

Performance Evaluation System

Union County School District

District Purpose:

The purpose of establishing procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services.

District Vision:

The vision of the Union County School District is to become a foundation of educational excellence for all.

District Mission:

The mission of the Union County School District is to provide a learning environment where students, staff, parents and community excel.

District Core Beliefs:

The Union County School District's core beliefs are:

- Each individual has dignity and worth
- Each person has a unlimited capacity for learning
- Learning is a lifelong endeavor
- High expectation and challenging curricula lead to greater achievement
- Technology must be embraced and utilized to enhance education
- Community involvement is essential for successful schools
- Outstanding, high effective and dedicated personnel are critical
- Students should be taught that everyone is responsible for his or her own actions
- Every person has a right to be safe
- Service to others is a moral imperative
- Organizations prosper best when the needs of each member is met

Connection of Teacher Evaluation to District Strategic Plan:

The primary goal of the Union County School District is to hire and retain the most highly qualified educators in order to provide the optimum learning environment for all students in all classrooms. We will focus on the continuous improvement of the quality of instruction and professional growth of all educators in our schools. We believe that effective educators will result in academic success for all students.

Board Policies Related to Teacher Evaluation:

Union County School Board Policy 6.811* - The Superintendent or designee shall develop and present, for School Board approval, instructional employee performance criteria and/or measures. Such performance criteria and/or measures shall be consistent with statutory requirements, but may include additional elements as deemed appropriate.

The Race to the Top MOU section (D)(2)(i) and 1012.34(1)(b) requires that the school district's instructional personnel and school administrator evaluation systems must be approved by the Department of Education. State Board Rule 6B-4.010, F.A.C., requires that where a district "...makes substantive

modifications to an approved school district instructional personnel assessment system, the modified system shall be submitted to the Department of Education for review and approval.”

The purpose of Union County School District’s redeveloped Performance Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S. and MOU (D) (2)(ii)2. To this end, Union County School District is committed to a cycle of continually updating the evaluation system to reflect state models, best practices that emerge over time, and changes in policy. Our system was created by a representative team of stakeholders, including principals and teachers, serving on an evaluation system redevelopment committee. Additionally, this system has been agreed upon in accordance with the district’s collective bargaining process as verified by the document in Appendix A signed by the superintendent and the local bargaining unit representative.

An annual review of the appraisal system will be performed by a focus group, including district administrators, principals and teachers. This group will review and revise the evaluation system on an annual basis to ensure the maximum impact on the professional growth of teachers and the learning growth of all students. This review will be held by July 31st following the completion of all teacher evaluations. This will allow for revisions which may require board/union approval prior to the beginning of the next school year.

The focus group will examine factors which may include:

- Trends in ratings within each domain;
- Correlations among school grades/student achievement data and teacher evaluation scores;
- Alignment of professional development needs and IPDPs to evaluations;
- Data pointing to consistency in professional development implementation across teacher groups;
- Measures used for Student Achievement scores;
- Score ranges used by system;
- Inter-rater reliability
- Development needs for district assessments; and
- The adherence of the overall system to the research model and the original design elements.

Transitioning to the redeveloped Performance Evaluation System requires educating personnel on the components of the system as well as the criteria and procedures on which they will be evaluated. Each school site will conduct a mandatory training during pre-planning and distribute information about the Performance Evaluation System to all instructional personnel. This training will be provided during pre-planning week each school year. It will be the responsibility of school site administrators to train any instructional personnel who is hired after pre-planning week each year on the Performance Evaluation System.

1. CORE OF EFFECTIVE PRACTICES

Union County School District has developed an instructional improvement program that **targets increased student learning growth** by improving the quality of its instructional personnel, including:

- Improvement of the pedagogical skills of instructional personnel;
- Increases in the use of effective, standards-driven instruction through a rigorous system of interim assessment tied to strands, standards, and benchmarks;
- Increases in student academic performance based on the results of summative assessments and other measures of student learning growth.

The concepts forming the foundation for Union County’s Evaluation System for Instructional Personnel are based on contemporary research and designed to align with the Florida Educator Accomplished Practices (FEAPs), conform to the requirements of Florida’s Race to the Top (RTTT) plan and Memorandum of Understanding, and the requirements in Senate Bill 736.

Union County’s RTTT Plan will follow much of what has been recommended by the Florida DOE, including **annual evaluations** for all instructional personnel¹ through:

- The use of a Value-Added Model of assessing Student Achievement.
- Implementation of the Marzano model for Teacher Observation and the evaluation of Teacher Practices.
 - **The Marzano model has been demonstrated to be aligned with the Florida Educator Accomplished Practices (Appendix C)**
 - **The Marzano model has been developed from contemporary research on effective practices**
- The application of assessment and evaluation instruments to Instructional Personnel, as defined by FS 1012.01, including:
 - Classroom teachers
 - Student personnel services (i.e., Guidance Counselors)
 - Librarians / Media Specialists
 - Other instructional staff (i.e., Curriculum Resource Teachers)

All observations are focused data collection opportunities and are intended to be used as a coaching tool. Union County’s vision for Teacher Observation calls for all Observers to be trained to facilitate the development of a common language of successful instruction and to build capacity throughout the District, Classroom Teachers will also be trained in the Teacher Practice model.

Observer training is particularly important because the Union County School District **intends to conduct Teacher Practice Observations utilizing multiple observers who all use the same instrument for conducting the observations and evaluations of instructional personnel.** Teacher Practice **evaluation** is compiled through an extensive collection of data from **observations** ranging from formal observations to brief walk-throughs. **All observations, regardless of length and breadth, shall be accompanied by individual written feedback to the teacher.** Observations are of three types, including:

1. Formal Observations – Observation is scheduled with a Classroom Teacher. The in-class observation, which often lasts an entire class period (but not less than 30 minutes), is coupled with an in-person Pre- and Post-Observation Conference to gather additional documentation regarding the Teacher’s Planning and Preparation, Self-Assessments and other Artifacts which show evidence of Reflecting on Teaching, and Collegiality and Professionalism.
2. Informal Observations – The in-class observation can be unannounced, and typically lasts from 15 minutes to an entire class period. A Post-Observation Conference is required if a deficiency(ies) is documented in the observation.
3. Walk-Throughs – The Walk-Through is unannounced and can last anywhere from 3 minutes to 15 minutes. Walk-Throughs tend to concentrate on a small area of Teacher Practice and the results of these observations may or may not be included in the overall evaluation score for a Classroom Teacher.

¹ Evaluations for teachers in their first year in the Union County School District will be conducted twice

As shown on Table 1, below, observations of instructional personnel will be conducted at varying comprehensive levels, from Formal Observations to Walk-Throughs. In addition, the desire, to maximize the number of observations on which an evaluation is to be based, requires the use of multiple personnel to perform these observations. **The use of multiple observers, all of whom are basing their assessments on the same core of effective practices, will require training to assure their results have high inter-rater agreement.**

Table 1: Teacher Practice Observations – Personnel Conducting Observations

	Principals	Assistant Principals	District Administrators
Formal Observations	●	●	●
Informal Observations	●	●	●
Walk-Throughs	●	●	●

As indicated in Figure 1, **Domain 1** contains 41 elements (5 + 18 +18); **Domain 2** contains 8 elements (3 + 2+ 3); **Domain 3** contains 5 elements (3 +2) and **Domain 4** contains 6 elements (2 + 2 + 2). Given that 41 of the 60 elements in the model are from Domain 1, the clear emphasis in the Marzano model is what occurs in the classroom—the strategies and behaviors teachers use to enhance student achievement. This emphasis differentiates it from some other teacher evaluation models.

Teacher status and growth can be assessed in each component of the model in a manner that is consistent with the Florida DOE guidelines and the requirements of Race to the Top legislation.

The Research Base from Which the Model Was Developed

Each of the works (cited above) from which the model was developed report substantial research on the elements they address. For example, *The Art and Science of Teaching* includes over 25 tables reporting the research on the various elements of Domain 1. These tables report the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, over 5,000 studies (i.e., effect sizes) are covered in the tables representing research over the last five decades. The same can be said for the other titles listed above. Thus, one can say that the model was initially based on thousands of studies that span multiple decades and these studies were chronicled and catalogued in books that have been widely disseminated in the United States. Specifically, over 2,000,000 copies of the books cited above have been purchased and disseminated to K-12 educators across the United States.

Experimental/Control Studies

Perhaps one of the more unique aspects of the research on this model is that it has a growing number of experimental/control studies that have been conducted by practicing teachers on the effectiveness of specific strategies in their classrooms. This is unusual in the sense that these studies are designed to establish a direct causal link between elements of the model and student achievement. Studies that use correlation analysis techniques (see next section) can establish a link between elements of a model and student achievement;

however, causality cannot be easily inferred. Other evaluation models currently used throughout the country only have correlational data regarding the relationship between their elements and student achievement.

To date over 300 experimental/control studies have been conducted. Those studies involved over 14,000 students, 300 teachers, across 38 schools in 14 districts. The average effect size for strategies addressed in the studies was .42 with some studies reporting effect sizes of 2.00 and higher. An average effect size of .42 is associated with a 16 percentile point gain in student achievement. On the average, when teachers use the classroom strategies and behaviors in the Marzano Evaluation Model, their typical student achievement increased by 16 percentile points. However, great gains (i.e., those associated with an effect size of 2.00) can be realized if specific strategies are use in specific ways.

Correlational Studies

As mentioned above, correlational studies are the most common approach to examining the validity of an evaluation model. Such studies have been, and continue to be conducted, on various elements of the Marzano Evaluation Model. For example, such study was recently conducted in the state of Oklahoma as a part of their examination of elements that are related to student achievement in K-12 schools (see *What Works in Oklahoma Schools: Phase I Report* and *What Works in Oklahoma School: Phase II Report*, by Marzano Research Laboratory, 2010 and 2011 respectively). Those studies involved 59 schools, 117 teachers and over 13,000 K-12 students. Collectively, those reports indicate positive relationships with various elements of the Marzano Evaluation Model across the domains. Specific emphasis was placed on Domain 1 particularly in the Phase II report. Using state mathematics and reading test data, 96% of the 82 correlations (i.e., 41 correlations for mathematics and 41 for reading) were found to be positive with some 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. These studies also aggregated data across the nine design questions in Domain 1. All correlations were positive for this aggregated data. Seven of those correlations ranged from .33 to .40. These correlations translate into effect sizes of .70 and higher. High correlations such as these were also reported for the total number of Domain 1 strategies teachers used in a school. Specifically the number of Domain 1 strategies teachers used in school had a .35 correlation with reaching proficiency and a .26 correlation with mathematics proficiency.

Technology Studies

Another unique aspect of the research conducted on the model is that its effects have been examined in the context of technology. For example, a two year study was conducted to determine (in part) the relationship between selected elements from Domain 1 and the effectiveness of interactive whiteboards in enhancing student achievement (see *Final Report: A Second Year Evaluation Study of Promethean ActivClassroom* by Haystead and Marzano, 2010). In all, 131 experimental/control studies were conducted across the spectrum of grade levels. Selected elements of Domain 1 were correlated with the effect sizes for use of the interactive white boards. All correlations for Domain 1 elements were positive with some as high as 70. This implies that the effectiveness of the interactive whiteboards as used in these 131 studies was greatly enhanced by the use of Domain 1 strategies.

Summary

In summary, the Marzano Evaluation Model was designed using literally 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 that 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. Finally,

the model has been studied as to its effects on the use of technology (i.e., interactive whiteboards) and found it to be highly correlated with the effectiveness of that technology.

References

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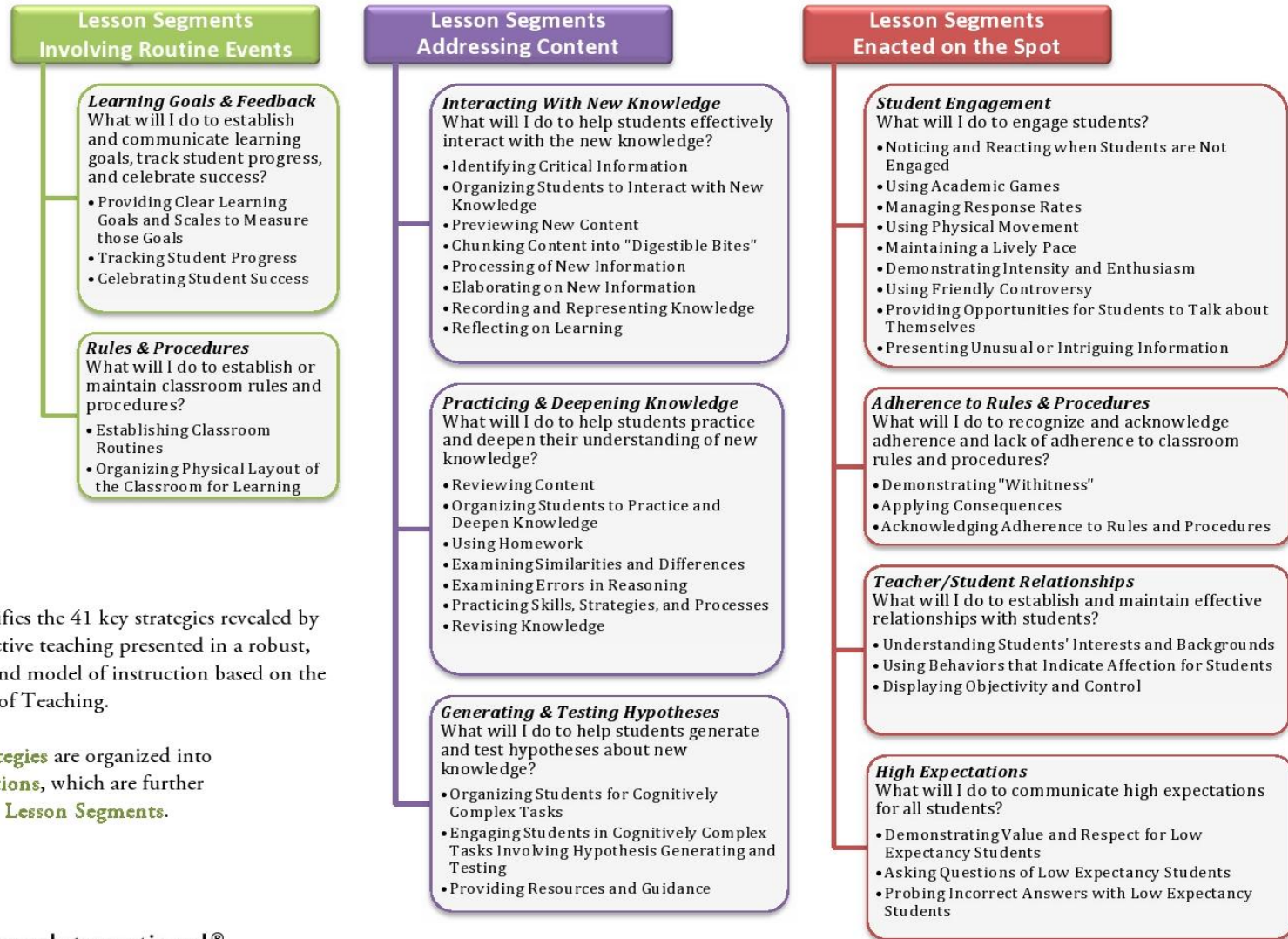
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Figure 1: Elements of the Marzano Evaluation Model

Marzano Art and Science of Teaching Teacher Evaluation Model

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS



Domain 1 identifies the 41 key strategies revealed by research for effective teaching presented in a robust, easy-to-understand model of instruction based on the Art and Science of Teaching.

All 41 Key Strategies are organized into 9 Design Questions, which are further organized into 3 Lesson Segments.

Marzano Art and Science of Teaching *Teacher Evaluation Model*

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information within Lessons
2. Lessons within Units
3. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources
2. Use of Available Technology

Planning and Preparing for Special Needs of Students

1. Needs of English Language Learners
2. Needs of Special Education Students
3. Needs of Students Who Lack Support for Schooling

DOMAIN 3: REFLECTING ON TEACHING

Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness
2. Evaluating the Effectiveness of Individual Lessons and Units
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

1. Developing a Written Growth and Development Plan
2. Monitoring Progress Relative to the Professional Growth and Development Plan

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Promoting a Positive Environment

1. Promoting Positive Interactions with Colleagues
2. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

1. Seeking Mentorship for Areas of Need or Interest
2. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

1. Adhering to District and School Rules and Procedures
2. Participating in District and School Initiatives

2. STUDENT GROWTH

Each instructional employee’s annual evaluation will consist of two parts: a Student Growth score and an Instructional Practice score. For all instructional employees, each of these parts will count equally and combine into an overall rating.

For classroom teachers (throughout this document the term “teachers” excludes substitutes), Table 2 will be used to determine a student growth measure. This growth measure will count for 50% of the teacher’s overall evaluation score. Table 2 also serves as a tool for organizing and weighting Student Growth scores for teachers with multiple classes/courses. The weighting will be reflective of the percentage of students in each course in relationship to the total number of students assigned to the teacher.

The evaluations of instructional personnel who are not classroom teachers or who instruct non-FCAT courses will include student growth from statewide assessments for students within their school. The assessment data used for these teachers will be the data most closely related to their subject and/or instructional responsibility. The data used to determine the Student Growth Measure for the teachers described above will be determined at the beginning of each school year and each teacher will be informed of this decision. This measure will count for 50% of the overall evaluation score provided that three years of data are available. In the case that less than three years of data are available, this measure will constitute 50% of the evaluation.

Courses with no current district assessment and no district adopted measure of student learning growth in FY 2011-2012 will be compiled and prioritized in rank based on number of teachers for each course. A timeline will be developed for adopting a district assessment or measure of student learning growth for each course based on its priority rank. This timeline and Table 2 will be updated frequently to reflect state models, state assessments, state provided item banks and other resources as they become available.

The Student Growth Measure for teachers that instruct FCAT courses will be a Weighted Averages Value Added Model. The Weighted Averages VAM establishes a performance category for each FCAT subject teacher. Once a performance category for each data set is determined, it is weighted by the number of students and aggregated across years, grades, and subjects for a final score and category. The cut point will be zero. Zero is used because it represents expected performance. In other words, above zero is above expectation and below zero is below expectation. Confidence intervals will be used to help maintain a measure of confidence that each teacher is given the proper score. An example of the final calculation follows:

Weighted Average Example: Chuck Norris

Year	Teacher_Name	Subject	grade	Teacher_VAM_Estimate	Teacher_VAM_Estimate_SE	N_Students
0809	Chuck Norris	math	9	-6.441681057	6.968417462	60
0809	Chuck Norris	math	10	-1.730676269	10.92666336	24
0910	Chuck Norris	math	9	7.000193668	6.302291302	85
0910	Chuck Norris	math	10	-7.57050058	7.502128946	18
1011	Chuck Norris	math	10	-2.846813437	6.935397685	32

Step 1: Zero is used as the cut point for an initial performance category. The category for each subject, year, and grade is refined using the following chart for incorporating standard error:

	K=0	K=0.5	K=1
HE	p	p	p
UN	n	n	n
E	p	n	n
E	p	p	n
E	n	p	p
NI	n	n	p

So, the following performance categories would be used for each data point.

Teacher_VAM Estimate	Teacher_VAM Estimate_SE	N_Students	K=0	K=.5	K=1	Category
-6.441681057	6.968417462	60	NI/UN	-2.95747	0.526736	2 (NI)
-1.730676269	10.92666336	24	NI/UN	3.732655	9.195987	3 (E)
7.000193668	6.302291302	85	HE/E	3.849048	0.697902	4 (HE)
-7.57050058	7.502128946	18	NI/UN	-3.81944	-0.06837	1 (UN)
-2.846813437	6.935397685	32	NI/UN	0.620885	4.088584	3 (E)

Step 2: Calculate final rating by multiplying category rating times number of students per category and dividing by total number of students, thereby weighting each category and giving an aggregate score.

N_Students	Category	Weight	Running Weight	Running n	AggregateScore	Final Rating
60	2	120	120	60		
24	3	72	192	84		
85	4	340	532	169		
18	1	18	550	187		
32	3	96	646	219	2.949772	E

Step 3: Establish final rating through use of the parameters for final weighting as follows:

- 3.5 Through 4.0 – Highly Effective
- 2.5 Through 3.4 – Effective
- 1.5 Through 2.4 – Needs Improvement
- 1.0 Through 1.4 – Unsatisfactory

Table 2: Student Growth Measures

Does the teacher teach course(s)/class(es) with:	Clarification	Use	How many students?	How much will this course count of the overall student data percentage?
An FCAT Value Added Model (VAM) association?	<p>See list of Math and Reading courses associated with FCAT (Appendix D)</p> <p>This also applies to elementary grade levels 4 and 5.</p>	Student learning growth using the formula approved by the Commissioner under paragraph (a) of F.S. 1012.34(7)		
A state End of Course exam (EOC)?		Student learning growth using the formula approved by the Commissioner under paragraph (a) of F.S. 1012.34(7) if available		
AP exams?		District developed achievement measure F.S. 1012.34(7)(c)		
A district adopted assessment?	This may be a standardized exam such as SAT 10, ThinkLink, or ThinkGate.	<p>Student learning growth using an appropriate formula based on models provided by the department. F.S. 1012.34(7)(b)</p> <p>Or</p> <p>A combination of student growth on the assessment using an appropriate formula based on models provided by the department <u>and</u> learning growth on FCAT Reading or FCAT Math as a lesser proportion. F.S. 1012.34(7)(d)</p>		

An industry certification?		District developed achievement measure F.S. 1012.34(7)(c)		
No district assessment and no district adopted measure of student learning growth?	Applies only until July 1, 2015	<p>If students take statewide assessments:</p> <ul style="list-style-type: none"> • Learning growth on statewide assessments using the formula approved by the Commissioner under paragraph (a) of F.S. 1012.34(7). <p>Or</p> <ul style="list-style-type: none"> • The Superintendent may assign an instructional team the student learning growth of the instructional team's students on statewide assessments 		
		<p>If students do not take statewide assessments, measurable learning targets will be established based on the goals of the school improvement plan and approved by the school principal</p>		

3. INSTRUCTIONAL PRACTICE

An Instructional Practice score will be computed for all instructional personnel. For teachers, Marzano's Florida Model will be used. This model:

- Reflects teachers' performance across all elements within the framework (Domains 1-4);
- Accounts for teachers' experience levels;
- Assigns weight to the domain with the greatest impact on student achievement (Domain 1); and
- Acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on *specific* elements within the framework.

An Instructional Practice score will consist of two elements: an Instructional Status score and a Deliberate Practice score. A Deliberate Practice score:

- Measures progress against specifically targeted elements for improvement;
- Recognizes teacher's deliberate practice; and
- Expects that teachers grow every year.

The Deliberate Practice score will be phased in during year 2. When this option is used, the Instructional Status score will be 30% and the Deliberate Practice score will be 20% and then combined for the Instructional Practice score. The process for computing this score is detailed in section 4. During Year 2, an Instructional Practice score will reflect:

- Status score
 - Addresses proficiency of the framework as a whole
 - Accounts for teachers' experience levels to celebrate milestones
 - Balances typically unfavorable scores for new teachers
 - Monitors teachers' continued use of elements already mastered
- Deliberate Practice score
 - Measures progress against deliberate practice
 - Acknowledges teacher's improvement over time

For evaluation purposes, teachers will be in one of two categories:

- Category I: one to three years of service
- Category II: four or more years of service

Teachers new to the district will be placed in the category consistent with their years of teaching experience. However, **Category II teachers that are new hires** will get 2 formal and 2 informal evaluations during the first year of employment.

For **Category I teachers**, the frequency of observations as reflected in Table 3 provides an opportunity for ongoing feedback and support that informs opportunities for professional growth. It also provides a means of gathering sufficient evidence to determine the effectiveness of new teachers as they transition from pre-service programs into their professional teaching experience. These observations provide multiple opportunities for teacher reflection as well as professional growth through the planning, observation and reflection conference process. Since it would not be feasible to observe evidence of all 9 design questions in any one lesson, observers will work with teachers to establish a clear focus for each observation as noted in Table 4. In this example, DQ 1 and 6 are the focus of the first observation as these questions represent areas of teacher practice where new teachers typically require support and also have

some of the strongest impact on student learning. Note that Design Questions that have been a previous focus for formal observations can be revisited at the request of the teacher or the observer for observations 2, 3, and 4. In subsequent years of an induction program, the formal observation schedule would follow a similar pattern in which each observation would focus on two design questions the order of which are decided between the observer and the teachers.

All formal observations of Category I teachers will include a review of data appropriate to the Design Question focus for that observation. This may include but is not limited to:

- Curriculum-based measures;
- Grade distributions;
- Mastery checklists;
- Student work samples; and
- Discipline data.

Tables 3 - 9 provide additional information on types of observations, frequency, instruments used, feedback, and timelines. More detail on the calculation of the Instructional Practice score is included in Section 4.

Table 3: Observation Frequency and Type

Status	Formal Observations (Announced)		Informal Observations (Announced or Unannounced)		Walkthroughs	
	Minimum Number	Feedback Process	Minimum Number	Feedback Process	Minimum Number	Feedback Process
Category I New Teacher (1-3 years of service)	2	Pre and post observation conferences with written feedback	2	In addition to written feedback, a post-conference will be held if a deficiency(ies) is documented in the observation	2	Written feedback
Category II Teacher (4 or more years of service)	1* *Category II teachers that are new hires will get 2 formal evaluations during the first year of employment	Pre and post observation conferences with written feedback	1* *Category II teachers that are new hires will get 2 informal evaluations during the first year of employment	In addition to written feedback, a post-conference will be held if a deficiency(ies) is documented in the observation	2	Written feedback
Struggling Teacher	2	Pre and post observation conferences with written feedback	3	Written feedback and post-conference	4	Written feedback

Table 4: First Year Teacher Observation Sample

Observation 1	Observation 2	Observation 3	Observation 4
<p>DQ 1 What will I do to establish learning goals, track student progress and celebrate success?</p> <p>DQ 6 What will I do to establish or maintain classroom routines and procedures?</p> <p>DQ 5 What will I do to engage students?</p>	<p>DQ 1 What will I do to establish learning goals, track student progress and celebrate success?</p> <p>DQ 9 What will I do to communicate high expectations for students?</p> <p>DQ 7 What will I do to acknowledge adherence or lack of adherence to rules and procedures?</p>	<p>DQ 2 What will I do to help students interact with new knowledge?</p> <p>DQ 8 What will I do to establish and maintain effective relationships?</p>	<p>DQ 3 What will I do to help students deepen and practice new knowledge?</p> <p>DQ 4 What will I do to help students generate and test hypothesis about new knowledge?</p>

Table 5: Observation Forms Used

Formal Observation(s)	Informal Observation(s)
Pre-Conference Form	Snapshot Form
Long Form	District-created Short Form
Post-Conference Form	Post-Conference Form (as needed)

Table 6: Formal Observation Roles

Formal Observation	Role of the Observer	Role of the Teacher
Pre-Conference	To support and guide the teacher in planning and preparation	To provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula
Post-Conference	To provide a climate and experience which enables the teacher and the observer to reflect upon the lesson and to determine next steps	To reflect upon the impact of the lesson on student learning.
Written Feedback	Provide objective, actionable, and timely feedback	To reflect, engage in dialogue with observers, and take appropriate action

Table 7: Observation Types and Characteristics

	Announced	Unannounced
Formal	<ul style="list-style-type: none"> • At least 30 minutes long • Pre-Conference • Post-Conference • Results used for annual evaluation • Written feedback provided to the teacher 	
Informal	<ul style="list-style-type: none"> • At least 10 minutes long • Teacher is informed of the observation • Results used for annual evaluation • May include written feedback 	<ul style="list-style-type: none"> • At least 10 minutes long • The observer does not inform the teacher • Results used for annual evaluation • May include written feedback
Walkthroughs		<ul style="list-style-type: none"> • Usually 3-10 minutes • Results used for annual evaluation

Table 8: Observer Implementation

Observer	Conduct Observations*	Conduct Final Rating
Principals	Yes	Yes
Assistant Principals	Yes	As determined by the principal
District Administrators	Yes	No

The district will ensure that all observers will participate in high quality training during the summer of 2011. This initial training will provide the basic skills and information necessary to properly evaluate teachers effectively. The district will collaborate with NEFEC staff to ensure that Principals, Assistant Principals, and District Directors will continue to receive on-going training to ensure the high quality and effective evaluation of all teachers. The Superintendent and District Directors will monitor the consistent implementation of the evaluation process for fidelity and inter-rater reliability.

Table 9: Timeline

Month	Category I Teachers	Category II Teachers	Struggling Teachers
AUGUST	Create IPDP/Improvement Plan and evaluation criteria using previous year evaluation results and applicable data	Create IPDP/Improvement Plan and evaluation criteria using previous year evaluation results and applicable data	Create IPDP/Improvement Plan and evaluation criteria using previous year evaluation results and applicable data
SEPTEMBER	Formal Observations	Informal Observations and Walk-Throughs	Formal Observations
OCTOBER	Formal Observations	Informal Observations and Walk-Throughs	Formal Observations
NOVEMBER	Informal Observations and Walk-Throughs	Formal Observations	Informal Observations and Walk-Throughs
DECEMBER	Informal Observations and Walk-Throughs	Formal Observations	Informal Observations and Walk-Throughs
JANUARY	Informal Observations and Walk-Throughs	Formal Observations	Informal Observations and Walk-Throughs
FEBRUARY	Informal Observations and Walk-Throughs	Formal Observations	Informal Observations and Walk-Throughs
MARCH	Formal Observations	Informal Observations and Walk-Throughs	Formal Observations
APRIL	Formal Observations	Informal Observations and Walk-Throughs	Formal Observations
MAY	Informal Observations and Walk-Throughs	Informal Observations and Walk-Throughs	Informal Observations and Walk-Throughs
JUNE	Summative Evaluations	Summative Evaluations	Summative Evaluations

Professional Development Improvement Plan – Professional Service Teachers

Pursuant to Florida Statute 1012.34, if an employee who holds a professional service contract as provided in s. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

- a. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

- b. The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of Florida Statute 1012.34 2. a. for 90 calendar days from the receipt of the notice of unsatisfactory performance to demonstrate corrective action. **School holidays and school vacation periods are not counted when calculating the 90-calendar-day period.** During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and made aware of progress achieved and must be provided assistance and in-service training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to 1012.27 (1) and 1012.28 (6), does not extend the period for correcting performance deficiencies.
- c. Within 14 days after the close of the 90 calendar days, the evaluator must evaluate whether the performance deficiencies have been corrected and forward a recommendation to the Superintendent. Within 14 days after receiving the evaluator's recommendation, the Superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the Superintendent will recommend that the school board continue or terminate his or her employment contract. If the employee wishes to contest the Superintendent's recommendation, the employee must within 15 days after receipt of the Superintendent's recommendation, submit a written request for a hearing. The hearing shall be conducted at the school board's election in accordance with one of the following procedures:
- A direct hearing conducted by the school board within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with the provisions of ss. 120.569 and 120.57. A majority vote of the membership of the school board shall be required to sustain the Superintendent's recommendation. The determination of the school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or
 - A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services. The hearing shall be conducted within 60 days after receipt of the written appeal in accordance with chapter 120. The recommendation of the administrative law judge shall be made to the school board. A majority vote of the membership of the school board shall be required to sustain or change the administrative law judge's recommendation.

The determination of the school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

The Superintendent shall annually notify the department of any instructional personnel who receive two consecutive unsatisfactory evaluations and who have been given written notice by the district of intent to terminate or not renew their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to Florida Statutes 1012.795(1)(c).

Nothing in this section shall be construed to grant a probationary employee a right to continued employment beyond the term of his/her contract.

Professional Development Improvement Plan Completion Procedures

- The Professional Development Improvement Plan must be completed by the designated evaluator during a conference with the teacher who has received an unsatisfactory rating on the Summative.
- The principal or supervisor must record desired expectations and improvement strategies and resources along with completion dates (both anticipated and actual).
- Teacher requested strategies and resources should also be included, if the teacher presents some for consideration.
- Additionally, an observation schedule must be completed. Both the employee and principal or supervisor must sign the form.
- One of the three observations must be conducted by someone other than the site administrators, such as a district level director or coordinator as a means of informing the evaluation.
- The Personnel Department must receive the original and copies must be provided to the principal / supervisor and the employee.

The Due Process provisions as described in the section above should be adhered to as mandated by Statute.

4. ANNUAL EVALUATION RATINGS AND CALCULATIONS

Union County School District's Performance Appraisal System will use four categories of performance for instructional personnel summative ratings:

- Highly Effective (4)
- Effective (3)
- Needs Improvement (Developing for Category I teachers) (2)
- Unsatisfactory (1)

This summative rating will be reached by combining the results of the Student Growth score with the Instructional Practice score as detailed below.

DETERMINING THE STUDENT GROWTH SCORE

The Student Growth score will be calculated as discussed in section 2.

DETERMINING THE INSTRUCTIONAL PRACTICE SCORE

The scale used by Marzano's model is a five point scale consisting of:

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not using (0)

The following sources of evidence will be used to determine an Instructional Practice score using Marzano’s five point scale:

Domain 1: Classroom Strategies and Behaviors

- Formal observation(s)
- Informal, announced observation(s)
- Informal unannounced observations(s)
- Walkthroughs
- Student surveys
- Videos of classroom practice
- Evidence

Domain 2: Planning and Preparing

- Planning conference or preconference
- Evidence

Domain 3: Reflecting on Teaching

- Self-assessment
- Reflection conference
- Conferences
- Discussions
- Evidence

Domain 4: Collegiality & Professionalism

- Conferences
- Discussions
- Evidence
- Action Research

A conversion from the 5 point Marzano scale to 4 point scale will be done as follows:

Step 1: Using the sources of evidence above and the Domain Forms each observed element is rated on the 5 point scale.

Step 2: The number of ratings at each level for each of the four domains is counted.

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
Total Elements Used	-	-	-	-

Step 3: The count from step 2 is converted to a percentage for each level of performance in each domain (number of ratings in that domain at that level/total number of occurrences in that domain*100).

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	%	%	%	%

Step 4: For each domain, the result from step 3 is applied to the description for each level on the Proficiency Scale (Appendix E) for the appropriate category of teacher (I or II). This results in a domain proficiency score between 1 and 4 for each domain.

Step 5: Each domain proficiency score is weighted and combined to determine an overall status score according to the following weights:

- Domain 1: 68% (41 elements)
- Domain 2: 14% (8 elements)
- Domain 3: 8% (5 elements)
- Domain 4: 10% (6 elements)

Step 6: If using **only** an **Instructional Status** score (Year 1), correlate the score to the 4 point scale ranges (Table 10). This will be the Instructional Status rating and score as well as the final Instructional Practice rating and score. If a **Deliberate Practice** score is also to be used (Year 2 phase in), the final ratings for each Domain 1 Target element are averaged to compute an overall Deliberate Practice score. This score is correlated to the 4 point scale ranges (Table 10) to determine the Deliberate Practice rating. Next, the Instructional Status score and the Deliberate Practice score are weighted at 50% and 50% respectively and combined to determine the Final Instructional Practice rating and score using the 4 point scale ranges (Table 10). This also weights the Instructional Status score and Deliberate Practice score at 30% and 20% respectively for the overall final Summative Teacher Evaluation Score and Rating as illustrated by Figure 2.

Figure 2: Phased in Weighting of Instructional Practice Score

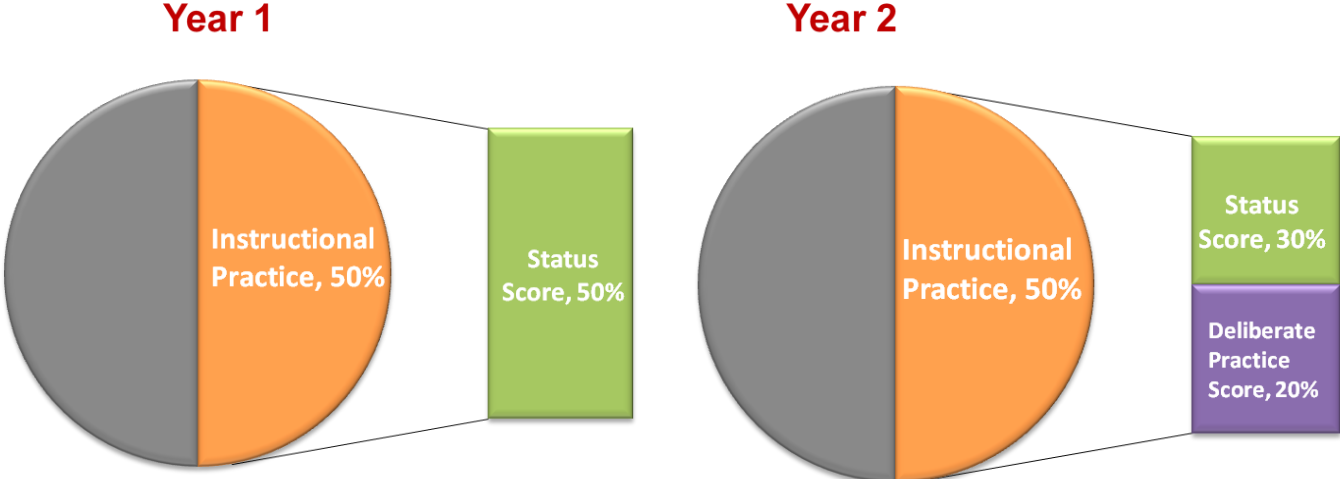


Table 10: Four Point Scale Ranges

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

COMBINING THE STUDENT GROWTH SCORE AND INSTRUCTIONAL PRACTICE SCORE FOR A FINAL SUMMATIVE TEACHER EVALUATION SCORE AND RATING

The Student Growth score and the Instructional Practice score will be combined to determine the final Summative Teacher Evaluation Score and Rating. Unless otherwise indicated by availability of data, the Student Growth and Instructional Practice scores will each count for 50% of the final Summative Teacher Evaluation Score.

Weighting and combining each of the Student Growth and Instructional Practices scores will be accomplished by multiplying the appropriate weighting factor (usually 50%) then adding the scores. This will give a final Summative Teacher Evaluation Score that will then correspond to the following scale ranges:

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

It is recognized that teaching fields may be identified which will require special procedures/criteria. These fields will be identified during the creation of IPDP and evaluation criteria as scheduled in Table 9.

In addition, evaluations of instructional personnel may be amended as much as 90-days after the end of the school year in order to accommodate the availability of test results. Because multiple years of data shall be available in many cases, it is not expected that this amendment will make a considerable impact on the original Final Teacher Evaluation score, but in those cases where the results are on a borderline between two rating levels, this amendment could make a significant difference. In all cases, the Union County School District expects this amendment process to be completed before the submission of final evaluation results with Survey 5.

ADDITIONAL METRIC EVALUATION ELEMENT

An additional metric is being considered for only those teachers who are embarking upon a milestone career event for initial implementation during the 2012-2013 school year. The 2011-2012 school year will be used to research, develop, and decide upon the additional metric that will be best suited for Union County. The two options being considered are as described below. These are preliminary descriptions and may change. Furthermore, the district may decide upon different additional metrics as noted below.

Milestone career events include going from a Category I teacher to a Category II teacher and from a Category II teacher to a Category III teacher when and if the district identifies Category III teachers.

Peer Input

Peer input will be comprised of an observation of targeted classroom strategies and behaviors in Domain I documented using selected sections of the long form. It is envisaged that the peer who conducts the observation would be from a different school, but will be a teacher in the same or similar subject area in which the observation is being conducted. To adhere to the requirement of all observers subscribing to the same core of effective practices and to ensure inter-rater reliability, the peer evaluators will receive the same training as the administrators. If incorporated into the evaluation system, it may constitute 5% of the total final evaluation score

Parent Survey

The survey will be administered to the parents of students attending Union County District schools. The results of the survey may be used to further the information gathered by the evaluator and to inform Domain 4- Collegiality and Professionalism - Promoting Positive Interactions About Students and Parents for all teachers except those embarking on a milestone career event. For those teachers embarking on a milestone career event, the results of the parent survey may also be incorporated into the final evaluation calculation. The results of this survey may constitute 5% of the total final evaluation score. The respondent of the survey is to answer questions from a Likert Scale as follows: Strongly Agree (5); Agree (4); Neutral (3); Disagree (2); Strongly Disagree (1). The proficiency rating for the metric will be determined as follows:

- Strongly Agree (5) = .05
- Agree (4) = .04
- Neutral (3) = .03
- Disagree (2) = .02
- Strongly Disagree (1) = .01

The results of this survey may constitute 5% of the total final evaluation score.

MILESTONE CAREER EVENT

Union County will incorporate only one (1) milestone career event into its evaluation system. The milestone career event includes going from a Category I teacher to a Category II teacher. This career event takes place at the end of a teacher’s first three years of employment.

TEACHER AND PRINCIPAL INVOLVEMENT

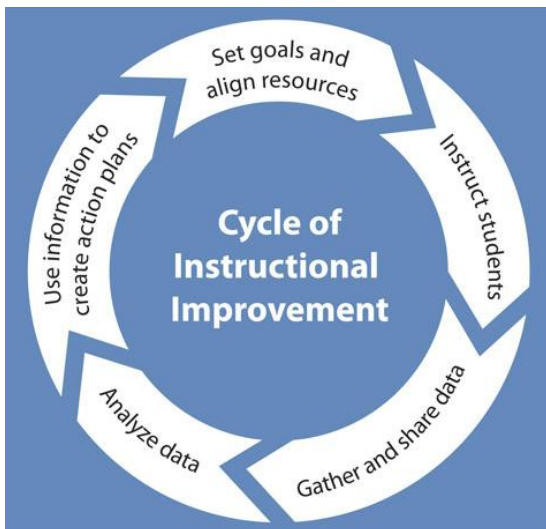
The Teacher Redevelopment Evaluation Committee consists of teachers, a union representative, and school and district administrators. The Committee’s purpose is to redevelop the teacher evaluation system. The committee attended workshops and meetings throughout the process, resulting in the collaborative preparation of this document. Meetings were held to gather information and to provide for input into the redevelopment of the evaluation system. The Teacher Redevelopment Evaluation Committee will remain active and will meet on a regular basis to address issues as they arise regarding the evaluation process to ensure that on-going review resulting in continual improvement of the system takes place. The committee will also be responsible for deciding upon changes and enhancements made to the system, if necessary, that are submitted to the Superintendent for submission to the School Board for approval.

5. A SYSTEM OF IMPROVEMENT

As stated in the introduction, the purpose of Union County School District’s redeveloped Performance Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S. and MOU (D) (2)(ii)2.

This goal works in perfect concert with an overall system of continuous improvement flowing up from growth in teacher quality to school and district improvement as measured by common metrics reflective of student learning growth. Simply stated, district and school improvement plans use data to establish learning goal outcomes for students. These same data are used to measure teacher effectiveness and inform decisions about classroom practice, staffing, and professional development needs. Instructional evaluation results will be used to identify both challenge areas and possible solutions to be addressed in school and district improvement plans. This system is based on a cycle of instructional improvement at the teacher, school, and district level. The only difference is the name of the action plan. This system is illustrated by Figure 3.

Figure 3: Cycle of Instructional Improvement



Teacher action plans will include Individual Professional Development Plans (IPDPs) and Target Areas for Deliberate Practice. These needs will be identified through the ongoing process of examining data and observation results: Student Growth scores and Instructional Practice feedback/scores. Timelines for this process are detailed in Table 9.

As outlined in Table 8, teachers may receive observations from their school site administrators and district administrators. Supporting continuous progress in instructional growth will generate input from numerous sources. For site-based teachers and instructional personnel, principals or assistant principals (if designated by the principal) will conduct the final Summative Teacher Evaluation. Instructional personnel who serve multiple schools or are on special assignment will be evaluated by the designated supervisor to whom they report. All personnel giving input into the evaluation of another employee MUST have attended training on the evaluation and observation process prior to performing any observations. A comprehensive understanding of the Marzano Evaluation Model's 4 Domains, 60 elements, observation forms and procedures, and overall evaluation system process is critical to ensure both the accuracy and reliability of observations, feedback, and input.

In the summer of 2011, all principals, assistant principals, and district administrators responsible for observations and evaluations will attend initial 2-day training in Dr. Robert Marzano's Observation and Feedback Protocol. This protocol provides training in walkthroughs, instructional rounds, and observations to monitor and support use of research-based strategies for effective teaching in every classroom. Participants will learn how to use the protocol, provide meaningful feedback, and support teachers' growth through a professional development program. Subsequent initial training opportunities for new administrators will be offered periodically either by the district or on a regional basis by the North East Florida Educational Consortium (NEFEC).

Cohorts of initially trained participants will participate in ongoing professional development spread throughout the school year to augment the learning of the initial 2-day training offered by NEFEC staff who will be certified in Marzano's Leaders of Learning Program. Topics will include:

- Marzano Observation and Feedback Protocol;
- Inter-rater agreement for observers;
- Constructing effective feedback;
- Analyzing data on teacher practice for trends and patterns;
- Collecting data to convene collegial conversation; and
- Connecting teacher practice to student achievement.

APPENDIX A – EVIDENCE OF COLLECTIVE BARGAINING

APPENDIX B – OBSERVATION FORMS

Marzano’s forms are available at:

http://www.marzanoevaluation.com/members_area/florida_model_materials/

- **Domain 1 Forms**
 - Snapshot Form
 - District-created Short Form
 - Long Form Sample
 - Long Form, Routine Segments
 - Long Form, Content Segments
 - Long Form, On the Spot Segments

- **Domain 2 Forms: Planning and Preparing**
 - Short Form
 - Long Form
 - Planning (Pre) Conference Form A
 - Planning (Pre) Conference Form B
 - Reflection (Post) Conference Form A

- **Domain 3 Forms: Planning and Preparing**
 - Short Form
 - Long Form

- **Domain 4 Forms: Collegiality and Professionalism**
 - Short Form
 - Long Form

APPENDIX C – MARZANO/FEAPs CROSSWALK

The state crosswalk illustrating the relationship between Marzano’s domain segments and the Florida Educator Accomplished Practices can be found at:

http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf

APPENDIX D – FCAT ASSOCIATED COURSES

READING:

ESOL English for Speakers of Other Language-Elementary	Communications 6-8
Functional Basic Skills in Reading-Elementary	Academics 6-8
Functional Basic Skills in Communications-Elementary	Academic Skills 6-8
Language Arts-Elementary	Advanced Academics 6-8
Reading-Elementary	Developmental Skills 6-8
Integrated Language Arts-Elementary	Reading and Writing Across the Curriculum
Handwriting-Elementary	Intensive Language Arts
Spelling-Elementary	Intensive Reading
Writing-Elementary	English Skills I
Sixth Grade	English I
Academics K-5	English Honors I
Academic Skills K-5	English Skills II
Advanced Academic Skills K-5	English II
Developmental Skills K-5	English Honors II
Language Arts K-5	English Skills III
Communications K-5	English III
Spelling K-5	English Honors III
Writing K-5	English Skills IV
M/J Intensive Language Arts (MC)	English IV
M/J Intensive Reading (MC)	English Honors IV
M/J Language Arts 1	Advanced Placement Language Composition
M/J Language Arts, 1 Adv.	Advanced Placement English Literature and Composition
M/J Language Arts 2	Business English I
M/J Language Arts 2, Adv	Business English II
M/J Language Arts 3	Applied Communication I
M/J Language Arts 3, Adv	Applied Communication II
M/J Language Arts 1 through ESOL	Advanced Communication Methodology
M/J Language Arts 2 through ESOL	AICE English Language
M/J Language Arts 3 through ESOL	Pre-AICE English Language
M/J Developmental Language Arts Through ESOL (MC)	English I Pre-International Baccalaureate
M/J Journalism 1	English II Pre-International Baccalaureate
M/J Journalism 2	English III International Baccalaureate
M/J Speech and Debate 1	English IV International Baccalaureate
M/J Speech and Debate 2	English I through ESOL
M/J Speech and Debate 3	English II through ESOL
M/J Reading 1	English III through ESOL
M/J Reading 1, Advanced	English IV through ESOL
M/J Reading 2	Developmental Language Arts Through ESOL
M/J Reading 2, Advanced	Semantics and Logic
M/J Reading 3	AICE Thinking Skills
M/J Reading, Advanced	World Literature
M/J Creative Writing 1	American Literature
M/J Creative Writing 2	British Literature
M/J Creative Writing 3	Contemporary Literature
M/J Expository Writing 1	Classical Literature
M/J Expository Writing 2	Literature and the Arts I
Language Arts 6-8	Literature and the Arts II
Reading: 6-8	Literature in the Media

AICE English Literature
Pre-AICE English Literature
Journalism I
Journalism II
Journalism III
Journalism IV
Journalism V
Journalism VI
Journalism VII
Journalism VIII
Mass Media I
Mass Media II
Mass Media III
Mass Media IV
Speech I
Speech II
Speech III
Debate I
Debate II
Debate III
Debate IV
Debate V
Debate VI
Debate VII
Debate VIII
Reading I
Reading II
Advanced Reading
Reading III
Writing I
Writing II
Creative Writing I
Creative Writing II
Creative Writing III
Creative Writing IV
Creative Writing V
Screenplay Writing
Play Writing
Sign Language I
Sign Language II
Sign Language III
Braille Reading and Writing
American Literature Honors
British Literature Honors
Classical Literature Honors
Contemporary Literature Honors
World Literature Honors
Great Books
Reading 9-12
English 9-12
Life Skills Communications 9-12
Life Skills Reading: 9-12

World Literature Honors
Great Books
M/J Language Arts 1, International Baccalaureate
M/J Language Arts 2, International Baccalaureate
M/J Language Arts 3, International Baccalaureate
AICE English Literature II
AICE General Paper
M/J Intensive Reading and Career Planning
Reading for College Success
Intensive Writing
IB Middle Years Program English I
IB Middle Years Program English II
IB Middle Years Program Speech Honors
Writing for College Success
American Literature Honors
British Literature Honors
Classical Literature Honors
Contemporary Literature Honors

MATH:

Algebra I
Algebra I Honors
Algebra II
Algebra II Honors
Algebra Ia
Algebra Ib
Intensive Mathematics
Analysis of Functions
International Baccalaureate Math Analysis
Calculus
Advanced Placement Calculus AB
Advanced Placement Calculus BC
Pre-Calculus
AICE Further Mathematics
International Baccalaureate Pre-Calculus
Calculus-International Baccalaureate
International Baccalaureate Calculus and Descriptive Statistics
International Baccalaureate Further Mathematics
International Baccalaureate Advanced Calculus
M/J Intensive Mathematics (MC)
M/J Mathematics 1
M/J Mathematics 1, Advanced
M/J Mathematics 2
M/J Mathematics 2, Advanced
M/J Mathematics 3
M/J Mathematics 3, Advanced
Consumer Mathematics
Applied Mathematics I
Applied Mathematics II
Applied Mathematics III
Explorations in Mathematics I
Explorations in Mathematics II
Business Mathematics
Informal Geometry
Geometry
Geometry Honors
Analytic Geometry
Analytic Geometry-International Baccalaureate
Integrated Mathematics I
Integrated Mathematics II
Integrated Mathematics III
Liberal Arts Mathematics
Mathematics Studies-International Baccalaureate
Pre-AICE Mathematics I
Pre-AICE Mathematics II
International Baccalaureate Mathematics Higher Level
Probability & Statistics with
IB Statistics and Introductory Differential Calculus
Advanced Placement Statistics
AICE Mathematics Statistics
Trigonometry
Trigonometry-International Baccalaureate
Discrete Mathematics
Advanced Topics in Mathematics
Mathematics K-5
Academics K-5
Academic Skills K-5
Advanced Academic Skills K-5
Developmental Skills K-5
Mathematics: 6-8
Academics 6-8
Academic Skills 6-8
Advanced Academics 6-8
Developmental Skills 6-8
Mathematics 9-12
Life Skills Math: 9-12
Math for College Success
Advanced Algebra with Financial Applications
Math College Readiness
Math Analysis
AICE Math 1
AICE Math and Mech and Prob and Stat 2
Pre-AICE Additional Math III
M/J Mathematics IB
M/J Pre-algebra IB
Math Grade K
Math Grade 1
Math Grade 2
Math Grade 3
Math Grade 4
Math Grade 5
Academic Skills 6-8 and Career Planning
Advanced Academics 6-8 and Career Planning Gifted
AICE Math and Prob and Stat 1
AICE Math and Prob and Stat 2
Pre-Algebra
AICE Math and Mech 1
AICE Math and Mech 2
Linear Algebra
Abstract Algebra

APPENDIX E – PROFICIENCY SCALES

Category I Teachers

CI	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 65% at Level 4 and 0% at Level 1 or 0	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

Category II Teachers

CII	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
D1:	At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				