Implementation Plan for the Classroom Instructional Employees Evaluation System (IEES)

[as tentatively approved by the Osceola County Education Association (OCEA) on June 14, 2018; and as approved by the Osceola County School Board (OCSB) on August 29, 2018]

School District Leadership recognizes the feedback received from both school administrators and classroom instructional employees and provides flexibility in the implementation of the new Marzano Focused Teacher Evaluation Model while maintaining high expectations for quality classroom instruction for our students.

Implementation Timeline - General Overview*

1. Year 01 (2018-19)

- ✓ Required Minimum of <u>Approximately 50%</u> of elements/ strategies to be scored within the *Standards-Based Instruction* and *Conditions for Learning* Domains; and
- ✓ All elements/ strategies within the Standards-Based Planning and Professional Responsibilities Domains
- ✓ Total Minimum = Fifteen (15) out of Twenty-three (23) Elements/ Strategies

2. Year 02 (2019-20)

- ✓ Required Minimum of <u>Approximately 75%</u> of elements/ strategies to be scored within *Standards-Based Instruction* and *Conditions for Learning*; and
- ✓ All elements/ strategies within the Standards-Based Planning and Professional Responsibilities Domains
- ✓ Total Minimum = Eighteen (18) out of Twenty-three (23) Elements/ Strategies

3. Year 03 (2020-21)

- √ 100% of elements/ strategies to be scored within Standards-Based Instruction and Conditions for Learning; and
- ✓ All elements/ strategies within the Standards-Based Planning and Professional Responsibilities Domains
- √ Total Minimum = Twenty-three (23) Elements/ Strategies

Newly Hired Teachers

✓ After the 2018-19 school year, during their first year of employment in SDOC, newly hired teachers shall begin with the required minimum of <u>approximately 50%</u> of elements/ strategies to be scored within the *Standards-Based Instruction* and *Conditions for Learning* Domains; and all elements/ strategies within the *Standards-Based Planning* and *Professional Responsibilities* Domains.

School District Leadership shall:

- Identify specific required Marzano instructional elements in advance of each subsequent school year;
- Communicate these expectations to school administrators;
- o Continue to monitor implementation of the evaluation system; and
- Seek stakeholder feedback to ensure the evaluation process is fair and reasonable and achieves the goal of improving and recognizing effective instruction.
- School administrators shall communicate these School District expectations to individual classroom instructional employees:
 - ✓ during their contractually required orientation to the evaluation system; and
 - ✓ prior to any observations conducted for the purposes of evaluation.

*Please refer to the section of this document entitled "Implementation Timeline in Detail."

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Implementation Timeline in Detail

Year 01 (2018-19)

All Teachers (Newly Hired or Returning)			
Domain	Required Quantity of Elements/ Strategies	Required Elements/ Strategies	
Standards-Based Planning	Three (3)	 Planning Standards-Based Lessons/ Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data 	
Standards-Based Instruction	Five (5) out of ten (10) which shall include:	 Identifying Critical Content Helping Students Engage in Cognitively Complex Tasks	
Conditions for Learning	Four (4) out of seven (7) which shall include:	 Using Formative Assessments to Track Progress Using Engagement Strategies	
Professional Responsibilities	Three (3)	 Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration 	
TOTAL MINIMUM	Fifteen (15) out of Twenty-three (23) Elements/ Strategies		

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Implementation Timeline in Detail

Year 02 (2019-20)

Newly Hired Teachers				
Domain	Required Quantity of Elements/ Strategies	Required Elements/ Strategies		
Standards-Based Planning	Three (3)	 Planning Standards-Based Lessons/ Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data 		
Standards-Based Instruction	Five (5) out of ten (10) which shall include:	 Identifying Critical Content Helping Students Engage in Cognitively Complex Tasks 		
Conditions for Learning	Four (4) out of seven (7) which shall include:	 Using Formative Assessments to Track Progress Using Engagement Strategies		
Professional Responsibilities	Three (3)	 Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration 		
TOTAL MINIMUM	Fifteen (15) out of Twenty-three (23) Elements/ Strategies			

Returning Teachers			
Domain	Required Quantity of Elements/ Strategies	Required Elements/ Strategies	
Standards-Based Planning	Three (3)	 Planning Standards-Based Lessons/ Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data 	
Standards-Based Instruction	Seven (7) out of ten (10) which shall include:	 Identifying Critical Content Helping Students Engage in Cognitively Complex Tasks	
Conditions for Learning	Five (5) out of seven (7) which shall include:	 Using Formative Assessments to Track Progress Using Engagement Strategies	
Professional Responsibilities	Three (3)	 Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration 	
TOTAL MINIMUM	Eighteen (18) out of Twenty-three (23) Elements/ Strategies		

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Implementation Timeline in Detail

Year 03 (2020-21)

Newly Hired Teachers			
Domain	Required Quantity of Elements/ Strategies	Required Elements/ Strategies	
Standards-Based Planning	Three (3)	 Planning Standards-Based Lessons/ Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data 	
Standards-Based Instruction	Five (5) out of ten (10) which shall include:	 Identifying Critical Content Helping Students Engage in Cognitively Complex Tasks	
Conditions for Learning	Four (4) out of seven (7) which shall include:	 Using Formative Assessments to Track Progress Using Engagement Strategies	
Professional Responsibilities	Three (3)	 Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration 	
TOTAL MINIMUM	Fifteen (15) out of Twenty-three (23) Elements/ Strategies		

Returning Teachers			
Domain	Required Quantity of Elements/ Strategies	Required Elements/ Strategies	
Standards-Based Planning	Three (3)	 Planning Standards-Based Lessons/ Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data 	
Standards-Based Instruction	Ten (10) which shall include:	 Identifying Critical Content Helping Students Engage in Cognitively Complex Tasks 	
Conditions for Learning	Seven (7) which shall include:	 Using Formative Assessments to Track Progress Using Engagement Strategies	
Professional Responsibilities	Three (3)	 Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration 	
TOTAL MINIMUM	Twenty-three (23) Elements/ Strategies		

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