



JENC Newsletter

Updates for the 2016-17 School Year

The **CTES Handbook**, **Observation Schedule**, and **Domain Coding Reference Sheet** have been updated for this year. All instructional personnel should be aware of what is required for observation and evaluation. Copies can be found on the Professional Growth website (www.palmbeachschools.org/staffdev/teacherevaluation) and pages 3 and 4 of this JENC Newsletter.

Clarifications & Expectations

- **Deliberate Practice:** In FY17, the teacher’s final evaluation rating will include the Professional Growth component, which will be 10% of the total final rating. Teachers must choose one Target Element from Domain 1 that requires growth and at least one Action Step as to how they will grow their element. The deadline to activate the plan is October 15th, 2016. Support and resources can be found on the Professional Growth website (www.palmbeachschools.org/staffdev/deliberate-practice).
- The scoring rubric for FY17 hasn’t been changed:

| Highly Effective (4) | Effective (3) | Needs Improvement / Developing (2) * | Unsatisfactory (1) |
|----------------------|---------------|--------------------------------------|--|
| Grows 2 Levels | Grows 1 Level | No Growth | Element Not Rated During Any Observation |
| Or Rated Innovating | | | |

**The rating of Developing will apply to those teachers classified as category 1A & 1B. The rating of Needs Improvement will apply to those teachers classified as category 2 teachers.*

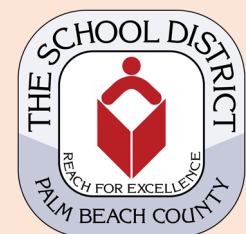
- **Target Elements:** The Target Element for a Teacher’s Professional Growth Plan must be observed at least once during the observation period. It is a “best practice” that the Target Element be observed at least twice during the observation period.
- **Defining Innovating in Domain 1:** The performance rating of Innovating is when 100% of the students are monitored for the Desired Effect of the Element. If 100% is not achieved, then the teacher must adapt and create new strategies for unique student needs and situations in order for the Desired Effect to be evident for all students.
- **Defining Innovating in Domains 2/3/4:** The performance rating of Innovating is when the teacher is a recognized leader in helping one or more individuals with the particular activity of that Element.

The Joint Evaluation Negotiations Committee is comprised of representatives from the Palm Beach County Classroom Teachers Association and the School District of Palm Beach County.

This team works together to construct contract language and the Classroom Teacher Evaluation System (CTES).

This newsletter will share tentative decisions and clarifications that have been made by this committee.

This newsletter contains information specifically related to discussions between June 2016 and October 2016.



FY17 Assessments Used in Teacher Evaluations

Florida Statute 1012.34 requires each school district to include student performance as a component of teacher evaluations. In a recent meeting of the Joint Evaluation Negotiating Committee the assessments that will be used for the Student Performance Rating of the FY17 Teacher Evaluation were approved. As in prior years, three of these models will be generated by Florida Department of Education (FDOE) and the remaining models will be computed locally. For more information, please visit (growth.palmbeachschools.org)

| GRADE/COURSE | PRE-TEST | POST-TEST |
|------------------------|--|--|
| Kindergarten | I-Ready Diagnostic ELA and/or Math (First Administration) | I-Ready Diagnostic ELA and/or Math (Third Administration) |
| Grade 1 | I-Ready Diagnostic ELA and/or Math (First Administration) | I-Ready Diagnostic ELA and/or Math (Third Administration) |
| Grade 2 | I-Ready Diagnostic ELA and/or Math (First Administration) | I-Ready Diagnostic ELA and/or Math (Third Administration) |
| Grade 3 | I-Ready Diagnostic ELA and/or Math (First Administration) | FSA ELA and/or Math Assessment |
| Grade 5 & 8 Science | Prior FSA ELA Assessment | State Science Assessment |
| Civics | Prior FSA ELA Assessment | Civics EOC Exam |
| Geometry | Prior EOC Math Assessment | Geometry EOC Exam |
| Algebra 2 | Prior EOC Math Assessment | Algebra 2 EOC Exam |
| Biology | Prior FSA Reading Assessment | Biology EOC Exam |
| US History | Prior FSA Reading Assessment | US History EOC Exam |
| AP, AICE, IB Courses | Aligned Prior FSA Assessment | AP, AICE, or IB Exam |
| Grades 4-10 Other | Expected Score Based on State VAM Model | Non-FSA VAM |
| Grades 11-12 Reading | Prior ELA Assessment | Students Meeting the Graduation Requirement (FCAT, FSA, ACT, SAT) |
| Grade 11 Other | Grade 10 FSA ELA Assessment | Combined SAT Score |
| School/ District Score | Prior FSA Assessment | School/District FSA Performance |
| Grades 4-10 ELA | FSA Expected Score Based on State VAM Model | FSA ELA Assessments |
| Grades 4-8 Math | FSA Expected Score Based on State VAM Model | FSA Math Assessments |
| Grades 8 & 9 Algebra 1 | FSA Expected Score Based on State VAM Model | Algebra 1 EOC Exam |

Resources for Understanding

The iObservation Resource Library (www.effectiveeducators.com) and the Professional Growth website (www.palmbeachschools.org/staffdev/teacherevaluation) have been updated with all of the latest resources to help deepen your knowledge and understanding of the Palm Beach Model of Instruction.

FY17 REVISED TEACHER OBSERVATION & EVALUATION SCHEDULE

IMPORTANT: This schedule highlights the minimum number of observation requirements for all teachers. Additional observations may be conducted throughout the year. Please consult the CTES handbook for more information regarding the requirements (pre/post conferences, length of time, etc.) regarding these observations.

| CATEGORY 1A TEACHERS | | CATEGORY 1B & 2 TEACHERS | |
|---|--|--|--|
| FALL 2016 | SPRING 2017 | SCHOOL YEAR | |
| <p>Professional Growth Plan Activated by October 15th</p> | <p>Professional Growth Plan Target Elements must be observed prior to the plan being finalized by the last instructional day of April</p> | <p>Professional Growth Plan Activated by October 15th</p> | <p>Professional Growth Plan Target Elements must be observed prior to the plan being finalized by the last instructional day of April</p> |
| <p>1 Walkthrough <i>(Recommended by the last instructional day of September)</i> <i>Domain 1</i></p> | <p>1 Walkthrough <i>1 Informal</i> 1 Formal <i>Domain 1</i></p> | <p>1 Walkthrough <i>1 Informal</i> 1 Formal <i>Domain 1</i></p> | <p>1 Walkthrough <i>1 Informal</i> 1 Formal <i>Domain 1</i></p> |
| <p>1 Informal <i>(Recommended by the last Instructional day of October)</i> <i>Domain 1</i></p> | <p><i>(Paced throughout the second half of the year and completed by the last instructional day of April)</i></p> | <p><i>(Paced throughout the year and completed by the last instructional day of March)</i></p> | |
| <p>1 Formal <i>(Recommended by the last instructional day of December)</i> <i>Domain 1</i></p> | <p>FINAL EVALUATION</p> | <p>MID-YEAR EVALUATION</p> | <p>FINAL EVALUATION</p> |
| <p>Entered in iObservation by the last instructional day of December</p> <p>At least 15 Data-Marks (Domains 1, 2, 3, 4)</p> | <p>Entered in iObservation by the second week of May</p> <p>At least 15 Data-Marks (Domains 1, 2, 3, 4)</p> | <p>No Mid-Year Evaluation for Category 1B/2 teachers.</p> | <p>Entered in iObservation by the second week of May</p> <p>At least 10 Data-Marks (Domains 1, 2, 3, 4)</p> |





FY17 DOMAIN CODING REFERENCE SHEET

IMPORTANT: Marking elements in Domains 2, 3, and 4 does not take the place of the required Domain 1 observations. You may mark elements in Domains 2, 3, and 4 in addition to Domain 1 when applicable. Please consult the CTES handbook for more information regarding the requirements (pre/post conferences, length of time, etc.) regarding these observations.

| | Domain 1 | Domain 2 | Domain 3 | Domain 4 |
|-------------------------------------|---|--|--|--|
| Information Input in iObservation | Select observation type (Walkthrough, Informal, or Formal). | Do NOT select observation type, but put source of data collection into comments field. <i>(Comments Field Example #1: Data collected from informal observation conducted on XX/XX/XXXX)</i> | Do NOT select observation type, but put source of data collection into comments field. <i>(Comments Field Example #1: Data collected from conversation between administrator and teacher on XX/XX/XXXX)</i> | Do NOT select observation type, but put source of data collection into comments field. <i>(Comments Field Example #2: Data collected from documentation given to administrator by the teacher on XX/XX/XXXX)</i> |
| Clarifications | Refer to the Observation Schedule. | Elements 42-49 can be coded utilizing any rating. They should NOT be coded based solely on the format or contents of a lesson plan. | Elements 50-54 Please refer to the scale for rating. | Elements 55, 56, 57, 58, 60 should be coded at the request of the teacher or if the Observer has first hand knowledge of the teacher's experience with the Element(s). May only be coded at Applying or higher. Element 59 should NOT be coded. |
| Frequency | Refer to the Observation Schedule. | Elements 42-49 can be coded when evidence of planning is present through observations and/or conversations. | Elements 50-52 can be coded more than once a year. Element 53 MUST be coded once per year. Element 54 MUST be coded at least once per year. | Elements 55, 56, 57, 58, 60 should only be coded once per semester (Category 1A). Elements 55, 56, 57, 58, 60 should only be coded once per year (Category 1B/2). |
| Evidence | Observation | Observation and/or Conversation. | Plan through iObservation and/or Conversation. | Documentation and/or Observer has first hand knowledge of the teacher's experience with the Element(s). |
| How to Reach Innovating | When 100% of the students are monitored for the desired effect of the element. If 100% is not achieved, then adapt and create new strategies for unique student needs and situations in order for the desired effect to be evident in all students. | Evidence is provided to show that the teacher is a recognized leader in helping their peers (individual or group setting) with an element. Evidence may be provided through conversations and/or documentation (agendas, meeting logs, videos, email transcripts, etc.). | | |
| PORTFOLIOS ARE NOT REQUIRED. | | | | |