BrIDGES
Broward Instructional Development and Growth Evaluation System

BTU Steward Session
BrIDGES MODELS

• Classroom Legacy
  Elementary, High, Center, Alternative Sites

• Classroom FTEM
  6-8 Middle Schools, Millennium, Parkway, PK/K-8 Sites

• Non-Classroom
EVALUATION COMPONENTS

Evaluation Components

- Instructional Practice: 50%
- Student Performance: 35%
- Deliberate Practice: 15%

EMPLOYEE EVALUATIONS
Evaluation Components

- Instructional Practice: 50%
- Student Performance: 35%
- Deliberate Practice: 15%
<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>14228</td>
<td>90.9 %</td>
</tr>
<tr>
<td>Effective</td>
<td>836</td>
<td>5.3 %</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>308</td>
<td>2.0 %</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>285</td>
<td>1.8 %</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Rating</th>
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<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>13116</td>
<td>84.8 %</td>
</tr>
<tr>
<td>Effective</td>
<td>1018</td>
<td>6.6 %</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>706</td>
<td>4.6 %</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>621</td>
<td>4.0 %</td>
</tr>
</tbody>
</table>
**LEGACY/NON-CLASSROOM MODEL – DELIBERATE PRACTICE/GROWTH PLAN DATES**

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The week of September 16, 2019</td>
<td>Deliberate Practice information will be shared with teachers.</td>
</tr>
<tr>
<td>September 23 – October 31, 2019 @ 11:59 pm</td>
<td>Teachers complete their Self-Assessment.</td>
</tr>
<tr>
<td>November 4 - 29, 2019</td>
<td>Teachers complete their growth plan.</td>
</tr>
</tbody>
</table>
- **Highly Effective (4.0)** – The educator completed and submitted the Self-Assessment by 11:59 pm on October 31, 2019.
- **Effective (3.0)** – The educator started the Self-Assessment on time and submitted after October 31, 2019.
- **Needs Improvement (2.0)** – The educator started the Self-Assessment after October 31, 2019 and submitted it by 11:59 pm on April 24, 2020.
- **Unsatisfactory (1.0)** – The educator does not start or submit the Self-Assessment by 11:59 pm on April 24, 2020.
# Classroom FTEM Model – Deliberate Practice/Growth Plan Dates

<table>
<thead>
<tr>
<th>ACTION</th>
<th>6-8 Middle Schools (Millennium Collegiate Academy and Parkway 3-8)</th>
<th>PreK/K – 8 Sites Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliberate Practice details will be shared with teachers:</td>
<td>Week of September 16, 2019</td>
<td>Week of October 28, 2019</td>
</tr>
<tr>
<td>Teachers complete their Self-Assessment:</td>
<td><strong>September 23 – October 31, 2019</strong> @ 11:59pm</td>
<td><strong>November 4 – December 12, 2019</strong> @ 11:59 pm</td>
</tr>
<tr>
<td>Teachers complete their growth plan:</td>
<td>November 4 - 29, 2019</td>
<td>December 16 - January 24, 2020</td>
</tr>
</tbody>
</table>
## CLASSROOM FTEM MODEL – BrIDGES SELF-ASSESSMENT

<table>
<thead>
<tr>
<th>Middle Schools (and Millennium Collegiate Academy and Parkway 3-8)</th>
<th>Pre K – 8 Sites Only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Effective (4.0)</strong></td>
<td>The educator completed and submitted the Self-Assessment by 11:59 pm on October 31, 2019.</td>
</tr>
<tr>
<td><strong>Effective (3.0)</strong></td>
<td>The educator started the Self-Assessment on time and submitted after October 31, 2019.</td>
</tr>
<tr>
<td><strong>Needs Improvement (2.0)</strong></td>
<td>The educator starts the Self-Assessment after the due date and submitted it by 11:59 pm on April 24, 2020.</td>
</tr>
<tr>
<td><strong>Unsatisfactory (1.0)</strong></td>
<td>The educator does not start or submit the Self-Assessment by April 24, 2020.</td>
</tr>
</tbody>
</table>
EVALUATION COMPONENTS

Instructional Practice: 50%
Student Performance: 35%
Deliberate Practice: 15%
LEGACY/NON-CLASSROOM MODEL –
iOBSERVATION DATES

BrIDGES Orientation Days:
(iObservation available for preview)
August 14, 2019 – August 21, 2019

Observation Window:
August 22, 2019 - May 8, 2020

www.effectiveeducators.com
Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment: Involving Routine Events
- DQ1: Communicating Learning Goals and Feedback
  1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
  2. Tracking Student Progress
  3. Celebrating Success
- DQ6: Establishing Rules and Procedures
  1. Establishing Classroom Routines
  2. Organizing the Physical Layout of the Classroom

Lesson Segment: Addressing Content
- DQ2: Helping Students Interact with New Knowledge
  1. Identifying Critical Content
  2. Organizing Students to Interact with New Content
  3. Preparing New Content
  4. Churning Content into “Digestible Bites”
  5. Helping Students Process New Content
  6. Helping Students Elaborate on New Content
  7. Helping Students Record and Represent Knowledge
  8. Helping Students Reflect on Learning
- DQ3: Helping Students Practice and Deepen New Knowledge
  1. Reviewing Content
  2. Organizing Students to Practice and Deepen Knowledge
  3. Using Homework
  4. Helping Students Examine Similarities and Differences
  5. Helping Students Examine Their Reasoning
  6. Helping Students Practice Skills, Strategies, and Processes
  7. Helping Students Revise Knowledge
- DQ4: Helping Students Generate and Test Hypotheses
  1. Organizing Students for Cognitively Complex Tasks
  2. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
  3. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment: Enacted on the Spot
- DQ5: Engaging Students
  1. Noticing When Students are Not Engaged
  2. Using Academic Games
  3. Managing Response Rates
  4. Using Physical Movement
  5. Maintaining a Lively Pace
  6. Demonstrating Intensity and Enthusiasm
  7. Using Friendly Controversy
  8. Providing Opportunities for Students to Talk about Themselves
  9. Presenting Unusual or Intriguing Information
- DQ7: Recognizing Adherence to Rules and Procedures
  1. Demonstrating “Withitness”
  2. Applying Consequences for Lack of Adherence to Rules and Procedures
  3. Acknowledging Adherence to Rules and Procedures
- DQ8: Establishing and Maintaining Effective Relationships with Students
  1. Understanding Students’ Interests and Backgrounds
  2. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
  3. Displaying Objectivity and Control
- DQ9: Communicating High Expectations for All Students
  1. Demonstrating Value and Respect for Low Expectancy Students
  2. Asking Questions of Low Expectancy Students
  3. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Question in the Mazzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.
CLASSROOM MODEL MAP

Marzano Art and Science of Teaching Teacher Evaluation Model
Learning Map

Domain 2: Planning and Preparing
Planning and Preparing
- Planning and Preparing for Lessons and Units
  - Effective Scaffolding of Information with Lessons
  - Lessons within Units
  - Attention to Established Content Standards

- Planning and Preparing for Use of Resources and Technology
  - Use of Available Traditional Resources
  - Use of Available Technology

- Planning and Preparing for the Needs of English Language Learners
  - Needs of English Language Learners

- Planning and Preparing for the Needs of Students Receiving Special Education
  - Needs of Students Receiving Special Education

- Planning and Preparing for the Needs of Students Who Lack Support for Schooling
  - Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching
Reflecting on Teaching
- Evaluating Personal Performance
  - Identifying Areas of Pedagogical Strength and Weakness
  - Evaluating the Effectiveness of Individual Lessons and Units
  - Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

- Developing and Implementing a Professional Growth Plan
  - Developing a Written Growth and Development Plan

- Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism
Collegiality and Professionalism
- Promoting a Positive Environment
  - Promoting Positive Interactions with Colleagues
  - Promoting Positive Interactions about Students and Parents

- Promoting Exchange of Ideas and Strategies
  - Seeking Mentorship for Areas of Need or Interest
  - Mentoring Other Teachers and Sharing Ideas and Strategies

- Promoting District and School Development
  - Adhering to District and School Rule and Procedures
  - Participating in District and School Initiatives

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EMPLOYEE EVALUATIONS DEPARTMENT
BrIDGES LEGACY MODEL - ELEMENTS

EMPLOYEE EVALUATIONS
**BrIDGES LEGACY MODEL - ELEMENT**

**Identifying Critical Content**

**Focus Statement:** The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.

**Desired Effect:** Students know what content is important and what is not important.

**Evidences:**

**Example Teacher Evidences:**
- Teacher highlights critical content that portrays a clear progression of information related to standards or goals
- Teacher identifies differences between the critical and non-critical content
- Teacher continuously calls students’ attention to accurate critical content
- Teacher integrates cross-curricular connections to critical content

**Example Student Evidence:**
- Students can describe the level of importance of the critical content addressed in class
- Students can identify the critical content addressed in class
- Students can explain the difference between critical and non-critical content
- Formative data show students attend to the critical content (e.g., questioning, artifacts)
- Students can explain the progression of critical content

**Resources:**
- Scale
- Reflection Questions
- Video

**Scale:**
- Not Applicable
- Not Using
- Beginning
- Developing
- Applying
- Innovating
### Scale for Identifying Critical Content

<table>
<thead>
<tr>
<th>Not Using</th>
<th>Beginning</th>
<th>Developing</th>
<th>Applying</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy was called for but not exhibited.</td>
<td>Uses strategy incorrectly or with parts missing.</td>
<td>Signals to students critical versus non-critical content and portrays a clear progression of information, but the majority of students (0% to 50%) are either not monitored for or not displaying the desired effect of the strategy.</td>
<td>Signals to students critical versus non-critical content and portrays a clear progression of information and monitors for evidence of the extent to which the majority of students (51% to 99%) are attending to critical versus non-critical content.</td>
<td>Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students (100%).</td>
</tr>
</tbody>
</table>
BrIDGES LEGACY MODEL – RESOURCES

Resource Library

Strategies In Action - Video 15: Revising Knowledge & Identifying Critical Content (Grade 5)

View the Strategies in Action video for helping students revise knowledge and identifying critical content. As an enhancement, access the debrief tool titled, Strategies In Action - Video 15: Revising Knowledge & Identifying Critical Content (Grade 5) Debrief.

Strategies In Action - Video 12: Identifying Critical Content (Kindergarten)

View the Strategies in Action video for identifying critical content. As an enhancement, access the debrief tool titled, Strategies In Action - Video 12: Identifying Critical Content (Kindergarten) Debrief.

Strategies In Action - Video 20: Identifying Critical Content (Grade 5)

View the Strategies in Action video for
NON-CLASSROOM MODEL MAP

**DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT**
- Establishing and Communicating Clear Goals for Supporting Services
- Helping the School/District Achieve Goals
- Using Available Resources

**DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT**
- Demonstrating Knowledge of Students
- Helping Students Meet Achievement Goals

If Applicable
A. Planning Standards-Based Lessons/Units
B. Identifying Critical Content
C. Using Questioning Strategies
D. Facilitating Groups
E. Managing Student Behavior
F. Using Engagement Strategies

**DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE**
- Reflecting and Evaluating Personal Performance
- Using Data and Feedback to Support Changes to Professional Practice

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**
- Demonstrating Knowledge of Professional Practice (Area of Expertise)
- Promoting Positive Interactions with Colleagues and Community
- Adhering to School and District Rules and Procedures
- Supporting and Participating in School and District Initiatives
BrIDGES Preview Window:
August 14, 2019 – August 21, 2019

(Practice Window for PreK/K-8 Sites Only)
August 22, 2019 – September 30, 2019

Observation Window:
August 22, 2019 – May 8, 2020
October 1, 2019 – May 8, 2020 (PreK/K-8 Sites Only)

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Marzano Focused Teacher Evaluation Model

Standards-Based Planning
- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

Conditions for Learning
- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Standards-Based Instruction
- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Professional Responsibilities
- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration
EVALUATION COMPONENTS

Evaluation Components

- Instructional Practice: 50%
- Student Performance: 35%
- Deliberate Practice: 15%

EMPLOYEE EVALUATIONS
Teachers were able to view the student data used to calculate their 2017-18 Student Performance Rating.

Database will be available for 2018-19 Student Performance data.

District-developed FilemakerPro Database (version 16 or later).

**Username**: 8-Digit Personnel #  
**Password**: Teacher’s Last Name in all capital letters.

Student-level data for each assessment used to calculate Student Performance Ratings.

Also available in the Filemaker is the link to each Brainshark to review how the student data was converted to a Student Performance Rating.
Dear SBBC Employees,

Welcome to the 2018-19 School Year!

This SWAY presentation contains information about your 2018-19 evaluation system.

Please visit our SharePoint or call our office at 754-321-5067 should you have any questions.

Thank you for all you do!

Employee Evaluations Department