



MASTER PLAN

BrIDGES Instructional

Broward Instructional Development, Growth & Evaluation System

2019

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Purpose

The BrIDGES Instructional Personnel Master Plan identifies and describes the behaviors expected for effective and highly effective teachers. This Master Plan provides a framework to monitor the district-wide implementation of the professional development and resources linked to the defined desired outcomes, and measures fidelity of implementation in reaching those outcomes. The Plan:

- Clarifies expectations about the role and responsibility of a specific position or job
- Provides guidance for self-assessment
- Helps visualize what the desired outcomes will look like when they are reached
- Identifies concrete actions for individuals
- Supports the development of short- and long-term benchmarks
- Provides a basis for professional learning and development

The Marzano Teacher Evaluation Model consists of four domains that work to support each other, with a strong focus on Domain 1: Classroom Strategies and Behaviors. The 41 elements within Domain 1 constitute those classroom behaviors that have been shown, in numerous studies¹, to have a causal effect on student achievement. These strategies constitute a map or plan to guide new teachers and to refresh the practices of veterans.

Taken together, the 60 elements in the four domains constitute a systematic approach to teacher development that incorporates self-assessment, peer review, evaluation, and focused mentoring to give teachers a solid, measurable foundation for improving their practice, thereby raising student achievement year by year.

Needs Assessment

Every year, all instructional employees complete an individual Growth Plan within iObservation, an instructional and leadership improvement system. Teachers consider the prior observations and academic progress of their students in determining what will be the focus of the Growth Plan. Once determined, teachers submit the plan to their site-based administrator for approval. Administrators then provide feedback to teachers on specific measures within the Growth Plan while determining what professional development activities the teacher should participate in, at the school-site and/or another location.

Data from iObservation is captured daily and available to analyze and share for development of on-going professional learning needs. An analysis of the observational data indicates that the number of datamarks registered within the 11 high probability elements for classroom teachers decreased from 2014-15 to 2015-16 (from 116,897 to 101,888). However, the total number of datamarks required per teacher was lowered from 45 in 2014-15 to 35 in 2015-16, resulting in an expected reduction in the total datamarks within the high probability elements. Relative to their scoring, the overall rating score for these 11 elements increased slightly from 3.104 in 2014-15 to 3.141 in 2015-16.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

1.0 All Instructional Personnel — Marzano’s Domains 1, 2, 3 and 4			
1.1 Desired Outcome: Teacher uses the appropriate strategy during the appropriate segment of the lesson to positively impact student learning. Performance			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
New strategies are created to meet needs of specific students or class as a whole in order for the desired effect to be evident in all students.	Strategy is used and monitored to see if it has desired effect with the majority of students.	Strategy is used correctly but the majority of students are not monitored for the desired effect of the strategy.	Strategy is used but pieces or components are missing.
1.2 Desired Outcome: Teacher uses effective planning and preparing to facilitate better decisions in the classroom in order to produce the greatest gain in student learning.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
The teacher is a recognized leader in helping with this activity.	The teacher performs this activity and completes and follows through with the activity with the attempts.	The teacher performs this activity and completes but does not follow through with the activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.
1.3 Desired Outcome: Teacher reflects on their own instructional practices and translates the self-awareness into professional growth plans that are monitored and adjusted as appropriate.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
The teacher is a recognized leader in helping with this activity.	The teacher performs this activity and completes and follows through with the activity with the attempts.	The teacher performs this activity and completes but does not follow through with the activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.
1.4 Desired Outcome: Teacher demonstrates collegiality and professionalism by promoting a positive environment, exchanging ideas and strategies, and promoting district and school development.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
The teacher is a recognized leader in helping with this activity.	The teacher performs this activity and completes and follows through with the activity with the attempts.	The teacher performs this activity and completes but does not follow through with the activity.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.

Data Collection Plan: All Instructional Personnel

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback Forms in PD Mgmt. System, Customized Surveys, Attendance	1x/workshop	Instructional Facilitators
2. Participants' Learning	Teacher Deliberate Practice Scores	1x/year	iObservation
3. Organizational Supports	District Records of Follow-up Support	1x/year	Instructional Facilitators
4. Participants' Practice	Evidence of Student Work VAM Scores	1x/workshop	Instructional Facilitators
5. Student Outcomes	FSA/EOC College and Career Ready Data Evidence of Student Work	1x/year	Student Assessment

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
All Instructional Personnel	Feedback Forms in PD Mgmt. System Surveys, Attendance Records	Analysis of Feedback, Survey, and Attendance Data through the year
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
All Instructional Personnel	Teacher Deliberate Practice Data	Teacher Deliberate Practice Data
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
All Instructional Personnel	District Records of Follow-up Support	District Records of Follow-up Support
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
All Instructional Personnel	Evidence of Student Work	iObservation VAM Scores
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
All Instructional Personnel	Evidence of Student Work	FSA, EOC Career and College-Ready Data