St. Johns County School District

2016-2017

Instructional Evaluation System

St. Johns County School District

Superintendent: Dr. Joseph Joyner

Employee Evaluations Specialist:

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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

> ****Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

<u>Directions:</u>

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].

  For all instructional personnel in St. Johns County School District, the percentage of the evaluation that is based on student performance data is 33.3334%, and the percentage of the evaluation that is based on instructional practice is 66.6666%.

  See Appendices K (Explanation of State Provided VAM to Evaluation Score) & L (Business Rules for 2016-2017) for detailed explanations.

  See Appendices M (Explanation of FTC Data Score) & N (District Created Exam Formula and Scale Explanation) for a more detailed explanation of state provided VAM and how it impacts the evaluation score.

- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].

  Classroom teachers newly hired by St. Johns County School District are evaluated twice during their first year. As a mid-point evaluation, administration reviews student performance data (student report cards- see appendix O - Mid-Year Cut Scores for newly Hired Teachers) and instructional practice data (Marzano data in i-Observation) with newly hired teachers. At the end of the year, teachers are once again evaluated based on student performance data (see appendix L – Business Rules for 2016-2017) and instructional practice data (See appendix E – Observation and Evaluation Timeline). The end of the school year teacher evaluation results in a Summative Evaluation form (See appendix F).

For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].

For all instructional personnel, student performance data for at least three years (current year and the two years immediately preceding the current year) is used. When three years of data are not available, whatever data is available (either 1 or 2 years) will be used.

- For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].

- *Classroom teachers of students for courses assessed by statewide, standardized assessments, receive one-third of their final evaluation from VAM results.*

- For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].

  Classroom teachers of students for courses not assessed by statewide, standardized assessments receive one-third of their final evaluation from district determined student performance measures.

- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

  Instructional personnel who are not classroom teachers receive one-third of their final evaluation from a district determined student performance measure tied into the students they indirectly serve.

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Student Performance Measures

<table>
<tr><td colspan="3">Student Performance Measure:

All instructional personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.</td></tr>
<tr><th>Teaching Assignment</th><th>Performance Measure(s) for Evaluation Purposes</th><th>Percentage Associated with Final Summative Evaluation</th></tr>
<tr><td>Pre-Kindergarten (PK)</td><td>Teaching Strategies Gold</td><td>33.3334%</td></tr>
<tr><td>Kindergarten (K)</td><td>Discovery Education</td><td>33.3334%</td></tr>
<tr><td>First Grade (1)</td><td>Discovery Education</td><td>33.3334%</td></tr>
<tr><td>Second Grade (2)</td><td>Discovery Education</td><td>33.3334%</td></tr>
<tr><td>Third Grade (3)</td><td>Discovery Education</td><td>33.3334%</td></tr>
<tr><td>Fourth Grade (4)</td><td>State Provided VAM</td><td>33.3334%</td></tr>
<tr><td>Fifth Grade (5)</td><td>State Provided VAM</td><td>33.3334%</td></tr>
<tr><td>Other (K-5), including non-classroom instructional personnel</td><td>Resource Teachers- District Provided Common Final Exam

Non-classroom personnel- Those not assigned students will receive the school average data score.</td><td>33.3334%</td></tr>
<tr><td>Math Courses (6-8)</td><td>State Provided VAM</td><td>33.3334%</td></tr>
<tr><td>Science Courses (8)</td><td>District provided data score based on FCAT scores</td><td>33.3334%</td></tr>
<tr><td>English/Language Arts/Reading Courses (6-8)</td><td>State Provided VAM</td><td>33.3334%</td></tr>
<tr><td>Other (6-8), including non-classroom instructional personnel</td><td>Resource and teachers of electives- District provided common final exam

Non-classroom personnel- Those not assigned students will receive the school average data score.</td><td>33.3334%</td></tr>
<tr><td>Civics</td><td>Data score based on EOC</td><td>33.3334%</td></tr>
<tr><td>English 1</td><td>State Provided VAM</td><td>33.3334%</td></tr>
<tr><td>English 2</td><td>State Provided VAM</td><td>33.3334%</td></tr>
<tr><td>English 3</td><td>Data score from District Provided Common Final Exam</td><td>33.3334%</td></tr>
</table>

English 4	Data score from District Provided Common Final Exam	33.3334%
AP English Comp	Data score based on district created model	33.3334%
Algebra 1; Algebra 1 Honors; Algebra 1B	Data score based on district created model * 9th grade Algebra I receives a state provided VAM.	33.3334%
Pre-AICE Mathematics 1	Data score based on district created model	33.3334%
IB Middle Years Program – Algebra 1 Honors	Data score based on district created model	33.3334%
Geometry; Geometry Honors	Data score based on district created model	33.3334%
IB Middle Years Geometry Honors	Data score based on district created model	33.3334%
Pre-AICE Mathematics 2	Data score based on district created model	33.3334%
Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors	Data score based on district created model	33.3334%
Pre-AICE Biology	Data score based on district created model	33.3334%
IB Middle Years Program Biology Honors	Data score based on district created model	33.3334%
United States History	Data score based on district created model	33.3334%
ROTC	Data score from District Provided Common Final Exam	33.3334%
Other (9-12), including non-classroom instructional personnel	Resource and teachers of electives- District provided common final exam	33.3334%
District Non-Classroom Instructional Personnel	District personnel with no assigned students receive the district average data score	33.3334%

2. **Instructional Practice**

Directions:

The district shall provide:

For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].

66.6666% of instructional personnel's final evaluation score is based on instructional practice data. (AKA – Classroom observations using the Marzano Framework)

Within that 66.6666%, the Marzano Domains are weighted as follows:

Classroom Teachers:
> *Domain One – Classroom Strategies and Behaviors - 50%*
> *Domain Two- Planning and Preparing - 13%*
> *Domain Three- Reflecting on Teaching - 21%*
> *Domain Four – Collegiality and Professionalism – 16%*

Instructional Support Teachers:
> *Domain One – Classroom Strategies and Behaviors - 20%*
> *Domain Two- Planning and Preparing - 30%*
> *Domain Three- Reflecting on Teaching - 20%*
> *Domain Four – Collegiality and Professionalism – 30%*

33.3334% of an instructional personnel's final evaluation score is based on student achievement data.

Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].

St. Johns County School District uses the Marzano Teacher Evaluation Model. This model is made up of 60 elements designed to inform the instructional practices of teachers across 4 Domains: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism. The Marzano framework was designed using thousands of studies conducted over 50 years and published in books that have been widely used by K–12 educators around the world.

See Appendix J – Marzano Teacher Evaluation Model Research Base

For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].

See appendix D – Alignment to the Florida Educator Accomplished Practices
For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].

See appendix B – Marzano Teacher Evaluation Model Learning Map

- For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].

  See appendix C – Marzano Non-Classroom Instructional Support Map

- For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].

  See appendix E – St. Johns County Schools Observation and Evaluation Timeline

  The instructional practice score is a running average score, per domain, based on tallies. For example:

Marzano Rating	Value	Frequency	Points earned
Innovating	4 points	2 tallies	8
Applying	3 points	5 tallies	15
Developing	2 points	3 tallies	6
Beginning	1 points	1 tally	1
Not Using	0 points	0 tallies	0

Rating value   # of tallies
4   x   2   = 8
3   x   5   =15
2   x   3   = 6
1   x   1   = 1
30 divided by 11 (number of tallies) = 2.73 for the domain

Domains are then weight averaged, based on agreed upon percentages, to come up with the instructional practice score.

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	D2 E44
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	D2 E42-43
c. Designs instruction for students to achieve mastery;	D2 E42-43
d. Selects appropriate formative assessments to monitor learning;	D1 E2, E6-23 (monitoring)
e. Uses diagnostic student data to plan lessons; and,	D2 E47-49; D3 E52
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	D2 E43
2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	D1 E5, E28
b. Manages individual and class behaviors through a well-planned management system;	D1 E4, E33-35
c. Conveys high expectations to all students;	D1 E39-41
d. Respects students' cultural linguistic and family background;	D1 E39
e. Models clear, acceptable oral and written communication skills;	D1 E6
f. Maintains a climate of openness, inquiry, fairness and support;	D1 E38
g. Integrates current information and communication technologies;	D1 E46
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	D1 E36; D2 E47-49
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	D2 E46-49
3. Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	D1 E24-32; D2 E43
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	D2 E42
c. Identify gaps in students' subject matter knowledge;	D3 E51-52
d. Modify instruction to respond to preconceptions or misconceptions;	D1 E6-23; D2 E42 (monitoring & adapting)
e. Relate and integrate the subject matter with other disciplines and life experiences;	D2 E42
f. Employ higher-order questioning techniques;	D1 E11
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	D1 E6-E23; D2 E46
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	D1 E6-23; D2 E47-49 (monitoring & adapting)
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	D1 E6-23 (monitoring & adapting)
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	D1 E6-23 (monitoring & adapting)
4. Assessment The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	D1 E2, E6-23; D3, E51-52 (monitoring & adapting)
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	D1 E2; D2 E42-43
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	D1 E2, E6-23 (monitoring and adapting)

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	D1 E6-23; D2 E47-49 (monitoring and adapting)
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	D1 E2
f. Applies technology to organize and integrate assessment information.	D1 E2; D2 E46

5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	D3 E50-53
b. Examines and uses data-informed research to improve instruction and student achievement;	D3 E50-52
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	D3 E50-52
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	D4 E55-56
e. Engages in targeted professional growth opportunities and reflective practices; and,	D3 E53-54
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	D4 E60

6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	D4 E59

3. **Other Indicators of Performance**

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;

  N/A

- The percentage of the final evaluation that is based upon the additional indicators; and

  N/A

- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

  N/A

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4. **Summative Evaluation Score**

Directions:

The district shall provide:

- The summative evaluation form(s); and

  See Appendix F – Teacher Summative Evaluation Form

- The scoring method, including how it is calculated and combined; and

  See Appendix K – Teacher Value Added Explanation
  See Appendix L – Data Score Business Rules 2016-2017

- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].

  Instructional Practice Score – 66.6666%
  Student Performance Data Score – 33.3334%

Highly Effective	*3.5 – 4.0*
Effective	*2.5 - 3.4*
Needs Improvement or Developing	*1.5 – 2.4*
Unsatisfactory	*1.0 – 1.4*

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5. Additional Requirements

Directions:

The district shall provide:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]

  See Appendix G – Roster verification sample email to instructional personnel

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].

  Employees are evaluated by their immediate supervisors. School based classroom teachers and instructional support teachers are observed and evaluated by their principals and assistant principals. St. Johns County School District also utilizes the Employee Evaluation Specialist to support, mentor, and assist in the observation process for teachers new to the teaching profession and / or new to St. John County School District as requested by individual schools.

- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].

  At the beginning of the school year, district and school administration conduct training sessions to inform teachers of the evaluation process. Observation / evaluation timelines are distributed. Detailed information on St. Johns County's teacher evaluation process known as EEE (Empowering Excellence in Educators) is available on the school district's webpage. St. Johns County School District has developed a series of EEE training modules for both administrators and teachers. The district's Employee Evaluation Specialist has received extensive training in the model and provides formal training, coaching, and Q&A on an ongoing basis. All St. Johns County EEE evaluators participate in Inter-Rater Reliability Instructional Rounds throughout the school year.

- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].

  Observations are conducted throughout the year. Verbal and / or written feedback is given after each observation. See Appendix E – Observation and Evaluation Timeline for frequency of feedback.

- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].

  At the beginning of each school year, instructional personnel select two Deliberate Practice target elements. The process in which teachers select these elements is structured, reflective, and data driven. Teachers review both instructional practice and student achievement results from the year prior when selecting their Deliberate Practice target elements. Teachers write a year-long Deliberate Practice Plan specifying goals and action steps. Administrators review and approve these plans, then monitor teachers' progress on their plans during the course of the school year. St. Johns County's professional development department partners closely with the Employee Evaluation Specialist to purposefully plan district-wide training opportunities. Although each teacher creates a Deliberate Practice Plan, it is NOT an added component carrying a separate weight towards the final evaluation. Deliberate Practice Plan creation and monitoring are factored into Domain 3.

- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].

  Employees receiving a less than effective rating are placed on an improvement plan. Professional development targeted to specific areas of need are outlined in the plan and are required.

- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].

  All instructional employees receive a summative evaluation annually.

- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].

  All classroom teachers are observed and evaluated at least once a year. See Appendix E – Observation and Evaluation Timeline for further information.

- Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].

  Classroom teachers new to the district are considered "Category One" teachers.

See Appendix E – Observation and Evaluation Timeline for specific information on newly hired teachers.

Classroom teachers newly hired by St. Johns County School District are evaluated twice during their first year. As a mid-point evaluation, administration reviews student performance data (student report cards) and instructional practice data (Marzano data in i-Observation) with newly hired teachers. At the end of the year, teachers are once again evaluated based on student performance data (see appendix L – Business rules for 2016-2017) and instructional practice data (See appendix E – Observation and Evaluation Timeline). The end of the school year teacher evaluation results in a Summative Evaluation form (See appendix F).

- Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].

  N/A
  School Advisory Councils conduct annual needs assessment surveys where parent input is obtained. These results are NOT part of the instructional personnel evaluation system.

- Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].

  N/A

- Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

  N/A

6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - ➢ submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].

    St. Johns County's Superintendent of Schools receives detailed employee evaluation reports. These reports are used when reviewing employee contracts.

  - ➢ submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].

    SJCSD instructional personnel have access to all of their instructional practice observations and evaluations at any time. Once VAM / data scores are received, instructional personnel receive their summative evaluation no later than 10 days later. The summative evaluation form requires signatures from both the teacher and administrator.

  - ➢ discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].

    Administrator and teacher meetings are held when the written summative evaluations are completed. After review and discussion, the form is signed by the teacher and administrator.

  - ➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].

    Yes, teacher input and reflection regarding his/her evaluation is welcome. Teachers written responses are attached to the summative evaluation and becomes part of their personnel file.

- The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].

  When the administrator and instructional employee meet to review the end of the year summative evaluation, if the employee's score is in the unsatisfactory range, it will be identified and discussed at that time. Subsequently, an improvement plan will be developed for the instructional employee. Improvement plans outline specific action steps, timelines, and desired outcomes.

- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

  St. Johns County School District's superintendent notifies the Florida Department of Education if any instructional personnel receive two consecutive unsatisfactory evaluations. FLDOE is also notified if any instructional personnel are given written notice by the district of intent to terminate or not renew their employment.

7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]

  See Appendix H – Inter-Rater reliability sample email
  See Appendix I – IRR – Domains 1-4

- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]

  See Appendix E – Observation and Evaluation Timeline
  See Appendix I – IRR – Domains 1-4

- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]

  Evaluation system reminders, procedures, and policies are shared with evaluators through face to face role alike meetings, email, and one-on-one. The district's Employee Evaluation Specialist monitors that policies and procedures are being followed through instructional practice data within i-observation, conferencing with evaluators, visiting schools, conducting training, and conducting side by side IRR Instructional Rounds, and partnering with the district's department of Planning, Assessment, and Accountability.

- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]

  Instructional personnel complete a comprehension self-reflection and data analysis review at the beginning of each school year. From there, Deliberate Practice elements are identified. Through teacher and administration collaboration, Deliberate Practice Plans are created, reviewed, and monitored.

  At the district level, the Employee Evaluation Specialist compiles, analyzes, and shares teacher evaluation data from the year prior to assist in the development of the current year's Professional Development, School-wide Deliberate Practice elements, and School Improvement Plan goals.

- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

  Collective evaluation data is used when school advisory councils write annual improvement plans, when the district prepares professional development opportunities, and when determining if changes to current practices should be made.

In Summary:

A comprehensive review of the implementation of the Teacher Evaluation Process shall be conducted annually to determine district compliance with Florida law and district policies. The focus of the review will be on the aspects of the system that support improvements in our teacher's instructional planning and delivery, as well as student learning. Evaluation data will be used to inform school and district improvement plans.

Evaluation data will also be used to detect possible disparities among those conducting observations. This data will be used to set the agenda for future professional development and inter-rater reliability instructional rounds.

St. Johns County Schools' annual review will ensure that:
- *School administrators (or supervisors) have discussed the evaluation report with instructional employees.*
- *Employees have been provided a written report no later than ten days after the evaluation takes place.*
- *Employees are provided the opportunity to initiate a written response to the evaluation and have that response become a permanent attachment.*
- *School administrators (or supervisors) have submitted a written report of the evaluation to the Superintendent for the purpose of reviewing the employee's contract.*
- *The district has provided evidence that its evaluation procedures for notification of satisfactory performance comply with all statutory requirements.*

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:
- ☐ The percentage of the evaluation that is based on the performance of students criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:
- ☐ The student performance measure(s).
- ☐ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:
- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:
- ☐ Documented that VAM results comprise at least one-third of the evaluation.
- ☐ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:
- ☐ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ☐ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:
- ☐ The percentage of the evaluation system that is based on the instructional

practice criterion.
- ☐ At least one-third of the evaluation is based on instructional practice.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:
- ☐ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:
- ☐ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:
- ☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:
- ☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

- ☐ Described the additional performance indicators, if any.
- ☐ The percentage of the final evaluation that is based upon the additional indicators.
- ☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- ☐ Summative evaluation form(s).
- ☐ Scoring method, including how it is calculated and combined.
- ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- ☐ Confirmation that the district provides instructional personnel the opportunity

to review their class rosters for accuracy and to correct any mistakes.
- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:
- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:
- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All instructional personnel must be evaluated at least once a year.
- ☐ All classroom teachers must be observed and evaluated at least once a year.
- ☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:
- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ☐ Description of the district's criteria for inclusion of parental input.
- ☐ Description of manner of inclusion of parental input.
- ☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- ☐ Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - ➢ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - ➢ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - ➢ That the evaluator must discuss the written evaluation report with the employee.
  - ➢ That the employee shall have the right to initiate a written response to the

evaluation and the response shall become a permanent attachment to his or her personnel file.

☐ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.

☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.

☐ Evaluators provide necessary and timely feedback to employees being evaluated.

☐ Evaluators follow district policies and procedures in the implementation of evaluation system(s).

☐ The use of evaluation data to identify individual professional development.

☐ The use of evaluation data to inform school and district improvement plans.

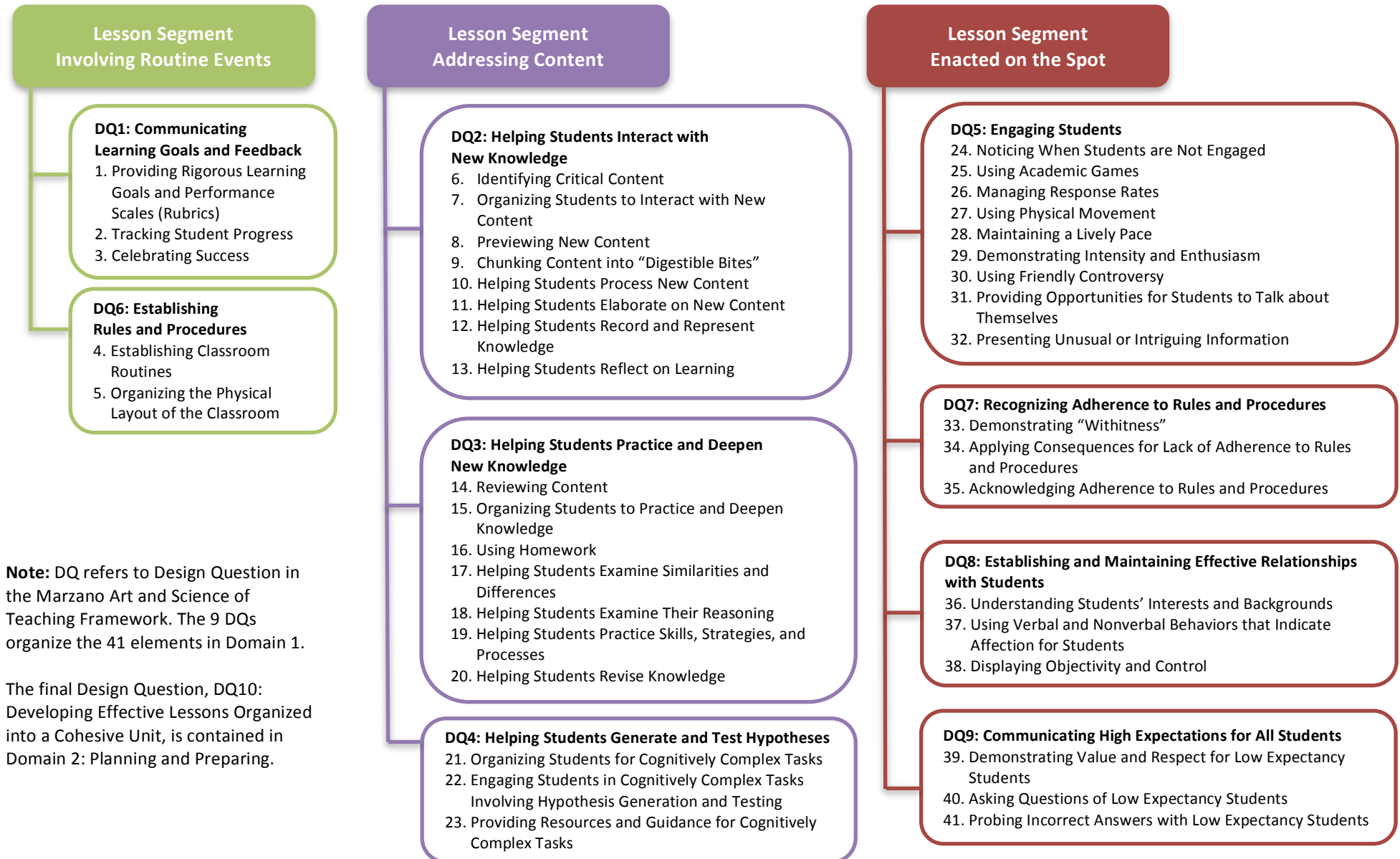# Appendix B – Marzano Learning Map

2014 Marzano Teacher Evaluation Model
Learning Map

LearningSciences
MARZANO CENTER
TEACHER & LEADER EVALUATION

Learning SciencesInternational
L E A R N I N G   A N D   P E R F O R M A N C E   M A N A G E M E N T

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

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

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 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 2: Planning and Preparing.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen 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

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not 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 or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: 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

DQ9: 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 Answers with Low Expectancy Students

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information within Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
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

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
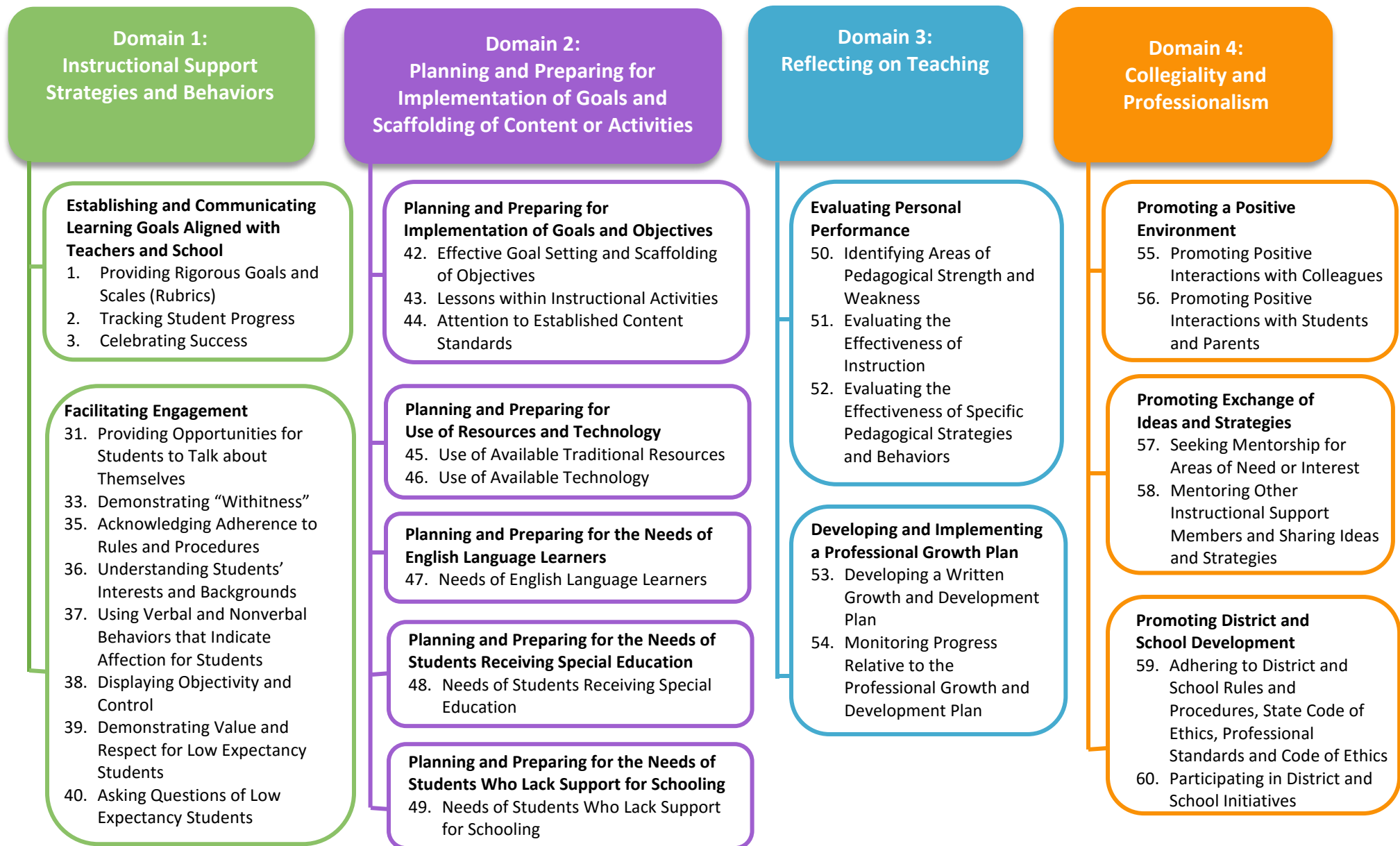59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives

Appendix C – Marzano Learning Map- Instructional Support Personnel

Instructional Support Member Evaluation Framework
Learning Map

Domain 1: Instructional Support Strategies and Behaviors

Establishing and Communicating Learning Goals Aligned with Teachers and School
1. Providing Rigorous Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

Facilitating Engagement
31. Providing Opportunities for Students to Talk about Themselves
33. Demonstrating "Withitness"
35. Acknowledging Adherence to Rules and Procedures
36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students

Domain 2: Planning and Preparing for Implementation of Goals and Scaffolding of Content or Activities

Planning and Preparing for Implementation of Goals and Objectives
42. Effective Goal Setting and Scaffolding of Objectives
43. Lessons within Instructional Activities
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Instruction
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions with Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Instructional Support Members and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rules and Procedures, State Code of Ethics, Professional Standards and Code of Ethics
60. Participating in District and School Initiatives

LearningSciences
MARZANO CENTER
TEACHER & LEADER EVALUATION

Appendix D – Alignment to Florida Educator Accomplished Practices

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	D2 E44
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	D2 E42-43
c. Designs instruction for students to achieve mastery;	D2 E42-43
d. Selects appropriate formative assessments to monitor learning;	D1 E2, E6-23 (monitoring)
e. Uses diagnostic student data to plan lessons; and,	D2 E47-49; D3 E52
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	D2 E43
2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	D1 E5, E28
b. Manages individual and class behaviors through a well-planned management system;	D1 E4, E33-35
c. Conveys high expectations to all students;	D1 E39-41
d. Respects students' cultural linguistic and family background;	D1 E39
e. Models clear, acceptable oral and written communication skills;	D1 E6
f. Maintains a climate of openness, inquiry, fairness and support;	D1 E38
g. Integrates current information and communication technologies;	D1 E46
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	D1 E36; D2 E47-49
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	D2 E46-49
3. Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	D1 E24-32; D2 E43
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	D2 E42
c. Identify gaps in students' subject matter knowledge;	D3 E51-52
d. Modify instruction to respond to preconceptions or misconceptions;	D1 E6-23; D2 E42 (monitoring & adapting)
e. Relate and integrate the subject matter with other disciplines and life experiences;	D2 E42
f. Employ higher-order questioning techniques;	D1 E11
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	D1 E6-23; D2 E46
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	D1 E6-23; D2 E47-49 (monitoring & adapting)
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	D1 E6-23 (monitoring & adapting)
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	D1 E6-23 (monitoring & adapting)

4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	D1 E2, E6-23; D3, E51-52 (monitoring & adapting)
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	D1 E2; D2 E42-43
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	D1 E2, E6-23 (monitoring and adapting)
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	D1 E6-23; D2 E47-49 (monitoring and adapting)
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	D1 E2
f. Applies technology to organize and integrate assessment information.	D1 E2; D2 E46
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	D3 E50-53
b. Examines and uses data-informed research to improve instruction and student achievement;	D3 E50-52
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	D3 E50-52
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	D4 E55-56
e. Engages in targeted professional growth opportunities and reflective practices; and,	D3 E53-54
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	D4 E60
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	D4 E59

Appendix E – Observation and Evaluation Timeline

St. Johns County School District
Empowering Excellence in Educators (EEE)
Suggested Observation Cycle Timeline
2016-2017 School Year

	ALL Teachers – Categories 1, 2, 3	Category 1 Teachers extra requirements	Category 2 & 3 Teachers
August	o *Deliberate Practice plans* o Conduct updated 2014 EEE protocol training o Consistent i-Observation set up parameters o Score Domains 2, 3, & 4 each semester. A minimum of two elements in **each** Domain should be marked during semester 1 and during semester 2.	Form School-based Category 1 EEE Cohort and establish meeting schedule for the year.	
September	o *Walk through #1* – enter into i-Observation with explicit written feedback. (no scores) o *Deliberate practice plans due* Friday, September 16th o School Administrators *approve Deliberate Practice plans* by Friday, September 30th		
October	o *Informal #1*	*Informal #1*	*Informal #1*
November	o *Deliberate Practice Plan – 1st semester check* (enter written feedback into i-Ob.)	*Formal #1*	
December	o Complete any missed observations o Ensure first semester *feedback* has been entered for each of *Domains 2, 3, 4*	*New Teacher mid-point evaluation*	
January	o *Walk through #2* - enter into i-Observation with explicit written feedback. (no scores)	*Informal #2*	*Informal #2* for Category 2
February	o Deliberate Practice Plan – 2nd semester check		**Formal #1** for Category 2 and 3
March	*Teachers Complete Deliberate Practice Plans*	*Formal #2*	
April	Ensure *Domains 2, 3, 4 are scored* for the second semester - Formal		

April 17, 2017 – Evaluations finalized in i-Observation AND teachers have signed off on summative evaluation form.

<div align="center">**Teacher Category Placement**</div>

Teachers are assigned categories based on their experience. The three categories are:	Minimum Domain One Observation Requirements
Category 1: Any teacher who has 0-2 years of total experience will be included in this category as well as anyone new to SJCSD this year regardless of experience, including teachers who broke service with SJCSD and returned this year.	2 Formal Observations 2 Informal Observations 2 Walk-Throughs
Category 2: Any teacher who has at least 2 years of experience and is not new to SJCSD this year will be included in this category.	1 Formal Observation 2 Informal Observations 2 Walk-Throughs
Category 3: Any Category 2 teacher with a final evaluative score (after VAM) of 3.5 or above from the previous year will be included in this category.	1 Formal Observation 1 Informal Observation 2 Walk-Throughs

REMINDER - Evidence of Domain 2, 3, and 4 should be documented throughout the school year for all categories, especially if it could affect a human capital decision.

Appendix F – Teacher Summative Evaluation Form

ST. JOHNS COUNTY SCHOOL DISTRICT INSTRUCTIONAL PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION SCHOOL YEAR_____ - _____

Last Name: Smartie   First Name: Ima   MI: Employee #:

Position: 3rd grade teacher   Location: Contract Status:

TEACHER PERFORMANCE (Observation)……………………. ☐

Domain 1: Classroom Strategies and Behaviors
1. Communicating learning goals and feedback
2. Helping students interact with new knowledge   Employee's Signature: _____
3. Helping students practice and deepen new knowledge   Date: _____
4. Helping students generate and test hypotheses
5. Engaging students
6. Establishing Rules and Procedures   Evaluator's Signature: _____
7. Recognizing adherence to rules and procedures   Date: _____
8. Establishing and maintaining effective relationships with students
9. Communicating high expectations for all students

Domain 2: Planning and Preparing
- Lessons and units
- Use of resources and technology
- Needs of English language learners
- Needs of students receiving special education
- Needs of students who lack support for schooling

Domain 3: Reflecting on teaching
- Evaluating personal performance
- Developing and implementing a professional growth plan

Domain 4: Collegiality and Professionalism
- Promoting a positive environment
- Promoting exchange of ideas and strategies
- Promoting district and school development

> Evaluator Comments must be made if any score is 2.4 or less.

STUDENT PERFORMANCE (Achievement)………….... ☐

FINAL SUMMATIVE SCORE………………………………………. ☐   _____

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT OR DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

This evaluation is incomplete until the value added growth score is received and entered when it becomes available.

Employee's Signature _____ Date _____ Evaluator's Signature _____ Date _____

Appendix G – Roster Verification Sample eMail

Sample email sent to schools regarding the need to complete roster verification.

Principals and A.P.s, and computer operators/ registrars,

Please forward this email to your teachers. The roster verification tool is now open. The verification tool fulfills the legal requirement that teachers be provided an opportunity to verify the rosters on which the data portion of their evaluations will be based. For the survey 3 verification process we will be using the same state provided, electronic verification tool we've used previously that provides teachers the opportunity to verify their survey 3 rosters. First, teachers will review each of their rosters and if applicable, indicate in the **electronic system** any necessary changes. Your computer operator/ registrar will then work with district state reporting staff to make the necessary corrections. I will then send the finalized file to the state. **The deadline for teachers to submit their verified rosters is Thursday, May 7th**. District state reporting personnel will begin contacting the school registrars on the morning of Friday, May 8th in order to make the changes for your school.

Notes:
*Every teacher on an instructional contract in the school, regardless of grade or subject taught needs to verify their rosters.

*Each teacher needs to verify their own roster. Principals, computer operators, colleagues, etc. should not verify rosters for teachers.

*If you have a teacher who has resigned since survey 3 closed (2/13/15), please send me an email. Please do not attempt to verify these rosters. Any teacher who is on maternity leave should be provided this email as well as an opportunity to verify their roster. The system is web-based so it can be accessed from anywhere.

*The roster verification window is now open. Teachers can begin verifying their rosters as soon as they receive this email.

Teacher directions for accessing the roster verification system:

1. Click on the link provided http://app3.fldoe.org/RosterVerification. If the link doesn't work, simply cut and paste it into your web browser.

Please make sure you click on the "Roster Verification- Survey 3" box. If you have a question or concern about survey 3 data, please contact your registrar/ computer operator.

2. Teachers will use their district email (first name.last name@stjohns.k12.fl.us, ex. John.Smith@stjohns.k12.fl.us) as the user name and password for the initial sign-in. The system will then prompt you to pick a new password.

3. Once teachers log in, they will see the screen below.

4. Teachers can then click on the "Class Rosters" link in the system to begin the verification process.

5. Once teachers have verified ALL of their rosters, they **click on the "Submit complete rosters" link.** Please note that the "Submit complete rosters" link is only accessible through the main menu.

- Class Rosters - View class rosters.
- Submit Complete Rosters - Once you have reviewed all your rosters and made the necessary changes, c
- Teacher Guide (PDF)
- Teacher FAQ (PDF) - Teacher Frequently Asked Questions.

Note: There is a teacher guide available on the home page of the application that explains exactly how to complete the verification process in the system.

Please feel free to contact me if you have any questions about the system or about the verification process. Thanks.

Appendix H – Inter-Rater Reliability Sample eMail

Sample email sent to schools regarding Inter-Rater Reliability Instructional Rounds for Administrators and Coaches

Good Afternoon!

For those of you completely new to the process, each year SJCSD Evaluators practice with the Marzano Protocols in order to calibrate for Inter-Rater Reliability and Inter-Rater Accuracy. Everyone will participate in at least one Round each semester. In addition to our regular Instructional Rounds, this year we will have a special edition of Instructional Rounds for folks who have less than a year of experience in their current evaluative positions.

Our first session will be held on August 22, 2016 at PVPV/Rawlings and at Creekside High School:

NEW ADMIN IRR- EXTRA ROUND			
	August 22, 2016 8:30 - 11:00		**August 22, 2016**
PVPV / Rawlings*	Van Housen	**Creekside***	Linda Carnall
PVPV / Rawlings*	TBA*	Landrum	Ryan Player
Hickory Creek	Hillier	FCTC	Chris Force
Durbin	Fuller	SAHS	Travis Brown
Patriot Oaks	TBA*	Patriot Oaks	Ashley McCormic
Mill Creek	TBA*	Liberty Pines	TBA*

*Principals of TBA Aps, please announce to your folks as they are hired ☺

If you have any questions, please do not hesitate to contact me! I look forward to working with you this year ☺

Melinda Bogart
Employee Evaluation Specialist
St. Johns County School District
(904) 547-7614
Melinda.Bogart@stjohns.k12.fl.us

Thank you so much for your feedback on the Instructional Rounds Schedule.

I have made changes as requested including adding names and putting all principals together.

Please let me know if you see anything else before I make it official and share with the Assistant Principals next week.

**The Schedule in a nutshell:

August 22- Only new evaluators (> 1 year evaluating at current administrative level with EEE).

September 12 & 13: Gamble Rogers Middle School Geo-Pattern

September 15 & 16: Sebastian Middle School Geo-Pattern

September 19 & 20: Pacetti Bay Middle School Geo-Pattern

September 26 & 27: Switzerland Point Middle School Geo-Pattern

October 17 & 18: Fruit Cove Middle School Geo-Pattern

October 20 & 21: Landrum Middle School Geo-Pattern

**If you have TBA Assistant Principals, please send me their names as you hire them ☺

Melinda Bogart
Employee Evaluation Specialist
St. Johns County School District
(904) 547-7614
Melinda.Bogart@stjohns.k12.fl.us

Appendix I – Inter-Rater Reliability for Marzano Domains 1-4

SJCSD Empowering Excellence in Educators (EEE)

Inter-Rater Reliability within
Instructional Practice Observations
2016 – 2017

<table>
<tr><td colspan="5">DOMAIN 1
Classroom observable strategies– 50%</td></tr>
<tr>
<td></td>
<td>Walk throughs</td>
<td>Informal Observations</td>
<td>Formal Observations</td>
<td>NOTES</td>
</tr>
<tr>
<td>Scheduling</td>
<td>Un-announced</td>
<td>Un-announced

(Notice of 2 week window provided to teachers)</td>
<td>Scheduled

(Pre and post conference scheduled- face to face or digital)</td>
<td>See pre / post conference forms within i-observation to guide conversations</td>
</tr>
<tr>
<td>Duration</td>
<td>Approx. 5 minutes</td>
<td>Approx. 25 minutes</td>
<td>Whole lesson</td>
<td>Time frame for Formal observations are agreed upon during the pre-conference</td>
</tr>
<tr>
<td>Counts towards final evaluation?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Check the box in the upper right corner of i-Ob., as appropriate.</td>
</tr>
<tr>
<td>Number of elements to be scored</td>
<td>N/A -does not count toward final evaluation</td>
<td>3-5 (maximum)</td>
<td>4-7 (maximum)</td>
<td>Remember – You are looking for <u>Dominant Elements</u></td>
</tr>
<tr>
<td>Feedback</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Documented within i-Observation</td>
</tr>
<tr>
<td>Score of Not Using</td>
<td colspan="4">**If an element was called for but not exhibited and would be scored at Not Using, it is best practice to have a two-way communication between the teacher and the observer before finalizing the observation.
You may meet face-to-face or use the Collaboration Tool to document this in iObservation.</td>
</tr>
<tr>
<td>Pre- / Post-Conference</td>
<td>No*</td>
<td>No*</td>
<td>Yes</td>
<td>*A post-conference may be requested if there are questions, concerns, or for additional clarification.</td>
</tr>
</table>

SJCSD Empowering Excellence in Educators (EEE)

Inter-Rater Reliability within
Instructional Practice Observations
2016 – 2017

DOMAINS 2, 3, & 4				
	Domain 2 Planning & Preparing-13%	**Domain 3** Reflecting on Teaching-21% (Deliberate Practice)	**Domain 4** Collegiality & Professionalism -16%	**NOTES** Evidences within these Domains will be provided by the teacher
Scheduling	Elements can be scored in real time, as observed (i.e. after a PD, during a PLC), during scheduled post-conferences, within a classroom observation, etc… The goal is that scoring & feedback within these Domains are documented in i-Observation throughout the year. Scoring is not required for every element.			
Counts towards final evaluation?	Yes	Yes	Yes	
Scoring Frequency	Mark Domains 2, 3, and 4 each semester. *Semester 1 – Mark as Informal* *Semester 2 – Mark as Formal*			
Number of elements to be scored	Minimum of 2 per semester	Minimum of 2 per semester	Minimum of 2 per semester	Consider scoring as teachers demonstrate evidence within an element authentically throughout the year.
Feedback	Yes	Yes	Yes	Progressive Discipline is also to be reflected in i-observation.
Score of Not Using	**If an element was called for but not exhibited and would be scored at Not Using, it is best practice to have a two-way communication between the teacher and the observer before finalizing the observation. You may meet face-to-face or use the Collaboration Tool to document this in iObservation.			
Pre / Post Conference	Domain 2, 3, & 4 progress should be discussed throughout the year and included in conferences for Formal Observations.			

Appendix J – Marzano Teacher Evaluation Model Research Base

St. Johns County School District

Learning Sciences

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CONTEMPORARY RESEARCH BASE FOR THE MARZANO CAUSAL TEACHER EVALUATION MODEL

Robert Marzano, Ph.D. • Michael Toth • Peggy Schooling, Ed.D.

OUR MISSION

Learning Sciences Marzano Center promotes excellence in public education by providing and developing next-generation teacher and leadership evaluation tools and training. Built on a foundation of expert research into best practices in partnership with national researcher and author Dr. Robert Marzano, the Marzano Center identifies, develops, and disseminates cutting-edge resources in educational best practices. Our goal is to support teachers to be highly effective, lifelong learners, and in doing so, to significantly impact student growth and achievement over time.

THE ROLE OF TEACHER EVALUATION IN RAISING STUDENT ACHIEVEMENT

CONTEMPORARY RESEARCH BASE FOR THE MARZANO CAUSAL TEACHER EVALUATION MODEL

INTRODUCTION

States and school districts across the nation are responding to sweeping state legislative education reform proposals. The momentum that began with national Race to the Top initiatives in 2009 shows no sign of flagging and there seems to be little doubt that teacher and leadership evaluation will change dramatically in the coming years. Recent multi-year studies from the Bill and Melinda Gates Foundation; McKinsey & Company's 2010 paper, *Closing the Talent Gap* (Auguste, Kihn, Miller, 2010); the Center on Education Policy's paper on the status of state K-12 education funding and reforms (CEP, 2012); state education policy think tank reports from Nebraska's Platte Institute (Alger, 2012); and others dovetail in their recommendations for better evaluative measurement systems for teachers and principals, higher accountability, and an absolute focus on improved educator effectiveness and student learning.

Next-generation models, grounded in sound research, will emphasize teacher growth and development.

The most valuable evaluation model will not only meet state legislative requirements, it must produce gains in student learning. The model must evaluate teachers and, just as importantly, improve their classroom performance over time. Next-generation models, grounded in sound research, will emphasize teacher growth and development. As teachers' classroom instructional practice improves, districts should see a corresponding improvement, measurable and consistent, in student achievement.

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CURRENT TRENDS IN TEACHER EVALUATIONS: BUILDING EXPERTISE

The Measures of Effective Teaching (MET) Report issued in January 2012 by the Bill and Melinda Gates Foundation spelled out the challenge of improving K-12 education in the next decade. When it comes to teacher evaluation models, adopting a rigorous and fair system for evaluating teachers for the purposes of promotion, retention, and hiring is an important area of focus. But such a system is not enough to ensure gains in student learning. The next generation of evaluation models must be designed to improve the quality of teaching over time.

> "We are entering a new era of teacher evaluations. The expectation is that all teachers can increase their expertise from year to year and thereby produce gains in student achievement, with a powerful cumulative effect."
>
> Dr. Robert Marzano

In *Gathering Feedback for Teaching: Combining High Quality Observations with Student Surveys and Achievement Gains* (Bill and Melinda Gates Foundation, 2012), MET project authors state very clearly that the quality of instruction matters. "Ideally," the authors note, "an observation instrument should create a common vocabulary for pursuing a shared vision of effective instruction" (p. 4). Again and again the authors return to this central point: "Ultimately, the goal is to use classroom observations to help teachers improve student outcomes" (p. 6). The authors note that untargeted professional development — in other words, generalized programs not based on individual assessments of teachers' strengths and weaknesses — have little effect on teacher growth or student achievement. "The true promise of classroom observations is the potential to *identify strengths and address specific weaknesses in teachers' practice*," MET authors conclude (p. 16, our italics). Recent studies (Taylor and Tyler, 2011; Allen et al., 2011) have confirmed the value of individualized coaching and targeted feedback.

Thus, the ideal evaluation model is a professional development model: it will rely on frequent observations across different lessons and sections of students; it will provide ample opportunities for focused feedback; and it will build teacher expertise over time.

THE TEST IS IN THE CLASSROOM

Teaching is an enormously complex task. The skilled teacher utilizes an artful combination of practical experience, judgment, passion, teaching strategies, and the ability to adapt to differing student learning needs. Even more, any committed teacher can become a better teacher over time with focused practice in research-based strategies. Thus, a highly effective teacher evaluation model must:

» Recognize and accurately reflect the complexity of the teaching/learning process

» Give teachers and administrators specific instructional tools to organize their pedagogical goals and attain mastery

» Rest on a foundation of research conducted in the real-world environment of working classrooms

» Be flexible and robust enough to accommodate evolving state standards and directives

» Effect measurable increases in student achievement and student growth over time

In short, a robust evaluation model honors the complexity of teaching by recognizing that teachers utilize different types of lessons for different purposes. It will advance teachers' skills toward a goal of mastery and measurably impact student achievement. More specifically, a model's individual elements, when used strategically by a teacher in the classroom, should quantifiably improve student learning.

> "The true promise of classroom observations is the potential to identify strengths and address specific weaknesses in teachers' practice."
>
> *Gathering Feedback for Teaching;* MET Project Report, 2012

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THE IMPORTANCE OF TEACHER PERCEPTIONS

School administrators are well aware that no evaluation and development model, however solidly grounded in research, will thrive without teachers' support and enthusiasm. Teacher buy-in is crucial for the success of any model. Thus, examination of teacher perceptions regarding evaluation models provides unique insights regarding the impact on teaching practices. How have teachers used the model in their classrooms? How does the model inform the teacher's practice? What's working well? What are the challenges? What professional development are teachers receiving and how has it helped or hindered their understanding and use of the model? How is the model being phased in so that learning new strategies, scales, and technologies are useful and positive experiences?

Gathering anecdotal answers to such questions serves two purposes: it reveals what's working and what isn't, but just as importantly, it encourages teachers to reflect upon, and take responsibility for, their own development as professionals.

Teachers perceive that the Marzano Causal Teacher Evaluation Model is helping them develop as teachers.

In 2011, Learning Sciences International conducted video surveys in schools in Leon County, Florida, where the Marzano Causal Teacher Evaluation Model was in the first year of implementation. Learning Sciences asked teachers, principals, and administrators who had only a few months of experience using the model in their classrooms a standard set of questions. In particular, surveyors wanted to know: Do teachers perceive that the Marzano Teacher Evaluation Model is helping them develop as teachers? In what ways is the model making them more effective in the classroom? Are the strategies working and if so, how do they know it?

> "Principal collaboration, teacher collaboration, all of that is happening so much more than it ever has before. Teachers, principals, and administrators are talking the same language through all kinds of communication [and] building a common understanding of what really good classroom instruction looks like."
>
> **Jo Marie Olk**
> **Director of Professional Learning and Instructional Development**
> **Leon County Schools, Tallahassee, Florida**

> "The lines of communication between me and my teachers have been opened to a point where, for the first time, teachers are talking about improving student instruction. They're talking about it in my office. They're talking about it with their colleagues in the hallways. This model has us talking; that's been incredibly powerful."
>
> **Shelly Bell**
> **Principal**
> **Cobb Middle School, Tallahassee, Florida**

> "I've been teaching for 32 years and I have seen [evaluation] systems come and go. This is specific feedback given to me to help me become a better teacher. And it's great. I really like that I know what they're going to be looking for. They come in, they notice other things as well, but they can give me feedback on what I'm working on and I don't feel threatened by it."
>
> **Frances Homme**
> **Teacher**
> **Roberts Elementary School, Tallahassee, Florida**

> "Marzano's The Art and Science of Teaching [the Marzano Teacher Evaluation Model] has changed my practices this year. I'm always trying to figure out what I can do better. When the students don't do well, you can't look at them first. You have to look at yourself first. And Marzano says basically the same thing. Student performance is primarily about the teacher. You can put 15 or 20 or 30 students in that classroom and it's the teacher's responsibility to be able to influence them and impact them with the rigorous curriculum and engage them. And Marzano does speak to that."
>
> **Joseph Bowen**
> **Teacher**
> **Cobb Middle School, Tallahassee, Florida**

VALIDATION RESEARCH CONDUCTED IN CLASSROOMS

In analyzing various evaluation models, educational leaders are well advised to seek out the research data that supports the model as enhancing teacher effectiveness and student achievement. Based on a review of the literature, it appears that the Marzano Causal Teacher Evaluation Model is the only evaluation model to have been tested by extensive action research studies in the field. No other model has been subjected to a wide array of experimental/control and correlation studies. These studies were designed to test the effectiveness not only of the model as a whole, but the effectiveness of specific pedagogical strategies utilized by individual teachers.

At present, the Marzano Teacher Evaluation Model is used in whole or in part in 50 states, Canada, Australia, and in countries in Europe, Asia, and South America.

Five hundred teachers in 87 schools embedded in 26 districts have participated in studies to examine the efficacy of specific strategies in their classrooms.

The research has yielded more than 1,000 effect sizes for specific strategies associated with Domain 1 of the Marzano Teacher Evaluation Model. A synthesis of more than 300 studies indicates that on average, the strategies addressed were associated with an effect size of .42, with some studies reporting effect sizes of 2.0 and higher. An effect size of .42 is associated with a 16 percentile point gain in student achievement (Haystead and Marzano, 2009). Other studies have correlated those same specific strategies, used by individual teachers, with student achievement growth as measured by state test scores. Finally, new research conducted in 2012 by Learning Sciences International and the Marzano Research Laboratory has examined the reliability of classroom observations using the Marzano Teacher Evaluation Model.

On average, when teachers used the classroom strategies and behaviors in the Marzano Causal Teacher Evaluation Model, typical student achievement increased by 16 percentile points.

This report summarizes four recent studies: *What Works in Oklahoma Schools* (Marzano Research Laboratory, 2011), *The Adams 50 Instructional Model Study* (Marzano Research Laboratory, 2011), *Report on Professional Development* (Marzano Research Laboratory, 2010), and *Evaluation Study of the Effects of Promethean ActivClassroom on Student Achievement* (Marzano Research Laboratory, 2009), each of which examined the Marzano Teacher Evaluation Model in working classrooms. These four studies all demonstrated positive correlations between the Marzano Teacher Evaluation Model and student learning, with the first three focusing on state test scores. Additionally, this report summarizes the meta-analytic synthesis of more than 300 experimental/control studies conducted by practicing teachers in the classroom. Finally, this report details a series of studies on the reliability of observations using the Marzano Teacher Evaluation Model.

> " **The Marzano Causal Teacher Evaluation Model provides teachers with specific feedback to improve the quality of their teaching; we know that is the single most important factor when it comes to student achievement. The whole system is really focused on teacher improvement and development.**"
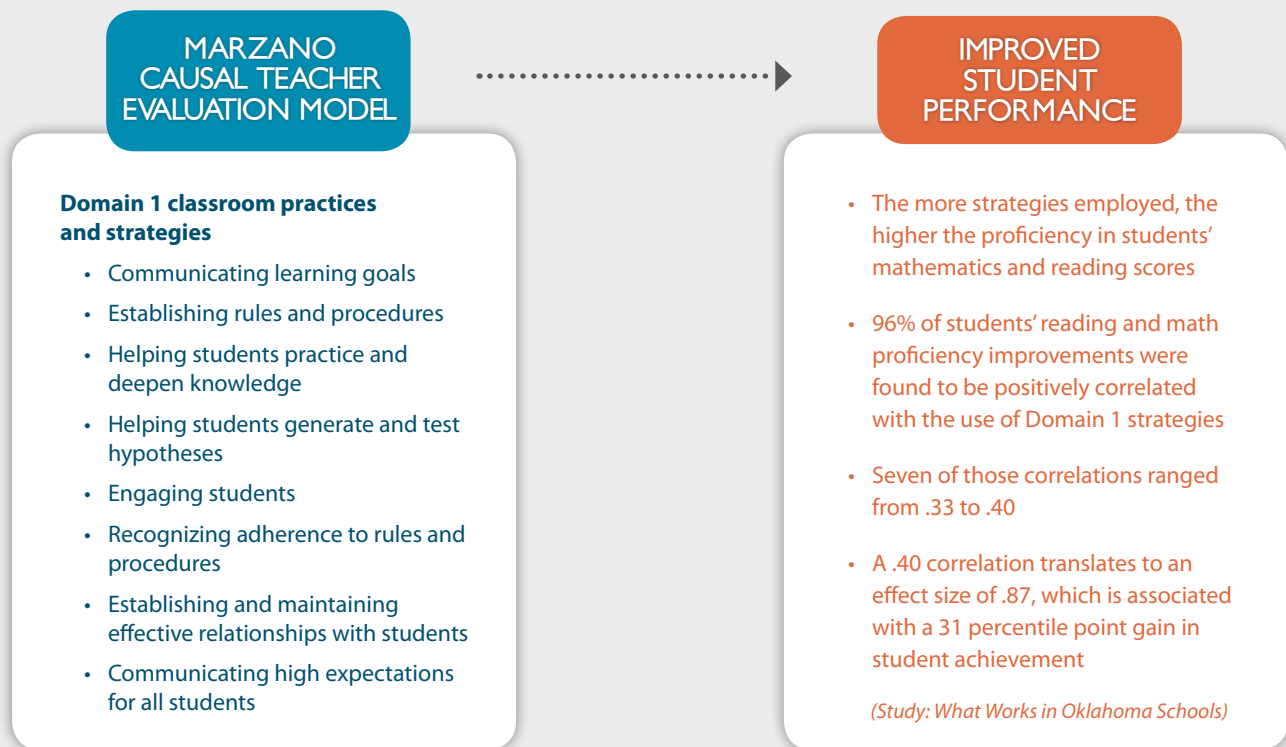>
> **Dr. Brian Staples**
> **Principal**
> **Douglass Mid-High School, Oklahoma City, Oklahoma**

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HOW IT WORKS: AN EFFECTIVE MODEL EMBRACES COMPLEXITY

Figure 1 | Teachers have the greatest impact on student achievement

The Marzano Causal Teacher Evaluation Model is founded on three distinct premises:

1. The purpose of a teacher evaluation model is to measure teacher effectiveness and to advance teacher performance over time.

2. Effective teaching is the leading indicator for improving student performance.

3. The most effective evaluation model will show measurable correlations between the model's individual strategies and teacher development.

MARZANO CAUSAL TEACHER EVALUATION MODEL → **IMPROVED STUDENT PERFORMANCE**

Domain 1 classroom practices and strategies

- Communicating learning goals
- Establishing rules and procedures
- Helping students practice and deepen knowledge
- Helping students generate and test hypotheses
- Engaging students
- Recognizing adherence to rules and procedures
- Establishing and maintaining effective relationships with students
- Communicating high expectations for all students

- The more strategies employed, the higher the proficiency in students' mathematics and reading scores

- 96% of students' reading and math proficiency improvements were found to be positively correlated with the use of Domain 1 strategies

- Seven of those correlations ranged from .33 to .40

- A .40 correlation translates to an effect size of .87, which is associated with a 31 percentile point gain in student achievement

(Study: What Works in Oklahoma Schools)

THE RESEARCH: FOUR STUDIES DOCUMENT SUBSTANTIAL INCREASES IN STUDENT LEARNING

The Marzano Causal Teacher Evaluation Model was initially based on more than 5,000 studies spanning five decades. These studies have been chronicled and catalogued in books widely disseminated to teachers and principals in the United States; more than 2 million copies have been purchased by K-12 educators. They include *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of research and theory. Thus, the Marzano Teacher Evaluation Model is an aggregation of the research on specific elements shown to correlate with student academic achievement. In addition to the research on which it was originally based, the Marzano Teacher Evaluation Model has undergone continuous study in the field since its inception.

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CASE 1 » A CORRELATIONAL STUDY: WHAT WORKS IN OKLAHOMA SCHOOLS

A MEASURABLE RELATIONSHIP BETWEEN CLASSROOM STRATEGIES AND STUDENT IMPROVEMENT

In 2009-2010, in an effort to provide more effective feedback to Oklahoma schools, the Oklahoma State Department of Education (OSDE) commissioned a study of the school-level and classroom-level variables important to achievement in Oklahoma schools. The study involved 61 schools, 1,117 teachers, and more than 13,000 K-12 students (Marzano Research Laboratory, 2011).

> "We are in our second year of using the Marzano [Causal Teacher Evaluation Model] and iObservation for the supervision of instruction. We have found that Marzano's research base has given us a good foundation for establishing a common language about effective instruction."
>
> **Shirley Simmons, Ph.D.**
> **Director of Staff Development and Student Achievement**
> **Norman Public Schools, Norman, Oklahoma**

Using a detailed set of student, teacher, administrator, and parent surveys on a wide array of classroom strategies and behaviors, the study compared 33 "improvement" and 28 "non-improvement" schools at the elementary, middle school, and high school levels to determine if use of individual Marzano Causal Teacher Evaluation Model classroom strategies had a measurable impact on student learning.

As stated by the OSDE, improvement schools were those that did not make Adequate Yearly Progress for two consecutive years in the same subject or performance target. Non-improvement schools were those that did make Adequate Yearly Progress. Scores from all assessments in the Oklahoma School Testing Program for Mathematics and Reading/Language Arts were included in the performance measure for math and reading. The goal of every improvement school was to move out of this category to a non-improvement status.

ON-SITE OBSERVATIONS

Phase I of the study focused on school-level variables. Phase II of the three-part study focused on classroom variables using data from on-site classroom and video-recorded observations. (Phase III, which dealt with Action Steps, is not relevant to this discussion). Teacher data was anonymous and video recordings of teachers were viewed only by researchers involved in the study. During on-site visits at the 61 school sites, researchers conducted classroom observations in 10 randomly chosen classrooms per school. For these observations, researchers used an observational protocol based on the Marzano Teacher Evaluation Model to obtain data. In this observational protocol, 41 specific categories of teacher behavior are listed within three general segments (Fig. 2) and

Correlations are associated with a 31 percentile point increase in student achievement.

nine design questions (see Appendix A, Domain 1). Evaluators used a five-point scale (Fig. 3) to evaluate teacher performance for each of the 41 key strategies within the nine design questions.

LESSON SEGMENT INVOLVING ROUTINE EVENTS	LESSON SEGMENT ADDRESSING CONTENT	LESSON SEGMENT ENACTED ON THE SPOT
Learning Goals, Tracking Student Progress, Celebrating Success	Interacting with New Knowledge	Student Engagement
Rules and Procedures	Practicing and Deepening Knowledge	Adherence to Rules and Procedures
	Generating and Testing Hypotheses	Teacher/Student Relationships
		High Expectations

Figure 2 | Fundamental Lesson Segments (Marzano, 2007)

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and creates new strategies for unique student needs and situations	Uses the strategy and monitors student behavior to determine if strategy is having the desired effect	Uses the strategy but in a mechanistic way	Uses the strategy but incorrectly or parts are missing	Strategy was called for but not exhibited

Figure 3 | Scale for the Observational Protocol for Effective Instruction (Marzano, 2007)
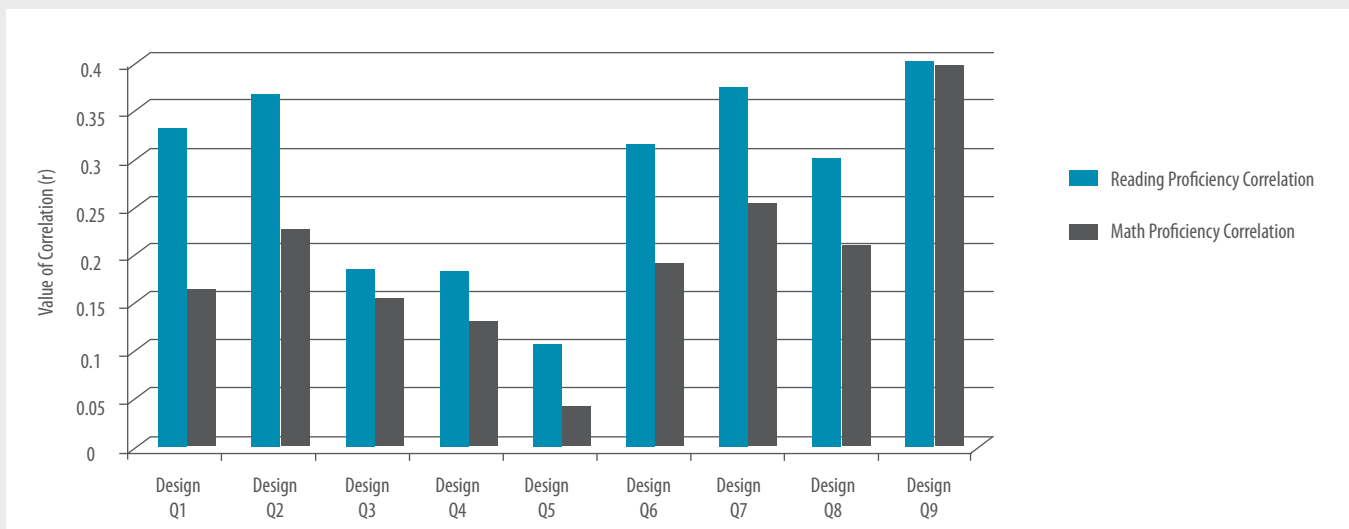
Figure 4 | Math and Reading Correlations with 9 Design Questions (*What Works in Oklahoma Schools*, 2010)

THE RESULTS:
POSITIVE GAINS IN STUDENT ACHIEVEMENT

Using state mathematics and reading test data, 96 percent of the 82 correlations (41 correlations for reading, 41 correlations for math) were found to be positive, with some correlations as high as .40 and greater. A .40 correlation translates to an effect size (i.e., standardized mean difference) of .87, which is associated with a 31 percentile point gain in student achievement (Fig. 4).

CASE 2 » THE ADAMS 50 INSTRUCTIONAL MODEL STUDY

INDIVIDUAL TEACHER EFFECTIVENESS LINKED TO STUDENT GROWTH

During the 2010-2011 school year, Adams County School District 50 in Westminster, Colorado, conducted an initiative to create a unique, learner-centered, standards-based model of instruction based on the 41 elements and nine design questions in Domain 1 of the Marzano Causal Teacher Evaluation Model. (See Appendix A, Domain 1.) The study involved 450 teachers and 6,000 students (Marzano Research Laboratory, 2011). The purpose of the project was to develop a model of instruction that is specific to standards-based schooling (SBS) as practiced in Adams County School District 50.

> Not only was a teacher's overall score on the model correlated with student status and growth, but so were the various design questions.

PHASE I: DEVELOPING THE MODEL

The first phase involved the development of an initial instructional model specific to Adams County School District 50. During this phase, Adams 50 teachers and administrators were trained in the instructional model, the Art and Science of Teaching, to establish an initial, common way of conceptualizing effective classroom instruction based on 41 strategies and nine design questions.

Researchers worked with a team of Adams 50 educators to adapt the Art and Science of Teaching model to the special requirements of Standards Based Schooling (SBS). An initial Adams 50 Instructional Model was created and distributed in December 2010.

> **The other thing we really are focusing on is effective teaching. And our evaluations are now not just perfunctory: they're not just going in, checking off. Really there's a goal there to make every teacher the very best that they can be."**
>
> **Jo Marie Olk**
> **Director of Professional Learning and Instructional Development**
> **Leon County Schools, Tallahassee, Florida**

PHASE II: VALIDATION STUDY

The validation study was notable in that it focused on the relationship between teacher performance on the nine design questions from Domain 1 of the Marzano Teacher Evaluation Model and student academic achievement and growth as measured by state tests. The first part of the Phase II validation study addressed the effectiveness of the overall model. The second part addressed both how well teachers were implementing individual design questions and how that effectiveness correlated with student achievement.

Researchers used teacher surveys and direct classroom observations via video recordings to determine the extent to which teachers used the Marzano Teacher Evaluation Model and with what level of proficiency. The reliability of scoring of teacher proficiency in the model was computed and reported. Researchers then correlated teacher proficiency scores with 31 different measures of student achievement and student growth using state longitudinal data.

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VALIDATION STUDY RESULTS

The overall validity of the Adams 50 Instructional Model was analyzed by examining the correlation between teachers' overall proficiency scores on the model with 31 different measures of student achievement that included Colorado Student Assessment Program status and growth scores and status scores gathered by SCANTRON®. The total score for each teacher was computed as the average score across the 41 elements of the Adams 50 Instructional Model as measured by the teacher survey. Teachers' total scores were then correlated with the 31 measures of student achievement to form a distribution of correlations.

The average correlation between teachers' total scores on the Adams 50 Instructional Model and student achievement was .18, which is significant at the .001 level*. The minimum correlation was .10 (i.e., no correlations were below zero) and the maximum was .29. At face value, these findings would indicate that the more strategies teachers use within the Adams 50 Instructional Model and the better they execute them, the greater their students' achievement in terms of both status and growth. The correlations in this distribution are all positive and range from low to moderate in strength.

CORRELATIONS FOR SPECIFIC DESIGN QUESTIONS

In addition to the relationship between a teacher's overall performance on the model and student achievement, correlations were computed for the nine specific design questions and student achievement.

The relationship between teacher performance on the design questions of the Adams 50 Instructional Model and students' academic achievement and growth was examined in two ways for each design question:

> "I think the biggest thing for me was explaining to kids, this is what I expect for you to do, and at the end, this is what I want you to do. Actually stopping and making them responsible for knowing, okay, this is what I did today. This is what I accomplished."
>
> **Mailin Muy**
> **Teacher**
> **Roberts Elementary School, Tallahassee, Florida**

> "We selected the Marzano Teacher Evaluation Model because it was a continual growth model rather than just mastery, so we could avoid inflated ratings and actually provide useful feedback."
>
> **Wendy Nance**
> **Director of Human Resources**
> **Chandler Unified School District, Arizona**

1. Teacher scores from the teacher survey were correlated with the student status and growth scores provided by the district.

2. Teacher scores from the video analyses were correlated with the student status and growth scores provided by the district.

All teacher videos were scored by a single rater blind (i.e., without access to status or growth scores). To establish reliability of scoring for each design question, 10 videos were randomly selected and scored twice by the rater, one week apart. The lowest percentage of agreement (i.e., 70%) was for Design Question 8; the highest percentage of agreement (i.e., 90%) was for Design Question 4.

> The more strategies teachers used within the Adams 50 Instructional Model and the better they executed them, the greater their students' achievement in terms of both status and growth.

*In many sciences, based on general research experience, results that are significant at the .01 level are commonly considered statistically significant, and .005 or .001 levels are often considered highly significant.

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RESULTS FOR SPECIFIC DESIGN QUESTIONS

Significant correlations ($p < .05$) between design questions and student achievement status and growth were reported for Design Questions 1-5 (average correlations ranged from .15 to .40). Initially, Design Questions 6-9 did not exhibit statistically significant average correlations with student achievement status or growth for the teacher surveys or video analyses. This is not to say that some correlations with individual assessments were not significant. Indeed, Design Question 6 had a significant correlation of .69 with one of the assessments and the teacher score for this question based on the video analysis. Design Question 7 had a significant correlation of .60 with one assessment and the teacher score based on the video analysis. Design Question 8 had a significant correlation of .36 with one assessment and the teacher score based on the teacher survey. Finally, Design Question 9 had a significant correlation of .36 with one assessment and the teacher score based on the video analysis.

Despite relatively high correlations with some of the assessments, each of these design questions also had some negative correlations and some correlations near or equal to zero, rendering the average correlations for these design questions across the different status and growth measures so low as to be nonsignificant.

> When teachers' one-to-one interactions with students were analyzed, Design Questions 6-9 showed a relatively strong positive relationship with students' achievement status and growth.

CORRELATIONS FOR ONE-TO-ONE TEACHER/STUDENT INTERACTIONS

To further clarify these findings, subsequent video analyses indicated that teacher interaction with students on these more interpersonal teaching strategies is most commonly manifested in one-to-one interactions with students as opposed to whole-class interactions, particularly within a standards-based system. Correlations between teacher behaviors and student status and growth were then recomputed.

When correlations were recomputed, the study yielded some surprising findings. When teachers' one-to-one interactions with students were analyzed, Design Questions 6-9 showed a relatively strong positive relationship with students' achievement status and growth. The average correlation for Design Questions 6 and 7 was .38; for Design Question 8 the average correlation was .41; and for Design Question 9 the average correlation was .31.
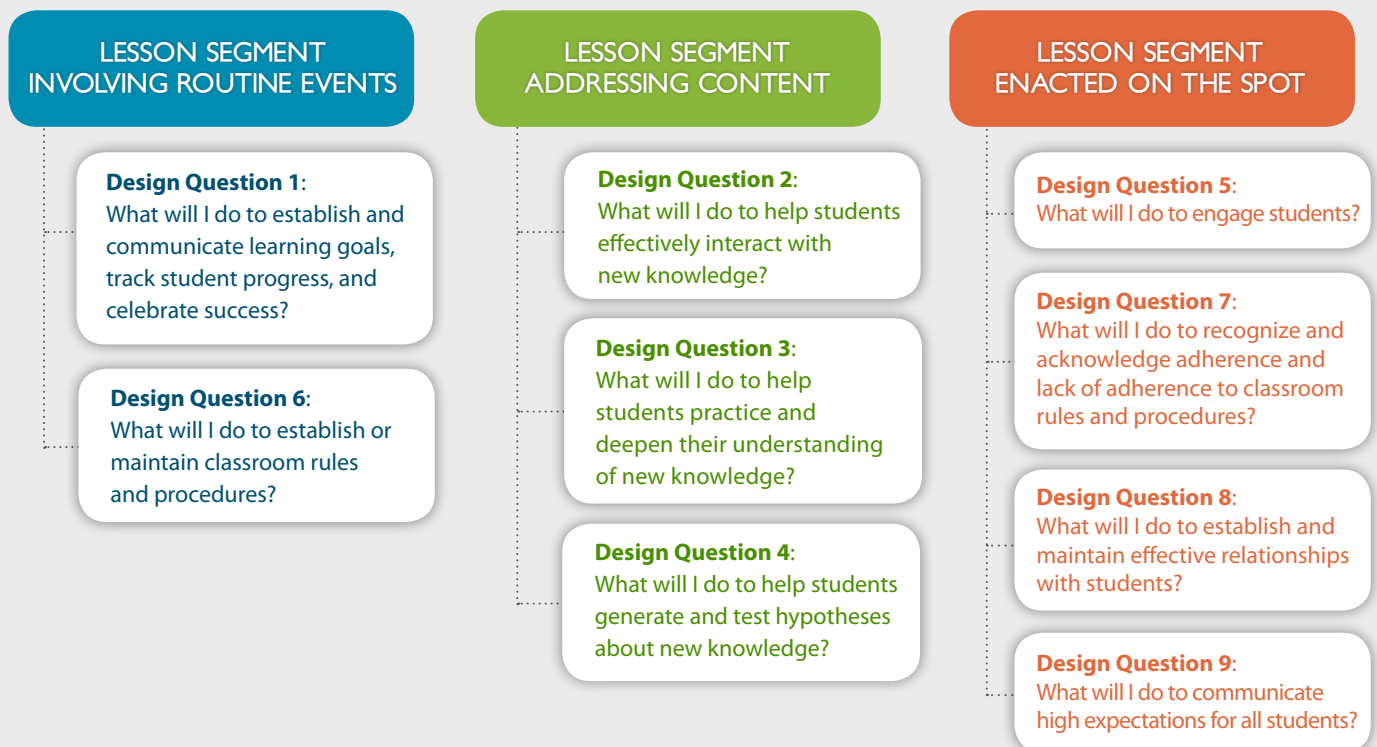

LESSON SEGMENT INVOLVING ROUTINE EVENTS

Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Design Question 6: What will I do to establish or maintain classroom rules and procedures?

LESSON SEGMENT ADDRESSING CONTENT

Design Question 2: What will I do to help students effectively interact with new knowledge?

Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?

Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?

LESSON SEGMENT ENACTED ON THE SPOT

Design Question 5: What will I do to engage students?

Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

Design Question 8: What will I do to establish and maintain effective relationships with students?

Design Question 9: What will I do to communicate high expectations for all students?

FIGURE 5 | Observational Protocol for Effective Instruction (*The Art and Science of Teaching, 2007*)

CONCLUSION: THE MARZANO CAUSAL TEACHER EVALUATION MODEL VALIDATED IN TERMS OF STUDENT ACADEMIC STATUS

One general conclusion supported by the findings was that the overall Adams 50 Instructional Model is validated in terms of its relationship to student academic status and growth.

As noted before, of particular interest in the findings was that in a standards-based system, Design Questions 6-9 manifest more in a teacher's one-to-one interactions with students than they do in whole-class interactions within the context of the standards-based classroom.

> "The Marzano [Teacher Evaluation] Model has changed the way I teach, not only by making me plan very much ahead and making sure my goals and objectives are set and that I have a way of measuring whether or not my students have met those goals and objectives, but really using the rubric has zoned in on my teaching practices."
>
> **Rebecca Shultz**
> **Teacher**
> **Amos P. Godby High School, Tallahassee, Florida**

CASE 3 » REPORT ON PROFESSIONAL DEVELOPMENT: 10 TEACHERS ON THREE CRITICAL COMMITMENTS TO SCHOOL REFORM

TEACHERS' USE OF DOMAIN 1 STRATEGIES CORRELATES WITH IMPROVED STATE READING AND MATH SCORES

During the 2009-2010 school year, teachers at Apache Elementary School in Farmington, New Mexico, participated in a series of professional development workshops on Getting Serious about School Reform: Three Critical Commitments (Marzano and Associates, 2008). These three critical commitments represent a serious dedication to reform.

The Three Critical Commitments

Commitment 1: Develop a system of individual student feedback at the district, school, and classroom levels.

Commitment 2: Ensure effective teaching in every classroom using the Marzano Causal Teacher Evaluation Model.

Commitment 3: Build background knowledge for all students.

Findings: For the purposes of this discussion, commitment to the Marzano Causal Teacher Evaluation Model is of the most interest. The correlation between implementation of the Marzano Teacher Evaluation Model and the percentage of students scoring proficient or advanced on the state tests was .43 for reading and .71 for mathematics.

Data

School administrators provided researchers with data from three sources:

» 2009 state test data detailing the percentage of students, proficient or advanced, in reading and mathematics for 10 teachers at Apache Elementary School

» Teachers were asked to take a test regarding their knowledge of the three critical commitments. The test for Commitment #2 (Ensure effective teaching in every classroom) was divided into five sections: Measurement Topics; Marzano Rubric; Marzano Taxonomy; The Art and Science of Teaching; and Six-Step Vocabulary Process. Teachers were placed into four categories based on their overall scores for each section (3.0, 2.5, 2.0, 0-1.5). (Note: Because the fourth category represented a range of scores from 0 to 1.5, 1.5 was used as the score for this category.)

» Teachers were evaluated regarding their level of implementation (L, M, H-, H, H+, i.e., Low, Medium, High-minus, High, High-plus)

CASE 4 » PROMETHEAN ACTIVCLASSROOM STUDY

STUDENT ACHIEVEMENT CORRELATED WITH USE OF INTERACTIVE WHITEBOARDS

In the 2008-2009 school year and again in 2009-2010, Promethean Ltd. commissioned an evaluation study to determine, in part, the relationship between selected elements from Domain 1 of the Marzano Causal Teacher Evaluation Model and the effects of interactive whiteboards on enhancing student achievement. In all, 131 experimental/control studies were conducted across the spectrum of grade levels, involving 4,913 students and 123 teachers in 73 schools and 36 districts (Marzano, 2010).

The study employed a series of 17 evaluation questions to determine the positive or negative effects of whiteboard use on student achievement. Selected elements of Domain 1 of the Marzano Teacher Evaluation Model were correlated with the effect sizes for use of the interactive whiteboards. These elements included Domain 1 instructional strategies such as the following:

- » Previewing new content
- » Chunking content into digestible bites
- » Scaffolding content
- » Pacing of content
- » Monitoring student progress
- » Student interaction with content
- » Student response rates
- » Classroom management

> All correlations for Domain 1 elements were positive, with some as high as .70. The effectiveness of the interactive whiteboards was greatly enhanced by the use of Domain 1 strategies.

The relationship of these strategies to positive or negative effects for the use of the whiteboard was then analyzed. When the results from the first- and second-year evaluation studies were combined, all correlations for Domain 1 elements were positive, with some as high as .70. The results of the study implied that the effectiveness of the interactive whiteboards as used in the 131 studies was greatly enhanced by the use of Domain 1 strategies.
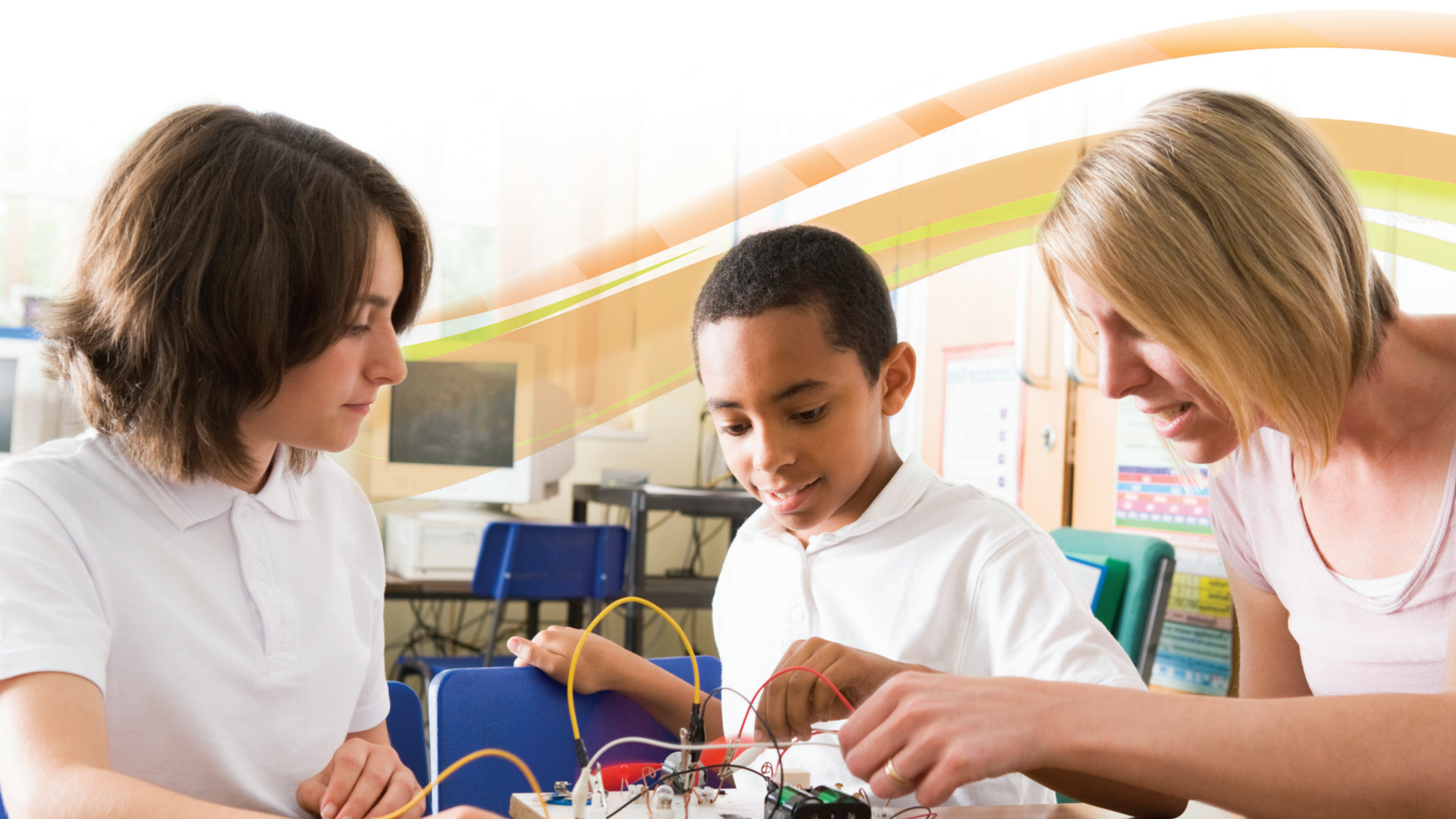
META-ANALYSIS OF EXPERIMENTAL/CONTROL STUDIES CONDUCTED ON ELEMENTS OF THE ART AND SCIENCE OF TEACHING

INDEPENDENT VARIABLE	DEPENDENT VARIABLE
Student Exposure to Instructional Strategy	Student Knowledge of Content

Figure 6 | Meta-analytic techniques used with different dependent measures

To date, Marzano Research Laboratory has conducted quasi-experimental studies (i.e., experimental/control studies with intact groups) with more than 500 teachers that have yielded more than 1,000 effect sizes. Of these studies, 329 have been synthesized using meta-analytic techniques. These 329 studies involved 38 schools in 14 districts between fall 2004 and spring 2009. Experimental/Control groups were composed of more than 14,000 students. Participating teachers selected two groups of students, both of which were being taught the same unit or set of related lessons. Teachers used a specific instructional strategy taken from Domain 1 of the Marzano Causal Teacher Evaluation Model in the experimental groups. Teachers did not use the strategy in the control groups.

ABOUT RANDOM ASSIGNMENT AS APPLIED TO CLASSROOM EXPERIMENTS

Because it is typically impractical for classroom teachers to make random assignment of students to classes, researchers used the analysis of covariance (ANCOVA) recommended by the Institute for Educational Sciences (IES), the research arm of the U.S. Department of Education. The IES recommends that when random assignment cannot be employed, ANCOVA should be used as a statistical way to control for student differences prior to the intervention, although no statistical adjustment can ever control for differences in groups as well as random assignment. Thus, all studies employed a quasi-experimental design, referred to as a pre-test/post-test non-equivalent groups design. The pretest scores were used as a covariate to partially control for differing levels of background knowledge and skill. These analyses of covariance were employed in all studies.

The dependent variable was students' knowledge of academic content addressed during a unit of instruction. The independent variable of interest was whether or not students were exposed to an instructional strategy.

The following questions were considered through a meta-analysis of the 329 independent studies:

1. What effect does the utilization of instructional strategies have on students' achievement regarding the subject matter content taught by their teachers?

2. Does the effect of instructional strategies differ between school levels?

3. Does the effect of instructional strategies differ from strategy to strategy?

Meta-analytic techniques (see Hedges & Olkin, 1985; Lipsey & Wilson, 2001; Cooper, 2009) were used to aggregate the findings from the independent studies.

> On average, the strategies used in the independent studies represent a gain of 16 percentile points over what would be expected if teachers did not use the instructional strategies. The results of those studies strongly correlated the Marzano Causal Teacher Evaluation Model to positive results in raising student state test scores.

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In general, meta-analytic techniques are used when the results of independent studies on a common topic are combined. For example, assume 25 studies were conducted in various sites on the effects of a specific instructional technique on student achievement. The studies were different in terms of the subject areas that were addressed. Consequently, different assessments of student achievement were used to reflect the different subject areas. This is the classic scenario requiring the use of meta-analytic techniques - independent studies on a common topic (i.e., a common instructional technique) but with different dependent measures.

RESULTS: META-ANALYSIS OF INDEPENDENT STUDIES REVEALS A 16 PERCENTILE POINT GAIN IN STUDENT ACHIEVEMENT

The average effect size for all 329 independent studies was statistically significant (p < .0001). When corrected for attenuation, the percentile gain associated with the use of the instructional strategies was 16 (ES = .42). On average, then, the strategies used in the independent studies represent a gain of 16 percentile points over what would be expected if teachers did not use the instructional strategies. (Meta-analysis of Experimental/Control Studies Conducted on Elements of The Art and Science of Teaching, Marzano Research Laboratory, 2009). For the specifics of the data analysis, see the meta-analytic synthesis in Appendix C.

ABOUT META-ANALYSIS

The underlying logic of meta-analysis is that a single study will always contain uncontrolled error, even under the best of circumstances. However, the aggregation of findings across a wide array of studies using meta-analytic statistical techniques can provide a more stable picture of the true nature of the impact of an intervention since the effects of moderator variables can be examined.

Additionally, uncontrolled error in one set of studies will tend to be cancelled out by another set of studies. In short, while inferences from a single or even a few experimental/control studies that do not employ random assignment are fraught with problems, inferences across more than 1,000 effect sizes gleaned from studies in classrooms made by practicing teachers can disclose strong patterns worthy of attention.

FIGURE 7 | Typical Percentile Gain of Specific Marzano Strategies on Raising Student Achievement

Note-taking	17%		Building Vocabulary	20%
Practice	14%		Effort and Recognition	14%
Student Discussion/Chunking	17%		Graphic Organizers	13%
Setting Goals/Objectives	**25%**		Homework	15%
Summarizing	19%		Identifying Similarities and Differences	20%
Tracking Student Progress and Using Scoring Scales	**34%**		Interactive Games	20%
			Nonlinguisitic Representations	17%

Haystead & Marzano. (2009).

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STUDIES ADDRESSING THE RELIABILITY OF OBSERVATIONS

Federal and state education reform guidelines stipulate that in choosing an evaluation model, school districts must select the model most likely to encourage fairness of classroom evaluations. To clarify: a teacher's evaluation score will be most fair when it accurately and objectively reflects that teacher's pedagogical strengths and weaknesses over time. Discussions of fairness have thus far centered on "inter-rater reliability": the idea that multiple observers, observing the same teacher and the same lesson, should achieve a high degree of consensus when scoring any given teacher. To ensure fairness and accuracy, school districts must provide thorough training for inter-rater reliability.

In *Gathering Feedback for Teaching*, however, MET authors went one step further. They analyzed not just multiple observers watching the same teacher teach the same lesson, but rather multiple observers watching the same teacher teach different lessons to different sections of students. The underlying assumption is that teacher behavior in the classroom will vary from lesson to lesson and perhaps from group to group of students, as teachers demonstrate different skill sets across lessons and course sections. These variations, it is assumed, will also be reflected in observer scores.

The MET study revealed surprising findings. Different sections of students appeared to have a negligible effect on variations in teacher scores. However, fully two-thirds of variation in teacher scores was attributable to factors other than persistent differences between teachers. In other words, when scores by multiple observers varied significantly, those variances were far more likely to be caused by the fact that a teacher was more or less skilled from one lesson to another or was displaying different skill sets from lesson to lesson.

The conclusion? To achieve an accurate portrait of teacher effectiveness, it is important that scores be averaged across more than one lesson to ensure fairness and accuracy. The MET study found that as the number of raters increased (inter-rater reliability) and the number of lessons observed increased (e.g., four different raters observing four different lessons), the higher the reliability of the scores for any individual teacher[*].
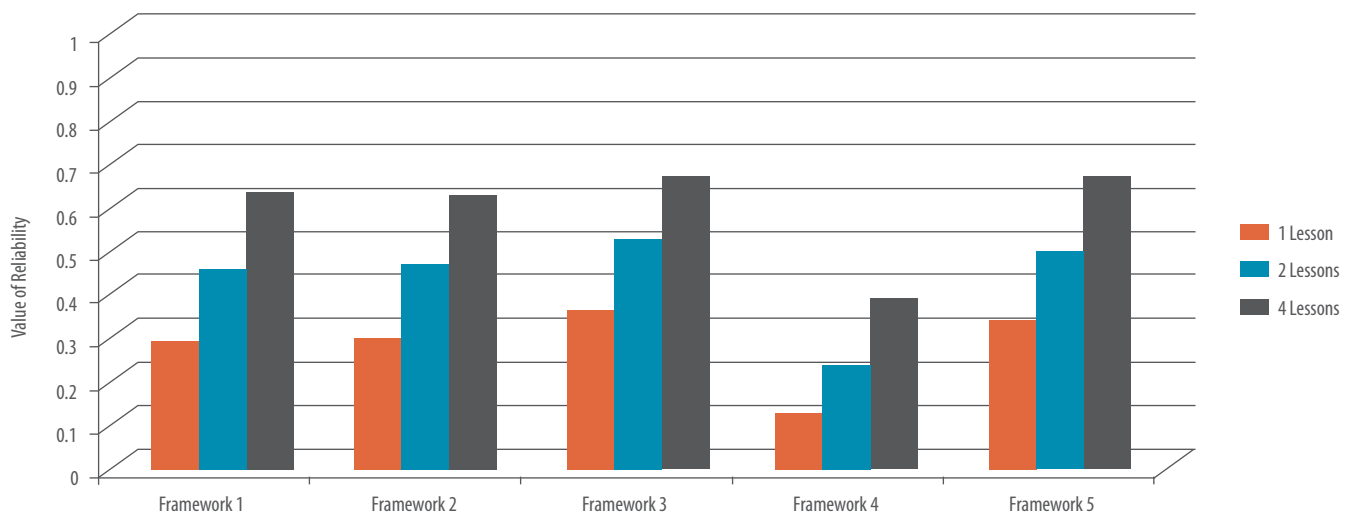

FIGURE 8 | Reliability of evaluation models increases across number of lessons

* *The authors further note that variations in teacher scores may also be measured over time against comparisons with the individual teacher's student achievement scores from year to year.*

RELIABILITY STUDIES FOR THE MARZANO CAUSAL TEACHER EVALUATION MODEL: CHERRY CREEK AND ROCKWALL

In 2010-2011, two school districts conducted reliability studies on evaluation models based on *The Art and Science of Teaching*: Cherry Creek School District in Denver, Colorado, and Rockwall Independent School District in Rockwall, Texas.

The reliability studies were conducted to determine (1) the level of agreement between raters when identifying which of 41 categories of strategies were exhibited during a brief observation and (2) the level of agreement between raters when assigning scores to teachers on specific strategies.

A total of 109 teachers and administrators from these two districts met for one-half day. Organized into small groups, the raters watched a five-minute video of a teacher in the classroom. They were then asked to identify which of the 41 strategies in the protocol the teacher had employed. Next, individuals shared their categories with their groups and then were asked to re-rate their observations. They could change their categories or leave them as is.

The data from this set of interactions was used to answer the question: What is the level of agreement between raters when identifying the categories of strategies exhibited during a brief observation?

Raters then viewed the same five-minute video again. Participants independently scored the teacher on the five-point scale used in the Marzano Causal Teacher Evaluation Model. Again, raters shared their scores and were then allowed to change or retain their scores.

> Individual raters can identify which of the 41 strategies are being employed by the observer with a relatively high degree of accuracy.

The data from this set of interactions was used to answer the question: What is the level of agreement between raters when assigning scores on specific elements? The Rockwall participants repeated the exercise with three additional videos; the Cherry Creek participants with an additional two.
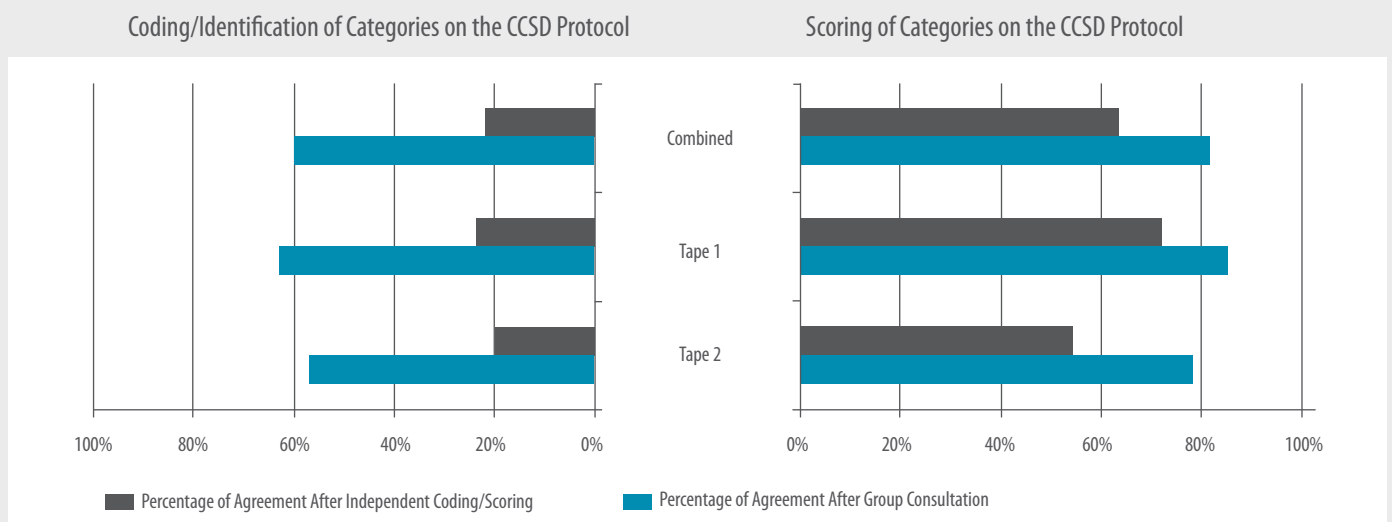

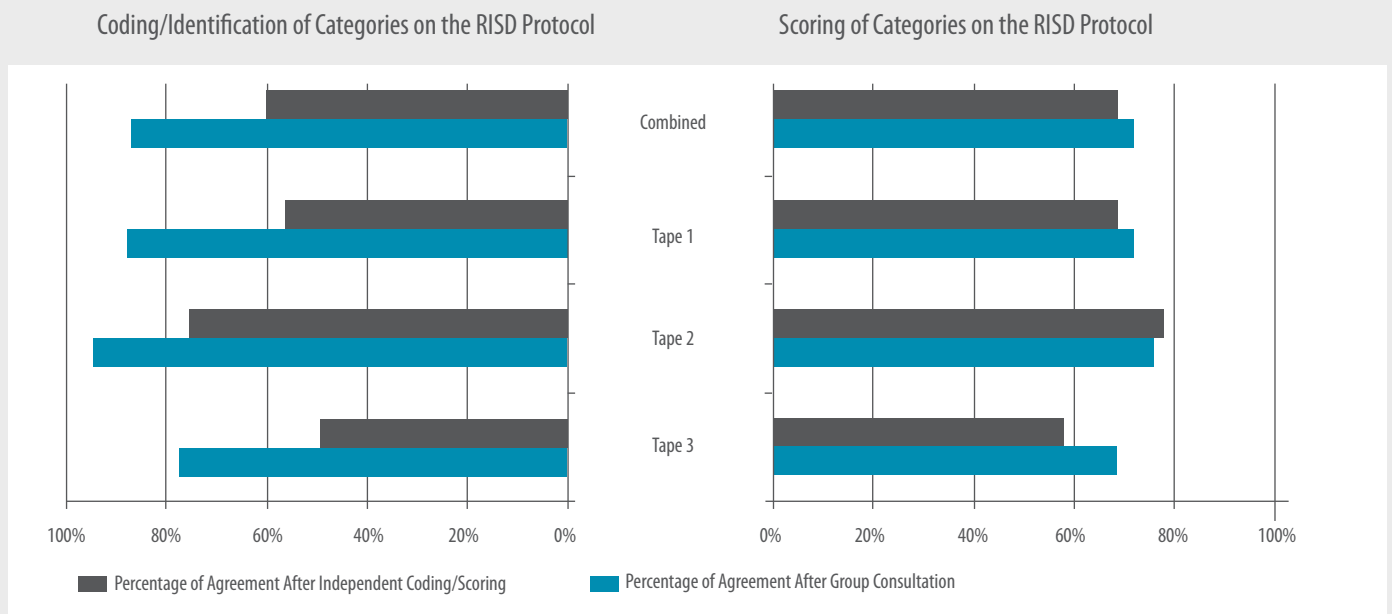FIGURE 9 | Increases in agreement at Cherry Creek

Coding/Identification of Categories on the RISD Protocol

Scoring of Categories on the RISD Protocol

FIGURE 10 | Increases in agreement at Rockwall

RESULTS

As demonstrated in Figures 9 and 10, agreement on recognition of categories increased substantially, at both Rockwall and Cherry Creek, after consultation with peers viewing the same video. Figures 9 and 10 also demonstrate a similarly substantial increase in agreement in scoring of teacher proficiency after consultation.

Taking the findings of these reliability studies at face value, it's possible to conclude that after a brief orientation, an individual rater can identify which of the 41 strategies are being employed by the observer with a relatively high degree of accuracy (from 50 to well over 70 percent). However, with brief consultation with another observer, inter-rater reliability regarding which instructional strategies are being used by a teacher increases substantially, even with minimal training.

Scoring of performance within categories seems to have a similar pattern. Individual raters exhibit reasonably high accuracy when working independently, but this accuracy increases with consultation with other raters. In short, observations of teachers using the Marzano Teacher Evaluation Model are acceptably reliable with independent raters, but the reliability of observations increases when consultation is available.

> Rater agreement was considerably larger than the inter-rater reliabilities reported in the MET study for a single rater scoring a single lesson.

PROJECTED RELIABILITY ACROSS TWO RATERS

As part of the Marzano classroom observer training in 2012, Dr. Peggy Schooling gathered rater reliability data in 41 Florida schools. Following three days of training on the instructional framework, participants rated specific elements from Domain 1 in the Marzano Causal Teacher Evaluation Model (elements 1-5, 26, and 27). Organized into small groups, raters individually read over the specific elements and performance rating scale followed by a review of a three- to five-minute video segment. They were then provided with the specific element to rate individually, followed by a discussion where raters were instructed to form groups to obtain consensus. Finally, individual rater scores and group scores were compared with expert scores.

Data from the video ratings were collected and analyzed for agreement. Raters scored 10 videos, rating the instructor on a 5-point scale: (0) Not Using, (1) Beginning, (2) Developing, (3) Applying, and (4) Innovating. The percentage of agreement was then calculated for each element (see Figure 11). The average agreement score across the seven elements was 60 percent. It should be noted that this agreement is considerably larger than the inter-rater reliabilities reported in the MET study for a single rater scoring a single lesson.
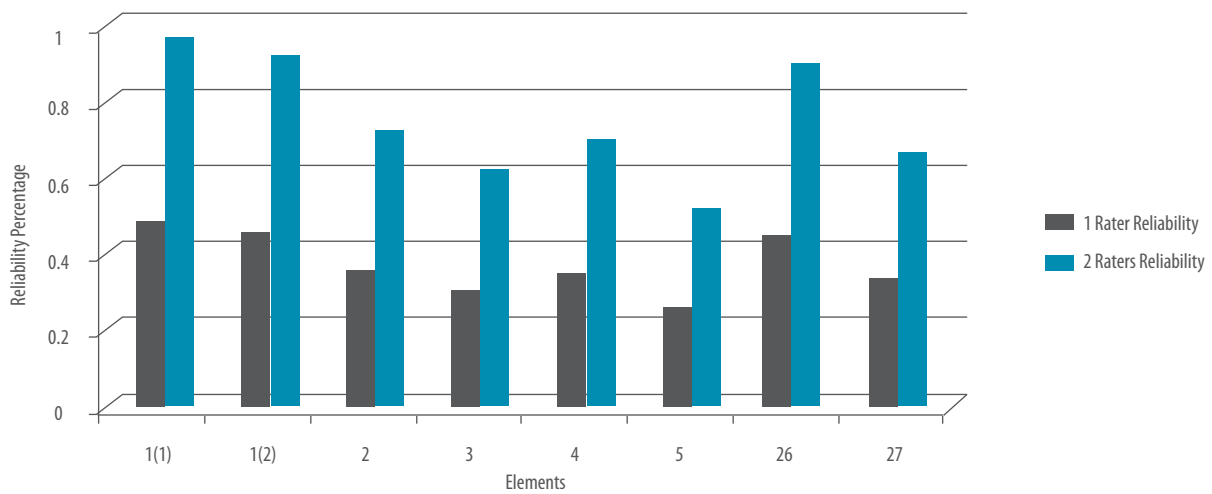
FIGURE 11 | Marzano Causal Teacher Evaluation Model reliability percentages for related elements

It is possible to further project increased rater reliability across two or more raters, as a partial comparison with the MET project percentages. To achieve probable reliability scores when the scores of two raters are averaged, the Spearman-Brown prediction formula was used (Figure 12).

$$p^*_{xx'} = \frac{Np_{xx'}}{1+(N-1)\,p_{xx'}}$$

FIGURE 12 | The Spearman-Brown prediction formula[*]

When rating for a particular lesson, reliability was calculated at .75. As noted, the Marzano Center continues to collect data and refine controls (procedures now limit observer group size to four, for instance, and sort elementary and secondary school teachers into separate groups). Further research is necessary to test the hypothesis across multiple raters and multiple lessons.

Average predicted two-rater reliability across the elements is .75.

As indicated in Figure 11, the predicted reliability when ratings of two observers are averaged ranged from a low of about .50 to a high of about .90. The average two-rater reliability across the elements in Figure 11 is .75. Further research is necessary to examine reliabilities across multiple lessons and multiple classes for a single teacher.

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[*]*The Spearman-Brown formula is used in educational measurement to predict the reliability of a test after the test length has been changed. In this case, the formula predicts rater reliability when a second rater is added to observation of individual lessons.*

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FORTHCOMING STUDIES

The Marzano Causal Teacher Evaluation Model is relatively new to the field of teacher evaluation, although the Art and Sciences of Teaching framework has been used by schools and districts as the official or unofficial language of a common language of instruction for more than a decade. As described in this report, the research behind the model is substantial and continues to grow. Studies completed, but not described in this report because findings are not yet available to the general public, include the following:

» A study involving random assignment of teachers to the Marzano Teacher Evaluation Model or another evaluation model commonly used across United States schools. On a number of measures, the Marzano Teacher Evaluation Model was judged superior to the alternate model by participating teachers in terms of improving their pedagogical skills.

» A study analyzing the journal entries of teachers using the Marzano Teacher Evaluation Model over a semester's period of time.

» A study examining the correlations between elements of the Marzano Teacher Evaluation Model and student learning of the central concepts addressed in a single lesson (as opposed to end-of-the-year tests).

Learning Sciences Marzano Center continues to conduct research on the Marzano Teacher Evaluation Model. Schools and districts interested in becoming involved in studies such as these or who would like to conduct an independent study, are invited to contact the Marzano Center.

CONCLUSION

As states and districts move forward in fulfilling the goals established by state education reform initiatives, it will be imperative to develop advanced predictive and diagnostic metrics that both assess teacher classroom behavior and measure and facilitate teacher improvement over time. As noted previously, evaluation instruments should identify strengths and weaknesses in teacher practice with the goal of growth. As teachers become better teachers, their students will become better students.

At the same time, states and districts will refine their own tools to assess student learning, drawing on recommendations from projects such as the MET study to gain a more nuanced understanding of the systems that measure and predict student achievement and student growth for the long term. The Learning Sciences Marzano Center will continue to identify and develop the resources needed to significantly impact teacher growth and student achievement. Visit MarzanoCenter.com for a full slate of the tools, training, and research to help meet those goals.

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VIDEO RESOURCES

Dr. Marzano Addresses the Critical Need for a Robust Model of Instruction

Dr. Robert Marzano defines a robust and comprehensive model of instruction and suggests how districts can integrate his Art and Science of Teaching Observation and Feedback Protocol into their own existing models.

Website | www.iObservation.com/Marzano-Suite/Videos/dr.-marzano-addresses-the-critical-need-for-a-robust-model-of-instruction

Distinguishing Evidence from Research

Dr. Marzano explains the phrase "evidence-based" and how it works.

Website | www.iObservation.com/Marzano-Suite/Videos/distinguishing-evidence-from-research

Dr. Marzano Describes Three Phases in the Development of a District System

Dr. Marzano discusses three phases of supporting effective teaching in every classroom.

Website | www.iObservation.com/Marzano-Suite/Videos/dr.-marzano-describes-3-phases-in-the-development-of-a-district-system

Implementing Strategies to Get Student Gains

Experts discuss more than 400 studies that Dr. Marzano has conducted across the country with teachers in classrooms on specific strategies within the Marzano Causal Teacher Evaluation Model to demonstrate the effect on student achievement. All the studies show that, on average, students gain 15 to 20 percentile points.

Website | www.iObservation.com/Marzano-Suite/Videos/implementing-strategies-to-get-student-gains

iOBSERVATION

iObservation is the real-time data and instructional improvement system that monitors the implementation and effectiveness of the common language/model of instruction across schools and classrooms. iObservation provides districts and schools with a system to:

» Collect, monitor, and analyze data to support the implementation and adoption of Dr. Marzano's common language/model of instruction through walkthroughs, observations, instructional rounds, teacher self-assessments, and evaluations

» Engage teachers in the process - teachers participate directly in assessing their classroom practice against the common language/model of instruction

» Have teachers create growth plans, track their progress, and access aligned professional development resources

» Collect and analyze student gain data from every student for every teacher

» Differentiate professional development based on the assessed needs of each teacher

AUTHORS

Robert J. Marzano, Ph.D., is Executive Director of the Learning Sciences Marzano Center for Teacher and Leadership Evaluation. He is also CEO of Marzano Research Laboratory and Executive Director of Marzano Regional Educational Library - Central. A leading researcher in education, he is a speaker, trainer, and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *District Leadership That Works*, *Making Standards Useful in the Classroom*, *The Art and Science of Teaching*, and *Effective Supervision*.

His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators. He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington.

Michael Toth is founder and Chief Executive Officer of Learning Sciences International, iObservation, and the Learning Sciences Marzano Center. Formerly the President of the National Center for the Profession of Teaching, a university faculty member, and director of research and development grants, Mr. Toth transformed his university research and development team into a company that is focused on leadership and teacher professional development and instructional effectiveness correlated to student achievement gains. Mr. Toth is actively involved in research and development; gives public presentations; and advises education leaders on issues of leadership and teacher effectiveness.

Peggy Schooling, Ed.D., is Director of Curriculum and Instruction and Professional Development Services for Learning Sciences International and iObservation. Dr. Schooling holds a doctoral degree and Superintendent's Letter of Eligibility from Immaculata University. She has 30 years experience as an educator, having worked in a variety of public and private settings with diverse student populations from birth through high school. Dr. Schooling has served as classroom teacher, speech pathologist, staff developer, elementary assistant principal, elementary principal, central office administrator, and educational consultant. Her responsibilities and expertise include systems change efforts, curriculum and instruction, design and evaluation of professional development, federal programs, early childhood, and K-12 literacy. She has been active with the Pennsylvania Department of Education as a member of the Governor's Early Learning Task Force and has served as a grant reviewer. Dr. Schooling contributed to and authored several professional publications and video productions. She serves as Adjunct Graduate Professor at Alvernia College and Immaculata University and presents at local, state, and national conferences.

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APPENDIX A

DOMAIN 1 MARZANO CAUSAL TEACHER EVALUATION MODEL

THE MARZANO ART AND SCIENCE OF TEACHING OBSERVATION & FEEDBACK PROTOCOL
41 KEY STRATEGIES IDENTIFIED BY RESEARCH FOR EFFECTIVE TEACHING
Researched by Dr. Robert Marzano

What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Research-based strategies for establishing learning goals, tracking student progress, and celebrating success:

1) Providing Clear Learning Goals and Scales (Rubrics)
2) Tracking Student Progress
3) Celebrating Success

What will I do to establish and maintain classroom rules and procedures?

Research-based strategies for establishing and maintaining classroom rules and procedures:

4) Establishing Classroom Routines
5) Organizing the Physical Layout of the Classroom

What will I do to help students actively interact with new knowledge?

Research-based strategies for introducing new content to students and interacting with new knowledge:

6) Identifying Critical Information
7) Organizing Students to Interact with New Knowledge
8) Previewing New Content
9) Chunking Content into "Digestible Bites"
10) Processing New Information
11) Elaborating on New Information
12) Recording and Representing Knowledge
13) Reflecting on Learning

What will I do to help students practice and deepen their understanding of new knowledge?

Research-based strategies where students are practicing and deepening their new knowledge:

14) Reviewing Content
15) Organizing Students to Practice and Deepen Knowledge
16) Using Homework
17) Examining Similarities and Differences
18) Examining Errors in Reasoning
19) Practicing Skills, Strategies, and Processes
20) Revising Knowledge

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What will I do to help students generate and test hypotheses about new knowledge?

Research-based strategies where students are generating and testing hypotheses:

21) Organizing Students for Complex Tasks
22) Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23) Providing Resources and Guidance

What will I do to engage students?

Research-based strategies for engaging students:

24) Noticing when Students are Not 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 or Intriguing Information

What will I do to recognize and acknowledge adherence and lack of adherence to rules and procedures?

Research-based strategies for recognizing and acknowledging adherence or lack of adherence to rules and procedures:

33) Demonstrating "With-it-ness"
34) Applying Consequences for Lack of Adherence to Rules and Procedures
35) Acknowledging Adherence to Rules and Procedures

What will I do to establish and maintain effective relationships with students?

Research-based strategies for 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

What will I do to communicate high expectations for all students?

Research-based strategies for 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 Answers by Low Expectancy Students

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APPENDIX B
MARZANO SUITE TOOLS

Website | www.MarzanoCenter.com/files/WP_CAS_AppendixB.pdf

APPENDIX C

META-ANALYTIC SYNTHESIS OF STUDIES CONDUCTED AT MARZANO RESEARCH LABORATORY ON INSTRUCTIONAL STRATEGIES

Website | www.MarzanoCenter.com/files/WP_CAS_AppendixC.pdf

APPENDIX D

MARZANO CAUSAL TEACHER EVALUATION MODEL LEARNING MAP

Website | www.MarzanoCenter.com/files/LearningMap_4Domains.pdf

APPENDIX E

DR. MARZANO'S SUITE FOR CONNECTING TEACHER GROWTH TO STUDENT ACHIEVEMENT

Website | www.MarzanoCenter.com/files/Marzano-Race-to-the-Top-White-Paper.pdf

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APPENDIX F

CONTEMPORARY REFERENCES 2000-2011

Website | www.MarzanoCenter.com/files/Contemporary%20References%202000-2011-1.pdf

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Appendix K – Explanation of State Provided VAM to Evaluation Score

Explanation of State provided VAM

We will be using the state provided VAM classification (HE, E, NI, UN) and number.

Example:

School Year	School Name	Teacher Name	N Scores Combined	Flag 1314	Flag 1415	Flag 1516	Category	Category Score
15-16	Sunny Elementary	Doe, Jane	309	1	1	1	Effective	3

When applicable, this number will be combined with data from the prior two years, proportionally in order to establish the number that will be used for the student achievement score for the summative evaluation.

Appendix L – Data Score Business Rules

2016 – 2017 Business Rules

1. If you teach strictly FSA courses (reading 4-11, math 4-8) and/ or Algebra 1 (8th or 9th graders) - You will receive a state generated VAM score.

2. If you teach a combination of some FSA VAM courses (reading 4-11, math 4-8) and/ or Algebra 1 to 8th or 9th graders), as well as other courses covered by district created/ selected final exams you will receive a data score based on the FSA VAM, combined proportionally, with the other assessments (state EOC, AP, district created exam, etc.), if applicable.

3. If you teach a course with a district selected/ created final exam you will receive a data score based on the final exam.

4. FCTC teachers not covered by a district created final exam will receive a data score based on the performance indicators collected by the state (See appendix N).

5. A teacher would receive a data score based on Domain 2 from Marzano (EEE) in the following situations…

   * If a teacher has assigned students and generates less than 10 total scores, regardless of assessment
   * If a teacher has assigned students for which there is no district selected assessment (FSA, DE, EOC, AP, IB, AICE, District Created Exam, etc.).

Appendix M – Explanation of FCTC Data Score

Explanation of FCTC Data Score

Business rule:
FCTC teachers not covered by a district created final exam will receive a data score based on the performance indicators collected by the state.

FCTC Data Score Implementation for Postsecondary Teachers

- Access Perkins Verification Tool

  https://app1.fldoe.org/workforce/perkinsSearch/DataTool.aspx

- Select prior year data, click District, Click submit, Select St Johns County

- View the following chart for *POSTSECONDARY CERTIFICATE LEVEL*

Postsecondary Certificate Level

Postsecondary Certificate Performance Indicators	Numerator	Denominator	Local Actual Performance 2014-2015	Local Agreed Target 2014-2015	State Target 2014-2015	State Actual Performance 2014-2015
1A1 Technical Skills	699	790	88.48%	89.39%	83.00%	84.65%
2A1 Completion	427	599	71.29%	72.05%	59.25%	62.43%
3A1 Retention or Transfer	272	421	64.61%	66.41%	56.56%	56.76%
4A1 Placement	344	424	81.13%	79.80%	75.77%	79.11%
5A1 Non-traditional enrollment	126	810	15.56%	12.81%	12.81%	12.87%
5A2 Non-traditional completion	57	105	54.29%	48.50%	18.00%	49.04%

Find the "State Actual Performance Column" and average all indicators (6 total).
Calculate the teacher average for the indicators.
Use the district created scale in order to assign the teacher a 1-4 student achievement score based on their average indicator score.

As additional years accrue, we are going to straight average the years for the teacher data score, so they have 3 years of history. No weight averaging.

Note: Each additional year of data will be averaged in with a maximum of three years of data being used to calculate the data score.

Appendix N – District Created Exam Formula and Scale Explanation

District Created Exam Formula and Scale Explanation

Step 1. Determine the Student Success Score (SSS)/ cut-mark for the test
(SSS) = the average score of all test-takers

Step 2. Calculate the <u>weight</u> for <u>all</u> of the teacher's students who meet the criteria for inclusion in the calculation (full-year, have prior score, etc.).

Weighting	
FCAT level	Weighting
5	1
4	1
3	0.75
2	0.5
1	0.25

Student	Prior FCAT	Weighting	Attendance Rate	Weighting Factor	Met SSS if score is at or above district average (after weighting)
1	1	0.25	0.94	0.24	F
2	1	0.25	0.91	0.23	F
3	2	0.5	0.97	0.49	P
4	2	0.5	0.99	0.5	F
5	3	0.75	0.96	0.72	P
6	3	0.75	0.95	0.71	F
7	3	0.75	0.93	0.7	P
8	3	0.75	0.98	0.74	P
9	4	1	0.99	0.99	P
10	5	1	0.97	0.97	P
				Total weighting 6.29 (denominator)	6 met SSS (numerator)

Step 3. Calculate the <u>Weighting Factor</u> for <u>all</u> of the teacher's students who meet the criteria for inclusion in the calculation (full-year, have prior score, etc.).

Weighting Factor = Weighting x Attendance Rate

Student	Prior FCAT	Weighting	Attendance Rate	Weighting Factor	Met SSS if score is at or above district average (after weighting)
1	1	0.25	0.94	0.24	F
2	1	0.25	0.91	0.23	F
3	2	0.5	0.97	0.49	P
4	2	0.5	0.99	0.5	F
5	3	0.75	0.96	0.72	P
6	3	0.75	0.95	0.71	F
7	3	0.75	0.93	0.7	P
8	3	0.75	0.98	0.74	P
9	4	1	0.99	0.99	P
10	5	1	0.97	0.97	P
				Total weighting 6.29 (denominator)	6 met SSS (numerator)

Step 4. Calculate the Total Weighting (denominator)
Total Weighting = the sum of <u>all</u> of the individual student weighting factors

Student	Prior FCAT	Weighting	Attendance Rate	Weighting Factor	Met SSS if score is at or above district average (after weighting)
1	1	0.25	0.94	0.24	F
2	1	0.25	0.91	0.23	F
3	2	0.5	0.97	0.49	P
4	2	0.5	0.99	0.5	F
5	3	0.75	0.96	0.72	P
6	3	0.75	0.95	0.71	F
7	3	0.75	0.93	0.7	P
8	3	0.75	0.98	0.74	P
9	4	1	0.99	0.99	P
10	5	1	0.97	0.97	P
				Total weighting 6.29 (denominator)	6 met SSS (numerator)

Step 5. Calculate the sum of all of the teacher's students who meet the criteria for inclusion in the calculation (full-year, have prior score, etc.), who met the Student Success Score (SSS)/ cut-mark (numerator)

Student	Prior FCAT	Weighting	Attendance Rate	Weighting Factor	Met SSS if score is at or above district average (after weighting)
1	1	0.25	0.94	0.24	F
2	1	0.25	0.91	0.23	F
3	2	0.5	0.97	0.49	P
4	2	0.5	0.99	0.5	F
5	3	0.75	0.96	0.72	P
6	3	0.75	0.95	0.71	F
7	3	0.75	0.93	0.7	P
8	3	0.75	0.98	0.74	P
9	4	1	0.99	0.99	P
10	5	1	0.97	0.97	P
				Total weighting 6.29 (denominator)	6 met SSS (numerator)

Step 6. Determine the Student Success Rate (SSR) for the teacher
(SSR) = number of students who met the SSS/ cut-mark/ total weighting

Student	Prior FCAT	Weighting	Attendance Rate	Weighting Factor	Met SSS if score is at or above district average (after weighting)
1	1	0.25	0.94	0.24	F
2	1	0.25	0.91	0.23	F
3	2	0.5	0.97	0.49	P
4	2	0.5	0.99	0.5	F
5	3	0.75	0.96	0.72	P
6	3	0.75	0.95	0.71	F
7	3	0.75	0.93	0.7	P
8	3	0.75	0.98	0.74	P
9	4	1	0.99	0.99	P
10	5	1	0.97	0.97	P
				Total weighting 6.29 (denominator)	6 met SSS (numerator)
				Student Success Rate NOT including attendance and previous FCAT score 6/10 = 60%	
				Student Success Rate incorporating attendance and previous FCAT score 6/6.29 = 95%	

It is important to note the impact of having attendance and previous FSA score included as variables in the calculation. Without the variables, the Teacher Success Rate would have been 60%, as 6 out of her 10 students reached the Student Success Score. However, once the variables were included her Teacher Success Rate jumped to 95%. Incorporating attendance and previous FSA information is one of the ways we have tried to protect teachers from things that are out of their control. A teacher doesn't usually have a say over how many level 1 and 2 students are placed in their class nor can they always control how often their students come to school. Our formula attempts to account for those circumstances.

Step 6. Place the teacher's Student Success Rate on the Universal Scale to determine the final data score.

Example of the Universal Scale

0-25% Student Success Rate = 1
26-49% Student Success Rate = 2
50-74% Student Success Rate = 3
75%-100% Student Success Rate = 4

The 1-4 number would be the one used for the student achievement portion of the summative evaluation (combined with prior 2 years when applicable).

Note- The specific numbers used to differentiate performance levels could end up being different than the numbers above.

Appendix O – Mid-Year Cut Scores for Newly Hired Teachers

Teacher Evaluation Student Data Scale

Class Mid-Term Average	Scale	Rounded scale used for Mid-term Student Data Score
100	4	4
99	3.9	4
98	3.9	4
97	3.8	4
96	3.8	4
95	3.7	4
94	3.7	4
93	3.6	4
92	3.6	4
91	3.5	4
90	3.5	4
89	3.4	3
88	3,4	3
87	3.3	3
86	3.3	3
85	3.2	3
84	3.2	3
83	3.1	3
82	3.1	3
81	3	3
80	3	3
79	2.9	3
78	2.9	3
77	2.8	3
76	2.8	3
75	2.7	3
74	2.7	3
73	2.6	3
72	2.6	3
71	2.5	3
70	2.5	3
69	2.4	2
68	2.3	2
67	2.2	2
66	2.1	2
65	2	2
64	1.9	2
63	1.8	2
62	1.7	2
61	1.6	2
60	1.5	2
59	1.4	1
58	1.3	1
57	1.2	1
56	1.1	1
55	1	1