

# OKEECHOBEE COUNTY STUDENT SERVICES EVALUATION 2020-2021



The Office of K-12

*Accountability  
& Assessment*

Achieving Excellence Through Data

# DEVELOPMENT OF INSTRUMENT



- This document was developed by the Student Support Services Project, University of South Florida, a special project funded by the Florida Department of Education, Division Public Schools, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

# WHY A SEPARATE EVALUATION INSTRUMENT



- Job duties and expectations are very different from classroom-based instructional staff.
- Creating an artificial instructional situation did not provide valuable information.
- Domains in this model include competencies and professional practices more in –line with student services professionals.



# DOMAIN A

Domain A, weighted at 16% of the Instructional Practice (IPC) portion of the evaluation.

## **Data-Based Decision Making and Evaluation of Practices – 4 indicators**

### **Types of Evidence:**

- Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, assessment)
- Problem-Solving/Intervention Plan, Academic Intervention Record, BIP, Progress-Monitoring Plan, 504 Plan, Reports with data analysis and interpretation (e.g., psychoeducational; psychological; psychosocial; counselors, school health report)
- Data platforms/electronic documentation systems (e.g., Data Warehouse, Pinnacle, Global Scholar, Performance Matters, Branching Minds, EASY CBM)
- Critical Components Checklist
- Counseling Plan and logs
- Needs Assessments



# DOMAIN B

Domain B, weighted at 20% of the Instructional Practice portion of the evaluation.

## **Instruction/ Intervention Planning and Design - 5 indicators**

### **Types of Evidence:**

- Monitoring intervention implementation (dosage and fidelity)
- Electronic documentation systems
- Case consultation summary
- Parent conference notes/logs
- Newsletters, emails, webpage, and other communication methods
- Critical Components Checklist
- Inservice trainings/presentations related to intervention delivery and facilitation
- Pre-post surveys
- School/District Improvement – documentation of participation
- Family participation and engagement



# DOMAIN C

Domain C, weighted at 24% of the Instructional Practice portion of the evaluation.

## **Instruction/Intervention Delivery and Facilitation - 6 indicator**

### **Types of Evidence:**

- Monitoring intervention implementation (dosage and fidelity)
- Electronic documentation systems
- Case consultation summary
- Parent conference notes/logs
- Newsletters, emails, webpage, and other communication methods
- Critical Components Checklist
- Inservice trainings/presentations related to intervention delivery and facilitation
- Pre-post surveys
- School/District Improvement – documentation of participation
- Family participation and engagement



# DOMAIN D

Domain D, weighted at 20% of the Instructional Practice portion of the evaluation.:

## Learning Environment - 5 indicators

### Types of Evidence:

- Threat assessment
- Crisis intervention participation/facilitation
- School climate surveys
- Inservice trainings/presentations related to school climate, violence preventions, crisis intervention, and mental health issues
- School-based programs – development and implementation
- Health education, medication administration, first aid, bloodborne pathogens, cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) trainings
- Disproportionality – risk index and ratios



# DOMAIN E

Domain E, weighted at 20% of the Instructional Practice portion of the evaluation.

## **Professional Learning, Responsibility, and Ethical Practice - 5 indicators**

### **Types of Evidence:**

- Professional Growth Plan
- Documentation of inservice, professional conferences
- Conference/workshop follow-up activities or implementation
- Professional learning community participation or facilitation
- Membership in professional organizations
- Documentation of supervision/mentoring activities
- Demonstration of time management (e.g., logs, calendars)



# EVALUATION CHANGES IN 2020-2021



- No changes were made to any indicators.
- No changes were made to the score ranges for any domain or overall.
- Changes were made to some student growth calculation methods in Article XII of the Instructional Contract in November 2019.
- REMINDER – Changes were made in September 2019 regarding the final summative evaluation calculation. (more information following)

# OBSERVATIONS

## INSTRUCTIONAL PRACTICE COMPONENT (IPC)



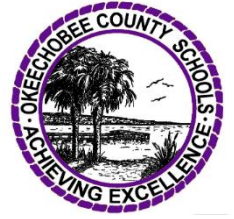
- Observations account for 66.7% of the overall Final evaluation rating. The other 33.3% is based on student performance.
- Each indicator is rated on the performance levels of Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory.
- A rating will be assigned to each domain and a rating will be determined.

# HIGHLY EFFECTIVE



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

# EFFECTIVE



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

# NEEDS IMPROVEMENT



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

# DEVELOPING



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

# UNSATISFACTORY



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

# OBSERVATION INFORMATION



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



# REQUIRED OBSERVATIONS



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

\*AC - Annual Contract; PC - Professional Contract

# STUDENT GROWTH & ACHIEVEMENT (SGA)



- Teachers in the first year of employment will have a student growth and achievement rating calculated at the end of first semester (January), and again, at the end of the school year (September).
- ALL Teachers will have a student growth & achievement rating calculated at the end of the school year (following September).

# VAM / SGA



- Student Achievement calculation methods can be found in Article XII of the Instructional Contract.
- All VAM/SGA calculations are completed in EDIS. You can access EDIS through the Portal. More guidance will be provided throughout the school year.
- Some SGA methods have been revised as of the 2019-20 Instructional Contract. These changes will be reflected in EDIS for 2020-21 Evaluations.

# SUMMATIVE CONFERENCES



	Mid Year Conference	End of the Year Conference	Final Summative Conference
Newly Hired Teacher (AC 1)	1 summative conference at the end of the 1st semester	All teachers will have an EOY summative conference (IPC score based on observations) 6 weeks prior to the end of the school year	All teachers that work most of the school year and are hired before the first day of the last quarter will receive a Final Summative which includes the <b>EOY Summative score (IPC) + Student Growth Score (SGA)</b>
Entry Level Teacher (AC 2 & AC 3)	1 conference on the instructional practice component (observations) at the end of the 1 <sup>st</sup> semester		
Regular Teachers (AC 4 + or PC)	None required		

\*AC - Annual Contract; PC - Professional Contract

\*\*IPC - Instructional Practice Component (Observations)

# STUDENT SERVICES SUMMATIVE FORMS



## End-Of-Year Summative

Name:	Position:
School(s)/Dept(s):	School Year:
Contract Year: <input type="checkbox"/> AC1 <input type="checkbox"/> AC2 <input type="checkbox"/> AC3 <input type="checkbox"/> AC4+ <input type="checkbox"/> CC/PSC	

Instructional Practices Domains	Points
Domain A: Data-Based Decision Making and Evaluation of Practices	
Domain B: Instruction/Intervention Planning and Design	
Domain C: Instruction/Intervention Delivery and Facilitation	
Domain D: Learning Environment	
Domain E: Professional Learning, Responsibility, and Ethical Practice	
<b>Total Score:</b>	
<b>Overall Rating:</b>	

Performance Rating	Total Score
Unsatisfactory	0 – 41
Needs Improvement/ Developing	42 – 134
Effective	135 – 180
Highly Effective	181 – 200

This evaluation has been discussed with me. ☐ Yes ☐ No

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_ Signature of Evaluatee \_\_\_\_\_ Date \_\_\_\_\_

My signature does not necessarily indicate agreement with this evaluation. I understand that I may submit a written response to the observation within ten working days of the date of my signature.

Contract Recommendation	<input type="checkbox"/> Annual 2	<input type="checkbox"/> Annual 3	<input type="checkbox"/> Annual 4+	<input type="checkbox"/> Holds CC/PSC	<input type="checkbox"/> Not recommended for reappointment
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## Final Summative (Overall)

### FINAL SUMMATIVE

Name:	Position:
School(s)/Dept(s):	School Year:
Contract Year: <input type="checkbox"/> AC1 <input type="checkbox"/> AC2 <input type="checkbox"/> AC3 <input type="checkbox"/> AC4+ <input type="checkbox"/> CC/PSC	

Student Growth and Achievement	Points
Two Seasons Ago	
Last Season	
Current Season	
Overall Student Growth Score	
<b>Student Growth Rating</b>	

Each Season Student Growth Scale	Student Growth Rating	Overall Student Growth Score
0 – 32	Unsatisfactory	13
33 – 45	Needs Improvement/ Developing	42
46 – 71	Effective	80
72 – 100	Highly Effective	100

Final Summative Evaluation	Points	Rating
Instructional Practice (200 points)		
Student Growth and Achievement (100 points)		
<b>Overall Summative Rating (300 points)</b>		

Summative Rating Scale	Overall Summative Rating
0 – 59	Unsatisfactory
60 – 199	Needs Improvement/ Developing
200 – 264	Effective
265 – 300	Highly Effective

This evaluation has been discussed with me. ☐ Yes ☐ No

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_ Signature of Evaluatee \_\_\_\_\_ Date \_\_\_\_\_

My signature does not necessarily indicate agreement with this evaluation. I understand that I may submit a written response to the observation within ten working days of the date of my signature.

# DELIBERATE PRACTICE PLAN (DPP)



- A way for professionals to grow their expertise through a series of planned action steps, reflections, and collaboration.
- Annual Planning Conference must be completed by **September 30<sup>th</sup>**.
- Teacher selects one (1) indicator in Domain 1 for deliberate practice goal 1.
- Teacher self identifies an area of growth for goal 2.
- Both goals should impact student achievement and use data that is available throughout the school year (not FSA/EOC).
- Monitoring Progress in January
- Goal Reflection prior to the final summative evaluation in April

# TEACHER IMPROVEMENT PLAN (TIP)



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

# EVALUATION RESOURCES



- OCSB Evaluations, TIPs, DPPs, and Observations are available through True North Logic (access through Portal)
- District information and step-by-step guides  
LINK: [bit.ly/OkeeEvaluations](https://bit.ly/OkeeEvaluations)
- Observation Rubric & other forms are located on the district website.  
([okee.k12.fl.us](https://okee.k12.fl.us) > Staff > Employee Evaluation Documents)



# EVALUATION DETAILS CAN BE FOUND IN INSTRUCTIONAL PERSONNEL CONTRACT, ARTICLE XII



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