

OKEECHOBEE COUNTY INSTRUCTIONAL EVALUATION 2018-2019

Instructional Practice

Improving Student Growth through Improved Instruction





Overview

- 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.



Evaluation Rubric Review

District Evaluation Committee meets annually to review the rubric and using feedback from instructional staff as well as from the administrators, modifies the rubric to meet the needs of our district.

The Evaluation Committee consists of classroom teachers, school based administrators, as well as district administrators.



Changes in 2018-19

- Reduced number of indicators to combine alike indicators (from 22 to 21).
- New verbiage in 3 indicators in Domain 1 for a closer alignment with the common practices.
- Clearer distinction between the indicator descriptions on different performance levels (for example, the descriptor for E and HE are not the same).
- Edited Teacher and Student sample observables to allow alignment with the programs and tools that are available in our classrooms.



Domain 1

Classroom Strategies and Behaviors, weighted at 40% of the Instructional Practice portion of the evaluation and includes the following components:

- Classroom Environment & Culture (3 indicators)
- Direct Instruction (6 indicators)
- Assessment for Student Learning (2 indicators)
- Technology (1 indicator)



Domain 2

Planning and Preparation, weighted at 9% of the Instructional Practice portion of the evaluation and includes the following component:

- Planning and Preparation (4 indicators)



Domain 3

Reflecting on Teaching and Learning, weighted at 6% of the Instructional Practice portion of the evaluation and includes the following component:

- Professional Learning (1 indicator)



Domain 4

Collegiality and Professionalism, weighted at 11.7% of the Instructional Practice portion of the evaluation includes the following components:

- Professional Collaboration & Communication (2 indicators)
- Professional Responsibilities (2 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 walkthrough observations.
- Formal observations will be at least 30 minutes (elementary) or the full class period (secondary).
- Informal observations are a minimum of 15 minutes
- A walkthrough observation is no less than 3 minutes.
- Teachers will receive feedback through True North Logic app in Portal, following an observation.



Summative Conferences

	Mid Year Conferences	End of the Year Summative Conference
1 st Year Teacher (Newly Hired Teacher)	1 <u>summative</u> conference prior to the end of the 1 st semester	All teachers will have a final summative conference 6 weeks prior to the end of the school year
2 nd & 3 rd Year Teacher (Entry Level Teacher)	1 conference on the instructional practice component at the end of the 1 st semester	
Regular Teachers (4+ years)	None required	



Student Growth & Achievement

- Teachers in the first year of employment will have a student growth and achievement rating calculated at the end of first semester, and again, at the end of the school year.
- Teachers beyond the first year will have a student growth & achievement rating calculated at the end of the school year.



Final Summative

- The final summative rating for all teachers is based on two rating components: the Instructional Practice rating and the Student Growth rating.
- For the 2018-19 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.



Required Observations

	Formal Observations	Informal Observations
1 st Year Teacher (Newly Hired Teacher)	3 formal observations <ul style="list-style-type: none">• 1 in first 20 days• 1 by the end of the 1st semester• 1 during the 2nd semester	None required
2 nd & 3 rd Year Teacher (Entry Level Teacher)	2 formal observations <ul style="list-style-type: none">• 1 during the 1st semester• 1 during the 2nd semester	1 informal observation during the year
Regular Teachers (4+ years)	1 formal observation per year	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



Deliberate Practice Plan (DPP)

- A way for professionals to grow their expertise through a series of planned action steps, reflections, and collaboration.
- Annual Planning Conference must be completed by September 30th.
- Teacher selects one (1) indicator in Domain 1 for deliberate practice goal 1.
- Teacher self identifies an area of growth for goal 2.
- Both goals should impact student achievement.
- Monitoring Progress by January 2019
- Goal Reflection prior to the final summative evaluation in April



Teacher Improvement Plan (TIP)

- Employees whose final summative performance evaluation is unsatisfactory or needs improvement, will have a TIP.
- A TIP is initiated by the principal within 10 days after the Final Summative Conference
- Includes specific, comprehensive suggestions, in writing, as to how the performance of the employee can be improved.
- TIPs can be found in True North Logic.



Evaluation Tool

- OBSC Evaluations are available through True North Logic (access through Portal)
- TIPs, DPPs, Observations, and Summative Observations all accessed through the same platform.

Evaluation details can be found in Instructional Personnel Contract, Article XII



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