

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 Approximately 50% 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 Approximately 75% 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 approximately 50% 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;**
- **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.”**

Implementation Timeline in Detail

Year 01 (2018-19)

<i>All Teachers (Newly Hired or Returning)</i>		
Domain	Required Quantity of Elements/ Strategies	Required Elements/ Strategies
Standards-Based Planning	Three (3)	<ul style="list-style-type: none"> • <i>Planning Standards-Based Lessons/ Units</i> • <i>Aligning Resources to Standard(s)</i> • <i>Planning to Close the Achievement Gap Using Data</i>
Standards-Based Instruction	Five (5) out of ten (10) which shall include:	<ul style="list-style-type: none"> • <i>Identifying Critical Content</i> • <i>Helping Students Engage in Cognitively Complex Tasks</i>
Conditions for Learning	Four (4) out of seven (7) which shall include:	<ul style="list-style-type: none"> • <i>Using Formative Assessments to Track Progress</i> • <i>Using Engagement Strategies</i>
Professional Responsibilities	Three (3)	<ul style="list-style-type: none"> • <i>Adhering to School and District Policies and Procedures</i> • <i>Maintaining Expertise in Content and Pedagogy</i> • <i>Promoting Teacher Leadership and Collaboration</i>
TOTAL MINIMUM	<i>Fifteen (15) out of Twenty-three (23) Elements/ Strategies</i>	

Implementation Timeline in Detail

Year 02 (2019-20)

<i>Newly Hired Teachers</i>		
Domain	Required Quantity of Elements/ Strategies	Required Elements/ Strategies
Standards-Based Planning	Three (3)	<ul style="list-style-type: none"> • <i>Planning Standards-Based Lessons/ Units</i> • <i>Aligning Resources to Standard(s)</i> • <i>Planning to Close the Achievement Gap Using Data</i>
Standards-Based Instruction	Five (5) out of ten (10) which shall include:	<ul style="list-style-type: none"> • <i>Identifying Critical Content</i> • <i>Helping Students Engage in Cognitively Complex Tasks</i>
Conditions for Learning	Four (4) out of seven (7) which shall include:	<ul style="list-style-type: none"> • <i>Using Formative Assessments to Track Progress</i> • <i>Using Engagement Strategies</i>
Professional Responsibilities	Three (3)	<ul style="list-style-type: none"> • <i>Adhering to School and District Policies and Procedures</i> • <i>Maintaining Expertise in Content and Pedagogy</i> • <i>Promoting Teacher Leadership and Collaboration</i>
TOTAL MINIMUM	<i>Fifteen (15) out of Twenty-three (23) Elements/ Strategies</i>	

<i>Returning Teachers</i>		
Domain	Required Quantity of Elements/ Strategies	Required Elements/ Strategies
Standards-Based Planning	Three (3)	<ul style="list-style-type: none"> • <i>Planning Standards-Based Lessons/ Units</i> • <i>Aligning Resources to Standard(s)</i> • <i>Planning to Close the Achievement Gap Using Data</i>
Standards-Based Instruction	Seven (7) out of ten (10) which shall include:	<ul style="list-style-type: none"> • <i>Identifying Critical Content</i> • <i>Helping Students Engage in Cognitively Complex Tasks</i>
Conditions for Learning	Five (5) out of seven (7) which shall include:	<ul style="list-style-type: none"> • <i>Using Formative Assessments to Track Progress</i> • <i>Using Engagement Strategies</i>
Professional Responsibilities	Three (3)	<ul style="list-style-type: none"> • <i>Adhering to School and District Policies and Procedures</i> • <i>Maintaining Expertise in Content and Pedagogy</i> • <i>Promoting Teacher Leadership and Collaboration</i>
TOTAL MINIMUM	<i>Eighteen (18) out of Twenty-three (23) Elements/ Strategies</i>	

Implementation Timeline in Detail

Year 03 (2020-21)

<i>Newly Hired Teachers</i>		
Domain	Required Quantity of Elements/ Strategies	Required Elements/ Strategies
Standards-Based Planning	Three (3)	<ul style="list-style-type: none"> • <i>Planning Standards-Based Lessons/ Units</i> • <i>Aligning Resources to Standard(s)</i> • <i>Planning to Close the Achievement Gap Using Data</i>
Standards-Based Instruction	Five (5) out of ten (10) which shall include:	<ul style="list-style-type: none"> • <i>Identifying Critical Content</i> • <i>Helping Students Engage in Cognitively Complex Tasks</i>
Conditions for Learning	Four (4) out of seven (7) which shall include:	<ul style="list-style-type: none"> • <i>Using Formative Assessments to Track Progress</i> • <i>Using Engagement Strategies</i>
Professional Responsibilities	Three (3)	<ul style="list-style-type: none"> • <i>Adhering to School and District Policies and Procedures</i> • <i>Maintaining Expertise in Content and Pedagogy</i> • <i>Promoting Teacher Leadership and Collaboration</i>
TOTAL MINIMUM	<i>Fifteen (15) out of Twenty-three (23) Elements/ Strategies</i>	

<i>Returning Teachers</i>		
Domain	Required Quantity of Elements/ Strategies	Required Elements/ Strategies
Standards-Based Planning	Three (3)	<ul style="list-style-type: none"> • <i>Planning Standards-Based Lessons/ Units</i> • <i>Aligning Resources to Standard(s)</i> • <i>Planning to Close the Achievement Gap Using Data</i>
Standards-Based Instruction	Ten (10) which shall include:	<ul style="list-style-type: none"> • <i>Identifying Critical Content</i> • <i>Helping Students Engage in Cognitively Complex Tasks</i>
Conditions for Learning	Seven (7) which shall include:	<ul style="list-style-type: none"> • <i>Using Formative Assessments to Track Progress</i> • <i>Using Engagement Strategies</i>
Professional Responsibilities	Three (3)	<ul style="list-style-type: none"> • <i>Adhering to School and District Policies and Procedures</i> • <i>Maintaining Expertise in Content and Pedagogy</i> • <i>Promoting Teacher Leadership and Collaboration</i>
TOTAL MINIMUM	<i>Twenty-three (23) Elements/ Strategies</i>	