Instructional Personnel Evaluation System Procedures Manual 2016-17

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CTA
Orange County Classroom Teachers Association
FEA | NEA | AFT #3648

OCPS

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INTRODUCTION

The Orange County Public Schools' Instructional Personnel Evaluation System is designed to contribute toward achievement of goals identified in the District Plan pursuant to state statute.

Florida Statute 1012.34 (1)(a) states *"For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative and supervisory personnel employed by the school district."*

CTA Contract: Article X. *"The overall purpose of evaluation shall be to improve the quality of instruction in compliance with mandates of State Regulations regarding the evaluation of the performance of instructional personnel."*

COLLABORATION

The Instructional Personnel Evaluation System is cooperatively developed by the Orange County Classroom Teachers Association, Inc. and the School Board of Orange County, Florida.

CORE OF EFFECTIVE PRACTICES

The Orange County Public Schools' Instructional Personnel Evaluation System is based upon a philosophical commitment to the concept that the professional development of a teacher is a life-long process and that communication between the evaluator and evaluatee is a critical component.

In accordance with Florida State Statutes, State Board Rule and Orange County Public Schools and Orange County Classroom Teachers Association have modified the state adopted model to create a teacher evaluation system that combines student growth measures with the evaluation of the delivery of core effective practices.

Per F.S. 1012.34: At least one-third of a performance evaluation must be based upon data and indicators of student performance. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years are available, the years of which the data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment. For instructional personnel, at least one-third of the performance evaluation must be based upon instructional practice.

CORE OF EFFECTIVE PRACTICES (cont.)

The Marzano Teacher Evaluation Model has been rigorously reviewed for fidelity with the Florida Educator's Accomplished Practices, as evidenced in the crosswalk provided in Appendix A. It is the expectation of the Superintendent that anyone involved in observing or giving input to a teacher evaluation will be trained to employ these core effective practices.

TRAINING FOR STAKEHOLDERS

Florida Statute 1012.34(3)(b) requires that all personnel are fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Orange County Public Schools provides an evaluation manual for all instructional personnel in the school district. This manual will be available to all instructional employees within the first ten duty days.

Evaluators and observers will receive intensive training through Professional Development Services. All evaluators must be trained and certified to evaluate teachers in the system. The district will monitor teacher evaluations for consistency between Performance Scores and Student Growth scores, and where discrepancies exist, additional training will be provided to the evaluator.

An introduction to the system will be provided in Great Beginnings for employees who enter the system after the beginning of the school year. Teachers will be updated on revisions to the evaluation system and online tool during pre-planning. The information will be available afterward on the Professional Development Services (PDS) website.

Changes in contract language shall be communicated to teachers during the first ten duty days with information on the Labor Relations website.

Throughout the school year teachers will be provided follow up online training developed by Professional Development Services (PDS) to support the implementation of the evaluation system. Support information will be posted and updated as needed on the Professional Development website. Additional resources will be made available through PDS Online, through the iObservation Protocol and Library.

EVALUATION PROCESS

The teacher and the evaluator may schedule a conference time to review the prior year's evaluation scores and develop a plan for the school year to address the four domains of the evaluation model, and how it will be assessed. If a conference is held it should be held within the first 15 duty days.

Category Placement

Evaluation

How a teacher will be assessed will be determined by the category they are assigned based upon experience and expertise. There are five designations of teachers in the Marzano model.

Category 1:

New teachers who have 0-2 years of teaching experience. In other words, these teachers are in their first, second, or third year of teaching.

Category 2A:

Experienced teachers who have at least three (3) years of teaching experience. These teachers would be at least in their fourth year of teaching

Category 2B:

Experienced teachers who are at least their 4th year of teaching and are:

- a new hire to OCPS
- assigned to teach a new subject area or level that is different from their previous assignment
- assigned to a school with a different population of students from their previous assignment
- between a 1.5 and 2.3 for their Instructional practice score from the previous year

If the teacher meets one of the requirements for Category 2B, the teacher may request that the school principal move him/her to Category 2B. This request must be made in writing during the first twenty (20) student contact days of the new assignment. Upon receipt of this request, the principal shall move the teacher to Category 2B. The change in category will be in effect for one (1) school year.

Principals may also assign teachers to Category 2B if the teacher meets one of the requirements of this category. This change must be communicated in writing to the teacher and be made during the first twenty (20) student contact days of the new assignment. The change in category will be in effect for one school year.

EVALUATION PROCESS

Category Placement

Category 3:
Teachers who have been determined to be less than effective in the classroom as documented through the current evaluation system that may result in an unsatisfactory rating or who fail to achieve gains based upon the state's student growth model will be placed into Category 3, a category for struggling teachers. In order to provide a teacher with intensive support and focused feedback, the teacher will be placed on a Professional Improvement Plan (PIP). The evaluator, with input from the teacher, will develop a plan which includes additional observations and resources in an effort to improve teacher performance.

Principals are required to reassign the teacher to Category 3 when the teacher is placed on a Professional Improvement Plan (PIP). At the end of the school year, with successful completion of the Professional Improvement Plan (PIP), the teacher will be reassigned to their original category. Unsuccessful completion of the Professional Improvement Plan (PIP) may lead to an overall "Needs Improvement" or an overall "Unsatisfactory" on the final evaluation.

The number of required observations for a PIP is three (3) Formal observations and seven (7) Informal observations.

Category 4:

- Teachers who taught 80 student days or less between the first student day and May 1
- Teachers hired on or after February 1
- Teachers in this category shall not be required to complete the Deliberate Practice

Category 2A teachers shall have at least one observation (formal or informal) documented by December 1 and a second observation (formal or informal) documented by March 1.

Teachers shall be provided a copy of their Survey 2 and Survey 3 class rosters within ten (10) duty days of signing.

If more than two observers are conducting an observation of a teacher, there must be mutual agreement as to whether that observation is to count towards a teacher's Status Score.

EVALUATION PROCESS

Non-Evaluative Coaching Observations

Non-evaluative coaching observations are unscheduled observations which will only be available for viewing to the teacher and the teacher's observer. It is not a part of the evaluation scoring process.

- No maximum number of coaching observations throughout the school year
- A coaching observation shall be conducted prior to the first observation (formal or informal) and shall serve as the Practice Observation

The purpose of a coaching observation is to look for evidence of implementation of professional development, provide actionable feedback while identifying predominant practices for effective instruction.

Informal Observations

The evaluating administrator shall indicate to the teacher when s/he is performing an informal observation prior to beginning the observation

The number of Informal observations required for each category:

Category 1 and 2B:

- 2 Informal observations in the first semester
- 2 Informal observations in the second semester

Category 2A

- 2 Informal observations

An additional Informal observation may be conducted each semester

- Must have mutual agreement between the teacher and evaluating administrator
- Teacher must request additional observation for first semester by November 15
- Teacher must request additional observation for second semester by April 1
- If a teacher exceeds the required number of Informal observations, the lowest observation shall be dropped.
- Teachers may request an additional informal observation to be completed by another trained administrator.

EVALUATION PROCESS

Informal Observations, cont.

The Informal Observation:

- A new Informal Observation cannot be performed and scored until feedback has been posted for the prior informal, unless the parties agree otherwise.
- **The minimum time for an Informal Observation is ten (10) minutes**
- May or may not include an observation of the full class period
- A list of trained teacher observers shall be made available on line at https://www.ocps.net/cs/pds/assessment/Pages/District-Trained-Observers.aspx
- Teachers may request an additional informal observation to be completed by another trained administrator. These additional observations shall be calculated in the Instructional Practice Score and/or Deliberate Practice Score as provided elsewhere in this contract.
- An Informal Observation may be unannounced or scheduled
- The Informal Observations are useful for providing additional focused feedback to teachers, acknowledging professional growth and collecting evidence to further inform the annual evaluation process
- While planning and reflection conferences are not required, observers should provide **timely and focused feedback** to teachers regarding these observations.
- An Informal Observation may be rescheduled upon a teacher's request. No reasonable request shall be denied
- Audio visual monitoring for the purpose of evaluation shall not be permitted. However, electronic observations for Informal Observations shall be permitted upon a signed mutual agreement.
- Informal observations may be conducted but shall not be counted on the student contact day immediately before Thanksgiving Break, as well as the student contact days immediately before and after Winter Break and Spring Break. These informal observations may be counted toward evaluation with mutual written agreement.
- Observations made after May 1 to the end of the school year shall be documented but not used to calculate the Instructional Practice Score.

EVALUATION PROCESS

Formal Observations

The number of Formal observations required for each category:

- Category 1 and 2B
  - One in the first semester
  - One in the second semester

- Category 2A: 1 observation

- **The minimum time for a Formal Observation is thirty (30) minutes**
- Each teacher shall be advised as to who will observe him/her prior to any Formal Observation
- Formal Observations shall be completed by administrators only.
- Each Formal Observation shall have a planning conference prior to and a reflection conference after the observation.

  Each conference shall provide privacy between the teacher and the administrator. The planning conference shall occur one to five duty days prior to the formal observation. The reflection conference shall occur one to five duty days after the formal observation.

- A teacher shall receive a change in the date or time of a Formal Observation upon request.
- If a Formal Observation is interrupted by unforeseen circumstances, and the observation is unable to resume within that lesson, a new pre-conference may be scheduled to discuss the new lesson. The Formal observation shall be rescheduled at a mutually agreeable time.

EVALUATION PROCESS

Scoring

Status Score

During the current school year teachers will be assessed based primarily on an overall status score from the following four Domains.

Domain 1: Classroom Strategies and Behaviors
Domain 2: Planning and Preparing
Domain 3: Reflecting on Teaching
Domain 4: Collegiality and Professionalism

The overall status score is determined by multiple measures. Below are some suggested measures:

60% of Status Score

Domain 1
Classroom Strategies & Behaviors

- Formal observations
- Informal, announced observations
- Informal, unannounced observations
- Student Surveys
- Video/Audio of classroom practice
- Artifacts

20% of Status Score

Domain 2
Planning & Preparing

- Planning conference or pre-conference
- Artifacts
- Designing common student assessments

10% of Status Score

Domain 3
Reflecting on Teaching

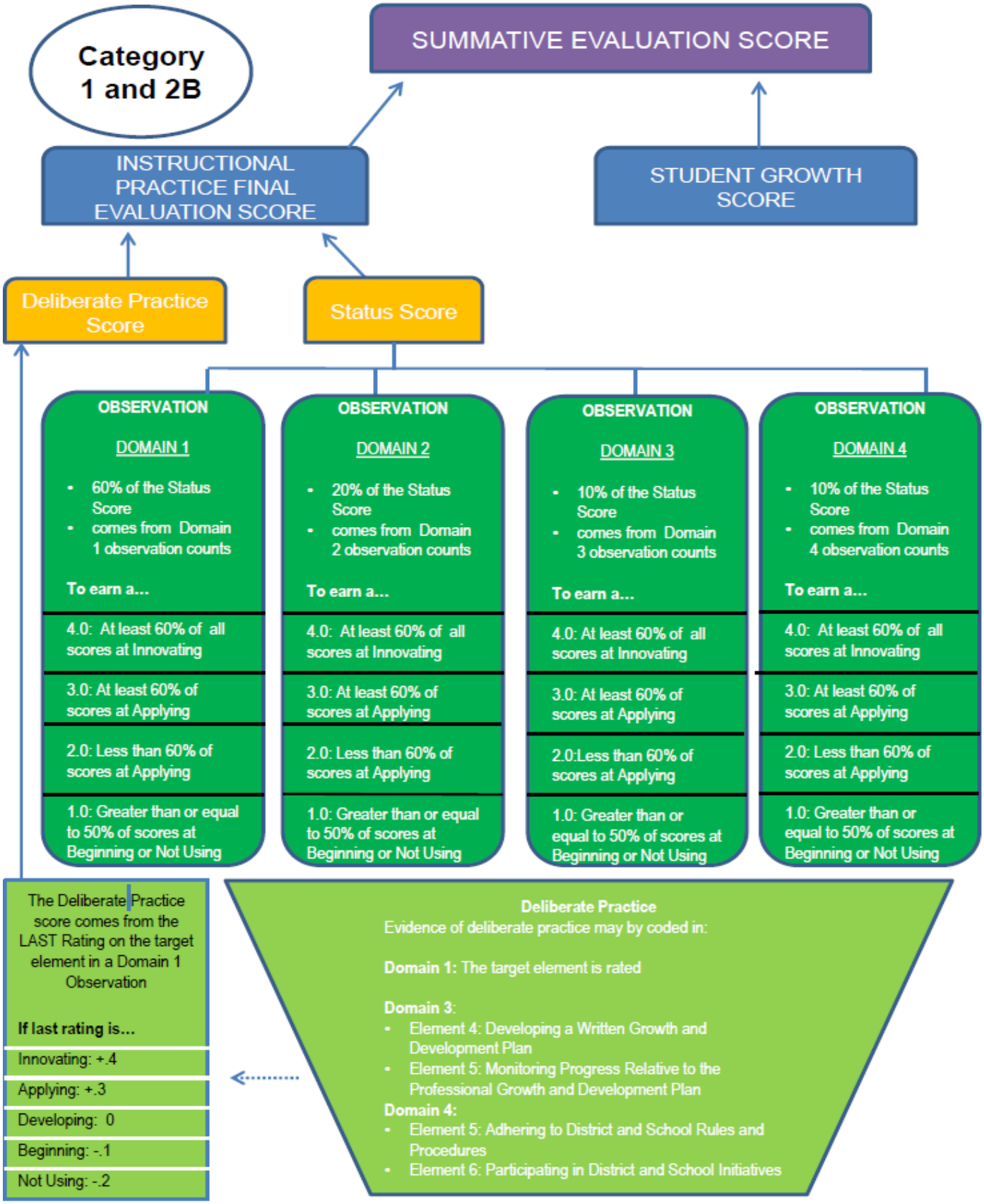
- Self Assessment
- Reflection Conference
- Professional Growth Plan
- Conferences
- Discussions
- Artifacts
- Lesson Study

10% of Status Score

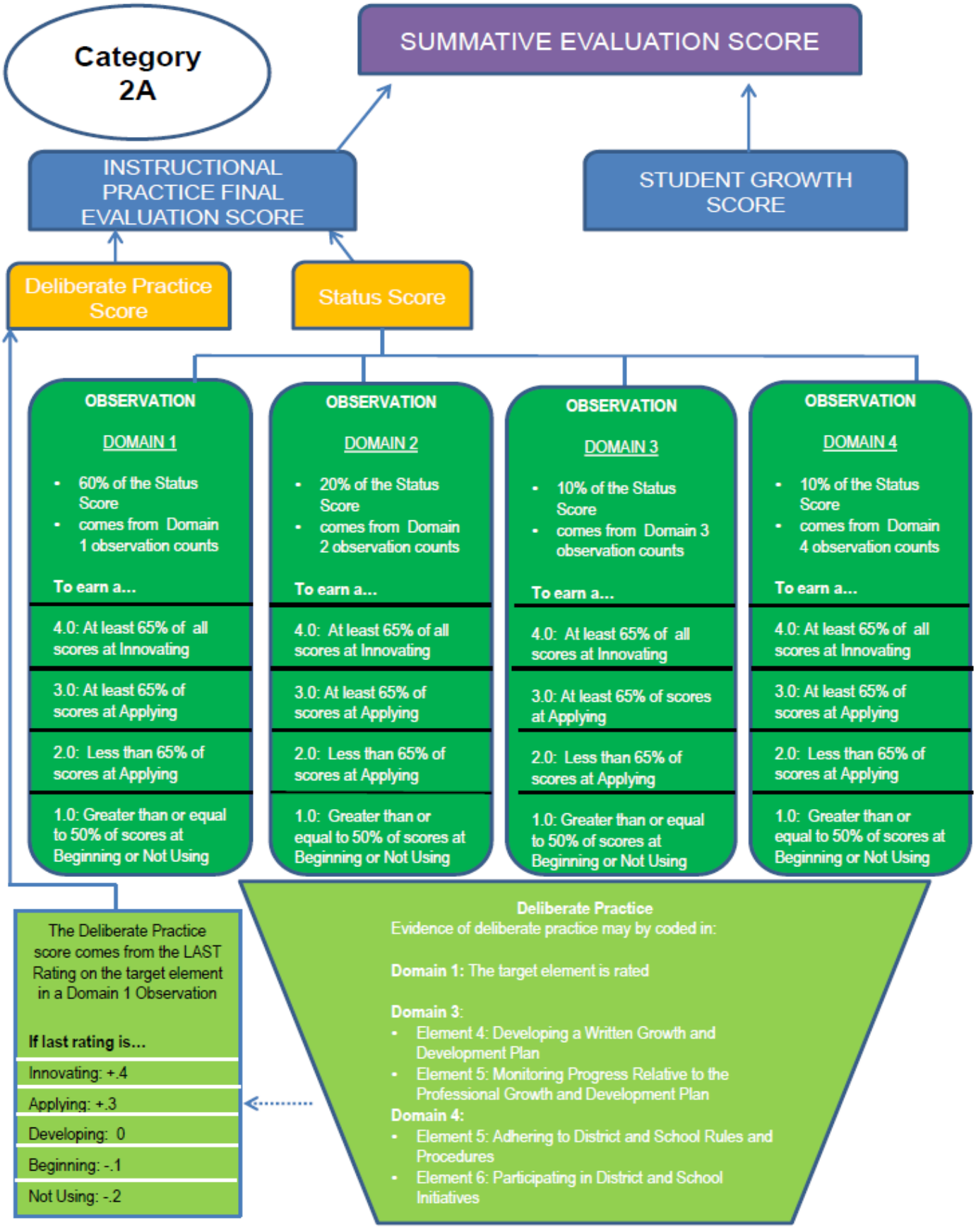
Domain 4
Collegiality & Professionalism

- Conferences
- Teacher surveys
- Discussions
- Artifacts

EVALUATION PROCESS



EVALUATION PROCESS



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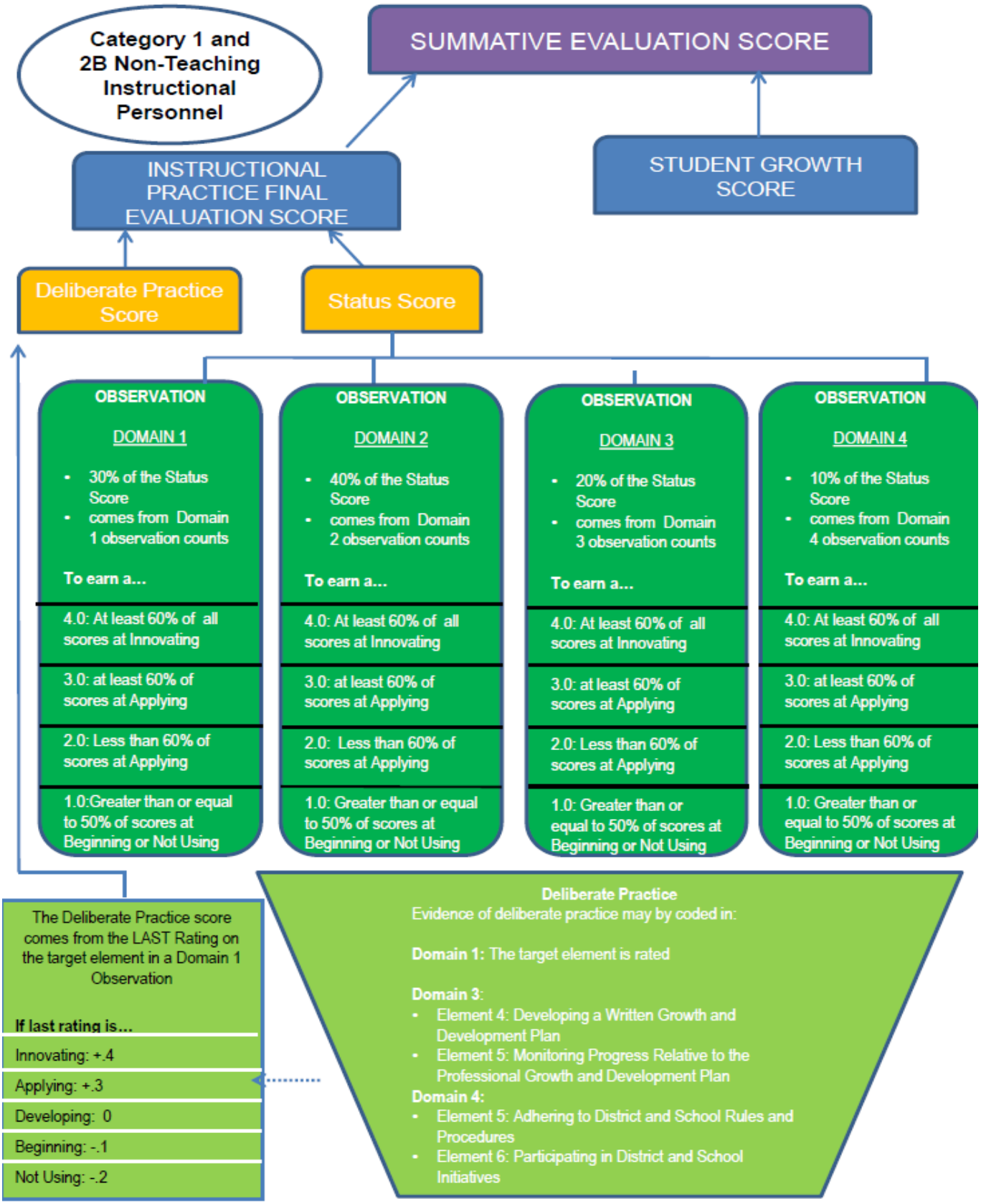
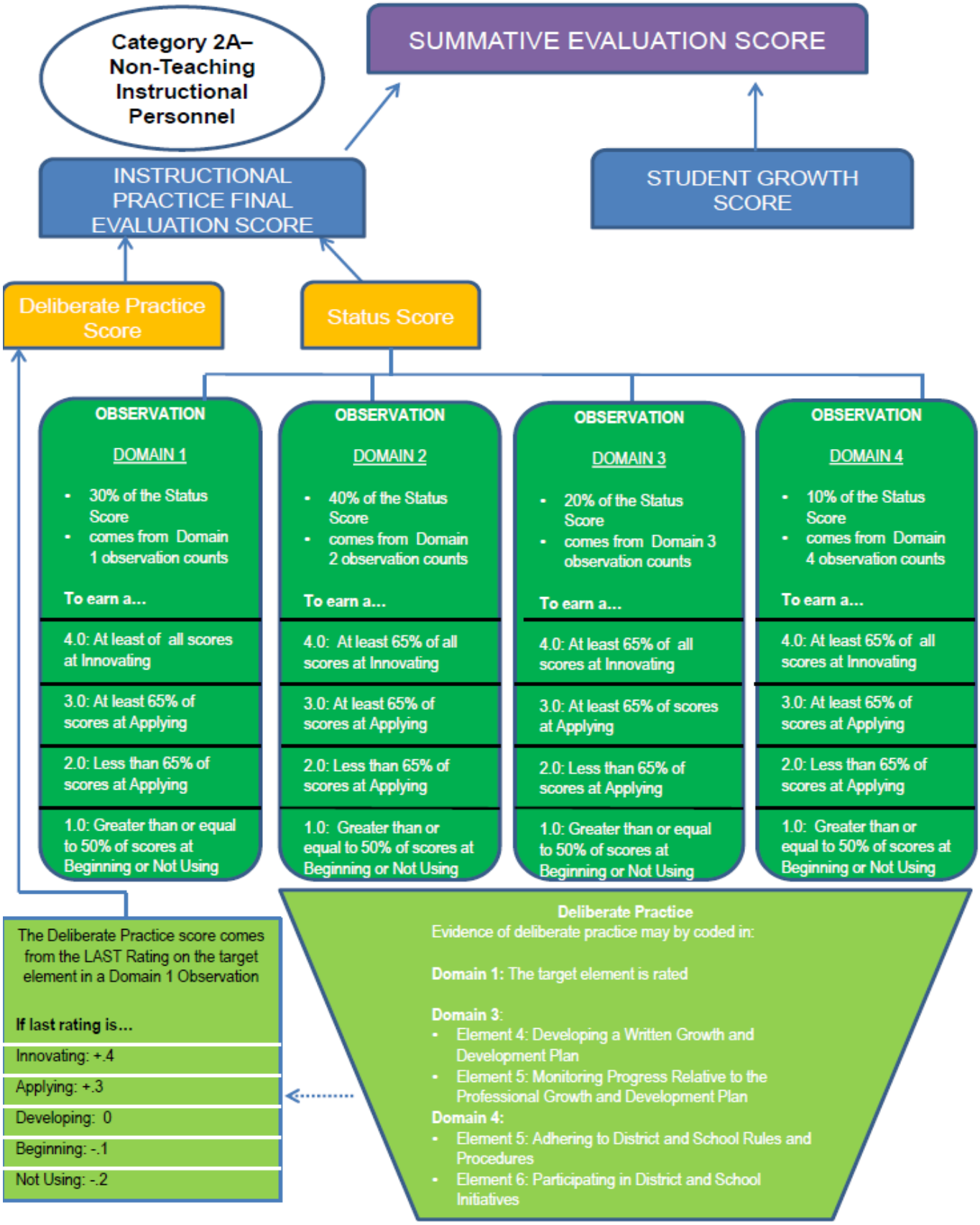


EVALUATION PROCESS



EVALUATION PROCESS

Deliberate Practice

The Deliberate Practice Score component shall be used to meet the multi-metric measurement as required by current state statute. The Status Score plus the Deliberate Practice score equals the Instructional Practice Score.

The following scoring method shall be used to determine the Deliberate Practice Score.

Innovating = +.4	Developing = 0	Beginning = -.1
Applying = +.3		Not Using = -.2

The scores above shall be used in the Deliberate Practice formula referenced above.

The orientation for Deliberate Practice shall be provided by a teacher or administrator who has attended the training at the district level. An online Deliberate Practice tutorial can be found at http://pdsonline.ocps.net. Log in using your OCPS username and password. Deliberate Practice will be listed under Community Groups under Marzano Teacher Evaluation Resources for Educators.

Submitting the Plan: The first step is to take the tutorial and the self assessment. The second step is to select the element, and then submit the plan within the teacher's first forty-five duty days. The teacher and administrator shall mutually agree to the plan within ten (10) duty days of submission. Teachers shall receive support and focused feedback from their evaluating administrator throughout the Deliberate Practice process. Administrators are encouraged to provide coverage for teachers to observe fellow teachers.

Prior to receiving the Deliberate Practice score, instructional personnel must complete the Deliberate Practice Plan with all evidence documented. The deadline for completing the plan is April 15. If the plan is not completed, the result shall be a rating of Not Using for the Deliberate Practice score. Deliberate Practice observations may be conducted until the May 1 deadline.

The selected element shall be scored once by an evaluating administrator at the end of the Deliberate Practice plan during an Informal or Formal observation or when there is mutual agreement between the teacher and evaluator that the teacher has met the target on the element. The element may be observed at other times, and feedback provided, but shall not be scored.

Teachers on temporary contract are not required but may opt to complete a Deliberate Practice.

Deliberate Practice provisions may be reopened by either party each year.

EVALUATION PROCESS

Student Learning Growth Cut Scores

The student learning growth portion of the evaluation will be one-third of the final summative evaluation for all instructional employees. The instructional practices portion of the evaluation to include the deliberate practice element will constitute the other two-thirds of the final summative evaluation.

Teachers instructing courses assessed by statewide assessments where student learning growth models (also known as value-added models) are calculated by the FDOE and required for use will use rating categories set by the FDOE. These rules and categories are found in State Board of Education Rule 6A-5.0411. When teachers instruct courses assessed by statewide assessments, where rating categories set by the FDOE are not required to be used, the ratings categories will be set using the district-selected method provided below.

For all district-calculated student learning growth models, standard errors will be used along with the value-added score to ensure a higher degree of confidence in assigning rating categories. This method will be used for each assessment to determine course, school, district or any other growth scores. The rating categories will be set as follows:

- Highly Effective: A highly effective rating is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 99-percent confidence interval also lie above zero (0)
- Effective: An effective rating is demonstrated by a value-added score of zero (0); or a value-added score of greater than zero (0), where some portion of the range of scores associated with a 99-percent confidence interval lies at or below zero (0); or a value-added score of less than zero (0), where some portion of the range of scores associated with both the 95-percent and the 99-percent confidence interval lies at or above zero (0)
- Needs Improvement or Developing if the teacher has been teaching for fewer than three (3) years: A needs improvement or developing rating is demonstrated by a value-added score that is less than zero (0), where the entire 95-percent confidence interval falls below zero (0), but where a portion of the 99-percent confidence interval lies above zero (0).
- Unsatisfactory: An unsatisfactory rating is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 99-percent confidence interval also lie below zero (0).

Student Learning Growth Scores

The four evaluation ratings are specified as follows:

- Highly Effective: 4.00
- Effective: 3.29
- Needs Improvement/Developing: 2.39
- Unsatisfactory: 1.49

EVALUATION PROCESS

Modifications for Non-Teaching Instructional Personnel

It is our belief that the Marzano System of Teacher Evaluation should be used with all Instructional Personnel who teach students and/or adults, thus limiting the use of alternative forms. Teachers will use a modified system of evaluation designed specifically for these non-classroom positions: Audiologists, Behavior Specialists, Diagnosticians, District Staffing Specialists, Mental Health Counselors, Psychologists and Social Workers.

For these instructional non-classroom personnel, statewide assessment data for three years of students assigned to the individual and will account for one-third of the evaluation.

Domain 1	Domain 2	Domain 3	Domain 4
30%	40%	20%	10%

Modifications for Registered Nurses

Registered Nurses will also be evaluated on an alternate form designed for their specific functions. Please see Appendix B pages 33-36. (LPN and clinic assistants are evaluated under the OCPS Classified Employees Evaluation System.)

EVALUATION PROCESS

FINAL EVALUATION CRITERIA

Florida Statute 1012.34 (1)(a) states: "For the purpose of increasing student learning growth by improving the quality of instructional¸ administrative, and supervisory services….the district superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel…" The Student Success Act signed into law on March 24, 2011 further clarified what is required. There must be four summative final evaluation ratings as specified in Florida Statute 1012.34(2)(e). The summative score is to be based on aggregating data from each of the two components required for evaluation: student growth and instructional practice. The statute further requires the differentiation among four levels of performance as follows:

Category 1:

4. Highly Effective
3. Effective
2 Developing
1. Unsatisfactory

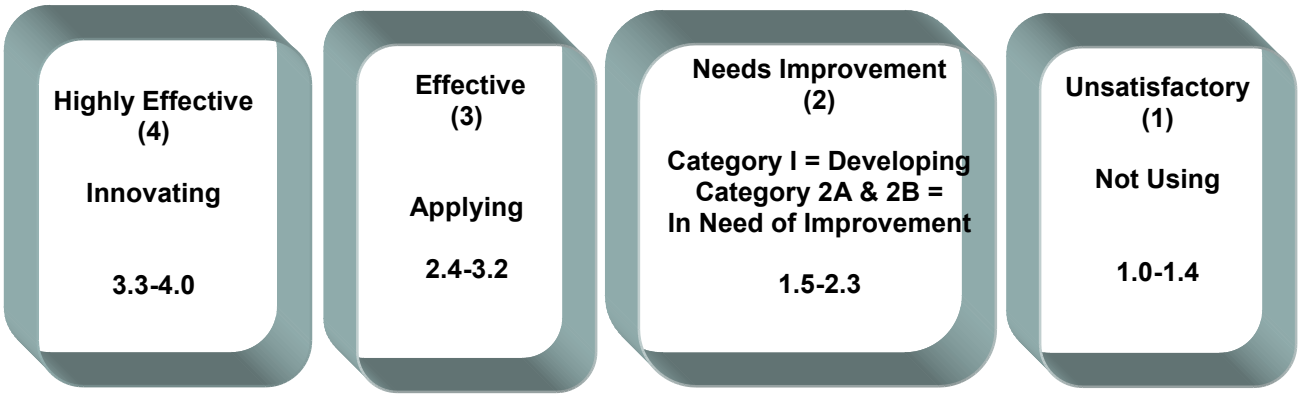
Category 2A, 2B:

4. Highly Effective
3. Effective
2. Needs Improvement
1. Unsatisfactory

Category 3

Final Evaluation rating will be determined by their **original** Category

Instructional Practice and Final Summative Ratings



If the Status Score and the Deliberate Practice Score exceeds a 4.0 rating, the teacher shall receive full value.

DESCRIPTION OF EVALUATION PROCESS

CATEGORY 1 & 2B TEACHER

PRACTICE OBSERVATION

A non-evaluative coaching observation shall be conducted prior to the first informal observation and shall serve as the Practice Observation

OBSERVATION #1
Either Formal or Informal
Conducted after the first 15 duty days of employment

DELIBERATE PRACTICE PLAN
Mutual agreement within the first 45 duty days of employment

OBSERVATION #2
Either Formal or Informal

OBSERVATION #3
Either Formal or Informal
(Conducted by the close of the 1st semester)

MID POINT EVALUATION
Close of 1st Semester

OBSERVATION #4
Either Formal or Informal

OBSERVATION #5
Either Formal or Informal

OBSERVATION #6
Either Formal or Informal

INSTRUCTIONAL PRACTICE SCORE REPORT
Prior to May 1

SUMMATIVE EVALUATION SCORE REPORT
Student Growth Score + Instructional Practice Score
*Conference held with current administrator within 10 days of completing and publishing the Summative Score Report

April 1 deadline for teachers to request an additional informal observation

WHEN A TEACHER'S PERFORMANCE IS DETERMINED TO BE LESS THAN EFFECTIVE, A CONFERENCE WILL BE HELD, AND A PROFESSIONAL IMPROVEMENT PLAN MAY BE WRITTEN

Formal Evaluation Process:
To be conducted in this order
Planning Conference-Domain 2
Formal Observation-Domain 1
Reflection Conference -Domain 3
Domain 4

* Teachers may opt out of the conference if the Student Growth Score did not cause the summative score to be lower than the instructional practice score or the summative evaluation score remains less than effective.

DESCRIPTION OF EVALUATION PROCESS

CATEGORY 2A TEACHER

PRACTICE OBSERVATION

A non-evaluative coaching observation shall be conducted prior to the first informal observation and shall serve as the Practice Observation

DELIBERATE PRACTICE PLAN
Mutual Agreement within the first 45 duty days of the school year or of employment

OBSERVATION #1
Conduct after the first 15 duty days of the school year or of employment
Either Formal or Informal
by December 1

DOMAIN 4 MID POINT ONLINE CONFERENCE
By end of 1st Semester
Reviewing artifacts (journals, documentation)
using iObservation conferencing tools

OBSERVATION #2
Either Formal or Informal
By March 1

OBSERVATION #3
Either Formal or Informal

DOMAIN 4 ONLINE CONFERENCE
Prior to May 1
Reviewing artifacts (journals, documentation)
using iObservation conferencing tools

INSTRUCTIONAL PRACTICE SCORE REPORT
Prior to May 1

SUMMATIVE EVALUATION SCORE REPORT
Student Growth Score + Instructional Practice Score
*Conference held with current administrator within 10 days of completing and publishing the Summative Score Report

April 1 deadline for teachers to request an additional informal observation

WHEN A TEACHER'S PERFORMANCE IS DETERMINED TO BE LESS THAN EFFECTIVE, A CONFERENCE WILL BE HELD, AND A PROFESSIONAL IMPROVEMENT PLAN MAY BE WRITTEN AND/OR THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN MAY BE ALTERED TO ADDRESS THE CONCERN.

Formal Evaluation Process:
To be conducted in this order
Planning Conference-Domain 2
Formal Observation-Domain 1
Reflection Conference -Domain 3
Domain 4

* Teachers may opt out of the conference if the Student Growth Score did not cause the summative score to be lower than the instructional practice score or the summative evaluation score remains less than effective.

DESCRIPTION OF EVALUATION PROCESS

CATEGORY 3 TEACHER

(Teachers on a Professional Improvement Plan)
Requires 3 Formal Observations, 7 Informal Evaluations
Duration: 10 weeks to 5 school months

A Professional Improvement Plan may be initiated by either the teacher or the administrator when an area of concern is noted. Concerns may be identified through an observation, analysis of trending student data, or measurement of final student growth test scores, or other means. The evaluator, with input from the teacher, shall develop a plan which includes additional observations and resources in an effort to improve teacher performance. Teachers who have an instructional practice score of 1.5 to 2.3 on their evaluation shall be placed in Category 2B for the subsequent school year. Times noted are the longest (5 months) and shortest (10 weeks) length of time to complete a PIP.

I. Correction Phase of PIP

Area of concern is noted
(If at the beginning of the school year, after the first 15 duty days of assignment)

If the PIP is continuing from the previous year, observations may begin after the first 15 duty days of the new school year.

3 informal observations (#1, 2, 3)
During a 1 month period **OR**
1 observation per week for 3 weeks

1 formal observation (#1)
During a 1 month period **OR**
During a 1 week period

2 informal observations (#4, 5)
During a 1 month period **OR**
1 observation per week for 2 weeks

1 formal observation (#2)
During a 1 month period **OR**
During a 1 week period

After each observation (formal and informal), document discussions in the comment section

DESCRIPTION OF EVALUATION PROCESS

CATEGORY 3 TEACHER

II. Monitoring Phase of PIP

2 informal observations (#6, #7)

During a 2 week period

1 formal observation (#3)

During a 1 week period

The time period from late February thru April may be used for additional observations if needed

INSTRUCTIONAL PRACTICE SCORE REPORT

Using the appropriate rubrics and proficiency scale for original category (Category 1, 2A or 2B)

→ May 1 deadline

PROFESSIONAL IMPROVEMENT PLAN (PIP) GUIDELINES

Professional Improvement Plan (PIP): the process by which a struggling teacher receives help and assistance to improve their instructional skills. A plan is written for specific strategies in one of the four Marzano domains. A timeline is established and the plan may last from 10 weeks to five school months. The time lines for completing or responding to a PIP may be extended by mutual agreement.
If the teacher does not successfully complete the PIP within the agreed upon timeline and additional time is needed for improvement (based upon the original plan), the plan may be extended or a new plan should be written.

General PIP understandings:

- The number of required observations for a PIP is three (3) Formal observations and seven (7) Informal observations
- Assistance to the teacher needs to be varied and on-going and specific to the strategies in question
  - Examples
    - Mentor
    - Professional Development
    - Curriculum Resources
    - Observations of Peer Teaching
    - Observations by Peer Teacher
- The administrator and teacher shall meet for an initial conference to outline the plan and establish timelines.
- The time lines for completing or responding to a PIP may be extended by mutual agreement.
- Conferences shall be scheduled to review the teacher's observations and track progress of improvement. A minimum of four conferences are required; the first after two informal observations, and the rest after each of the three formal observations.

APPEALS PROCESS

An employee may elect to appeal a procedural concern to the supervising administrator. If the issue is unresolved, the employee may elect to appeal any unresolved procedural issue(s) through either the Appeals Committee or the grievance/arbitration procedure – but not both.

If it has been determined that there was a procedural error in an instructional employee's status score, then the following formula shall be used to report the revised score:

- If the Status Score is between 1.0 and 2.9, and there is a procedural error, the Status Score shall be a 3.0 Effective
- If the Status Score is higher than a 3.0, and there is a procedural error, the Status Score shall be a 3.3 Highly Effective
- If it has been determined that there was a procedural error in an instructional employee's Deliberate Practice Score, then the revised score shall be .3 Applying and shall be added to the Status Score.

GLOSSARY OF TERMS

Artifacts	A piece of evidence (a product of the teacher and/or student work) that documents the successful use of the strategy.
Common Language	A research based framework that describes and defines teaching. The common language provides a foundation for professional conversation.
Deliberate Practice	A way for teachers to grow their expertise through a series of planned activities, reflection, and collaboration. Involved in the series is a protocol setting personal goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.
Design Questions	Ten questions teachers ask themselves when planning a lesson or unit of instruction.
Developing Performance Scales	Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: Innovating Applying Developing Beginning
Domain	A body of knowledge defined by research representing a particular aspect of teaching.
Essential Questions	Broad, important questions that refer to core ideas and inquiries within a discipline. They help students inquire and make sense of important but complicated ideas, knowledge and know-how. They are related to content, seek to prompt genuine inquiry leading to eventual understandings—inferences drawn from facts that are provisional but not meant to be final. They hook and hold the attention of your students.

GLOSSARY OF TERMS

FEAPs	Florida Educator Accomplished Practices embody three essential principles: 1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. 2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. 3. The effective educator exemplifies the standards of the profession. There are 6 accomplished practices: 1. Quality Instruction 2. The Learning Environment 3. Instructional Delivery and Facilitation 4. Assessment 5. Continuous Improvement, Responsibility and Ethics 6. Professional Responsibility and Ethical Conduct
Focused Feedback	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective, and actionable. Feedback is generally provided by administrators or a trained observer.
Focused Practice	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.
Formal Observation	The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following observation). It is not the summative evaluation.
Guiding Questions	Questions that lead you to the Essential Question. They often point toward a specific answer, factual knowledge and a definite answer.
High Probability Strategies	High Probability Strategies are research-based strategies that have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context. Teachers must determine which strategies to use with the right students at the right time.

GLOSSARY OF TERMS

Informal Observation	The informal observation can be announced or unannounced and may or may not include an observation of the full class period. While planning and reflection conferences are not required, observers should provide timely and focused feedback to teachers regarding these observations. Additional observations cannot be performed until feedback is posted. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. Recommended minimum time for an informal observation is ten minutes.
Instructional Practice Score	Status Score plus the Deliberate Practice Score
Learning Goals	What students should know, understand or be able to do at the end of a lesson. A learning goal often begins with "Students will be able to" or "Students will understand". Learning goals should not be confused with activities. Learning goals should be connected to state standards.
Lesson Segment	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: • Involving Routine Events • Addressing Content • Enacted on the Spot
Non Evaluative Coaching Observation	Non-evaluative coaching observations are unscheduled observations which will only be available for viewing to the teacher and the teacher's observer. It is not a part of the evaluation scoring process. There shall be no maximum number of coaching observations throughout the school year. A coaching observation shall be conducted prior to the first observation (formal or informal) and shall serve as the Practice Observation. The purpose of a coaching observation is to look for evidence of implementation of professional development, provide actionable feedback while identifying predominant practices for effective instruction.
Professional Improvement Plan (PIP)	The process by which a struggling teacher receives help and assistance to improve instructional skills. A plan is written for specific strategies in one of the four Marzano domains. A timeline is established and the plan may last from 10 weeks to 5 school months. The timeline may be extended due to extenuating circumstances. If the teacher does not successfully complete the PIP within the established timeline, the plan may be extended or a new plan should be written.
Reflection (Post) Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to discuss the observation, clarify expectations and plan forward using the post conference form as a guide for contemplation and focused feedback.

GLOSSARY OF TERMS

Targets	Targets are points on the continuum in the progression of learning captured by the learning goal.
Status Score	Reflects the teacher's overall understanding and implementation of the Art and Science of Teaching Framework across the four domains. Domain 1—Classroom Strategies and Behaviors Domain 2—Planning & Preparing Domain 3—Reflecting on Teaching Domain 4—Collegiality & Professionalism
Student Scales	Scales that show progression of learning using learning goals and targets that are tied to Florida State Standards.
Student Evidence	Specific observable behaviors in which the students engage, in response to the teacher's use of particular instructional strategies.
Summative Evaluation	The annual evaluation that is given to a teacher. Two-thirds of the summative evaluation will be based upon the instructional practice score and one third will be based upon student growth measures which will be derived from state data for teachers who have three years of data.
Targets	Points on the continuum to meet learning goals.
Teacher Evidence	Specific observable behaviors that teachers engage in when using particular instructional strategies.

Appendix A

Florida Educators Accomplished Practices

https://www.flrules.org/gateway/ruleno.asp?id=6A-5.065
Click on View Rule

Quality of Instruction

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;
   b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
   c. Designs instruction for students to achieve mastery;
   d. Selects appropriate formative assessments to monitor learning,
   e. Uses a variety of data, independently, and in collaboration with colleagues to evaluate learning outcomes, adjust planning and con tinuously improve the effectiveness of the lessons; and
   f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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. Manages individual and class behaviors through a well-planned management system;
   b. Conveys high expectations to all students;
   c. Respects students' cultural, linguistic and family background;
   d. Models clear, acceptable oral and written communication skills;
   e. Maintains a climate of openness, inquiry, fairness and support;
   f. Integrates current information and communication technologies;
   g. Adapts the learning environment to accommodate the differing needs and diversity of students; and
   h. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals

3. **Instructional Delivery and Facilitation.** *The effective educator consistently utilizes a deep and comprehensive knowledge of the subject:*
   a. Deliver engaging and challenging lessons;
   b. Identify gaps in students' subject matter knowledge;
   c. Employ higher-order questioning techniques;
   d. Differentiate instruction based on an assessment of student learning needs recognition of individual differences in students;
   e. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
   f. Utilize student feedback to monitor instructional needs and to adjust instruction.

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;
   b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
   c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
   e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
   f. Applies technology to organize and integrate assessment information.

Continuous Improvement, Responsibility & Ethics

1. **Continuous Professional Improvement.** *The effective educator consistently:*
   a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
   b. Examines and uses data-informed research to improve instruction and student achievement;
   c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
   d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
   e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. **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 State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.*

Appendix B
Learning Map, Page 1

2014 Marzano Teacher Evaluation Model
Learning Map

Learning Sciences MARZANO CENTER

Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

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

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

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.

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Appendix B
Learning Map, Page 2

2014 Marzano Teacher Evaluation Model
Learning Map

Learning Sciences MARZANO CENTER

Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

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

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Appendix B
Learning Map for Non-Instructional Personnel

Audiologists, Behavior Specialists, Diagnosticians, District Staffing Specialists, Mental Health Counselors, Psychologists and Social Workers.

Instructional Support Member Evaluation Framework
Learning Map

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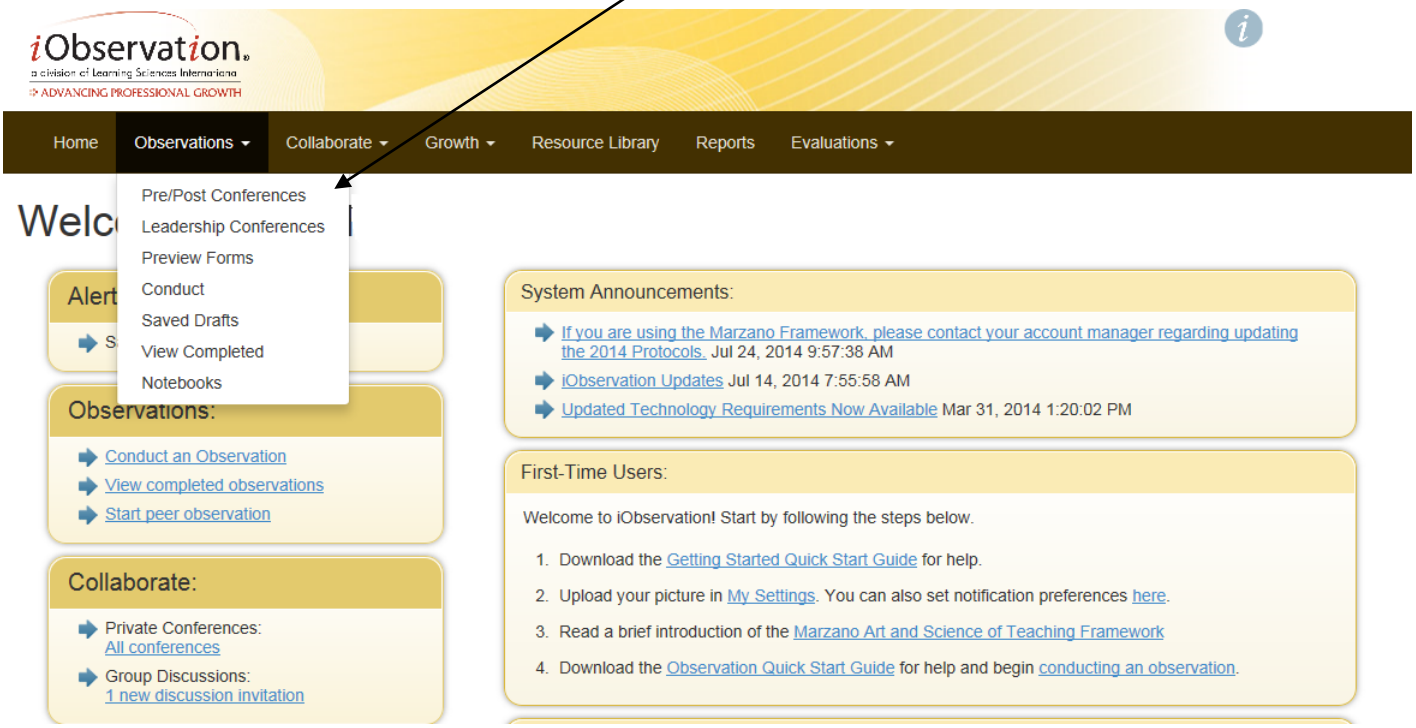
Appendix C

Pre and Post Conference Forms

www.effectiveeducators.com
Log onto iObservation
(Personnel number @ ocps.net)
12345@ocps.net
(type password)

On the Home Screen, Click Observations then Pre/Post Conferences

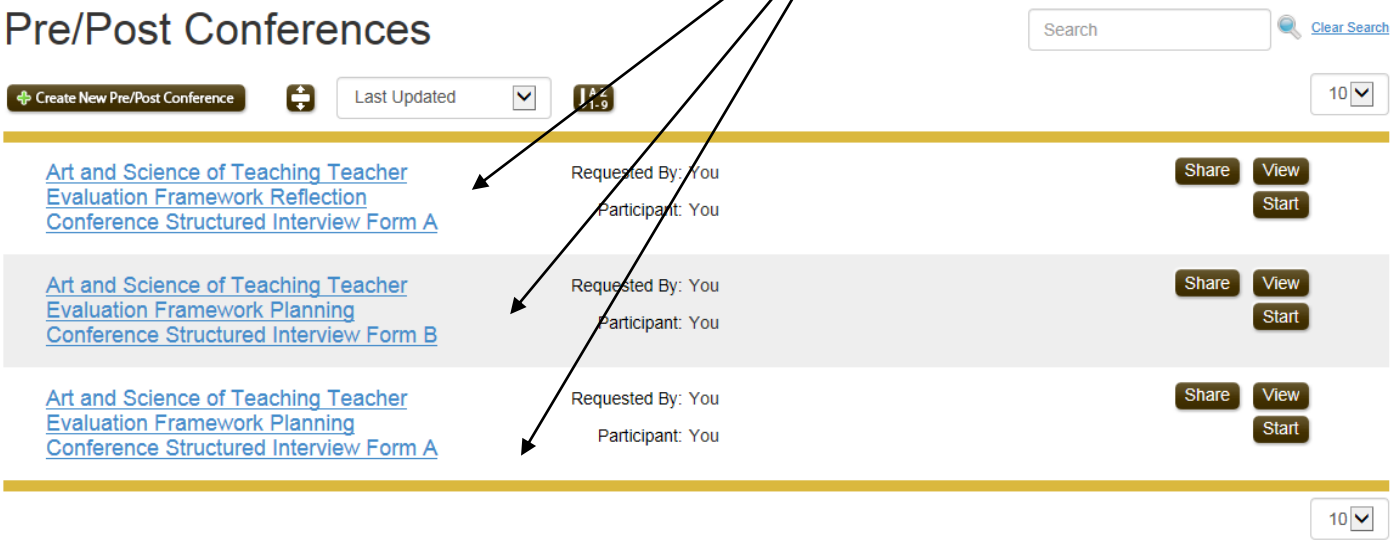


Appendix C

Pre and Post Conference Forms

www.effectiveeducators.com
Log onto iObservation
(Personnel number @ ocps.net)
12345@ocps.net
(type password)

Click on Pre/Post Conference
Click on the conference you want to see



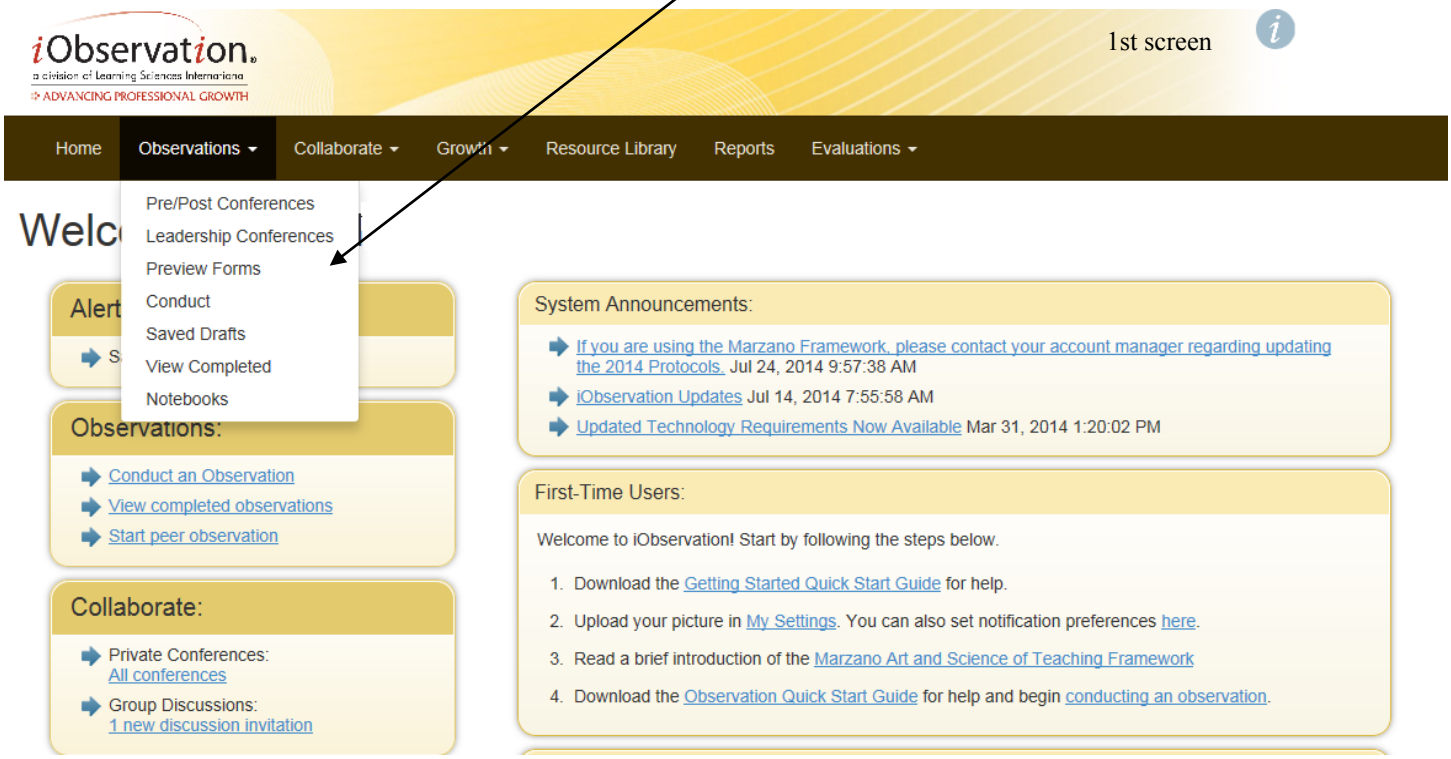
Appendix C

Domain 1 Observation Forms

Teachers shall be observed on Design Questions 1, 2, 5, 6, 7 and 8

www.effectiveeducators.com
Log onto iObservation
(Personnel number @ ocps.net)
12345@ocps.net
(type password)

On the Home Screen, Click Preview Forms



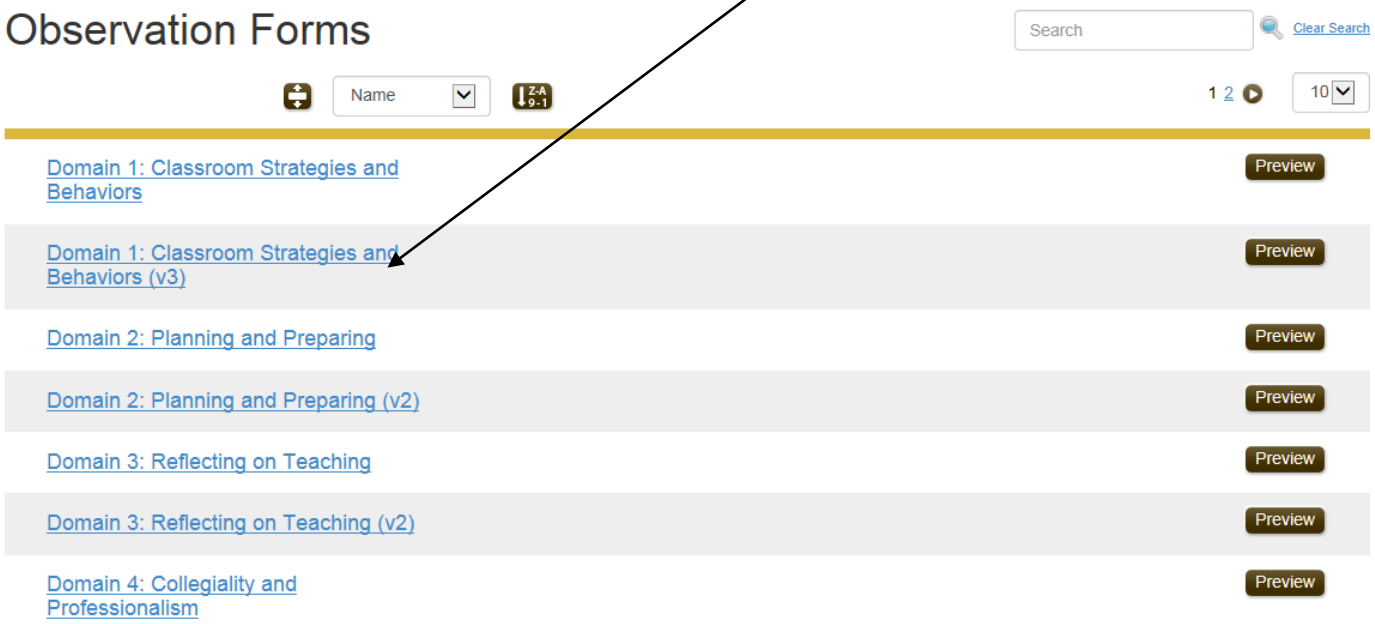
Appendix C

Domain 1 Observation Forms

Teachers shall be observed on Design Questions 1, 2, 5, 6, 7 and 8

www.effectiveeducators.com
Log onto iObservation
(Personnel number @ ocps.net)
12345@ocps.net
(type password)

Click on Domain 1 (v3)

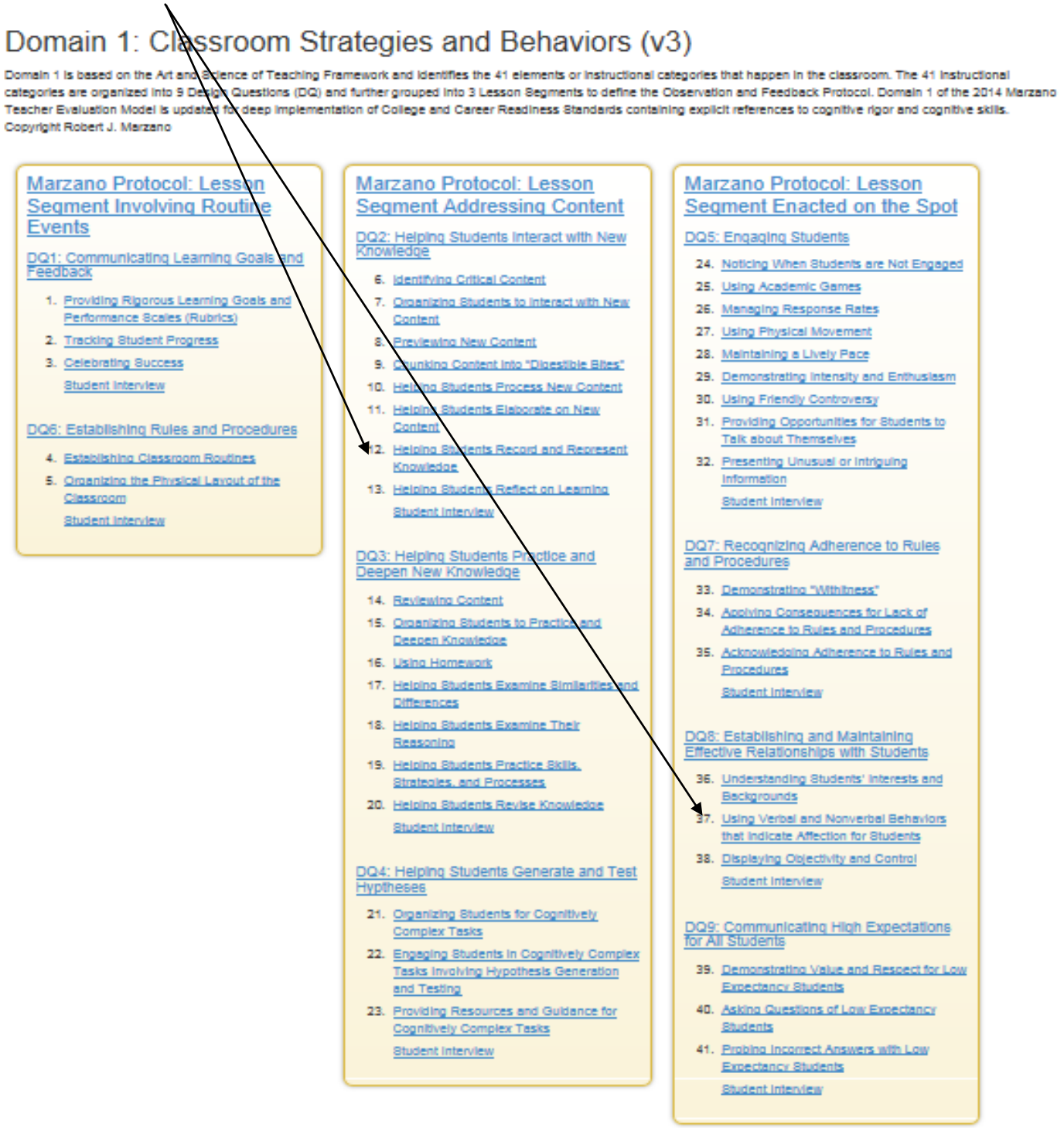


Appendix C

Domain 1 Observation Forms

Teachers shall be observed on Design Questions 1, 2, 5, 6, 7 and 8

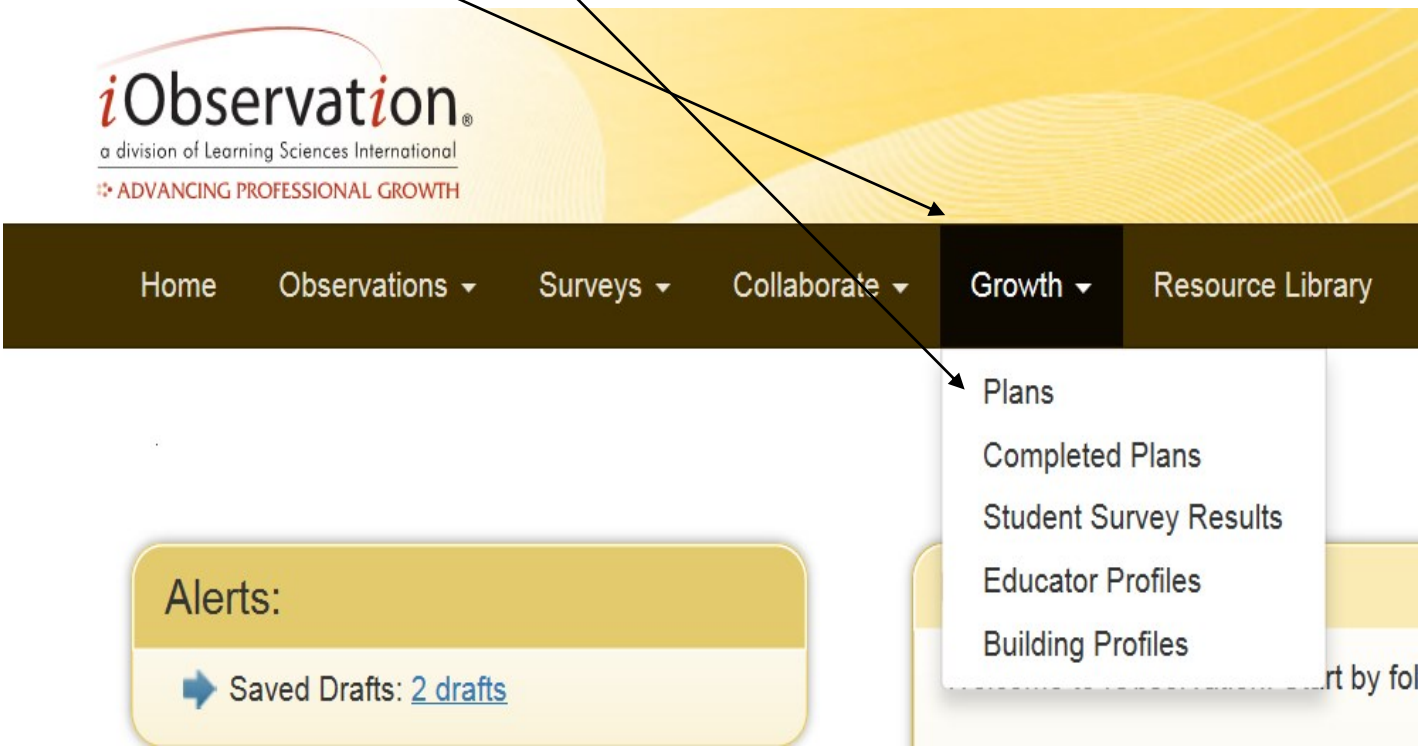
Click on an element within the design question to access the form



Appendix C

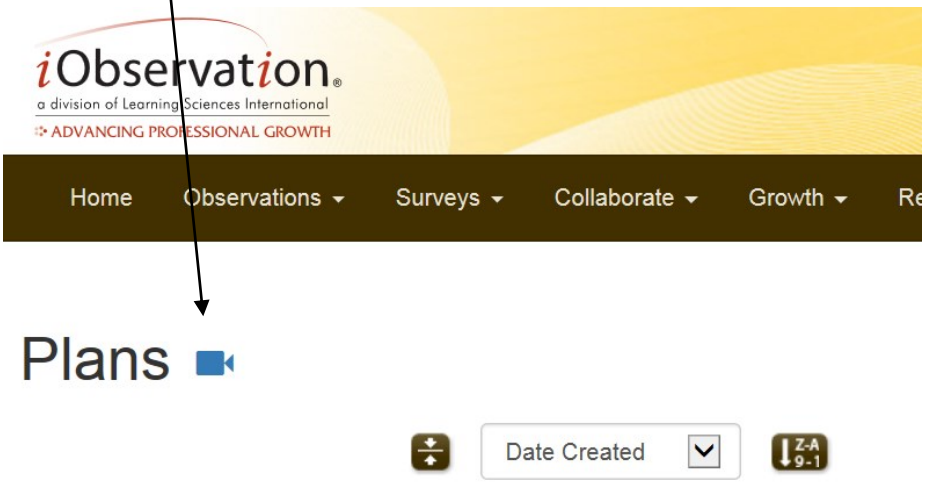
Growth Plan

Click on Growth, then Plans to begin your growth plan



There will be a button on the top left for you to begin a new plan.

Click on the Movie Camera below to be shown how to finish a growth plan.



Appendix D
Observation and Evaluation Form for Registered Nurses

Copy Distribution:
- Evaluator
- Evaluatee

ORANGE COUNTY PUBLIC SCHOOLS
SCHOOL NURSE
OBSERVATION FORM TO REPORT
THE PRELIMINARY EVALUATION AND THE FINAL SUMMATIVE EVALUATION

Name _____ Personnel # _____ School Year _____

School/Work Location _____ ☐ Preliminary Evaluation ☐ Final Evaluation (check one)

HE = Effective	E = Effective	*NI = Needs Improvement*	U = Unsatisfactory	**NA = Not Applicable

Directions: Using the rating code above, place the appropriate code in the box next to the school nursing standard named.
*Specific recommendations for improvement must be included.
**All indicators may not be applicable to your teaching assignment.

The indicators listed below each standard are meant to give the evaluator best practices indication of competency demonstration. In no way do these indicators represent a fixed number for competency achievement. Each standard is assessed based on total performance. Some indicators may represent more or less importance in evaluating total performance.

The comment section provides an opportunity for documenting outstanding performance and also for identifying specific needs for improvement.

At first indication of an area in need of improvement, either the evaluator or evaluatee may initiate a PROFESSIONAL IMPROVEMENT PLAN in order to resolve the area of concern.

An UNSATISFACTORY rating concludes that one is not demonstrating competency in any manner for that standard and that previous attempts for improvement via the PROFESSIONAL IMPROVEMENT PLAN have failed.

ASSESSMENT RATINGS AND DESCRIPTIONS

Highly Effective:	Shows innovative performance as evidenced by applicable indicators.
Effective:	Shows competent performance as evidenced by applicable indicators.
Needs Improvement:	Shows less than satisfactory performance in one or more applicable indicators.
Unsatisfactory:	Does not show adequate performance in one or more applicable indicators.
Not Applicable:	Evaluatee's job performance cannot be measured by this criterion.

Standard I: ☐ **Theory**

Performance Indicators:
1. Demonstrates evidence of use of theory by sharing information with staff, students, family, professionals and the community to assist change
2. Demonstrates application of theory to practice by use of appropriate techniques and information which governs actions

Comments: _____

Appendix D
Observation and Evaluation Form for Registered Nurses

Standard II: ☐ Problem Solving

Performance Indicators:

1. Assessment: collects and documents information regarding students and gathers additional information from families, staff members, healthcare providers, organizations, and/or the community in a systematic, continuous manner
2. Diagnosis: analyzes assessment data to arrive at conclusions which can be documented
3. Plan: develops a plan of care
4. Identify Outcomes: specifies measurable goals related to nursing and/or medical diagnosis as applicable
5. Implement: executes and adequately documents the interventions noted in a plan of care
6. Evaluate: systematically and continuously appraises client responses to prescribed interventions
7. Records data on appropriate records

Comments:_____

_____

_____

Standard III: ☐ Clients Identified with Physical and Psychosocial Problems

Performance Indicators:

1. Possesses knowledge to include, but is not limited to:
   - role of the school nurse
   - common and disabling conditions of childhood
   - national and state laws and judicial decisions applicable to Special Education, and the rights of students and parents
   - school district policy and procedures related to students with special needs
   - existence and nature of local resources designed to meet the health educational needs of the child with special needs
   - the roles of other members of the team assessing the student
   - the effect of chronic illness or disability on student and family
2. Participates in and presents findings, nursing diagnoses, and recommendations at team meetings affecting educational/school health activities
3. Participates in the development of the Individualized Health Plan (IHP)
4. Develops and implements nursing plan of care for students with significant health problems
5. Monitors ongoing health status of students with special needs and uses information gathered to adjust students' health programs as needed
6. Proactively supports the child/student with special health needs
7. Proactively supports the family of the child with special health needs as necessary and appropriate
8. Provides health education and information essential for facilitating inclusion as appropriate
9. Provides information to parents of students with special health needs regarding school policy and procedures related to their child and the child's condition
10. Supervises, trains, and monitors U.A.P.'s (Unlicensed Assistive Personnel) in the performance of skilled nursing procedures where permitted by state and local law and state Nurse Practice Act

Comments:_____

_____

_____

Standard IV: ☐ Communication

Performance Indicators:

1. Uses communication as a positive strategy to achieve goals
2. Employs effective expressive and receptive verbal skills
3. Completes written reports to provide continuity and accountability of the program
4. Employs an effective system of data storage, retrieval, and analysis
5. Demonstrates sensitivity to the values of students, families, and staff
6. Demonstrates understanding and clarification of professional and personal values and the impact of such on own professional communication
7. Employs counseling techniques and crisis intervention strategies in interventions with individuals and groups as appropriate
8. Identifies and uses own interpersonal strengths

Comments:_____

_____

_____

Appendix D
Observation and Evaluation Form for Registered Nurses

Standard V: ☐ **Collaboration within the School System**

Performance Indicators:

1. Demonstrates knowledge of the philosophy and/or mission of the school district, the kind and purpose of its curricular and extracurricular activities, and its programs and special services
2. Demonstrates knowledge of the roles of other school professionals
3. Delineates roles and responsibilities of health care professionals and adjunct personnel
4. Demonstrates the ability to dialogue appropriately, and as necessary, regarding ongoing care for students/clients
5. Collaborates with parents or caregivers regarding self-care issues of students/clients
6. Collaborates with other school personnel to meet student health, development, and educational needs
7. Recognizes and utilizes as appropriate and necessary the expertise of other school professionals to meet the needs of students
8. Participates as an integral member of the interdisciplinary team(s)
9. Makes home visits, as necessary, to collect data, plan, implement, and/or evaluate client care
10. Functions as school-home liaison in student/family health concerns
11. Advises administrators and the School Board of collaborative plans of care for students as necessary
12. Provides inservice programs for school personnel regarding universal precautions and other health-related issues as needed
13. Establishes a follow-up mechanism for referral of identified students

Comments:_____

_____

_____

Standard VI: ☐ **Collaboration with Community Health Systems**

Performance Indicators:

1. Identifies community agencies as resources for students and families and evaluates each for appropriateness for clients needs to include: eligibility criteria, costs, accessibility, and other factors which may impact on services to clients
2. Communicates and networks with community health providers regarding client interventions as appropriate
3. Functions as a school-based case manager when collaborating with community providers as appropriate
4. Functions as a liaison for the school in ongoing school-community agency cooperation and collaboration related to health issues
5. Participates in community health needs assessments as necessary
6. Obtains expert consultation as needed

Comments:_____

_____

_____

Standard VII: ☐ **Health Education**

Performance Indicators:

1. Participates in the assessment of health education needs for the school community
2. Acts as a resource person to school staff regarding health education and health education material
3. Promotes and participates in the integration of health concepts within the regular school curriculum
4. Promotes and collaborates in the application of health promotion principles within all areas of the school community: food services, custodial, etc.
5. Provides individual health teaching and counseling for students and families as needed
6. Provides health instruction for student, staff, and parent groups
7. Promotes student, staff, and school safety through health education
8. Teaches the principles of health promotion and disease prevention to individuals and groups

Comments:_____

_____

_____

_____

Appendix D
Observation and Evaluation Form for Registered Nurses

Standard VIII: ☐ Professional Responsibility

Performance Indicators:

1. Participates in continuing education programs to increase knowledge and update skills, when applicable, and maintain certification and licensure
2. Demonstrates knowledge of the legal and ethical aspects of nursing practice
3. Maintains professional responsibility, accountability, and behavior
4. Demonstrates sensitivity to the organizational structure of the school system

Comments:_____

_____

_____

_____

Overall Assessment Rating (check one): _____ HE = Effective ____ E = Effective with Recommendations

_____ NI = Needs Improvement _____ U = Unsatisfactory

Evaluator's Signature_____ Date_____

Evaluatee's Signature_____ Date_____

The signature of the nurse does not necessarily imply agreement with the evaluation, but rather acknowledges that it has been discussed with the evaluator.

When determining the overall evaluation rating, an individual may not receive an overall rating lower than the lowest rating in any one category. For example, a teacher may not receive an overall rating of Unsatisfactory if the lowest rating in the six areas is Needs Improvement.

Appendix E

ORANGE COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL PERSONNEL
PROFESSIONAL IMPROVEMENT PLAN

_____ _____
NAME OF TEACHER NAME OF SCHOOL

ADMINISTRATOR'S NAME:_____

*COMPETENCY AREA/DOMAIN I, II, III, IV_____

_____ _____
DATE PLAN INITIATED EXPECTED COMPLETION DATE

PRIORITY	SPECIFIC STRATEGIES TO BE IMPROVED	IMPROVEMENT OBJECTIVE	ACTION PLAN/TIMELINE	ASSISTANCE TO BE PROVIDED
1.				
2.				
3.				
4.				
5.				
6.				

Type of Observation	Observation Dates	Teacher Signature & Date	Observer Signature & Date	Type of Conference	Conference Dates	Teacher Signature & Date	Administrator Signature & Date
				Initial Session			
Informal #1							
Informal #2				Conference #1			
Informal #3							
Formal #1				Conference #2			
Informal #4							
Informal #5							
Formal #2				Conference #3			
Informal #6							
Informal #7							
Formal #3				Conference #4			

ADEQUATE IMPROVEMENT: SHOWN_____ NOT SHOWN____

Teacher Signature_____/Date_____ Administrator Signature_____/Date_____

**Individual Plans should not be written for more than one design question. Multiple plans can be written, but each should be specific to an area identified for improvement. The signature of the teacher does not necessarily imply agreement with the professional improvement plan, but rather acknowledges that it has been discussed with the administrator.*

Appendix F

Marzano Action Research

The Marzano Evaluation Model is supported by the Florida Department of Education (DOE). The Model is based on a number of previous, related works found in appendix that 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). The Marzano model does not require a new set of skills or strategies; instead it embeds the Orange County Public Schools initiatives that are a part of the **F**ramework for Teaching and Learning such as Professional Learning Communities, Response to Intervention, Lesson Study, and the Florida Continuous Improvement Model.

The Marzano Evaluation Model was designed using thousands of studies conducted over the past five or more decades and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted that establish a more direct causal linkages with enhanced student achievement than can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Research documents that were provided to the FLDOE are: *Research Base and Validation Studies on the Marzano Evaluation Model (2011)*, *Instructional Strategies Report: Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies (August, 2009)*. Additional information is provided at www.marzanoevaluation.com.