

SURVIVING THE OCPS TEACHER EVALUATION SYSTEM

New! 2020 -2021 Edition

Written by Wendy L. Doromal



OCCTA To The Rescue, Paper Collage by Nani Doromal ©2015

Dear OCCTA Members,

This guide was written to assist union members to successfully navigate the evaluation system. The first edition was written and published in the 2015-2016 school year. The topics addressed within these pages are based on the concerns and questions received from teachers and compiled over the last few years. Changes are made as the contract is revised.

A teacher's evaluation score impacts pay, career, and job security. It can also impact morale, self-esteem, and ultimately the students. This guide serves as a resource to gain a clearer understanding of your rights under the union contract and to help you determine what steps you can take to ensure that you have a voice in your own evaluation.

In Unity,

Wendy L. Doromal
President

*“Everything that can be counted does not necessarily count.
Everything that counts cannot necessarily be counted.”*

–Albert Einstein
Late member of the American Federation of Teachers

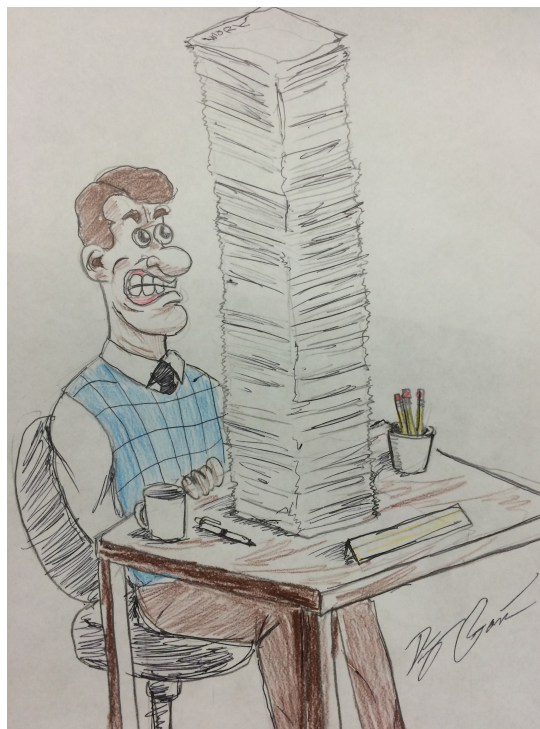
Thank you to Maribel Rigsby for her valuable input and help in editing.

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Overworked Teacher, Colored Pencil Sketch by Diego Garcia ©2015

SOME EVALUATION TIPS

Know your Contract

- **Article X of the Contract addresses the evaluation system.** Your current Contract is located on the Orange CTA website (<http://orangecta.fea.aft.org/>) and on the OCPS website under Human Resources Department, the Labor Relations Department tab.
- **The Instructional Evaluation Manual is considered part of your Contract.** It is also located on the Orange CTA website and on the OCPS website under the Labor Relations Department tab.

Put all evaluation-related concerns and requests in writing

- **If you orally discuss your observations or any aspect of your evaluation plan with your evaluating administrator or an observer, then follow-up with an email to document the discussion.** (Sample Email VII)
- **Print a copy of every email that you send to your evaluating administrator or observer.** Save them in a folder or binder. You may need the documentation as evidence if you have to file an appeal or grievance.
- **Save any emails or any replies that you receive.** In addition to printing a hard copy of evaluation-related emails, keep a copy of any emails that you send to your observer in your 'sent' or 'archive' folder, and keep a copy of any emails that you receive from your evaluator in your 'in' or 'archive' folder. You may need to reprint these if the hard copies are lost.

Email Protocol

- **Email at the right time.** Do not send emails during instructional time. Email only during your planning period, lunchtime, or before or after contracted duty times.
- **Be polite and professional in all correspondence.** If you received what you view as an unfair observation, take a deep breath, and calm down before you send an email or write comments in the pull down menu on iObservation. You can use the samples provided in this publication to respond or write your own. If you have any doubts, ask your OCCTA Association Representative to review a draft of an email before you send it.
- **Administrators must follow OCPS policy, just as instructional personnel and staff must.** If you email your evaluator or an administrator concerning your evaluation (or any issue) and he/she fails to respond within 48 hours (or never), he/she is violating OCPS policy (Management Directive B 13 Office Protocol). OCPS policy requires that an employee respond to an email within 48 hours. If you suspect that the evaluator is avoiding answering you in writing, so that the answer cannot be documented, then meet with him/her and follow-up by sending an email that summarizes the conversation from the meeting. (Sample Email VII)
- **If your evaluator or administrator regularly ignores your emails, you may want to schedule a meeting to express concerns** and ask why your emails are not being answered. If the problems persist after a meeting, you should consider contacting his/her supervisor through a documented email to express your concerns. (Sample Email II)

You are entitled to a beginning of the year conference with your evaluator

Every instructional employee should request this meeting within the first 15 duty days. Some issues you may want to discuss:

- **Who will be my evaluator(s) this school year?** A list of trained observers is available online at this link:
https://www.ocps.net/departments/professional_learning_department/evaluation_systems/district_trained_observers_list .
- **How do you feel about last year's scores?** How can you improve? What specifically will the evaluator look for during observations?
- **Are you placed in the correct category?** (See pages 5 - 6 of the Evaluation Manual).

- **What is the minimum amount of time that you believe is needed to conduct a credible evaluation?** The Contract states that 10 minutes is the minimum for an informal and 30 minutes for a formal. Would you prefer longer informal evaluations? If so, make that clear.
- **What evidence and artifacts will you provide** for all four domains? How do you expect them to be scored? Does the evaluator recommend a timeline for when they will be presented?
- **Do you wish to have fewer non-evaluative observations?** If you believe that excessive observations cause unnecessary disruption to quality teaching and learning, express this.
- **Would you like your observer to schedule your informal observations?** By Contract, informal observations may be unannounced or scheduled. The evaluating administrator shall indicate when she/he is performing an informal observation.
- **Consider what element you may select for Deliberate Practice and ask for input, but remember that you select the focus element.** Remind your evaluator that you will expect to receive meaningful, regular feedback concerning your Deliberate Practice Plan throughout the year.
- **If you miss the 15-day deadline, ask for a meeting to discuss this year's evaluation process.** An evaluating administrator should meet with teachers to address concerns and answer questions throughout the evaluation process.

FROM THE EVALUATION MANUAL, PAGE 5:

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 with-in the first 15 duty days.

You must receive training on the evaluation system

FROM THE CONTRACT, Page 41:

Article X. Section A. 3. The District shall provide professional development for all aspects of the evaluation process.

Every teacher is placed in an evaluation category

- **Under the evaluation system, there are five categories in which a teacher can be placed.** The categories are determined by years of service and expertise. *Teachers should check the category placement during pre-planning or the first week of school and notify their administrator immediately if he/she has not been placed in the correct category.*
- **A teacher who is given a new assignment or moved to a new school may request to be moved to Category 2B under certain circumstances outlined in the Contract.** The request has to be made in writing during the first 20 student contact days of the new assignment. Teachers with an Instructional Practice Score of 1.5 - 2.3 also will be categorized as 2B teachers. *Principals may also assign a teacher to this category if they meet the category requirements, but must do so in writing by the 20 student contact day.*
- **Teachers who receive an Instructional Practice Score that is less than 'effective' will be placed in Category 3 and put on a Professional Improvement Plan (PIP).** After the PIP is successfully completed, the teacher will return to his/her previous evaluation category. Teachers in Category 3 may have their observations extend past May 1. Teachers who are placed on a PIP should be receiving continuous feedback in one-on-one meetings with their evaluating administrator.
- **Teachers are placed in Category 4 when they have taught 80 student days or less between the first student day and May 1st.** Teachers in this category do not have to complete a Deliberate Practice Plan. Their Summative Evaluation Score will appear as NA.

FROM THE CONTRACT, PAGES 41 – 42:

Article X. Section B. A teacher shall be placed in one of the following categories.

1. **Category I:** Teachers who are in their first, second or third year of teaching and are new to the profession.
2. **Category 2A:** Teachers who are in at least their fourth year of teaching.

3. **Category 2B:** Teachers who are in at least their fourth year of teaching and may be new to the District, assigned to teach a new subject area or grade level that is different from their previous assignment or assigned to teach at a school with a different population of students from their previous assignment.

a. 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 shall be in effect for one (1) school year. Principals may also assign teachers to Category 2B by the twentieth (20) student contact day if the teacher meets one of the requirements of this category.

b. 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.

c. Teachers who have an Instructional Practice score of 1.5 to 2.3 shall be placed in Category 2B for the subsequent school year.

4. **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. These teachers shall be placed on a Professional Improvement Plan (PIP). Procedures for the Professional Improvement Plan are explained further in the Evaluation Manual and its glossary of terms.

a. The evaluator, with input from the teacher, shall develop a plan, which includes additional observations and resources in an effort to improve teacher performance.

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

c. Upon successful completion of the Professional Improvement Plan (PIP), the teacher shall be reassigned to his/her original category.

d. Informal observations of teachers on a PIP may begin after the first fifteen (15) duty days.

e. The timelines for completing or responding to a PIP may be extended by mutual agreement.

f. The required observations for a PIP may extend past the May 1 evaluation deadline.

5. Teachers who taught eighty (80) student days or less between the first student day and May 1 will be assigned to Category 4. Teachers in this category shall not be required to complete the Deliberate Practice.

The number of informal and formal observations is determined by category

When the evaluation system was first rolled out, evaluating administrators followed a set number of evaluations per category, which ensured a more credible and consistent system. However, with the 2013-2014 bargaining impasse, the District was able to get the word 'minimum' emphasized in regard to the number of observations that teachers in every category could receive each year. Administrators already had the freedom to visit a teacher's classroom at any time to conduct a 'walk through' observation. Opening up the number of *evaluative* observations to an unlimited number allowed evaluating administrators, coaches and observers the freedom to conduct an excessive number of disruptive, intrusive and unnecessary observations and the ability to manipulate the outcome of a teacher's final score. Finally, in 2016 CTA achieved the deletion of the word 'minimum' from the Contract language stating the number of evaluative observations allowed per category. Now teachers have a set number of informal and formal observations that can be conducted per category.

Number of required evaluative observations per category

Category 1 and 2B: 4 informal observations – two in the first semester and two in the second semester;
 2 formal observations – one in the first semester and one in the second semester

If a teacher is hired as a temporary contract teacher only two informal observations and one formal observation are required.

Category 2A: 2 informal observations
 1 formal observation

Teachers in this category shall have at least one observation (formal or informal) documented by November 15 and a second observation (formal or informal) documented by March 1

Category 3: 7 informal observations
 3 formal observations

FROM THE EVALUATION MANUAL, PAGE 5:

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

FROM THE CONTRACT, PAGE 42:

Article X. Section C. Observations of a teacher's performance shall be made in accordance with the following provisions:

1. General Provisions:

a. There shall be two types of evaluative observations: informal and formal. The number of observations each teacher shall receive is determined by the category in which they are placed. The evaluator shall follow the observation procedures as outlined in the current instructional personnel evaluation manual.

Teachers may request one additional observation just for scoring the Deliberate Practice element.

Teachers who are not satisfied with their Deliberate Practice observation score, may request one additional observation for the purpose of scoring *only* their selected Deliberate Practice element. Since only the highest score counts, a teacher benefits from trying to improve the score if it is not an 'applying' or 'innovative'.

- No other elements can be scored during this observation
- The request for the additional observation must be made before April 1
- This observation is in addition to an additional observation that may be requested during the first or second semester.

FROM THE CONTRACT, PAGE 46:

ARTICLE X. Section D.13. Teachers shall be able to request one additional observation to score their Deliberate Practice element. No other elements are to be scored. Teachers must request this additional Deliberate Practice observation before April 1.

Non-evaluative Coaching Observations and the Practice Observation

Contract language regarding non-evaluation coaching observations, sometimes called 'walkthroughs'. **Non-evaluative coaching observations are unscheduled observations, which will only be available for viewing to the teacher and the teacher's observer.** These non-evaluative observations are not a part of the evaluation scoring process. There is no limit to how many non-evaluative observations can be conducted.

- **Prior to the first observation a coaching observation must be conducted and will serve as the 'practice' observation.** Like all non-evaluative observations, this practice evaluation will not count towards the teacher's evaluation score.
- **Contact your evaluating administrator immediately if your evaluating administrator conducts an informal observation prior to conducting the first non-evaluative coaching observation or does not provide actionable feedback based on the practice observation.** (Sample Email VI)

FROM THE CONTRACT, PAGE 43:

Article X. Section C. 2. 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. 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.

Informal Observation or non-evaluative coaching observation? The evaluating administrator must indicate to the teacher what kind of evaluation is being conducted: informal or non-evaluative. This should be made clear before the observation is conducted.

- **Sending a general email or notification to the faculty** with a message such as, “This week non-evaluative coaching observations will be conducted” or “This week informal observations will be conducted” **is not considered sufficient indication of what type of observation the evaluating administrator is conducting.**
- **When an administrator enters your room if he/she does not indicate whether an informal observation or a coaching observation is being conducted, ask.** A polite question, such as, “Are you here to conduct an informal observation or a coaching observation?” is in order.
- **Contact your evaluating administrator immediately if a non-evaluative observation shows up on iObservation as an evaluative informal** and request that it be removed. (Sample Email XVII)

FROM THE CONTRACT, PAGE 43:

Article X. Section C.3.a. Provisions for Informal Observations: a. The evaluating administrator shall indicate to the teacher when s/he is performing an Informal observation prior to beginning the observation.

You can tell your evaluating administrator that you do not want to be observed for an informal observation if he/she comes to your classroom unannounced

A teacher may decline to be observed when an observer pops in the room unannounced. Just as any number of non-evaluative observations may be ‘reasonable’ in an evaluating administrator’s eyes, any number of requests to reschedule an observation should be considered ‘reasonable’ too.

- **If an evaluating administrator comes to your classroom unannounced to conduct an informal observation and you do not want to be observed at that time, you can request to reschedule at another time.** It is particularly unreasonable for an observer to show up at your class during the first or last ten minutes of class. If an observer shows up during any time that you do not want to be observed very politely say, “Per my contract, I am requesting to reschedule this observation. I will be emailing you later today to set up a day and class period for you to observe me.”
- **You can also hand the observer a ‘Not Today’ card.** The ‘Not Today’ card, found on the last page of this guide, is a card designed for teachers to hand to an observer who makes an unannounced visit to conduct an informal observation. Keep the cards on your desk, ready to hand to any unannounced observer. (If you do not have copies of the cards, you can make your own from the template in the back section of this guideline.)
- **If you tell the evaluator that you do not want to be observed, he/she should leave your classroom.** If the observer still stays to observe you even after you have said that you would like to reschedule the observation, and posts the observation as an evaluative informal, then send an email stating that your contract was violated and request that the observation be dropped and a new one scheduled. You should copy your CTA Field Representative. (Sample Email VIII)

FROM THE CONTRACT, PAGE 44:

Article X. Section C.3.f. An Informal observation may be rescheduled upon a teacher’s request. No reasonable request shall be denied.

There are specific days that the observation should not count toward your evaluation score

Contract language identifies specific school days that are days on which teachers should not receive an evaluative observation. Remember any administrator is free to conduct a non-evaluative observation on any day. No non-evaluative observations can count as evaluative and they should not be posted on iObservation.

- **You cannot be observed until your 15th duty day.** An evaluator may come to your classroom at any time before the 15 duty days to observe, conduct a ‘walkthrough’, but the observation will not count towards your evaluation score.

FROM THE CONTRACT, PAGE 42:

Article X. Section C.1.a. A teacher shall be employed for at least fifteen (15) duty days before any formal or informal observation is conducted.

- **Any observation conducted the day before Thanksgiving Break or the days before or after the Winter Break or Spring Break does not count as evaluative unless you agree that it should.**

FROM THE CONTRACT, PAGE 42:

Article X. Section C.1.b. 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.

- **Any observation conducted after May 1 should not count towards your evaluation score.**

FROM THE CONTRACT, PAGE 43:

Article X. Section C.1.f. Observations made after May 1 to the end of the school year shall be documented but not used to calculate the Instructional Practice Score.

- **If an observation is scored and posted on iObservation and was conducted on any of the prohibited days, that observation should be dropped unless you are happy with the results and want it to count.** Whatever your decision, send an email to your evaluator and keep it in case you need to grieve or appeal your Status Score. (Sample Email XII)

The evaluator must observe you for a minimum length of time for all evaluative observations.

You should note the time that an evaluator enters your room and the time that he/she leaves. Mark it on your calendar as soon as the observer leaves. This is important because evaluations must be observed for a minimum length of time, according to the Contract and Evaluation Manual.

- **A formal observation should be a minimum of thirty minutes.** You can request that the observer stay longer. If you would like your evaluating administrator to stay for the entire lesson and class period, you may want to mention this in the pre-conference. You may also request that the evaluator stay longer if he/she starts leaving.

FROM THE EVALUATION MANUAL, PAGE 9:

The minimum time for a Formal Observation is thirty (30) minutes

- **The minimum time for an informal observation is 10 minutes.**

FROM THE EVALUATION MANUAL, PAGE 8:

The minimum time for an Informal Observation is ten (10) minutes

- **If an evaluator leaves before the contracted minimum time set for an evaluation, send an email to document the Contract violation.** You should request to reschedule the observation. (Sample Email XI)

Challenging an Observation Score

The Marzano Evaluation System appears to be evolving every year and can be described, at best, as a ‘make it up as you go’ system. Best practices touted the first year are no longer emphasized or have been modified. New concepts and expectations are thrust at teachers every year without adequate training. Since the system was introduced, some of the Domain I elements were modified and the ‘Super Seven’ became the new flavor of the day. In the 2014 -2015 school year teachers were told that they would be evaluated by how many students are monitored for the desired effect within the short span of time an observer is in the classroom. The number of students an observer must see being monitored for a teacher to receive an ‘Applying’ score is 51%; for an ‘Innovative’ score the number is 100%.

The Marzano Evaluation System is extremely subjective. Teachers are not on an equal playing field because they have varying class sizes and varying numbers of ELL and ESE students allocated to them. Some teachers have high-level students in AP classes, while others are teaching remedial classes with lower level students. Additionally, teachers are working under different conditions having differing amounts of materials, an uneven distribution of technological devices, and varying room sizes, which could affect their observation score.

Furthermore, the observers or evaluating administrators may or may not have taught the subject area that they are observing. Many have spent less time in the classroom than the teachers that they are evaluating. Most have never suffered the demoralization and indignation of being evaluated themselves as teachers under the Marzano Evaluation System.

- **The observers should be scoring you only on two or three dominant elements.** If the dominant element for your lesson is not scored and another one is, you may challenge your score. You may challenge that with an explanation of the lesson and why a certain dominant element should have been scored and document it with a lesson plan, student work, handouts and any relevant artifacts.
- **If an evaluator scored you based on the notion that 51 % of your students needed to be ‘monitored for the desired effect’ to receive an ‘Applying’ score and 100% of your students need to be monitored for the desired effect to receive an ‘Innovative’ score, ask the evaluating administrator how he/she would effectively monitor 100% of the students for that particular lesson in that time that you were observed, which is usually 10 to 15 minutes.** You can also send an email to explain how 100% of your students were monitored during your lesson before the observer came or after the observer left the room. Send an email requesting that the evaluator model a lesson where 100% are monitored.
- **Teachers can employ techniques to show they are monitoring 100% so they can receive an ‘Innovative’ score each time they are observed.** The latest ‘dog and pony show’ technique is Plickers (<https://plickers.com/>). This a monitoring activity, which requires assigning each student a card that is scanned using a cell phone application that computes the responses of all students who hold up a card. The process shows which of four choices each student selected. You can easily use this activity every time an observer enters your room to show 100% of students are being monitored. Exit and entrance slips are another way of monitoring 100% of students, as are assignments, individual white boards, goal tracking sheets and other forms of assessment.
- **If an evaluator scores you based on your participation or performance in a PLC or based on your use of CRMs or other curriculum that is optional, send an email objecting and copy your CTA Field Rep.** By contract, teachers have autonomy in lesson planning, lesson delivery and curriculum selection.
- **If an evaluator has scored you lower than you believe is accurate, because he/she missed an essential segment of the lesson, request a face-to-face meeting to go over the entire lesson.** Provide artifacts, such as lesson plans, student work samples; exit or entrance slips, learning goals and scales, etc. You may also take a snapshot of your board to present as evidence. (Sample Email I)
- **If you have a concern about how an element was scored, ask your evaluating administrator to describe what an innovative lesson would look like, or ask him/her to *demonstrate* an innovating lesson for the same focus element and standard for which you were scored.** Put your request in writing so that it is documented in case you decide to file an appeal.

Trained evaluators must conduct all observations

Only trained observers can conduct an evaluative observation. By Contract, a list of trained observers must be posted online. This is the link:

https://www.ocps.net/departments/professional_learning_department/evaluation_systems/district_trainee_observers_list

Evaluators and observers must have completed and been certified (passed the test or received a high enough score for their inter-reliability rating) in the Marzano Evaluation Training to be included on the online list. Anyone who observes you should be on the list that is posted online, including administrators, teachers and/or coaches. **After every observation, check the list** to ensure that the observer is on the list. If he/she is not listed as a certified evaluator, and you are not satisfied with your score, you can send an email to your principal asking that the evaluation be immediately removed from iObservation. (Sample Email XVI)

FROM THE CONTRACT, PAGE 42 (MOU AND TA SIGNED OCTOBER 17, 2017):

Article X. Section C.1.e. A list of trained teacher observers shall be made available online.

To access the observer list:

- Go to the OCPS website
- Log into myOCPS from the Employees tab
- Click on ESS
- Click on career and job
- Click on Trained Observers (the 3rd link under Appraisals)

FROM THE EVALUATION MANUAL, PAGE 4:

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.

- **Only an administrator can conduct a formal observation.** Every teacher is assigned to an evaluating administrator prior to his/her formal observation/s.

FROM THE CONTRACT, PAGE 44:

Article X. Section C.4.b. 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. The planning conference shall occur one to five duty days prior to the formal observation and the reflective conference shall occur one to five days after the formal observation except by written mutual agreement.

You can request a different observer

If you have a concern with the evaluating administrator, you may ask to have another one conduct your observations. If you do not believe that the evaluating administrator understands your subject material, is not evaluating you fairly or you have other problems, you should document your problems in an email, and request a change in evaluators. Documenting your concerns can help with a future grievance or appeal.

FROM THE CONTRACT, PAGE 44:

Article X. Section C.3.d. teachers may request an additional informal observation to be completed by another trained administrator. This additional observation shall be calculated in the Instructional Practice Score and/or Deliberate Practice Score as provided elsewhere in this Contract.

You may object to unannounced non-OCPS guests visiting your classroom

You can request that LSI employees or other non-OCPS guests visit your room only if the visit is scheduled with you prior to the visit. If teams of observers come to your room unannounced, politely ask who they are and why they are visiting your room. If they state that they want to observe, you can politely tell them it is not a good time and ask them to reschedule for a specific date and class period.

- An email from an administrator saying that LSI observers will be on campus on a certain day or week is not considered notification. You should be told what day and time any visitor will be visiting *your* classroom, not what time period one *might* be observing.

FROM THE CONTRACT, PAGE 30:

Article VII. Section I. Both parties agree that interruptions of the instructional period are sometimes necessary, but the administrator will attempt to keep such interruptions to a minimum. However, no visitations to a teacher's class except by school system personnel shall be allowed until the teacher has been notified of the visit and purpose in advance.

FROM THE CONTRACT, PAGE 44:

Article X. Section C.3.f. An Informal observation may be rescheduled upon a teacher's request. No reasonable request shall be denied.

Changes in the date or time of your formal evaluation

You can contact your evaluating administrator to reschedule your formal evaluation. For example, if you or a family member has a sudden illness or emergency, immediately email your evaluating administrator to set up a new date and time for the formal evaluation. Remember you will need to also set up new dates for the pre-conference and post-conferences. Print and save the email and any response that you may receive. (Sample Emails X)

FROM THE CONTRACT, PAGE 44:

Article X. Section C.4.c. A teacher shall receive a change in the date or time of a Formal observation upon request.

Formal Evaluation cancellations or interruptions

There may be reasons that your formal evaluation could not proceed, such as the evaluating administrator 'forgets' or fails to conduct your formal observation at the scheduled date and time; there is a fire drill; the teacher or evaluating administrator becomes ill; or there is another kind of last minute change. In this case, immediately send an email to inform the evaluating administrator that you wish to reschedule a new formal observation and suggest a date and time. You will also have to reschedule a new planning conference because the lesson will change. Print and save the email and any response that you may receive. (Sample Emails X)

FROM THE CONTRACT, PAGE 44:

Article X. Section C.4.d. 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.

Category 2A teachers must have their first and second observations completed by set dates

If you are a 2A teacher you should receive your first observation by November 15, and your second by March 1st. If you do not have your observations by this date, it would be a procedural error and you could appeal your score.

FROM THE CONTRACT, PAGE 42:

Article X. Section C.1.d. Category 2A teachers shall have at least one observation (Formal or Informal) documented by November 15 and a second observation (Formal or Informal) documented by March 1.

Observations made after May 1

- If you are not a Category 3 teacher and you have already reached the minimum number of observations for your category and an observation is made and posted on iObservation after May 1, request that it be dropped.

FROM THE EVALUATION MANUAL, PAGE 8:

“Observations made after May 1 to the end of the school year shall be documented but not used to calculate the Instructional Practice Score.”

- **A formal observation can be conducted after May 1 in unusual circumstances.** If unusual circumstances, such as illness of your evaluating administrator, prevent a formal observation near the end of the school year, you may request another evaluating administrator step in. Make the request in an email and copy your Association Representative or Field Representative. The deadline for your last formal observation can be extended if you or your evaluating administrator cannot meet the timelines because of illness or another unusual circumstance.

FROM THE CONTRACT, PAGE 44:

Article X. Section C.4.e. In unusual circumstances such as the extended illness of a teacher or administrator, the time limits for completing or responding to the Formal observation may be extended. This shall not extend the time for notice of non-reappointment.

The planning and reflection conferences are to be scheduled at the time the formal observation is scheduled

Each formal observation must have a planning (pre) and reflection (post) conference that is scheduled between one (1) and five (5) days preceding and following the formal observation.

FROM THE CONTRACT, PAGE 44:

Article X. Section C.4.b. 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. The planning conference shall occur one to five duty days prior to the formal observation and the reflective conference shall occur one to five days after the formal observation except by written mutual agreement.

FROM THE EVALUATION MANUAL GLOSSARY, PAGE 25:

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.

Forms for the formal observation conferences

There are planning and reflection conference questions that your evaluating administrator will ask you to complete before you meet for your pre and post formal observations conferences. The forms are located on iObservation. After you respond to all of the questions, you will post them on iObservation.

- **It is easier to write the responses in a Word document, proofread, and then paste them into the form online.** Your responses will be a factor in determining your scores in several domains, so take your time and be clear in your responses.

- **Bring the printed form with responses to both your planning and reflection conferences to refer to when you are discussing your evaluation.** You may also bring additional support evidence and documentation for all four domains.
- **Some administrators are creating additional questions for formal observation conferences.** There is already too much inconsistency in the evaluation system and OCCTA objects to this practice. If your evaluating administrator asks you to complete alternative or additional questions for your pre or post conference send an email to protest requesting to use the Marzano iObservation forms. You may copy your Field Representative.

FROM THE GLOSSARY IN THE EVALUATION MANUAL, PAGE 26:

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.

Evaluation feedback should be ongoing from August until May

You do not have to accept short quips or cursory comments that your administrator writes on iObservation site as valuable feedback. You should ask for a face-to-face feedback conference after *every* observation, whether it is evaluative or non-evaluative. Administrators are expected to provide informative, constructive, objective and actionable feedback that you need to grow as a teacher. (Sample Email I)

FROM THE EVALUATION MANUAL, PAGE 8:

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.

FROM THE GLOSSARY IN THE EVALUATION MANUAL, PAGE 25:

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.

- **You must receive both a planning conference and a reflection conference for your formal evaluation.** These conferences are used to evaluate you on Domains 2, 3, and 4 and to provide informative, constructive and actionable feedback.

FROM THE CONTRACT, PAGE 44:

Article X. Section C.4.b. . . . The planning conference shall occur within one to five duty days prior to the formal observation and the reflection conference shall occur within one to five duty days after the formal observation except by written mutual agreement.

- **You should receive ongoing *actionable* feedback for your Deliberate Practice Plan** from the time it is submitted and approved, until the end of the plan when your element is scored. Request feedback if you are not receiving it each time you post a reflection log or meet a milestone in your plan.

FROM THE CONTRACT, PAGE 46:

Article X. Section D.9. Teachers shall receive support and actionable feedback from their evaluating administrator throughout the Deliberate Practice process.

If you receive a rating(s) lower than Applying, your observing administrator must provide written evidence to justify the rating(s).

FROM THE CONTRACT, PAGE 43:

Article X. Section C.1.j.... For rating(s) lower than Applying, administrators must provide comments to describe such ratings. Teachers have the right to request a conference to discuss these rating(s).

Use the iObservation online site to document your observation concerns, remarks, and/or questions

- **You may respond to your evaluating administrator's feedback regarding your observations with your own comments and clarification under each element that is scored using a pull-down menu on the iObservation online site.** Use this feature to:
 - Challenge a low score for a particular element by defending your position with lesson plans, student work samples, or explaining what occurred in the lesson before or after you were observed
 - Question why an excessive number of elements was scored and explain which element was the dominant element
 - Question why the dominant or focus element was not scored, while another unrelated one was scored
 - Request removal of any incorrect or inappropriate comment made by the observer
 - Thank an observer for recognizing your skills, for constructive comments and/or for any valuable suggestions
- **You may upload your comments, concerns and questions to the 'Conference' section of the iObservation site to have further documentation of your communication with your evaluator.** To upload documentation, go to this link: <https://www.effectiveeducators.com/login/auth> and log in. Select the 'Collaborate' tab and then the 'Conference' tab in the pull down menu. Select 'Create a New Conference'. Select your school or work location in the 'Select a Location' box and then select the name of your evaluator in the 'Add Participant' box. Select 'add' and you will be conferencing with your evaluator. Write your message and send it. Your evaluator will receive an email that he/she has a new conference in iObservation. You may **upload any artifacts**, including lesson plans, goals, scales and activities, student work samples, photos of your board, letters from students or parents, etc.

You may request an additional informal observation each semester by set dates

If you want an additional observation to improve your Status Score, you must request one in writing by December 1st for the first semester and April 1 for the second semester. The lowest observation will be dropped. You may ask that the evaluating administrator schedule this informal observation. (Sample Email XIII)

FROM THE CONTRACT, PAGE 43:

Article X. Section C.3.b. An additional Informal observation may be conducted each semester upon mutual agreement between the teacher and the evaluating administrator. The teacher must request the additional informal observation for the first semester by December 1st and for the second semester by April 1. If a teacher exceeds the required number of informal observations, the lowest observation shall be dropped.

You should not have another informal observation conducted until you have received actionable feedback on the last one and have had the time to implement such feedback

- **Feedback should be posted on the last observation that was conducted before a new observation is conducted.**

FROM THE CONTRACT, PAGE 44 (TA #31, JULY 17, 2017):

Article X. Section C.3.c. A new Domain 1 observation cannot be performed and scored until feedback has been posted for the prior Domain 1 observation, unless the parties agree otherwise.

- **If you requested a face-to-face feedback meeting, you should have had that meeting before the next observation is conducted.** If your evaluator conducts a new observation before your face-to-face feedback meeting, consider sending a protest email and ask that that observation be dropped. (Sample Email III)

FROM THE EVALUATION MANUAL, PAGE 8:

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.

FROM THE GLOSSARY IN THE EVALUATION MANUAL, PAGE 25:

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.

If more than two observers conduct an informal observation, you can decide whether or not it counts

If you agree with the score of an observation that was conducted by more than two observers, then send an email asking that it count. If you disagree with the score send an email stating that you want it to be dropped. (Sample Email XIV)

FROM THE CONTRACT, PAGE 43:

Article X. Section C.1.i. 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.

An observation can be deleted

Evaluating administrators and principals have told teachers that they cannot remove or delete an observation once it has been entered in the iObservation site. This is not true. Any observation can be dropped. Examples of times an observation would be dropped include: observations made after May 1, those conducted when the teacher had informed the observer that it was not a good time, or an observation conducted by more than two observers without the agreement of the teacher. Additionally, any inappropriate comments can be removed. If an evaluating administrator or principal refuses to delete either an observation or comments, immediately contact your CTA Field Representative.

Your lowest informal observation score is dropped if you have more than the required number of observations for your category

FROM THE CONTRACT, PAGE 43:

Article X. Section C.3.b. . . . If a teacher exceeds the required number of informal observations, the lowest observation shall be dropped.

Virtual Observations

All virtual evaluative observations must be schedule.

- The contract established that electronic informal observations are permitted upon signed mutual agreement.
- Be careful when accepting calendar invites. Make sure you agree with the date and time on the invite.
- Reschedule the observations if you do not agree with the date and time. Per contract there must be a mutual agreement for the virtual informal observation.
- Formal observations must be schedule. Do not accept a calendar invite if you do not agree with the date and time of the observation.
- Send every request in an email.
- Print all calendar invites and emails.

FROM THE CONTRACT, PAGE 44

Article X. Section C.3.e 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.

Evaluation Due Dates

If a due date for an observation, deliberate practice or other part of the evaluation plan falls on a weekend or a non-duty day, the due day will be the next duty day.

FROM THE CONTRACT, PAGE 41:

Article X. Section A.4. Evaluation Due dates: When the actual day of the due dates listed within this article falls on a weekend or non-duty day, the due date shall be the next scheduled duty day.

Instructional Status Score

Your Instructional Status Score is based on the scores that you receive in the four domains combined with your Deliberate Practice Score. The domains are: Domain 1, classroom strategies and procedures; Domain 2, planning and preparing; Domain 3, reflecting on teaching and Domain 4, collegiality and professionalism.

The domains have different weights for teachers and for non-instructional personnel. For teachers: Domain 1 counts as 60%, Domain 2 counts as 20%, Domain 3 counts as 10% and Domain 4 counts as 10%. Domains 2, 3 and 4 should be scored when you have a formal evaluation. Domain 2 is scored during the Planning (Pre) Conference and Domains 3 and 4 are scored in the Reflective (Post) Conference. Provide evidence for these Domains at your planning and reflective conferences. **Charts explaining the scoring for the domains in each category are provided on pages 11 and 12 of the Evaluation Manual.**

Domain 4 Observations

Category 2A teachers will receive one non-evaluative observation for Domain 4 by the end of the first semester. They can request that their evaluative observation be later in the year when they have more evidence of their accomplishments in this Domain. The non-evaluative Domain 4 observation will give you the chance to receive feedback on what activities you should be documenting for this domain. You will also have the opportunity compile more evidence if you request to have the evaluative observation conducted later in the year.

Administrators should not mandate that you *must* work past the contracted workday to earn an Applying or Innovating score for Domain 4. You are not required to attend or host science or math nights or parent conferences; to work at evening or weekend fund raisers; to be a chaperone for weekend field trips; or to substitute for absent teachers during your planning time. If your administrator or evaluator suggests you must perform such duties to receive a high score in Domain 4 you should immediately send an email to challenge the directive and copy your CTA Field Representative.

FROM THE CONTRACT, PAGE 45 (TA #8 March 15, 2017):

Article X. Section C. 5. Domain 4: All Category 2A teachers will receive one non-evaluative observation and one evaluative observation for Domain 4. The non-evaluative observation will be conducted by the end of the first semester. Category 2B and Category 1 teachers will receive two evaluative observations for Domain 4.

FROM THE CONTRACT, (FROM TA SIGNED ON 11-08-19):

Article X. Section C. 5.a. The evaluative observation for the second semester shall be completed no later than April 15.

FROM THE CONTRACT, PAGE 62:

Article XIV. Section H. The parties recognize the importance of employees' participation in school-related activities, such as open house, PTA, and other school functions, which occur outside of the normal working hours and flex time may be used for affected teachers. The administrator may require attendance at the school's annual open house.

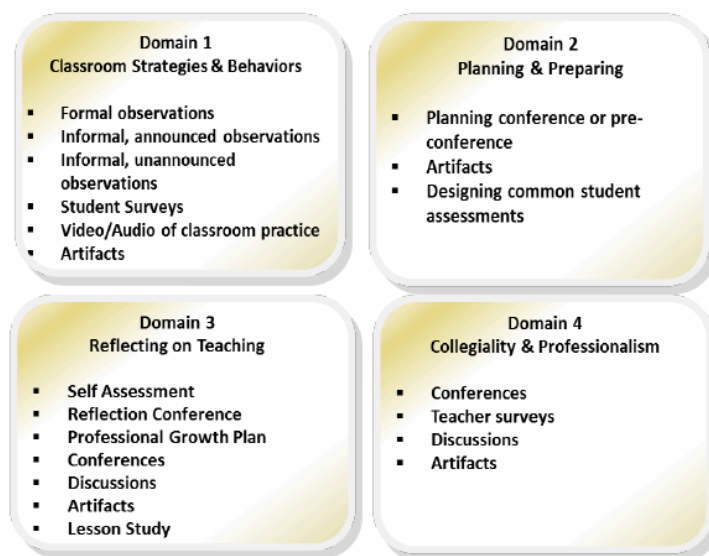
FROM THE CONTRACT, PAGE 61:

Article XIV. Section C. The Board agrees to provide substitute teachers for art, music, and physical education teachers and media specialists. No teacher shall be used as a substitute for another teacher except in cases of emergency or unforeseen circumstances. The District shall maintain a substitute pool for the filling of vacancies due to absenteeism.

You may submit artifacts to support your evaluation score

- **When an evaluator enters your room, you may hand him/her artifacts related to the lesson,** including lesson plans, rubrics, student handouts, a paper that list the lesson's standards, primary Marzano element and desired effect, or other artifacts. Have them ready on your desk every day.
- **After the observation, you may present artifacts in the feedback meeting that you request.**
- **You may attach related artifacts to the 'Conference' section on iObservation.**
- **Collect artifacts for the domains and keep them in organized notebooks to present to your evaluator in the first and second semesters.** You should bring them to planning and reflection conference meetings These could include:
 - Student work samples, exit slips, assignments, and/or surveys
 - Lesson plans with standards, learning goals and scales, desired effects and/or related assignments and activities
 - Logs of any hours that you worked past your contracted work day that include dates, number of hours and minutes worked, and descriptions of the mandated tasks you were completing
 - Letters or email correspondence from parents, students, community partners, etc.
 - In-depth reflections on selected lessons
 - Copies of your rubrics, handouts and/or class forms such as student goal tracking sheets
 - Evidence of interventions to improve student achievement
 - Documentation regarding accommodations for ELL and/or ESE students
 - Deliberate Practice Plan reflection logs; related student work samples, lesson artifacts
 - School or community newspaper articles highlighting you or your students
 - Documentation of any teaching awards and/or recognition
 - Photos of special events, student presentations, etc.

FROM THE EVALUATION MANUAL, PAGE 10:



The Deliberate Practice Score is based on three parts

When the Deliberate Practice Plan was first implemented, a teacher's Deliberate Practice Score was based strictly on the score from one observation of the Deliberate Practice element. The 2016-2017 Contract dictated

that if a teacher failed to complete a plan, then the score would be ‘not using’ or -.2. This meant that even if a teacher received an ‘innovating’ or +.4 on the Deliberate Practice element during the observation, if part of the plan was not completed then the overall rating would be a -.2, ‘not using’. The CBLT Evaluation Committee discussed this flaw and proposed revisions to correct the Deliberate Practice section of the evaluation. A Memorandum of Understanding (MOU) and Tentative Agreement (TA) were signed in July 2017 to allow teachers the opportunity to earn higher scores on the Deliberate Practice portion of their evaluation.

The highest Deliberate Practice rating for the targeted element from any observation will be averaged with ratings for elements 53 and 54 of Domain 3 to determine the overall Deliberate Practice Score.

FROM THE CONTRACT, PAGE 45:

Article X. Section D.3. The highest Deliberate Practice rating for the targeted element from any observation will be averaged with the ratings for elements “Developing a Written Growth and Development Plan” and “Monitoring a Written Growth and Development Plan” of Domain 3 to determine the overall Deliberate Practice score.

One-third of a teacher’s overall Deliberate Practice Score will be the rating of the written Growth and Development Plan

- DOMAIN III, Element 53, Developing a Written Growth and Development Plan will be scored in October/November and will count for one-third of the overall Deliberate Practice Score.
- The Deliberate Practice Plan is created through iObservation. Log in to iObservation at <https://www.effectiveeducators.com>. Select the tab, ‘Plan’ under the ‘Growth’ tab and follow the steps: Step 1 -take the self-assessment to help determine your target element; Step 2 – select the target element; Step 3 – identify the action steps; Step 4 –submit your plan and get approval; Step 5 – put the plan in action and document the action steps with 3 logs that you post on iObservation.

FROM THE CONTRACT, PAGE 45:

Article X. Section D.6. The teacher shall complete a self-evaluation in iObservation in order to choose the element of focus for their Deliberate Practice plan. The self-evaluation shall remain private.

You have 45 duty days to submit your Deliberate Practice Plan

You do not have to rush to submit a plan before the contractual deadline. Your evaluating administrator cannot demand that you submit your plan at an earlier date. However, you can submit your plan and receive approval at an earlier date, so you can get started on your plan.

FROM THE CONTRACT, PAGE 45:

Article X. Section. D.7. The teacher shall submit a plan within the teacher’s first forty-five (45) duty days.

After you submit your Deliberate Practice Plan, your evaluating administrator has ten duty days to approve it

- **Your Deliberate Practice Plan must be submitted through the iObservation website.** Go to the ‘Growth’ tab and then select the ‘Plan’ tab to select the action steps that you commit to perform for your plan.
- **If you do not hear back from your evaluating administrator within ten days of submission of your plan, email your evaluating administrator** to request approval so you can get started on your plan or see if you have to revise it.
- **If your administrator rejects your plan, ask for the specific reason/s.** If the reason/s have merit, and could benefit your growth as a teacher, consider changing the plan. If you disagree with the reason/s, or feel that the administrator is attempting to impose an element on you, you may send an email to the evaluator and blind copy your Field Representative. (Sample Email IX)

FROM THE CONTRACT, PAGE 46:

Article X. Section D.8. The administrator shall provide feedback to the plan within ten (10) duty days of submission. The teacher shall have ten (10) duty days to resubmit the plan if needed. Element 53 of Domain 3 shall be rated by the administrator at that time.

Scoring Element 53

Domain 3, Element 53, “Developing and Implementing a Professional Growth Plan”, is scored after the administrator approves the plan.

- **The description of and qualifications for the Deliberate Practice Plan are posted on iObservation.** Go to iObservation, select the ‘Observation’ tab, select the ‘Preview Forms’ tab, select the ‘Domain III Reflecting on Teaching’ tab, select the ‘Domain III Developing and Implementing a Professional Growth Plan’ tab. It reads: “Developing a Written Growth and Development Plan: The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources. **Teacher Evidence** The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources.”
- **The scales outlined on iObservation clearly state how this element will be scored.** For example, the scale states to earn an Applying: “The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources”; to earn an Innovating: “The teacher is a recognized leader in helping others with this activity.” Ensure that your plan meets these basic requirements. To achieve an innovating score, document how you helped peers to develop their plan. Did you provide links to activities, sample lessons, or other resources to your PLC or other teachers? Did you lead workshops to help co-workers develop a strong plan? Did you share your plan through email or in a workshop or meeting? Document how you helped others and how you are a recognized leader in this element.
- **Before you submit your plan, you can request that your evaluating administrator give feedback on your proposed plan.** Email the plan with the listed steps to your administrator and ask him/her to tell you what score you would receive for the plan if it were to be submitted. “Would the plan be scored as ‘applying’ or ‘innovating’ and if not, what steps would you need to take to bring it to the level you desire?”
- **After the growth plan is submitted, the evaluating administrator has ten duty days to provide feedback.** The plan that you submit will be approved or rejected. If the plan is rejected, the teacher will have ten duty days to resubmit a plan. Of course, if your plan is not approved you should request that the evaluating administrator meet with you to provide the feedback that you need to produce an ‘applying’ or ‘innovative’ plan. Ask for examples of high quality plans or ask for help in rewriting the plan before you resubmit the plan. You must resubmit a plan within 10 duty days after the plan was rejected.

FROM THE CONTRACT, PAGE 46:

Article X. Section D. Section 8. The administrator shall provide feedback to the plan within ten (10) duty days of submission. The teacher shall have ten (10) duty days to resubmit the plan if needed. Element 53 of Domain 3 shall be rated by the administrator at that time.

You should be allowed to select your own Deliberate Practice Element

- **Your administrator cannot dictate what Deliberate Practice Element you must select, tell you that you must select an element from the ‘Super 7’, or the ‘Super 11’, or mandate that your team or PLC must select a common element.** While your evaluating administrator can make suggestions or provide guidance, ultimately *you* should be allowed to select your own focus element. The Deliberate Practice Plan is *your* individual growth plan.
- **If an administrator or evaluating administrator tells you that you must select a particular element for your Deliberate Practice Plan, send an email to him/her stating that you wish to select your own element.** Copy your Field Representative. (Sample Emails IX)

FROM THE CONTRACT, PAGE 45:

Article X. Section D.6. The teacher shall complete a self-evaluation on iObservation in order to choose the element of focus for their Deliberate Practice plan. The self-evaluation shall remain private.

You are free to select the activities that you feel will best provide the growth and development needed to reach your Deliberate Practice Plan goal

Peer observation is an option, but it is not a mandatory requirement of the Deliberate Practice Plan. If your evaluating administrator tells you that you *have* to observe or be observed by a teacher at your school and you do not want to give up your planning time, or participate in this activity, you can decline. This activity is not mandated in your Contract. You also should not receive a lower Deliberate Practice Score for not participating since peer observation is optional and it is up to the teacher to decide whether to participate or not.

However, you can opt to watch an LSI video on your focus element and write a reflection on the video. Watching a teacher on a video is also considered a peer observation. To find an LSI video related to your Deliberate Practice Plan's focus element, you can log into iObservation website through CANVAS. Select 'Observations' and then select 'Preview Forms' in the pull down menu. Select 'Domain I' and then locate and click on your focus element. Under 'resources' select 'video'. You can also access the videos under the 'Plan' section of the site in the 'Self-assessment' section.

- If you are instructed through email or at a department, PLC, or faculty meeting that you *must* be involved in peer observation or you will receive a low score, and you do not wish to participate, protest to your administrator. If your administrator attempts to use intimidation to get you to give up your planning time, contact your Field Representative.
- **Deliberate Practice Plan activities include: collaboration with other teachers, receiving training from a teacher or peer; professional development workshops or training related to the focus element; self-research through books, online sources and other publications; and peer observation in person or through videos.** You should describe any activity and how it has impacted your growth in a reflection log that you will post online in the 'Growth' section of iObservation.

FROM THE CONTRACT, PAGE 46:

Article X. Section D.10. Administrators are encouraged to provide coverage for teachers who may choose to observe fellow teachers.

Your Deliberate Practice Plan Element can be scored more than once, but only the highest score counts for your Deliberate Practice score. You should keep track of when the element is scored and print any observation when it is scored for documentation.

FROM THE CONTRACT, PAGE 46:

Article X. Section D.11. The selected element may be scored more than once by an evaluating administrator during an Informal or Formal observation; however, only the highest rating shall be counted towards the overall Deliberate Practice score.

If you have completed the required number of observations for your category and also have had additional observations for each semester and your Deliberate Practice element still has not been scored, then you may request an additional observation only to score the Deliberate Practice element.

FROM THE CONTRACT, PAGE 46:

Article X. Section D.12. When teachers have received all required observations and have requested the optional additional observations, a specific observation shall be conducted for the express purpose of scoring the selected

Deliberate Practice element. The evaluating administrator shall only score the selected Deliberate Practice element. No other elements will be scored during this additional observation.

If you are not satisfied with your Deliberate Practice score and you have had all of your required observations, you may still request an additional observation to have your Deliberate Practice element scored.

- **The request for an additional observation to score a Deliberate Practice element must be made before April 1.** (Sample Email XV)
- No other elements will be scored during this observation.
- Make this request in writing to your evaluating administrator.

FROM THE CONTRACT, PAGE 46:

Article X. Section D.13. Teachers shall be able to request one additional observation to score their selected Deliberate Practice element. No other elements are to be scored. Teachers must request this additional Deliberate Practice observation by April 1.

You must receive support and actionable feedback from your evaluating administrator throughout the Deliberate Practice process.

- **You should receive Deliberate Practice training at the beginning of the school year** and certainly before your Deliberate Practice Plan is due.
- **A cursory comment is not actionable feedback.** Actionable feedback includes thoughtful suggestions, detailed comments on what worked, and/or an outline of how to reach desired effects.
- If you are not receiving actionable feedback after every step of the plan and after submitting every activity log that reflects on each step, be certain to send an email to your evaluating administrator requesting actionable feedback. You may need this documentation if you decide to appeal your evaluation score.

FROM THE CONTRACT, PAGE 46:

Article X. Section D. 9. Teachers shall receive support and actionable feedback from their evaluating administrator throughout the Deliberate Practice process.

Element 54. Monitoring Progress Relative to the Professional Growth and Development Plan

You will earn a score on Element 54, which is monitoring your Deliberate Practice Plan. This counts for one-third of your overall Deliberate Practice Score.

FROM THE CONTRACT, PAGE 45:

Article X. Section D. 3. The highest Deliberate Practice rating for the targeted element from any observation will be averaged with ratings for elements 53 and 54 of Domain 3 to determine the overall Deliberate Practice Score.

The deadline for completing the Deliberate Practice Plan, Element 54 of Domain 3, is April 1 and Deliberate Practice observations may be conducted until the May 1 deadline

The Deliberate Practice Plan consists of the activities that you adopted for your Deliberate Practice Plan and listed on iObservation. **At the end of the plan, go into iObservation and check that you completed each step. This will serve as evidence that you completed the plan.**

- **The logs that you submit are considered evidence that the plan has been completed.** You should regularly submit logs to document all of the steps (research, collaboration, professional development, and/or peer observation, etc.) that you have listed in your plan.
- **Lesson plans and related rubrics, handouts and student work also serve as evidence** for meeting your Deliberate Practice Plan goal. You can keep them in a notebook to share with your evaluating administrator. You may also post them on iObservation as an attachment each time you post a log.

- **When the plan is completed, go into iObservation and check off all of the steps to mark them as complete.** This should be done before April 1. If you do not complete your plan you will receive a “not using” for that portion of your Deliberate Practice score. It is important that this be done before the April 1 deadline or you could receive a ‘not using’ for this portion of the Deliberate Practice Score.

FROM THE EVALUATION MANUAL, PAGE 14:

Prior to receiving the overall Deliberate Practice score, instructional personnel must complete the Deliberate Practice Plan with all three pieces of evidence documented. The deadline for completing the Deliberate Practice Plan is April 1. An overall ‘Not Using’ score will only be given to teachers who do not complete all three components of the Deliberate Practice Plan. Deliberate Practice observations may be conducted until the May 1 deadline.

FROM THE CONTRACT, PAGE 46:

Article X. Section D.14. Administrators shall score the Monitoring Progress relative to the Professional Growth and Development Plan element of Domain 3 by April 15.

In July 2017 the CTA successfully bargained an improved scoring method, eliminating the -.2 “not using” and making it extremely difficult to receive a -.1 “not using” score.

- You can only get a -.1, “not using” score if you do not complete *all three* of the components of the Deliberate Practice Plan: 1. writing and submitting a plan; 2. not being observed for the targeted deliberate practice element and 3. not submitting the 3 pieces of evidence to show you monitored progress.
- Examples of how the Deliberate Practice is scored are on page 14 of the Evaluation Manual.

FROM THE CONTRACT, PAGE 45:

Article X. Section D.4. The following scoring method shall be used to determine the Deliberate Practice Score:

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

The scores above shall be used in the Deliberate Practice formula referenced in Section D.2. Prior to receiving the overall Deliberate Practice score, instructional personnel must complete the Deliberate Practice Plan with all three pieces of evidence documented. The deadline for completing the Deliberate Practice Plan is April 1. An overall ‘Not Using’ score will only be given to teachers who do not complete all three components of the Deliberate Practice Plan. Deliberate Practice observations may be conducted until the May 1 deadline.

The Deliberate Practice Score is added to the Status Score to determine the Instructional Practice Score

FROM THE CONTRACT, PAGE 45:

Article X. Section D. 2. The Status Score plus the Deliberate Practice Score equals the Instructional Practice Score.

Evaluation Due Dates

Evaluation due dates are subject to change if the date falls on a holiday or weekend.

FROM THE CONTRACT, PAGE 41:

Article X. Section A. 4. Evaluation Due dates: When the actual day of the due dates listed within this article fall on a weekend or non-duty day, the due date shall be the next scheduled duty day.

You must be notified of your Instructional Practice Score on May 1

- Your evaluating administrator has until May 1st to post your final Instructional Practice Score.

FROM THE CONTRACT, PAGE 45:

Article X, Section D.2. The Status Score plus the Deliberate Practice Score equals the Instructional Practice Score.

FROM THE CONTRACT, PAGE 46:

Article X, Section E. 2. The Instructional Practice report shall be finalized by May 1 of each year.

- If you have not received the minimum number of observations by May 1, immediately email your evaluating administrator and request that your score be reported as an 'Effective', 3.0.

FROM THE CONTRACT, PAGE 46:

Article X, Section E. 3. If due to procedural violations, the teacher fails to receive the minimum number of observations for their Instructional Practice Score report by the May 1st deadline, then their Instructional Practice score rating shall be reported as a minimum of "Effective".

You have until June 1 to respond in writing regarding your Instructional Practice Score

The Status Score based on observations and Deliberate Practice Score make your Instructional Practice Score. You have until June 1 to make any comments on your score and/or the evaluation system. If you are planning to grieve or appeal you should document any objections or procedural errors concerning your score on iObservation. You may also attach documents to supplement any comments that you make. Include logs that detail any unpaid overtime hours you worked to complete mandated evaluation related tasks; letters or notes from partners, parents or students; and/or other supplemental documents that serve as evidence.

FROM THE CONTRACT, PAGE 47:

Article X, Section E. 4. Teachers shall receive an email notification of their Instructional Practice Score report no later than May 1. The teacher shall have until June 1 to respond in writing in the comment section on their summary page in iObservation. The report must be electronically signed or signed in writing by the teacher; however, signature does not necessarily imply agreement with the evaluation.

Your Student Growth Score Assessment

You have no control over which test is used to determine your Student Growth Score. This is determined by the District and is based on State legislation. If you are not notified by the end of pre-planning as to which assessment will be used to measure your students' growth, contact your evaluating administrator. Be sure to use email so that you have written documentation of the violation.

- You can access the "Course Assessment Crosswalk" at the OCPS Human Resources site under the Important Information tab under Labor Relations:
<https://www.ocps.net/cms/One.aspx?portalId=54703&pageId=117249>

FROM THE CONTRACT, PAGE 43:

Article X, Section C.1.h. Each teacher shall be notified by email regarding which assessment(s) will be used to measure their student data portion of their Summative Evaluation prior to the end of pre-planning each school year.

Teachers must receive copies of their Survey 2 and 3 class rosters within 10 duty days of signing them

The Survey 2 and 3 class rosters are the lists of the students who are assigned to you for each semester. Your Student Growth Score will be determined based on the test scores of the students on these lists. Keep the copy of the rosters in case students other than the ones that you taught appear on your roster.

- Do not sign the rosters until you have thoroughly checked them. There may be students listed who are not in your class or classes, or there may be class codes for subject areas for which you are not assigned

students. Note any inconsistencies or mistakes on the rosters. You may also send an email to your evaluating administrator noting inconsistencies or mistakes and copy your CTA Field Representative.

- Make your own copy of the rosters for your file before you hand them in to administration.
- Keep track of the dates of any students who withdraw and/or enter from your class or classes.
- If another person is named as a co-teacher with you on a survey, but this person actually does not plan with you and/or is not regularly in your class to co-teach your students, report this. You may be over class size limits and administration has named a coach or other person as a co-teacher to meet class size limit rules.

FROM THE CONTRACT, PAGE 43:

Article X. Section C.1.g. Teachers shall be provided a signed copy of their Survey 2 and 3 class roster within ten (10) duty days of signing.

Student Learning Growth (VAM) Weight

With the 2016 ratification the student learning growth portion of the evaluation was reduced to one-third of the final Summative Evaluation Score.

FROM THE CONTRACT, PAGE 47:

Article X, Section F.1. 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.

Student Learning Growth Models

Student Learning Growth models (VAM) vary depending on which type of assessment is used. Florida Department of Education (FDOE) calculates VAM scores for instructors of selected courses in selected grades, and OCPS calculates the remainder.

FROM THE CONTRACT, PAGE 47:

Article X, Section F.2. 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.

FROM THE CONTRACT, PAGES 47 - 48:

Article X. Section F. 2. All instructional personnel will receive student learning growth scores through local student learning growth models. For these student learning growth scores, 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 collaboratively agreed upon and are set as follows:

- a. 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)
- b. 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)
- c. 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).

d. 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).

FROM THE CONTRACT, PAGE 48:

Article X. Section F. 4. When a particular assessment does not meet requirements for the calculation of a local student learning growth score, the results for the assessment shall be combined into the overall student learning growth score as “Effective”. Multiple pieces of student learning growth will be weighted based on the number of students included.

The Student Learning Growth (VAM) Score Ratings

You will receive one of four scores for the Student Learning Growth Score.

FROM THE CONTRACT, PAGE 48:

Article X Section G.2. Student Learning Growth Score – The four evaluation ratings are specified as follows:

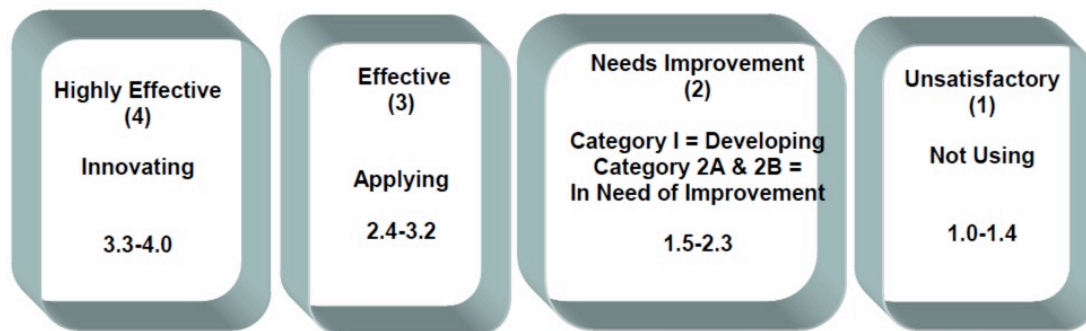
Highly Effective:	4.00
Effective:	3.29
Needs Improvement/Developing:	2.39
Unsatisfactory:	1.4

Cut Scores

The evaluation system is based on four ratings that are determined by numerical scores calculated from the four domains and the Deliberate Practice Score. The cut scores were changed with the 2016 Contract ratification with the intention of making it easier to achieve an effective or highly effective rating.

FROM THE EVALUATION MANUAL, PAGE 17:

Instructional Practice and Final Summative Ratings



FROM THE CONTRACT, PAGE 43:

Article X. Section C.1.h. Cut scores will be bargained for teacher evaluations.

Evaluation Rating Ranges

The ranges have been expanded from the previous years' ranges in 2016. Additionally, language was added to allow teachers whose combined Status and Deliberate Practice scores exceed 4.0 to receive the full value. For example, if a teacher's Status score is a 3.9 and the Deliberate Practice Score is a .4 then the Instructional Practice score would be a 4.3. Previously a 4.0 was the highest possible score.

FROM THE CONTRACT, PAGE 48:

Article X. Section G.1. Evaluation Rating Ranges

1. Instructional Practice and Final Summative Ratings – The ranges for the four evaluation ratings are specified as follows:

Highly Effective:	3.3 to 4.0
Effective:	2.4 to 3.2
Needs Improvement/Developing:	1.5 to 2.3
Unsatisfactory:	1.0 to 1.4

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

Calculating your Summative Evaluation Rating

The Summative Evaluation Rating is calculated by combining the Instructional Practice Score with the Student Growth Score. The Instructional Practice Score is derived by adding the Status score with the Deliberate Practice score, which counts for two-thirds of the Summative Rating. The Student Growth Score counts for one-third of the Summative Score.

FROM THE EVALUATION MANUAL GLOSSARY, PAGE 27:

Summative Evaluation: The annual evaluation that is given to a teacher. Two-thirds of the summative evaluation will be based upon the instruction 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.

Summative Evaluation Score Conference

You are entitled to a conference if the Student Growth Score causes the Summative Evaluation Rating to drop below the Instructional Practice Score or the Summative Evaluation Rating is less than an Effective.

FROM THE CONTRACT, PAGES 48 - 49:

Article X. Section H.1. If the Student Growth Score causes the Summative Evaluation rating to drop below the Instructional Practice rating or the Summative Evaluation rating remains less than an Effective rating, the administrator shall meet with the instructor within (10) duty days of completing and publishing the Summative Evaluation report. The conference may be waived and/or the time may be extended by mutual agreement. The report must be signed (electronically or by hand) by the teacher; however, signature does not necessarily imply agreement with the evaluation.

Alignment of Student Learning Growth and Instructional Practice Scores

There should be no major inconsistency between your Instructional Practice Score and your Student Growth or VAM Score. If there is, you may report the discrepancy to your CTA Field Representative so that the District can schedule retraining for the evaluating administrator.

FROM THE EVALUATION MANUAL, PAGE 4:

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.

Annual Contract teachers need an Instructional Practice Score of 3.0 to be guaranteed re-appointment

Under the evaluation system, 'Effective' teachers are those who have achieved an Instructional Practice Score between a 2.4 and a 3.2. However, **the contract states that a teacher must achieve a 3.0 or higher to ensure a recommendation for reappointment.**

Interestingly, the Contract language does not align with the District's own Strategic Plan, which states as a goal: "Increase the retention rates of effective and highly effective staff." If retention of effective teachers is truly an element of the Strategic Plan then the contract should be changed to read, "The principal shall recommend for reappointment annual contract teachers who achieve a 2.4 or higher on their Instructional Practice Score."

New state law may also impact this contract provision.

FROM THE CONTRACT, PAGE 47:

Article X. Section E.6. The principal shall recommend for reappointment annual contract teachers who achieve a 3.0 or higher on their Instructional Practice Score. All appointments are subject to available budget allocations at the school. These teachers who are not recommended for reappointment for budget allocations shall have the opportunity to interview for vacant positions at the same time as PSC/CC, Annual and Probationary Contract teachers recommended for reappointment.

You may appeal or grieve your Instruction Practice Score

Contact the CTA immediately if you have a concern about your evaluation. Do not wait until the end of the school year to contact your Field Representative.

To file an appeal, you will need to compile evidence of any procedural errors into a notebook to submit it to the Appeals Committee. Throughout the year, you should keep any email correspondence or documentation regarding your evaluation. OCCTA will send members information on the steps to file an appeal prior to the due date. An appeal of your Instructional and/or Deliberate Practice score must be submitted by June 15.

Some common procedural errors include:

- Requesting an extra informal before the deadlines and not receiving one
- Not receiving the minimum number of observations for your category
- Not receiving an observation during each semester
- Having multiple observations on the same day
- Having another observation before feedback on the last one was posted
- Failure to have a face-to-face meeting for your pre-conference or post-conference
- Not having the pre-conference or post conference within 5 days before and/or five days after the formal observation
- Requesting in writing a different observer for informal observations and the request was not granted
- Not having a non-evaluative practice informal before your first evaluative observation
- Requesting a category change and it was not honored (2A/ 2B)
- The date and time for the formal was not what was agreed to
- The actual length of the observation was not the minimum length required
- Not being allowed to pick your own Deliberate Practice element
- An observation was conducted on the day before Thanksgiving or on a day before or after Winter or Spring Breaks.
- Being given a deadline before the contractual date of April 30th to complete all observations. The Deliberate Practice Plan has to be completed before April 1st.
- The evaluating Administrator missed timelines and/or deadlines.
- Being mandated to meet specific or additional requirements in the protocol for Domain 4

To file a grievance, you will have 20 duty days from the moment the contract violation occurs to begin the process.

FROM THE CONTRACT, PAGE 49:

Article X. Section K. 1. 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. Instructional Practice appeals shall be submitted by an instructional employee by June 15, Student Learning Growth appeals shall be submitted by an instructional employee within thirty (30) duty days of receiving the Student Learning Growth score.

FROM THE CONTRACT, PAGES 49 - 50:

Article X. Section K. 2. 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.

You may appeal or grieve your Student Growth Score

Your Student Growth Score counts for 33% of your Summative Evaluation Score with your Instructional Practice Score counting for 67%. The Instructional Practice Score is calculated by adding your Status Score (Domains 1, II, III & IV scores) and Deliberate Practice Score.

- An appeal of your Student Growth Score must be submitted within 30 days of receiving your Student Growth Score.
- You will need copies of your Survey 2 and Survey 3 rosters

FROM THE CONTRACT, PAGE 49:

Article X. Section K. 1. 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. Instructional Practice appeals shall be submitted by an instructional employee by June 15, Student Learning Growth appeals shall be submitted by an instructional employee within thirty (30) duty days of receiving the Student Learning Growth score.

FROM THE CONTRACT, PAGE 50

Article X. K. 3.

3. If it has been determined that there was a procedural error in an instructional employee's Student Learning Growth Score the following formula shall be used to report the revised score:

- If the Student Learning Growth Score is a 1.49 or a 2.39, and there is a procedural error, the Student Learning Growth Score shall be a 3.29 Effective
- If the Student Learning Growth Score is a 3.29, and there is a procedural error, the Student Learning Growth Score shall be a 4.0 Highly Effective.

Planning time is yours

No administrator, department chair or team leader should direct you to perform evaluation-related activities during your planning period. Common planning time is Wednesday afternoon, which is early release day for students.

- **You are not required to give up your planning period for a meeting**, including PLC meetings, department meetings, evaluation trainings, professional development workshops, data collection discussions or any other meetings. You may *elect* to meet with your PLC during your planning time, but you do not have to give up that time. Your PLC and other meetings should be scheduled for common planning time after school or preferably on Wednesday afternoons.
- By contract, **no administrator or evaluating administrator can require that you give up your planning time to conduct a peer review**. Peer reviews are not a contracted requirement of the evaluation system. It is your choice as to whether or not you conduct a peer observation. Furthermore, you cannot be given a lower DP score for not conducting a peer observation.
- **You do not have to give up your lunchtime** for a PLC, data meeting or any other meeting, even if an administrator or department chair states that he/she will provide the lunch.

FROM THE CONTRACT, PAGE 60:

Article XIV. Section B.3.h. Elementary teachers shall have an average daily planning time of 60 minutes, at least 45 of which shall be contiguous. Middle and high school teachers shall have a contiguous daily planning time equal to a student academic period or 50 minutes, whichever is less. The parties recognize that in some cases, contiguous planning time may need to be temporarily adjusted due to unanticipated circumstances. Post-secondary teachers shall have an average daily planning time of at least 50 minutes.

Planning time shall be used for purposes of preparation, which may also include conferences with parents, administrators, or other teachers, and/or giving special assistance to students. A teacher shall not be restricted to remain in a particular area of the school during his/her planning time; however, this provision does not apply to common planning time. A reasonable effort shall be made by the administrator to provide a special area for planning. Schools shall provide a common planning time once a week for instruction.

Teachers who assume additional teaching or duty assignments or have rotational assigned supervision during the student day may not necessarily be guaranteed the planning time outlined above.

Lesson Plans

In recent years the District and/or school administrators have directed teachers to use lesson plan templates, complete lesson plan reflections, and/or meet in PLCs to create common lessons and assessments to be used in synchronization on the same days by grade level or subject area teachers. This not only is frustrating to teachers who value their autonomy, but is counter to best practices which recognize that teachers are professionals who should make independent decisions to best advance learning for their particular students.

There is no contract language that requires you to post lesson plans on a school share site, turn them into administrators by a certain date, or post them online at the end of the school year. There is no contract language that requires you to use CRMs or other model lessons for your lesson plans. There is no contract language requiring teachers to create and deliver the same lessons. A lesson plan should be prepared for a teacher to best facilitate the lesson. The contract contains no specific language concerning the responsibility of teachers in preparing lesson plans, except for language that releases teachers from that duty for periods of extended absence.

The contract contains no specific language concerning the responsibility of teachers in preparing lesson plans, except for language that releases teachers from that duty for periods of extended absence.

FROM THE CONTRACT, PAGE 82:

Article XVIII. Section A.5. During leaves of six (6) or more duty days, an employee shall not be required to keep records, prepare lessons, or perform any of the duties required while in attendance.

- Any lesson plans created during the duty day belong to the Board and to the employee.

FROM THE CONTRACT, PAGE 26:

Article VI. Section T.1. Title to patents and copyrights of materials or equipment developed on school time or utilizing school supplies are equally the property of the Board and the employee. Clear title shall vest in the Board if the employee, for any reason, terminates his/her employment. An employee changing work locations within the county may retain physical possession of such materials, with the approval of the employee's current administrator.

- Any lesson plans that are created past the contracted duty day belong to you.

FROM THE CONTRACT, PAGE 26:

Article VI. Section T. 2. Educational innovations and/or materials created by an employee during non-duty hours and utilizing his/her own supplies are the property of the employee, and the Board hereby waives the right to receive any royalties for any such development

SAMPLE EMAILS

I. SAMPLE EMAILS FOR REQUESTING FACE-TO-FACE FEEDBACK ON AN OBSERVATION

II. SAMPLE EMAIL FOR NONRESPONSE TO YOUR EMAIL AFTER 48 HOURS

III. SAMPLE EMAILS FOR HAVING ANOTHER OBSERVATION BEFORE THE FACE-TO-FACE FEEDBACK MEETING

IV. SAMPLE EMAIL FOR FAILURE TO CONDUCT A FACE-TO-FACE FEEDBACK MEETING

V. SAMPLE EMAIL TO FOLLOW-UP AFTER THE MEETING IF YOU WERE NOT SATISFIED WITH THE OUTCOME OF THE MEETING

VI. SAMPLE EMAIL TO OBJECT TO NOT HAVING A NON-EVALUATIVE PRACTICE OBSERVATION PRIOR TO YOUR FIRST INFORMAL OBSERVATION

VII. SAMPLE EMAIL TO DOCUMENT A CONVERSATION CONCERNING YOUR EVALUATION

VIII. SAMPLE EMAIL IF YOU TELL AN EVALUATOR YOU DO NOT WANT TO BE OBSERVED AND HE/SHE CONTINUES TO OBSERVE YOU

IX. SAMPLE EMAILS IF YOU TELL AN ADMINISTRATOR OR EVALUATOR THAT YOU WANT TO SELECT YOUR OWN DELIBERATE PRACTICE ELEMENT, AND HE/SHE INSISTS THAT YOU SELECT FROM AMONG PARTICULAR ELEMENTS OR SELECTS ONE FOR YOU

X. SAMPLE EMAILS FOR AN EVALUATING ADMINISTRATOR IF A FORMAL OBSERVATION MUST BE RESCHEDULED

XI. SAMPLE EMAILS FOR AN EVALUATOR WHO FAILS TO OBSERVE YOU FOR THE REQUIRED TIME

XII. SAMPLE EMAIL FOR AN OBSERVATION CONDUCTED ON A PROHIBITED DAY

XIII. SAMPLE EMAIL TO REQUEST ANOTHER OBSERVATION BEFORE NOVEMBER 1 OR APRIL 1

XIV. SAMPLE EMAIL IF YOU ARE OBSERVED BY TWO OR MORE OBSERVERS

XV. SAMPLE EMAILS CONCERNING YOUR DELIBERATE PRACTICE SCORE

XVI. SAMPLE EMAIL IF AN OBSERVER'S NAME IS NOT LISTED ON THE OFFICIAL OBSERVER LIST

XVII. SAMPLE EMAIL IF A NON-EVALUATIVE OBSERVATION WAS COUNTED AS AN EVALUATIVE OBSERVATION

'NOT TODAY' CARDS

SOME SAMPLE EMAILS TO SEND TO YOUR EVALUATING ADMINISTRATOR CONCERNING CERTAIN EVALUATION SITUATIONS

I. SAMPLE EMAILS FOR REQUESTING FACE-TO-FACE FEEDBACK ON AN OBSERVATION

You may send an email requesting a face-to-face feedback meeting after every informal observation.

Dear _____ (Name of administrator who observed you)

Thank you for observing my teaching today from _____ (Starting Time) to _____ (Ending Time) Please let me know what day and time this week we can schedule a meeting to discuss this observation.

I saw that you included some brief remarks on iObservation for certain elements that you scored. However, in order for this observation to benefit my practice and ultimately, the students, I will need more specific, focused and actionable feedback.

I am available after school on _____ (Day/s) and also have _____ (Number) period planning when we could meet. I look forward to hearing from you as soon as possible.

OR

Dear _____ (Name of administrator who observed you)

Thank you for observing my teaching today for _____ (Number) minutes. Please let me know what day and time this week we can schedule a meeting to discuss this observation.

I saw that you included some brief remarks on iObservation for certain elements that you scored. However, in order for this observation to benefit my practice and ultimately, the students, I will need more specific, focused and actionable feedback.

I am available after school on _____ (Day/s) and also have _____ (Number) period planning when we could meet. I look forward to hearing from you as soon as possible.

If the observation was on a Friday, you can change the phrase, “Please let me know what day and time this week. . .” to “Please let me know what day and time next week. . .”

II. SAMPLE EMAIL FOR NONRESPONSE TO YOUR EMAIL AFTER 48 HOURS

Dear _____ (Name of administrator who observed you)

On _____ I sent an email to you requesting a meeting to discuss my observation that took place on _____ (Date) during _____ (Class Period). I am concerned because it has been 48 hours and you have not responded to me. OCPS Management Directive B 13 Office Protocol requires that all OCPS employees respond to such correspondence within 48 hours.

The Evaluation Manual describes the feedback that teachers should expect as “timely and focused” and “informative, constructive, objective, and actionable.” I would like to have a meeting as soon as possible. I am available today after classes or _____ (Date and Time). Thank you in advance for scheduling this meeting.

III. SAMPLE EMAILS FOR HAVING ANOTHER OBSERVATION BEFORE THE FACE-TO-FACE FEEDBACK MEETING

Use this email if you are not satisfied with the score of the observation that took place before the feedback meeting was held.

Locate the email that you sent to request a face-to-face feedback meeting from your sent or archives folder and forward it to your administrator with this message:

Dear _____ (Name of administrator who observed you)

On _____ I sent the email below requesting a meeting to discuss my observation that took place on _____ (Date) during _____ (Class Period). However, you came and observed me again before we had the feedback meeting to discuss the prior observation. As I understand it, the evaluation system is promoted as a growth model. Without adequate feedback I cannot grow and improve my practice to benefit the students.

I am requesting that you drop the observation that took place before the feedback meeting. You are welcome to observe me on _____ (Date) and _____ (Time or Period).

Use this email if you are satisfied with the score of the observation that took place before the feedback meeting was held, but you want to stress that cursory quips on iObservation do not meet your Contract's requirement of informative, focused, actionable, and/or constructive feedback.

Locate the email that you sent to request a face-to-face feedback meeting from your sent or archives folder and forward it to your administrator with this message:

Dear _____ (Name of administrator who observed you)

On _____ I sent the email below requesting a meeting to discuss my observation that took place on _____ (Date) during _____ (Class Period). However, you came and observed me again before we had the feedback meeting to discuss the prior observation. As I understand it, the evaluation system is promoted as a growth model. Without adequate feedback I cannot grow and improve my practice to benefit the students.

I would like to schedule a meeting within the next three days to discuss the two observations that you conducted. I also request that my future informal observations be scheduled for specific dates and periods, as is allowed by Contract and is the practice at some OCPS schools and with some observers.

IV. SAMPLE EMAIL FOR FAILURE TO CONDUCT A FACE-TO-FACE FEEDBACK MEETING

Dear _____ (Name of administrator who observed you)

I have contacted my OCCTA _____ (Area Representative and or Field Representative) concerning your _____ (failure or inability) to meet with me to provide face-to-face feedback on my observation. As I understand, the evaluation system is promoted as a growth model. Without adequate actionable feedback I cannot improve my practice.

I am requesting that my evaluator be changed. Please notify me as soon as possible with the name of my new evaluator who is assigned to evaluate me.

Copy or blind copy your school's OCCTA Association Representative, the Field Representative and the principal. If the evaluator is the principal, also copy the Area Superintendent.

V. SAMPLE EMAIL TO FOLLOW-UP AFTER THE MEETING IF YOU WERE NOT SATISFIED WITH THE OUTCOME OF THE MEETING

If you did not receive an ‘Applying’ or ‘Innovating’ score or are still not satisfied:

Dear _____ (Name of administrator who observed you)

Thank you for meeting with me on _____ (Date and Time) to discuss my observation. I still have some unanswered questions. I would like to schedule a day and time for you to provide me with examples, a sample lesson and/or to demonstrate an _____ (‘Applying’ or ‘Innovative’) lesson related to the standards and goals of the lesson that you observed.

Thank you for supporting my efforts to improve my practice and reach the highest level in the evaluation system.

If your administrator said he/she would make changes to the observation results by dropping it or raising the score/s of an element):

Dear _____ (Name of administrator who observed you)

Thank you for meeting with me on _____ (Date and Time) to discuss my observation.

You stated that you would change the _____ (‘Not Using’, ‘Beginning’, ‘Developing’, etc.) score to a/an _____ (‘Developing’, ‘Applying’, or ‘Innovative’) score for _____ (Name and number of element/s).

Please let me know as soon as the score is changed.

Blind copy your OCCTA Association Representative and your Field Representative

VI. SAMPLE EMAIL TO OBJECT TO NOT HAVING A NON-EVALUATIVE OBSERVATION PRIOR TO YOUR FIRST INFORMAL OBSERVATION

Your first non-evaluative observation is a practice observation. You should have that non-evaluative observation with actionable feedback prior to having your first informal observation.

Dear _____ (Name of administrator who observed you)

You did not conduct a non-evaluative observation prior to conducting my first informal observation on _____ (Date and Time). This was a violation of the Contract:

Please remove the informal observation. I would like to reschedule an informal observation for _____ (Date) during _____ (Class Period).

VII. SAMPLE EMAIL TO DOCUMENT A CONVERSATION CONCERNING YOUR EVALUATION

Dear _____ (Name of administrator)

Thank you for talking to me on _____ (Date and Time). I heard you say that _____ (Repeat the conversation and state any concerns).

Copy or blind copy your OCCTA Association Representative and your Field Representative

VIII. SAMPLE EMAIL IF YOU TELL AN EVALUATOR YOU DO NOT WANT TO BE OBSERVED, HE/SHE CONTINUES TO OBSERVE YOU, AND YOU DO NOT LIKE THE RESULTS

Dear _____ (Name of the evaluator who observed you)

Today you came to my room during _____ (Class Period). I told you that this was not a good time and stated that I would email you to reschedule a date and class period for another informal observation. However, you continued to observe me.

This was a violation of the Contract:

ARTICLE X C. 3. f. An Informal observation may be rescheduled upon a teacher's request. No reasonable request shall be denied.

Please remove the observation. I would like to reschedule an informal observation for _____ (Date) during _____ (Class Period).

Copy or blind copy your OCCTA Association Representative and your Field Representative

IX. SAMPLE EMAILS IF YOUR EVALUATING ADMINISTRATOR INSISTS THAT YOU SELECT FROM AMONG PARTICULAR DP PLAN ELEMENTS OR SELECTS ONE FOR YOU

Dear _____ (Name of evaluating administrator who is assigned to observe you)

Today you told our _____ (PLC, faculty, department or another group) that we must select a Deliberate Practice Plan element from among the _____ ('Super 7', or 'Super 11' or any other element/s that the administrator has dictated). The Deliberate Practice Plan is intended to be an individual growth plan.

The Contract states that a teacher completes a self-assessment to select the element of focus:

ARTICLE X D.6. The teacher shall complete a self-evaluation in iObservation in order to choose the element of focus for their Deliberate Practice plan. The self-evaluation shall remain private.

I do not see this plan as a valuable measurement of growth if the element of focus is imposed. Therefore, I am requesting that I be allowed to select Element _____ (Number and name of the element of your choice.) I would like to set up a meeting at your earliest convenience to discuss this. Thank you for your immediate attention to this matter.

Copy or blind copy your OCCTA Association Representative, your Field Representative and principal. If your principal is the evaluating administrator who instructed that you select a particular element, then you may also copy the Area Superintendent.

OR

Dear _____ (Name of evaluating administrator who is assigned to observe you)

Today you informed me that I must select a Deliberate Practice Plan element from among the _____ ('Super 7', or 'Super 11' or an element that the administrator selected for you). The Deliberate Practice Plan was meant to be an individual growth plan.

The Contract states that a teacher completes a self-assessment to select the element of focus:

ARTICLE X D.6. The teacher shall complete a self-evaluation in iObservation in order to choose the element of focus for their Deliberate Practice plan. The self-evaluation shall remain private.

I do not see this plan as a valuable measurement of growth if the element of focus is imposed. Therefore, I am requesting that I be allowed to select Element _____ (Number of element and name of element of your choice.) I would like to set up a meeting at your earliest convenience to discuss this. Thank you for your immediate attention to this matter.

Copy or blind copy your OCCTA Association Representative, your Field Representative and principal. If your principal is the administrator or evaluator who instructed that you select a particular element, then you may also copy the Area Superintendent.

X. SAMPLE EMAILS FOR AN EVALUATING ADMINISTRATOR IF A FORMAL OBSERVATION MUST BE RESCHEDULED

If you have a sudden emergency:

Dear _____ (Name of the administrator who was scheduled to observe you)

We had scheduled my formal evaluation for today during _____ (Number) period. However, I need to reschedule my formal observation because _____ (Reason such as your illness; illness, hospitalization or death of a close family member or other reason). I would like to meet with you when I return to school to schedule new dates for the formal observation, the pre-conference and the post conference for the new lesson. Thank you for your understanding.

If an evaluating administrator fails to show up for your formal observation:

Dear _____ (Name of the administrator who was scheduled to observe you)

We had scheduled my formal evaluation for today during _____ (Number) period. You failed to show up to observe me. Therefore, I would like to meet with you to schedule new dates for the formal observation, the pre-conference and the post conference for the new lesson. I look forward to your immediate response.

If there is an unscheduled emergency:

Dear _____ (Name of the administrator who was scheduled to observe you)

We had scheduled my formal evaluation for today during period _____. However, the observation could not take place due to _____ (fire drill, illness, or other unexpected event). Therefore, I would like to meet with you at your earliest convenience to schedule new dates for the formal observation, the pre-conference and the post conference for the new lesson. I look forward to your prompt response.

XI. SAMPLE EMAILS FOR AN EVALUATOR WHO FAILS TO OBSERVE YOU FOR THE MINIMUM REQUIRED TIME

Email for an Informal Observation:

Dear _____ (Name of your evaluator)

Today you conducted an informal observation. You were in my classroom _____
(From ____:____ to ____:____. OR for ____minutes.)

As stated in the Evaluation Manual, the minimum time for an informal observation is ten minutes. Because the contracted minimum time was not followed, I am requesting that you drop this observation.

Please inform me when the informal has been dropped. I would like to reschedule a new informal observation for _____ (Date) during _____ (Number) Period. Thank you for your attention to this matter.

Copy or blind copy your OCCTA Association Representative, your Field Representative and the principal. If your principal is the evaluating administrator who observed you, then you may also copy the Area Superintendent.

Email For a Formal Evaluation:

Dear _____ (Name of the evaluating administrator who observed you)

Today you conducted my formal observation. You were in my classroom _____
(From ____:____ to ____:____. OR for ____minutes.)

As stated in the Contract and the Evaluation Manual, the minimum time for a formal observation is thirty minutes. Because the contracted minimum time was not followed, I am requesting that you drop this observation.

I would like to set up a date and time for my new formal and the planning and reflection conferences. Please tell me when we can meet at your earliest convenience.

Copy or blind copy your OCCTA Association Representative, your Field Representative and the principal. If your principal is the administrator or evaluator who observed you, then you may also copy the Area Superintendent.

XII. SAMPLE EMAIL FOR AN OBSERVATION CONDUCTED ON A PROHIBITED DAY

Dear _____ (Name of the evaluator who observed you):

Today you came into my classroom to conduct an unscheduled informal observation. However, the Contract does not allow an informal observation _____ (on the day before Thanksgiving, the day before or after the Winter or Spring Breaks, or before 15 duty days). Please remove the observation from iObservation.

I would like to schedule a day and period for a new observation. Would _____ (Date) during _____ period work for you?

XIII. SAMPLE EMAIL TO REQUEST ANOTHER OBSERVATION BEFORE NOVEMBER 1 OR APRIL 1

Dear _____ (Name of your evaluating administrator):

I would like to schedule another informal observation.

I would like to schedule it for _____ (Date) during _____ (Number) Period. If this doesn't work with you, please let me know another day that would work.

I look forward to your response.

XIV. SAMPLE EMAILS REGARDING AN OBSERVATION WITH MORE THAN TWO OBSERVERS

Dear _____ (Name of your evaluating administrator):

On _____ (Date) during _____ (Number) Period _____ (Number of observers) came in my classroom to observe me. The observation was posted on iObservation. I am requesting that it be immediately removed as per contract language:

From the Contract:

Article X. Section C.1.i. 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.

Please notify me when the observation is removed. I would also like to set up a date and period for another informal observation.

Copy or blind copy your Association Representative and/or Field Representative

XV. SAMPLE EMAILS CONCERNING YOUR DELIBERATE PRACTICE SCORE

If you want another Deliberate Practice observation to raise your score

Dear _____ (Name of the evaluating administrator)

My Deliberate Practice element was scored on _____ (Date) during _____ (Time or Period). I would like to request another Deliberate Practice observation. I am available to have my observation on _____ (Date) during _____ (Period).

The Contract states:

"Teachers shall be able to request one additional observation to score their selected Deliberate Practice element. No other elements are to be scored. Teachers must request this additional Deliberate Practice observation by April 1."

Please tell me if this date and time work for you.

If you were told to set up a time for the Deliberate Practice element to be scored well before you have completed the plan

Dear _____ (Name of the evaluating administrator)

You have contacted me to set up a time and date _____ (Within a certain time period or before a certain date) I have not completed my plan. The Contract states that the Deliberate Practice observations may be conducted until the May 1 deadline. (Evaluation Manual).

I would like to set up a date and time for the Deliberate Practice observation that is closer to the end of my Deliberate Practice Plan. Please tell me when we can meet to discuss this matter.

XVI. SAMPLE EMAIL IF AN OBSERVER'S NAME IS NOT LISTED ON THE OFFICIAL OBSERVER LIST

Dear _____ (Name of your observer):

Please remove the observation that was made on _____ (Date) during _____ (Period). The observation was conducted by an observer whose name was not on the list of trained evaluators.

Please notify me when the observation is removed.

Copy or blind copy your evaluating administrator, Association Representative and/or Field Representative

XVII. SAMPLE EMAIL IF A NON-EVALUATIVE OBSERVATION WAS COUNTED AS AN EVALUATIVE OBSERVATION

Dear _____ (Name of administrator who observed you)

On _____ (Date and Time) you came to my room and stated that you were conducting a non-evaluative observation. However, it was posted on iObservation as an evaluative observation. Please remove this non-evaluative observation.

I would like to reschedule an informal observation for _____ (Date) during _____ (Class Period).

Today' Cards

The next page can be used to print 'Not Today' cards. The 'Not Today' card is a card designed for teachers to hand to an observer who makes an unannounced visit to conduct an informal observation. Keep the cards on your desk, ready to hand to any unannounced observer. You can print them on colored paper so you can see them easily.

This is not a good time and/or day for an observation. I will e-mail you to reschedule an informal observation at a mutually agreed upon date and class period.

CONTRACT LANGUAGE:

ARTICLE X Section C. 3. f. An Informal observation may be rescheduled upon a teacher's request. No reasonable request shall be denied.

This is not a good time and/or day for an observation. I will e-mail you to reschedule an informal observation at a mutually agreed upon date and class period.

CONTRACT LANGUAGE:

ARTICLE X Section C. 3. f. An Informal observation may be rescheduled upon a teacher's request. No reasonable request shall be denied.

This is not a good time and/or day for an observation. I will e-mail you to reschedule an informal observation at a mutually agreed upon date and class period.

CONTRACT LANGUAGE:

ARTICLE X Section C. 3. f. An Informal observation may be rescheduled upon a teacher's request. No reasonable request shall be denied.