JENC Newsletter

FY19 Evaluation System Updates

- CTA and the District have engaged in a massive collaborative effort to address the feedback received concerning the Teacher Observation and Evaluation System. Based on this feedback, the Joint Evaluation Negotiations Committee has made significant updates. These updates include changes to the evaluation component percentages, Instructional Practice, Deliberate Practice, and Student Performance.

- This also includes the model of instruction that is used for Instructional Practice. Teachers will be observed and evaluated using the Focused Model updates to the Palm Beach Model of Instruction. The model is still based on the work of Dr. Robert J. Marzano and Learning Sciences International, but it streamlines current research and validation studies zeroing in on 22 essential teacher competencies for improved clarity, efficiency, and effectiveness. An Instructional Model Crosswalk for the Focused Model can be found on the last page of this newsletter for your review.

- Training opportunities on these updates began in May and will continue through Pre-School.

Training

- The Department of Professional Development is offering several opportunities for all instructional staff (administrators and teachers) to participate in sessions at various times/locations. These opportunities include a variety of face-to-face and online sessions. There will be four training options from which to choose:

  * 3 (2-hour) Sessions in May (In-Progress)
  * 1 Full-Day Session in June or July
  * Online Through iObservation Academy
  * 1 Half-Day Session in August During Pre-School

- For more information about the May-July sessions and how to register, please download the official District Bulletin: https://palmbeachschools.sharepoint.com/Bulletins/PD%2018-264%20DSCOS.pdf

- The Pre-School training will be at the school site and doesn't require registration.

Evaluation System Components

- One of the most significant updates involves the weights of the evaluation system components. There are three components of the teacher evaluation system. For FY19, One third (33.3%) of the evaluation will be derived from an Instructional Practice score, one third (33.3%) from the Deliberate Practice score, and one third (33.3%) will be based upon Student Performance data. The table below shows the changes from FY18 to FY19.

	FY18	FY19
Instructional Practice	57%	33.3%
Deliberate Practice	10%	33.3%
Student Performance	33%	33.3%

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 the discussions between November, 2017 and April, 2018.

CTA
Palm Beach County Classroom Teachers Association

THE SCHOOL DISTRICT
PALM BEACH COUNTY

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1

Instructional Practice (33.3%)

- The next update involves Instructional Practice. The District will no longer be utilizing conjunctive scoring to determine the Instructional Practice score. The score for Instructional Practice will be determined by averaging the highest scores received for each element from all observations during the evaluation period.

- The table below lists the possible ranges for the Instructional Practice Score.

Highly Effective	Effective	Needs Improvement / Developing	Unsatisfactory
3.2 - 4.0	2.1 - 3.1	1.2 - 2.0	1.0 - 1.1
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.			

- Observation Requirements:

  * <u>Formal Observations</u>: The formal observation must be scheduled for a specific date and time. It must include both a face-to-face pre-conference and a face-to-face post-conference.

- Focused Model Update Materials:

  * <u>Learning Map</u>: https://www.palmbeachschools.org/staffdev/wp-content/uploads/sites/73/2018/05/PBMI-Focused-Model-Classroom-Learning-Map-FY19.pdf

  * <u>Protocols</u>: https://www.palmbeachschools.org/staffdev/wp-content/uploads/sites/73/2018/05/PBMI-Focused-Model-Classroom-Teacher-Protocols-FY19.pdf

  * <u>Desired Effects List</u>: https://www.palmbeachschools.org/staffdev/wp-content/uploads/sites/73/2018/05/Desired-Effects-List.pdf

  * <u>Crosswalk</u>: https://www.palmbeachschools.org/staffdev/wp-content/uploads/sites/73/2018/05/PBMI-Focused-Model-Crosswalk.pdf

Deliberate Practice (33.3%)

- Another update involves the Deliberate Practice process. Deliberate practice is a way for teachers to grow their expertise through a series of planned activities, reflection, and collaboration. The Professional Growth Plan (PGP) is the means to document the process in iObservation through setting personal goals, focused practice, focused feedback, observing & discussing teaching, and monitoring progress.

- Deliberate Practice will now count for one third (33.3%) of the overall final evaluation. That means that the teacher has more involvement with the evaluation process. It's not something that is done to them, rather it's something done with them. So, completing the Professional Growth Plan (PGP) with fidelity is more important than ever.

- Teachers are required to select at least 1 Target Element and at least 2 Action Steps. While the process in iObservation is an independent one, it is strongly encouraged to seek out other teachers that might be using the same Target Element so as to support one another through the process (ie. sharing resources, engaging in planning, PLCs, etc.).

- The table below lists the possible ranges for the Deliberate Practice Score.

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
<u>OR</u> Rated Innovating	<u>OR</u> Rated Applying		

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2

Student Performance Rating (33.3%)

- For school year 2019, the School District of Palm Beach County will generate expected scores for each identified assessment based on the demographic characteristics and prior achievement of students. Teachers will be rated based on the students that a teacher was assigned who met or exceeded the students expected scores on the identified assessments.

- The achievement of the District is an aggregate of the achievement of individual teachers and students. As such, a teacher's Student Performance Rating (SPR) will include the District SPR as a portion of their rating. The impact of including the District SPR will be limited to a one rating increase and may not result in a rating decline/decrease for a teacher's SPR. If a teacher earns on their own an SPR of Highly Effective, the District SPR will not be applied.

- Students in fall or spring semester long AP, IB or AICE courses or fall 11th/12th grade reading courses will be included in a teacher's evaluation if they are enrolled during the survey period and have a test score. This will allow for a more complete picture of teacher impact in these courses that are only taught for a semester.

ASSESSMENTS USED IN TEACHER EVALUATIONS		
GRADE / COURSE	PRE-ASSESSMENT	POST-ASSESSMENT
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 1	Prior EOC Math Assessment	Algebra 1 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 ELA and Math	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

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3

Instructional Model Crosswalk

PBMI: Focused Model	Original Marzano Teacher Evaluation Model
Standards-Based Planning	
Planning Standards-Based Lessons/Units	1 – Providing Rigorous Learning Goals and Performance Scales (Rubrics) 9 – Chunking Content into "Digestible Bites" 42 – Effective Scaffolding of Information within Lessons 43 – Lessons with Units 44 – Attention to Established Content Standards
Aligning Resources to Standard(s)	45 – Use of Available Traditional Resources 46 – Use of Available Technology
Planning to Meet the Needs of Diverse Learners	47 – Needs of English Language Learners 48 – Needs of Students Receiving Special Education 49 – Needs of Students Who Lack Support for Schooling
Standards-Based Instruction	
Identifying Critical Content from the Standards	1 – Providing Rigorous Learning Goals and Performance Scales (Rubrics) 6 – Identifying Critical Content 9 – Chunking Content into "Digestible Bites"
Previewing New Content	8 – Previewing Content
Helping Students Process New Content	10 – Helping Students Process New Content 12 – Helping Students Record and Represent Knowledge
Using Questions to Help Students Elaborate on Content	11 – Helping Students Elaborate on New Content
Reviewing Content	14 – Reviewing Content
Helping Students Practice Skills, Strategies, and Processes	16 – Using Homework 19 – Helping Students Practice Skills, Strategies, and Processes
Helping Students Examine Similarities and Differences	17 – Helping Students Examine Similarities and Differences
Helping Students Examine Their Reasoning	18 – Helping Students Examine Their Reasoning
Helping Students Revise Knowledge	13 – Helping Students Reflect on Learning 20 – Helping Students Revise Knowledge
Helping Students Engage in Complex Tasks	22 – Engaging in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
Conditions for Learning	
Using Formative Assessment to Track Progress	2 – Tracking Student Progress
Providing Feedback and Celebrating Success	2 – Tracking Student Progress 3 – Celebrating Success
Organizing Students to Interact with Content	7 – Organizing Students to Interact with New Content 15 – Organizing Students to Practice and Deepen Knowledge 21 – Organizing Students for Cognitively Complex Tasks 23 – Providing Resources and Guidance for Cognitively Complex Tasks
Establishing and Acknowledging Adherence to Rules and Procedures	4 – Establishing Classroom Routines 5 – Organizing the Physical Layout of the Classroom 33 – Demonstrating "Withitness" 34 – Applying Consequences for Lack of Adherence to Rules and Procedures 35 – Acknowledging Adherence to Rules and Procedures
Using Engagement Strategies	24 – Noticing When Students are Note Engaged 25 – Using Academic Games 26 – Managing Response Rates 27 – Using Physical Movement 28 – Maintaining a Lively Pace 29 – Demonstrating Intensity and Enthusiasm 30 – Using Friendly Controversy 31 – Providing Opportunities for Students to Talk About Themselves 32 – Presenting Unusual of Intriguing Information
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	36 – Understanding Students' Interests and Backgrounds 37 – Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 38 – Displaying Objectivity and Control
Communicating High Expectations for Each Student	39 – Demonstrating Value and Respect for Low Expectancy Students 40 – Asking Questions of Low Expectancy Students 41 – Probing Incorrect Answers with Low Expectancy Students
Professional Responsibilities	
Maintaining Expertise in Content and Pedagogy	50 – Identifying Areas of Pedagogical Strength and Weakness 51 – Evaluating the Effectiveness of Individual Lessons and Units 52 – Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors 53 – Developing a Written Growth and Development Plan 54 – Monitoring Progress Relative to the Professional Growth and Development Plan
Promoting Teacher Leadership and Collaboration	55 – Promoting Positive Interactions with Colleagues 56 – Promoting Positive Interactions about Students and Parents 57 – Seeking Mentorship for Areas of Need or Interest 58 – Mentoring Other Teachers and Sharing Ideas and Strategies