number of observations reflect <b>minimum requirements</b> of the instructional practice component.		
Types	Announced	Unannounced
<b>Formal</b>	<ul style="list-style-type: none"> <li>• 30-55 minutes (or until the completion of a lesson)</li> <li>• Each employee must be notified of the week of the formal observation. Notification will be made no later than the last work day of the preceding week.</li> <li>• Pre-Conference (may be a face-to-face meeting, an electronic meeting or may be the submission of the employee's lesson plan )</li> <li>• Post-Conference (either electronic or face to face, to provide feedback and coaching.)</li> <li>• Whenever possible, observations should be scheduled at a time when Design Questions 2, 3, or 4 in Domain 1 can be observed</li> <li>• Written feedback** is provided to the teacher</li> </ul>	
<b>Informal</b>	<ul style="list-style-type: none"> <li>• 9-20 minutes</li> <li>• Teacher is informed of the observation</li> </ul>	<ul style="list-style-type: none"> <li>• 9-20 minutes</li> <li>• Observation is not pre-scheduled (unannounced)</li> </ul>
<b>Walkthroughs*</b>	<ul style="list-style-type: none"> <li>• 3-8 minutes</li> <li>• Teacher is informed of the observation</li> </ul>	<ul style="list-style-type: none"> <li>• 3-8 minutes</li> <li>• Observation is not pre-scheduled (unannounced)</li> </ul>

**\*Only walkthroughs may be conducted during the employee's first 15 work days.**

**\*\*Written feedback may be provided in an electronic format.**

<p>* Modifications will continue to be recommended after review by the parties.</p> <p><b>It is an expectation that for Category 1A the final Instructional Practices Portion of the evaluation must contain a minimum of 15 data-marks. For all other employees, the final Instructional Practices Portion of the evaluation shall contain a minimum 20 data-marks.</b></p> <p><b>**The observation/evaluation protocols for instructional employees is set forth in the CTA Contract (Article 2, Section G). Any teacher hired within the last 45 days of school will not be subject to an annual evaluation due to insufficient data.</b></p> <p style="text-align: center;"><b>Domain 1 Information</b> <b>All 41 elements are <u>NOT</u> required to be observed in one academic year. Only dominant elements should be coded during an observation.</b></p> <p style="text-align: center;"><b>Domain 2-4 Scoring Information:</b> <b>Elements within Domain 2 may be marked through observations and conversations. Elements within Domain 3 may be marked through conversations and a written plan (Professional Growth Plan). Elements within Domain 4 may be marked through conversations and documentation provided by the teacher (logs, agendas, etc.). Element 59 of Domain 4 (Adhering to District and School Rules and Procedures) will not be utilized in FY14 and FY15. To obtain an innovating rating in 2-4, documentation must be provided by the teacher. For a conversation, do not mark anything (walkthrough, informal, formal) and put a note in the comments section.</b></p>
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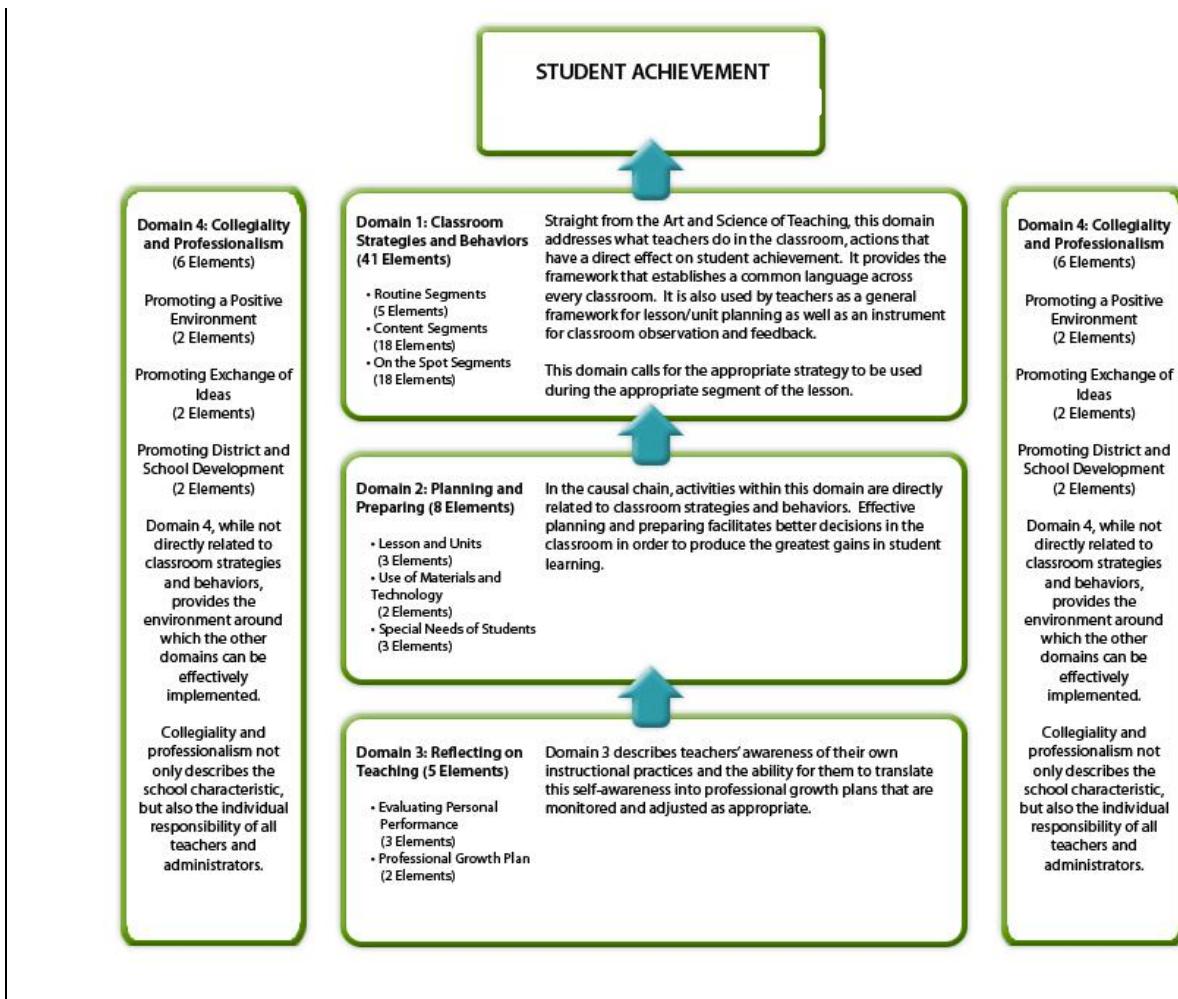
Schedule of Observations (Category 1A – Hired Prior to November 1st)*	
1 <sup>st</sup> Half of the Year	2 <sup>nd</sup> Half of the Year
<b>1 Walkthrough</b> (by the last instructional day of September)	
<b>1 Informal &amp;1 Formal</b> (One by the last instructional day of October and the other by the end of the second week of December)	<b>1 Walkthrough, 1 Informal &amp; 1 Formal</b> <b>(Paced throughout the second half of the year. To be completed by the last instructional day of April.)</b>
<b>Mid-Year Evaluation</b> (Observations are to be completed by the end of the second week in December)	<b>Evaluation</b> (Instructional Practice by mid-May)
<b>Category 1A Teacher:</b> Employees who are in their first year of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the CTA Collective Bargaining Agreement.	
Schedule of Observations (Category 1A – Hired After November 1st)*	
1 <sup>st</sup> Half of the Year	2 <sup>nd</sup> Half of the Year
n/a	<b>1 Walkthrough, 1 Informal &amp; 1 Formal</b> <b>(Paced throughout the second half of the year. To be completed by the last instructional day of April.)</b>
n/a	
<b>No Mid-Year Evaluation</b>	<b>Evaluation</b> (Instructional Practice by mid-May)
<b>Category 1A Teacher:</b> Employees who are in their first year of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of the CTA Collective Bargaining Agreement.	
Schedule of Observations (Category 1B and Category 2)*	
1 <sup>st</sup> Half of the Year	2 <sup>nd</sup> Half of the Year
<b>1 Walkthrough</b> (by the last instructional day of September)	<b>1 Walkthrough, 1 Informal or 1 Formal</b> <b>(Paced throughout the second half of the year. To be completed by the last instructional day of April.)</b>
<b>1 Informal &amp;1 Formal</b> (Both by the end of the second week of December)	
<b>No Mid-Year Evaluation</b>	<b>Evaluation</b> (Instructional Practice by mid-May)
<b>Category 1B Teacher:</b> Employees as defined above who are in their second or third consecutive year of employment with the District. Time starts with the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of CTA Collective Bargaining Agreement.	
<b>Category 2 Teacher:</b> Instructional personnel/employees as defined above who are in their fourth or more consecutive years of employment with the District. Time starts on the employment contract date and does not include administrative and/or previous teaching time with the District or teaching time in other Counties/States/Countries as delineated in Article VIII, Section B of CTA Collective Bargaining Agreement.	

## **SECTION 3: Instructional Practices Component of the Evaluation Process**

### **Introduction**

This process includes performance indicators that focus on **FOUR DOMAINS**. **The Four Domains of the Marzano Teacher Evaluation Model** contains 60 total elements and build on each other to support teacher growth, development and performance. Unlike other evaluation models, the Marzano Model is a coaching model that shines the *spotlight on Domain 1: Classroom Strategies and Behaviors*, which contains not only the largest number of elements but also those that have been shown in causal studies to have the most direct effect on student performance.

Together, the Four Domains contain 60 elements that define a knowledge base for teaching and a framework for the systematic development of expertise. Implementation of Domain One began in the 2011-2012 school year. Domains Two, Three, and Four were implemented in the 2013-2014 school year.



## **Participants**

The Instructional Practices Component is utilized to assess all K-12 School District of Palm Beach County instructional personnel as defined in 1012.01(2)(a) excluding substitutes.

## **Instructional Practice Rating Scale and Score**

Elements from all observations (walkthroughs, informals, and formals) are sorted to show how many times and the percentages for each scale score of Innovating (Level 4), Applying (Level 3), Developing (Level 2), Beginning (Level 1), and Not Using (Level 0). This can be seen under the Evaluation tab in iObservation. **Please note there is not any weighting to a Formal, an Informal or the Walkthrough, they are equal.** Use the rubric below to identify the Instructional Practice Score based on the percentages from the teacher observations. Note the Instructional Practice score is always presented in the following:

- 4.0 Highly Effective
- 3.0 Effective
- 2.0 Developing (Category 1A and 1B Teachers Only)/  
2.0 Needs Improvement (Category 2 Teachers Only)
- 1.0 Unsatisfactory

<b>FY14 Rubric for Determining Instructional Practice Rating</b>				
<b>Category IA</b> <b>0-1 years on current teaching contract or new to district</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
	≥51% of Ratings are at Level 4 (Innovating)	≥51% of Ratings are at Level 3 (Applying) or higher	≥51% of Ratings are at Level 2 (Developing) or higher	≥51% of Ratings are at Level 1 (Beginning) or 0 (Not Using)
<b>Category IB</b> <b>1-3 years on current teaching contract</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
	≥51% of Ratings are at Level 4 (Innovating)	≥51% of Ratings are at Level 3 (Applying) or higher	≥51% of Ratings are at Level 2 (Developing) or higher	≥51% of Ratings are at Level 1 (Beginning) or 0 (Not Using)
<b>Category 2</b> <b>4 or more years of service</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
	≥51% of Ratings are at Level 4 (Innovating)	≥51% of Ratings are at Level 2 (Developing) or higher	≥51% of Ratings are at Level 1 (Beginning) or 0 (Not Using)	≥51% of Ratings are at Level 0 (Not Using)

<b>FY15 Rubric for Determining Instructional Practice Rating</b>				
<b>Category IA</b> <b>0-1 years on current teaching contract or new to district</b>	<b>Highly Effective (4)</b> $\geq 51\%$ of Ratings are at Level 4 (Innovating)	<b>Effective (3)</b> $\geq 51\%$ of Ratings are at Level 3 (Applying) or higher	<b>Developing (2)</b> $\geq 51\%$ of Ratings are at Level 2 (Developing) or higher	<b>Unsatisfactory (1)</b> $\geq 51\%$ of Ratings are at Level 1 (Beginning) or 0 (Not Using)
<b>Category IB</b> <b>1-3 years on current teaching contract</b>	<b>Highly Effective (4)</b> $\geq 51\%$ of Ratings are at Level 4 (Innovating)	<b>Effective (3)</b> $\geq 51\%$ of Ratings are at Level 3 (Applying) or higher	<b>Developing (2)</b> $\geq 51\%$ of Ratings are at Level 2 (Developing) or higher	<b>Unsatisfactory (1)</b> $\geq 51\%$ of Ratings are at Level 1 (Beginning) or 0 (Not Using)
<b>Category 2</b> <b>4 or more years of service</b>	<b>Highly Effective (4)</b> $\geq 60\%$ of Ratings are at Level 4 (Innovating)	<b>Effective (3)</b> $\geq 60\%$ of Ratings are at Level 2 (Developing) or higher	<b>Needs Improvement (2)</b> $\geq 60\%$ of Ratings are at Level 1 (Beginning) or 0 (Not Using)	<b>Unsatisfactory (1)</b> $\geq 60\%$ of Ratings are at Level 0 (Not Using)

## **SECTION 4: Definitions**

**Applying (Marzano Framework):** Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors for evidence of the majority of students understanding of the learning goal and the levels of performance.

**Assessment Data:** Evidences of student performance (e.g. standardized tests, diagnostic tests, portfolio assessment).

**Beginning (Marzano Framework):** Teacher uses the strategy incorrectly or with parts missing.

**Coaching:** A process that enables people to meet their goals for improved performance, growth or career enhancement.

**Common Core State Standards:** The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

**Day:** Unless otherwise specified differently below, a “day” shall mean teacher work day.

**Day (District Support Plan):** All days in the school year, including weekends, but excluding holidays.

**Deliberate Practice:** Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. Involved in the Deliberate Practice Plan are: setting goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.

**Design Questions:** Questions teachers ask themselves as they are designing learning experiences for their students.

**Desired Effect:** The intended result of the teacher’s strategy.

**Developing (Evaluation – Category 1A and 1B):** Any Category 1A or Category 1B employee who has at least 51% of observation ratings at Level 2(Developing) or higher.

**Developing (Marzano Framework):** Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but the majority of students are not monitored for the desired effect of the strategy.

**Dominant Element:** Well-developed element that is evident during an observation.

**Effective (Evaluation – Category 1A and 1B):** Any employee who has at least 51% of observation ratings at Level 3( Applying) or higher.

**Effective (Evaluation – Category 2):**

- In FY14, any Category 2 employee who has at least 51% of ratings at Level 2 (Developing) or higher.
- In FY15, any Category 2 employee who has at least 60% of ratings at Level 2 (Developing) or higher.

**Elements:** A complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise. There are a total of 60 Elements; Domain 1 Classroom Strategies and Behaviors -41 Elements; Domain 2 Planning and Preparing -8 Elements; Domain 3 Reflecting in Teaching - 5 Elements; and Domain 4 Collegiality and Professionalism - 6 Elements.

**Feedback:** Written or oral summaries of conferences between the administrator and the teacher. Feedback may be provided in an electronic format. Receipt of these notes is signed for by the teacher.

**Florida Educator Accomplished Practices (FEAPs):** Florida's core standards for effective educators and provide valuable guidance to Florida's public school educators and educator preparation programs throughout the state on what educators are expected know and be able to do. The Educator Accomplished Practices are based upon three (3) foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. 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. (<http://www.fl DOE.org/profdev/FEAPs/>)

**Highly Effective (Evaluation – Category 1A and 1B):** Any Category 1A or 1B employee who has at least 51% of observation ratings at Level 4 (Innovating).

**Highly Effective (Evaluation – Category 2):**

- In FY14, any Category 2 employee who has at least 51% of observation ratings at Level 4 (Innovating).
- In FY15, any Category 2 employee who has at least 60% of ratings at Level 4 (Innovating).

**Innovating (Marzano Framework):**Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

**Instructional Practice Performance Level:** Highly effective, effective, needs improvement/developing or unsatisfactory, as determined by the district rubric using the percentage of the element ratings.

**iObservation:** A multi-purpose, web-based online tool that aids in the teacher feedback

and evaluation process, to include recording observation data and evaluations, teacher observation protocols, conferencing and discussion groups, and a resource library for professional development.

**Needs Improvement (Evaluation – Category 2):**

- In FY14, any Category 2 employee who has 51% or more observation ratings at Level 1 (Beginning) or Level 0 (Not Using).
- In FY15, any Category 2 employee who has 60% or more observation ratings at Level 1 (Beginning) or Level 0 (Not Using).

**Non-Classroom Teacher:** For purposes of evaluation, Non-Classroom Teachers are teachers who are School Counselors, Media Specialists, Therapists, and School Psychologists.

**Not Using (Marzano Framework):** A strategy was called for but not exhibited.

**Observation:** Classroom visits by an administrator to formally or informally assess classroom instruction. There are three formats for observations: Formal, Informal and Walkthroughs. Formal observations are announced. Informal observations and walkthroughs may be announced or unannounced. Please see the Teacher Instructional Practice Observation System Process (page 8) for more information on observations.

**Performance Criteria:** Examples of descriptors which define the indicators.

**Performance Evaluation:** A permanent record of an administrator's evaluation.

**Performance Scales:** The scales present on the Marzano Protocols. These scales provide a developmental (growth/implementation) continuum for teachers.

**Unsatisfactory (Evaluation Rating – Category 1A and 1B):** Any teacher who has 51% or more ratings at Level 1 (Beginning) or Level 0 (Not Using).

**Unsatisfactory (Evaluation Rating –Category 2):**

- In FY14, any Category 2 employee who has 51% or more observation ratings at Level 0 (Not Using).
- In FY15, any Category 2 employee who has 60% or more observation ratings at Level 0 (Not Using).

## **SECTION 5: Plans**

### **GENERAL PROCEDURES**

1. Evaluation Requirements for School District of Palm Beach County Teachers:
  - a. Category 1A Teachers – Will be formally evaluated twice annually. The first evaluation will be provided to the employee mid-year. The second evaluation will occur at least 10 working days prior to the employee's last duty day. Each employee shall receive their final Instructional Practice portion of their evaluation, at least ten (10) work days prior to the employee's last regular duty day of the school year.
    - i. Category 1A employees hired after October 15 are not subject to a mid-year evaluation.
  - b. Category 1B Teachers - Will be formally evaluated once annually. Each employee shall receive their final Instructional Practice portion of their evaluation, at least ten (10) work days prior to the employee's last regular duty day of the school year.
  - c. Category 2 Teachers - Each employee shall receive their final Instructional Practice portion of their evaluation, at least ten (10) work days prior to the employee's last regular duty day of the school year.
2. All employees will be fully informed of the criteria and procedures of the evaluation prior to it taking place.
3. Only walkthroughs occurring within the first fifteen (15) instructional days shall be conducted, and counted towards, the Instructional Practice portion of the evaluation.
4. Within ten (10) working days of completing an evaluation, the principal shall give the employee a copy of the form (copies may be provided in an electronic format) and discuss its contents with the employee.
5. As a result of an observation, if an observer rates any employee "Beginning" or "Not Using" in any element, the observer will make available to the employee written or electronic feedback with specific recommendation(s) for improvement within 10 work days.
6. Additionally, all elements marked as "Beginning" or "Not Using" must be observed on at least one additional occasion (after improvement strategies were provided) in a given school year to observe if there was improvement. The second observation should occur no sooner than two weeks after the improvement strategies were made available. If the ratings in the preceding paragraph occur after all required observations have been completed for any school year, the observer will make every effort to conduct one additional announced targeted observation after the specific recommendation(s) have been provided to the employee.
7. It is understood that an employee is entitled to representation when an observation or evaluation is being discussed. Requests for such representation shall not unduly delay a conference.

## **SCHOOL-BASED PLAN**

1. Assistance will be provided for Category 2 Teachers as soon as a deficiency is noted. Category 1B Teachers may be placed on a plan at the discretion of the principal.
2. If after a minimum of 1 walkthrough, 1 informal observation, and 1 formal observation the teacher's Instructional Practice Status is at Needs Improvement or Unsatisfactory level, a review of observed elements must be conducted to identify areas of concern.
  - a. If elements that were rated at a "**Beginning**" or "**Not Using**" level were not observed twice, an evaluator must conduct another formal observation to determine if those areas or elements of concern remain.
    - i. Area/Element of Concern: If an observed element was coded as "**Beginning**" or "**Not Using**" twice this element will be classified as a concern.
      1. Areas of Concern will be documented (i.e., observations, written records, etc.).
      2. Areas of Concern will be noticed in writing (in a paper or electronic format) to the teacher.
  - b. During the pre-conference, the administrator and teacher should identify possible observation dates/times that will enable the observer to conduct an observation that includes, but is not limited to the identified elements.
  - c. If at least three (3) Area/Elements of Concern were identified then a School-Based Plan will be initiated.
  - d. Once it is determined that a School-Based Plan shall be initiated, the employee shall receive notification, in writing, of his/her current Instructional Practices rating and the areas of concern. This notice shall be given to the employee five (5) days in advance of the initial School-Based Plan meeting. The School-Based Plan will be collaboratively developed by a committee consisting of the employee, the administrator, the employee's representative, and the Performance Standards representative.
3. Creation of a School-Based Plan:
  - a. Goals: Within each plan a minimum of one goal must be constructed for each area/element of concern. Each goal must be attainable within sixty (60) calendar days (the length of the School-Based Plan). All parties must be in consensus that the goal could be attained within sixty (60) calendar days. If they are not then the goal needs to be revised.
  - b. Strategies: A minimum of two (2) improvement strategies must be identified for each goal.
4. Facilitating a School-Based Plan:
  - a. Meetings: The teacher and administrator will meet a minimum of every twenty (20) days throughout the duration of the School-Based Plan. During these meetings progress will be reviewed and additional improvement strategies will be provided if warranted.
  - b. During the School-Based Plan two (2) informal observations will be conducted. Within ten (10) days of the conclusion of the plan a formal

observation will occur. The areas/elements of concern must be observed during the formal observation.

5. Concluding the School-Based Plan:
  - a. The School-Based Plan Team will discuss the results of the formal observation at the Final Support Meeting.
  - b. A School-Based Plan must be provided for a minimum of sixty (60) calendar days excluding holidays.
6. At the conclusion of the School-Based Plan, the Instructional Practice rating will be reviewed.
  - a. If the overall Instructional Practice rating is “Effective” or “Highly Effective”, the School-Based Plan will terminate and no further action will be taken.
  - b. If the Instructional Practice rating does not reach “Effective” or higher, the employee will remain on the School-Based Plan.



### **Comprehensive Review of Observed Elements Completed"**

All areas/elements that were scored as "Beginning" or "Not Using" were observed twice with no improvement after improvement strategies were provided. These areas will be considered as Areas/Elements of Concern.

Elements scored as "Beginning" or "Not Using" were not observed twice, but improvement strategies were provided.

At least three areas/elements were identified.

Additional formal observation conducted . Minimally, the observation must yield data on elements previously rated as "Beginning" or "Not Using".

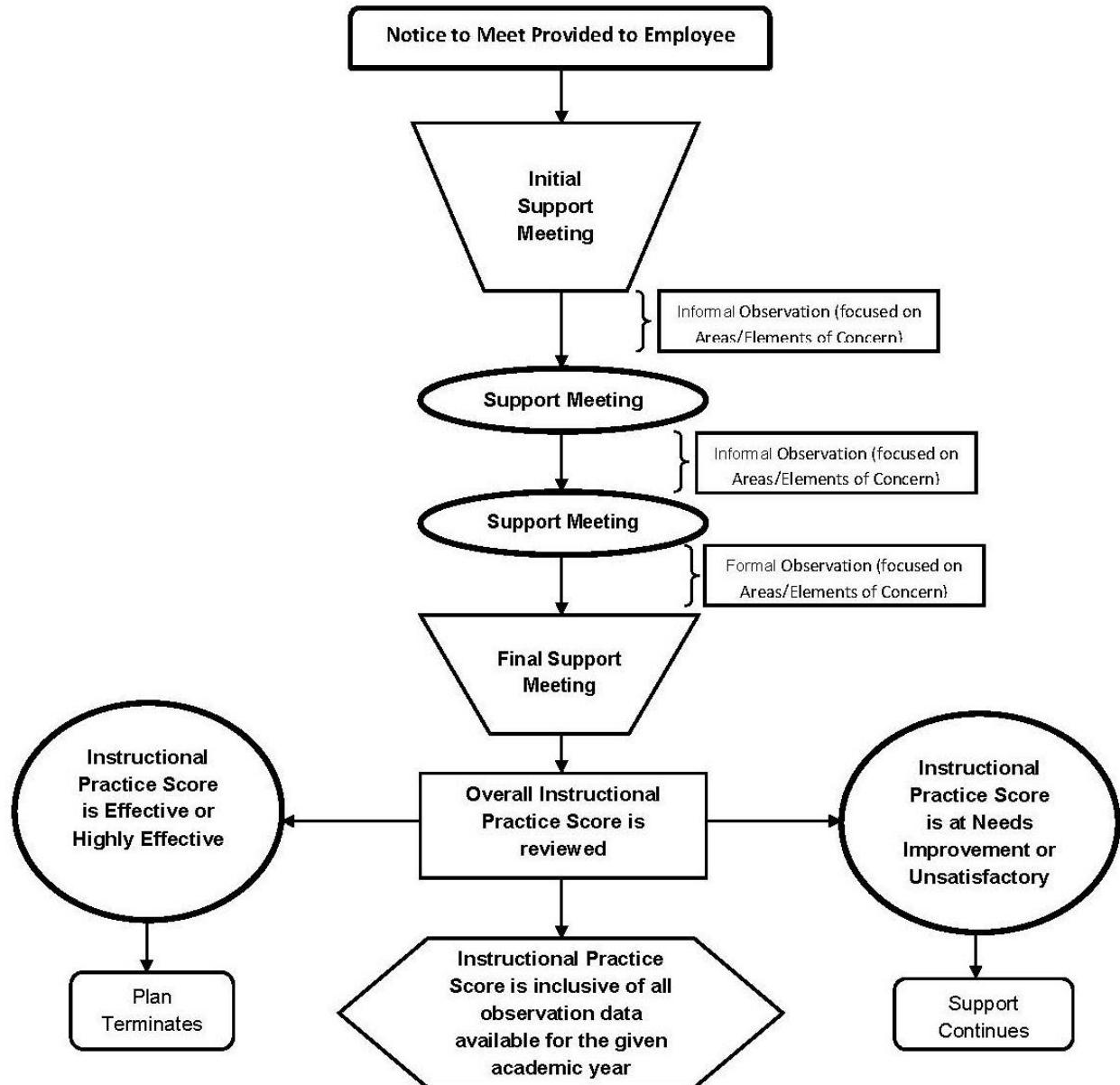
School-Based Plan initiates.

All areas/elements that were scored as "Beginning" or "Not Using" were observed twice with no improvement after improvement strategies were provided. These areas will be considered as Areas/Elements of Concern.

At least three areas/elements were identified.

School-Based Plan initiates.

## School-Based Plan Process



### **DISTRICT-BASED PLAN (Performance Probation)**

If an employee who holds a professional service contract, as provided in 1012.33, is not performing his/her duties in a satisfactory manner pursuant to 1012.34, the evaluator shall notify the employee in writing of such determination. Unsatisfactory performance shall be defined as an overall unsatisfactory evaluation rating for any given school year or if an employee receives a second consecutive overall Needs Improvement evaluation rating.

# **APPENDIX A**

## **Observation Instruments**

**A – 1:** Classroom Teacher

**A – 2:** School Counselor

**A – 3:** Media Specialists

**A – 4:** Therapists

**A – 5:** Psychologist

# **APPENDIX B**

## **Evaluation Forms**

**B – 1:** Midyear Evaluation Report for Category 1A Teachers

**B – 2:** Annual Evaluation Report for Teachers



**Midyear Evaluation Report for Category 1A Teachers**

THE SCHOOL DISTRICT OF PALM BEACH COUNTY

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

Employee ID #	<u>EMPLID</u>	First Name:	<u>FIRST NAME</u>	Last Name:	<u>LAST NAME</u>
School/Fiscal Yr:	<u>FISCAL YEAR</u>	Job Title:	<u>PB_JOBCODE_DESCR</u>		
School/Dept:	<u>DEPTID</u>	<u>PB_DEPT_DESCR</u>			

**PERFORMANCE LEVELS**

**Instructional Practice**

**PB\_EVAL\_IPC\_SCORE**

**Student Growth**

**PB\_EVAL\_SLG\_SCORE**

**Evaluation Level**

**PB\_PERS\_EVALUATION**

Review carefully, select agree or disagree, and electronically sign.

I agree with the contents       I disagree with the contents.

I further understand that by signing this form, I do not waive any right I have under the Collective Bargaining Agreement or law.  
My signature merely demonstrates receipt of the document and does not necessarily indicate agreement with the contents.

4.0 = Highly Effective  
3.0 = Effective  
2.0 = Developing  
1.0 = Unsatisfactory

**PB\_EMPL\_SIGNATURE**  
Employee Signature

PB\_EMPL\_SIGN\_DT  
Date

3.0 = Effective  
2.0 = Developing  
1.0 = Unsatisfactory

**PB\_PRIN\_SIGNATURE**  
Supervisor Signature

PB\_PRIN\_SIGN\_DT  
Date

**Appendix B-2**



THE SCHOOL DISTRICT OF PALM BEACH COUNTY  
**Annual Evaluation Report for Teachers**

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period. It is based on specific criteria as it relates to the teacher's **Instructional practice** using the *Marzano Model* (Art and Science of Teaching Framework) resulting in the midyear evaluation level.

Employee ID #	<u>EMPLID</u>	First Name:	<u>FIRST NAME</u>
School/Fiscal Yr:	<u>FISCAL YEAR</u>	Job Title:	<u>PB_JOBCODE_DESCR</u>
School/Dept:	<u>DEPTID</u>	<u>PB_DEPT_DESCR</u>	

**PERFORMANCE LEVELS**

<b>Instructional Practice</b>	<b>Student Growth</b>	<b>Evaluation Level</b>
<b>PB_EVAL_IPC_SCORE</b>	<b>PB_EVAL_SLG_SCORE</b>	<b>PB_EVAL_ASSIGN_TYP</b>

Review carefully, select agree or disagree, and electronically sign.

This evaluation has been reviewed by me.  I agree with the contents.  I disagree with the contents.

I further understand that by signing this form, I do not waive any right I have under the Collective Bargaining Agreement or law.  
 My signature merely demonstrates receipt of the document and does not necessarily indicate agreement with the contents.

**PB\_EMPL\_SIGNATURE**  
 Employee Signature

4.0 = Highly Effective

3.0 = Effective

2.0 = Developing / Needs Improvement

1.0 = Unsatisfactory

**PB\_PRIN\_SIGNATURE**  
 Supervisor Signature

# **APPENDIX C**

## **School-Based Plan Documents**

**C – 1:** Notice/Directive to Meet

**C – 2:** School-Based Plan Notification Letter

**C – 3:** School-Based Plan

**C – 4:** School-Based Plan Meeting Summary

DATE:

TO:

FROM: \_\_\_\_\_, Principal/Department Head

**SUBJECT: NOTICED/DIRECTIVE TO MEET**

You are directed to meet with me on (DATE) at (TIME) in my office to discuss your job performance. You have the right to bring representation to this meeting. Failure to attend this meeting will be considered insubordination and may result in disciplinary action up to and including termination.

*Your signature merely signifies receipt and does not necessarily indicate agreement with the contents of this document. FS 1012.31(2)(c)(2)*

---

Employee's Signature

---

Date

## **SCHOOL-BASED PLAN NOTIFICATION LETTER**

### **MEMORANDUM**

(To be used to initiate the School-Based Plan for a minimum of sixty (60) calendar days)

TO:

FROM: \_\_\_\_\_, Principal/Department Head

DATE:

SUBJECT:

With this memorandum, I am notifying you that you are not completing your duties in a satisfactory manner.

Attached please find a preliminary unsatisfactory evaluation listing each of your areas of concern and a School-Based Plan with improvement strategies for each area. You have a minimum of sixty (60) days to improve your performance to a satisfactory level.

Your performance will be reviewed in no less than sixty(60) days from the date of this memo. Failure to improve your performance may result in further action. Please feel free to contact me if I can be of assistance.

***Your signature only indicates receipt of this memorandum and does not indicate your agreement with its content.***

---

Employee's Signature

---

Date

cc:      Chief Officer of Administration                      Chief Officer of Human Resources  
                 Director of Professional Development              Area Superintendent  
                 Representative

## SCHOOL-BASED PLAN

Name:	School/Department:
Employee Id#:	Contract:
Meeting Date:	Date of Next Meeting:

Targeted Design Questions:
Targeted Element(s):
Strategies and timelines specific to each targeted element are provided below.

<b>SCHOOL-BASED PLAN</b>		
<i>Domain 1: Classroom Strategies and Behaviors</i>		
<b>DQ 1 – Communicating Learning Goals and Feedback</b>		
Area of Improvement	Improvement Strategies	Completion Date
<input type="checkbox"/> <b>Element 1:</b> Providing Clear Learning Goals and Scales <input type="checkbox"/> <b>Element 2:</b> Tracking Student Progress <input type="checkbox"/> <b>Element 3:</b> Celebrating Success		
Dates progress will be reviewed: Signature of Employee: _____ Date: _____ Signature of Principal/Designee: _____ Date: _____		

<b>SCHOOL-BASED PLAN</b>		
<i>Domain 1: Classroom Strategies and Behaviors</i>		
<b>DQ 2 – Helping Students Interact with New Knowledge</b>		
<b>Area of Improvement</b>	<b>Improvement Strategies</b>	<b>Completion Date</b>
<input type="checkbox"/> <b>Element 6:</b> Identifying Critical Information <input type="checkbox"/> <b>Element 7:</b> Organizing Students to Interact with New Knowledge <input type="checkbox"/> <b>Element 8:</b> Previewing New Content <input type="checkbox"/> <b>Element 9:</b> Chunking Content into “Digestible Bites” <input type="checkbox"/> <b>Element 10:</b> Processing of New Information <input type="checkbox"/> <b>Element 11:</b> Elaborating on New Information <input type="checkbox"/> <b>Element 12:</b> Recording and Representing Knowledge <input type="checkbox"/> <b>Element 13:</b> Reflecting on Learning		
Dates progress will be reviewed:		
Signature of Employee:	Date:	
Signature of Principal/Designee:	Date:	

<b>SCHOOL-BASED PLAN</b>		
<i>Domain 1: Classroom Strategies and Behaviors</i>		
<b>DQ 3 – Helping Students Practice and Deepen New Knowledge</b>		
<b>Area of Improvement</b>	<b>Improvement Strategies</b>	<b>Completion Date</b>
<input type="checkbox"/> <b>Element 14:</b> Reviewing Content <input type="checkbox"/> <b>Element 15:</b> Organizing Students to Practice and Deepen Knowledge <input type="checkbox"/> <b>Element 16:</b> Using Homework <input type="checkbox"/> <b>Element 17:</b> Examining Similarities and Differences <input type="checkbox"/> <b>Element 18:</b> Examining Errors in Reasoning <input type="checkbox"/> <b>Element 19:</b> Practicing Skills, Strategies, and Processes <input type="checkbox"/> <b>Element 20:</b> Revising Knowledge		
Dates progress will be reviewed:		
Signature of Employee:	Date:	
Signature of Principal/Designee:	Date:	

<b>SCHOOL-BASED PLAN</b>		
<i>Domain 1: Classroom Strategies and Behaviors</i>		
<b>DQ 4 – Helping Students Generate and Test Hypothesis</b>		
<b>Area of Improvement</b>	<b>Improvement Strategies</b>	<b>Completion Date</b>
<input type="checkbox"/> <b>Element 21:</b> Organizing Students for Cognitively Complex Tasks <input type="checkbox"/> <b>Element 22:</b> Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing <input type="checkbox"/> <b>Element 23:</b> Providing Resources and Guidance		
Dates progress will be reviewed:		
Signature of Employee:	Date:	
Signature of Principal/Designee:	Date:	

<b>SCHOOL-BASED PLAN</b>		
<i>Domain 1: Classroom Strategies and Behaviors</i>		
<b>DQ 5 – Engaging Students</b>		
<b>Area of Improvement</b>	<b>Improvement Strategies</b>	<b>Completion Date</b>
<input type="checkbox"/> <b>Element 24:</b> Noticing When Students are Not Engaged <input type="checkbox"/> <b>Element 25:</b> Using Academic Games <input type="checkbox"/> <b>Element 26:</b> Managing Response Rates <input type="checkbox"/> <b>Element 27:</b> Using Physical Movement <input type="checkbox"/> <b>Element 28:</b> Maintaining a Lively Pace <input type="checkbox"/> <b>Element 29:</b> Demonstrating Intensity and Enthusiasm <input type="checkbox"/> <b>Element 30:</b> Using Friendly Controversy <input type="checkbox"/> <b>Element 31:</b> Providing Opportunities for Students to Talk about Themselves <input type="checkbox"/> <b>Element 32:</b> Presenting Unusual or Intriguing Information		
Dates progress will be reviewed:		
Signature of Employee:	Date:	
Signature of Principal/Designee:	Date:	

<b>SCHOOL-BASED PLAN</b>		
<i>Domain 1: Classroom Strategies and Behaviors</i>		
<b>DQ 6 – Establishing Rules and Procedures</b>		
<b>Area of Improvement</b>	<b>Improvement Strategies</b>	<b>Completion Date</b>
<input type="checkbox"/> <b>Element 4:</b> Establishing Classroom Routines <input type="checkbox"/> <b>Element 5:</b> Organizing the Physical Layout of the classroom		
Dates progress will be reviewed:		
Signature of Employee:	Date:	
Signature of Principal/Designee:	Date:	

<b>SCHOOL-BASED PLAN</b>		
<i>Domain 1: Classroom Strategies and Behaviors</i>		
<b>DQ 7 – Recognizing Adherence to Rules and Procedures</b>		
<b>Area of Improvement</b>	<b>Improvement Strategies</b>	<b>Completion Date</b>
<input type="checkbox"/> <b>Element 33:</b> Demonstrating “Withitness” <input type="checkbox"/> <b>Element 34:</b> Applying Consequences for Lack of Adherence to Rules and Procedures <input type="checkbox"/> <b>Element 35:</b> Acknowledging Adherence to Rules and Procedures		
Dates progress will be reviewed:		
Signature of Employee:	Date:	
Signature of Principal/Designee:	Date:	

<b>SCHOOL-BASED PLAN</b>		
<i>Domain 1: Classroom Strategies and Behaviors</i>		
<b>DQ 8 – Establishing and Maintaining Effective Relationships with Students</b>		
<b>Area of Improvement</b>	<b>Improvement Strategies</b>	<b>Completion Date</b>
<input type="checkbox"/> <b>Element 36:</b> Understanding Students' Interests and Background <input type="checkbox"/> <b>Element 37:</b> Using Verbal and Nonverbal Behaviors that Indicate Affection for Students <input type="checkbox"/> <b>Element 38:</b> Displaying Objectivity and Control		
Dates progress will be reviewed:		
Signature of Employee:	Date:	
Signature of Principal/Designee:	Date:	

<b>SCHOOL-BASED PLAN</b>		
<i>Domain 1: Classroom Strategies and Behaviors</i>		
<b>DQ 9 – Communicating High Expectations for All Students</b>		
<b>Area of Improvement</b>	<b>Improvement Strategies</b>	<b>Completion Date</b>
<input type="checkbox"/> <b>Element 39:</b> Demonstrating Value and respect for Low Expectancy Students <input type="checkbox"/> <b>Element 40:</b> Asking Questions of Low expectancy Students <input type="checkbox"/> <b>Element 41:</b> Probing Incorrect Answers with Low Expectancy Students		
Dates progress will be reviewed:		
Signature of Employee:	Date:	
Signature of Principal/Designee:	Date:	

## SCHOOL-BASED PLAN

### Domain 2: Planning and Preparing

Area of Improvement	Improvement Strategies	Completion Date
<input type="checkbox"/> <b>Element 42:</b> Effective Scaffolding <input type="checkbox"/> <b>Element 43:</b> Lessons within Units <input type="checkbox"/> <b>Element 44:</b> Attention to Established Content Standards <input type="checkbox"/> <b>Element 45:</b> Use of Available Traditional Resources <input type="checkbox"/> <b>Element 46:</b> Use of Available Technology <input type="checkbox"/> <b>Element 47:</b> Needs of English Language Learners <input type="checkbox"/> <b>Element 48:</b> Needs of Students Receiving Special Education <input type="checkbox"/> <b>Element 49:</b> Needs of Students Who Lack Support for Schooling		

Dates progress will be reviewed:

Signature of Employee:	Date:
Signature of Principal/Designee:	Date:

## SCHOOL-BASED PLAN

### Domain 3: Reflecting on Teaching

Area of Improvement	Improvement Strategies	Completion Date
<input type="checkbox"/> <b>Element 50:</b> Identifying Areas of Pedagogical Strengths and Weaknesses <input type="checkbox"/> <b>Element 51:</b> Evaluating the Effectiveness of Individual Lessons and Units <input type="checkbox"/> <b>Element 52:</b> Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors <input type="checkbox"/> <b>Element 53:</b> Developing a Written Growth Plan <input type="checkbox"/> <b>Element 54:</b> Monitoring Progress Relative to the Professional Growth Plan		

Dates progress will be reviewed:

Signature of Employee:	Date:
Signature of Principal/Designee:	Date:

## SCHOOL-BASED PLAN

### Domain 4: Collegiality and Professionalism

Area of Improvement	Improvement Strategies	Completion Date
<input type="checkbox"/> <b>Element 55:</b> Promoting Positive Interactions with Colleagues <input type="checkbox"/> <b>Element 56:</b> Promoting Positive Interactions about Students and Parents <input type="checkbox"/> <b>Element 57:</b> Seeking Mentorship for Areas of Need or Interest <input type="checkbox"/> <b>Element 58:</b> Mentoring Other Teachers and Sharing Ideas and Strategies <input type="checkbox"/> <b>Element 59:</b> Adhering to District and School Rules and Procedures <input type="checkbox"/> <b>Element 60:</b> Participating in District and School Rules and Procedures		

Dates progress will be reviewed:

Signature of Employee:	Date:
Signature of Principal/Designee:	Date:

***Employee's signature demonstrates receipt of the completed form and does not necessarily indicate agreement with its content.***

**Signature of Employee /Date** \_\_\_\_\_

**Signature of Principal (Designee)/Date** \_\_\_\_\_

Note: District Professional Development Plan with original signatures to be retained in Principal's file.  
 Please send a copy to the Department of Professional Development, PEW Center, Palm Beach Gardens.

Copy Distribution: Principal; Area Superintendent; Director of Professional Development; Classroom Teachers Association (CTA) Representative.

## SCHOOL-BASED PLAN MEETING SUMMARY

### MEMORANDUM

(To be used during the School-Based Plan to document progress or failure to progress)

TO:

FROM: \_\_\_\_\_, Principal/Department Head

DATE:

SUBJECT:

This is to confirm our conference on \_\_\_\_\_. The purpose of the meeting was to determine your progress toward remediating the deficiencies, as listed in your School-Based Plan.

We discussed the following:

List deficiencies and comment on progress.  
Remind employee of your expectations in each area.

Failure to improve your performance may result in further action.

Please feel free to contact me if I can be of assistance.

***Your signature only indicates receipt of this memorandum and does not indicate your agreement with its content.***

---

Signature

---

Date

CC: Principal; Area Superintendent; Director of Professional development; Classroom Teachers Association (CTA) Representative.