

Okeechobee County Instructional Evaluation

Instructional Practice
Improving Student Growth through Improved Instruction

System Requirements

- ▶ Designed to support effective instruction and student learning growth.
- ▶ Results used when developing district and school level improvement plans.
- ▶ Results used to identify professional development for instructional personnel and school administrators.

Performance Levels

There are four levels of performance:

- ▶ Highly Effective
- ▶ Effective
- ▶ Needs Improvement, or for instructional personnel in the first 3 years of employment, Developing
- ▶ Unsatisfactory

Highly Effective

Indicates performance that consistently meets an extremely high quality standard. The individual's performance exceeds the typical standard of normal level service and is held in high regard by supervisors and colleagues.

Effective

Indicates performance that consistently meets a high quality standard. The individual's performance meets the district's expectations and is consistent with the experience level of the employee. Effective is not a synonym for satisfactory.

Needs Improvement/Developing

Indicates performance that requires additional attention to ensure an acceptable level of proficiency. The individual's performance is not consistently characteristic of the requirements for the position and experience of the employee. There must be written support regarding how performance is to be improved.

Needs Improvement/Developing

The rating of Developing may only be assigned to instructional personnel in need of improvement in the first three years of employment. There must be written support regarding how performance is to be improved.

Unsatisfactory

Indicates performance that does not meet minimum requirements of the position and the level of performance commensurate with the experience of the employee. There must be written support regarding how performance is to be improved.

Domain 1

Classroom Strategies and Behaviors, weighted at 60% of the Instructional Practice portion of the evaluation and includes the following components:

- Classroom Management (4 indicators)
- Direct Instruction (7 indicators)
- Assessment/Evaluation (3 indicators)
- Technology (1 indicators)

Domain 2

Planning and Preparation, weighted at 13 % of the Instructional Practice portion of the evaluation and includes the following component:

- Planning and Preparation (4 indicators)

Domain 3

Reflecting on Teaching, weighted at 9% of the Instructional Practice portion of the evaluation and includes the following component:

- Professional Learning (2 indicators)

Domain 4

Collegiality and Professionalism, weighted at 18% of the Instructional Practice portion of the evaluation includes the following components:

- Collaboration (2 indicators)
- Professional Responsibilities (4 indicators)

Instructional Practice

Instructional Practice accounts for 66.7% of the overall evaluation rating.

Each indicator is rated on the performance levels of Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory.

A rating will be assigned to each domain and an Instructional Practice rating will be determined.

Observations

- ▶ Principals and other trained observers will conduct formal, informal, and possibly walkthrough observations.
- ▶ Formal observations will be at least 30 minutes (elementary) or the full class period.
- ▶ Informal observations are a minimum of 15 minutes
- ▶ A walkthrough observation is no less than 3 minutes.
- ▶ Teachers will receive feedback in some form following an observation.

Final Summative

- ▶ The final summative rating is based on the Instructional Practice rating and the Student Growth rating.
- ▶ For the 2016–17 school year Instructional Practice will count for 66.7% of the overall rating and Student Growth will count for 33.3% of the overall rating since only one year of data will be used.

Required Observations

- ▶ 1st Year Teacher—3 formal observations: 1 in first 20 days, 1 by the end of the 1st semester, and 1 during the 2nd semester.
- ▶ 2nd & 3rd Year Teacher—1 formal observation per semester and 1 informal observation during the year
- ▶ Regular Teachers (4+ years)—1 formal observation per year and 2 informal observations per year.

Observation information

- ▶ Classroom walkthroughs are not required but may be conducted as an observation
- ▶ Pre-planning conferences are not required
- ▶ Written feedback must be provided to the teacher within 7 days of the observation
- ▶ No observations will occur until 2 weeks after an employee receives written feedback except in instances of concern for student safety or about professional responsibilities

Student Growth & Achievement

- ▶ Teachers in the first year of employment will have a student growth and achievement rating calculated at the end of each semester.
- ▶ Teachers beyond the first year will have a student growth & achievement rating calculated at the end of the school year.
- ▶ More information concerning evaluation can be found in the Instructional Personnel Contract, Article XII.

Questions ?