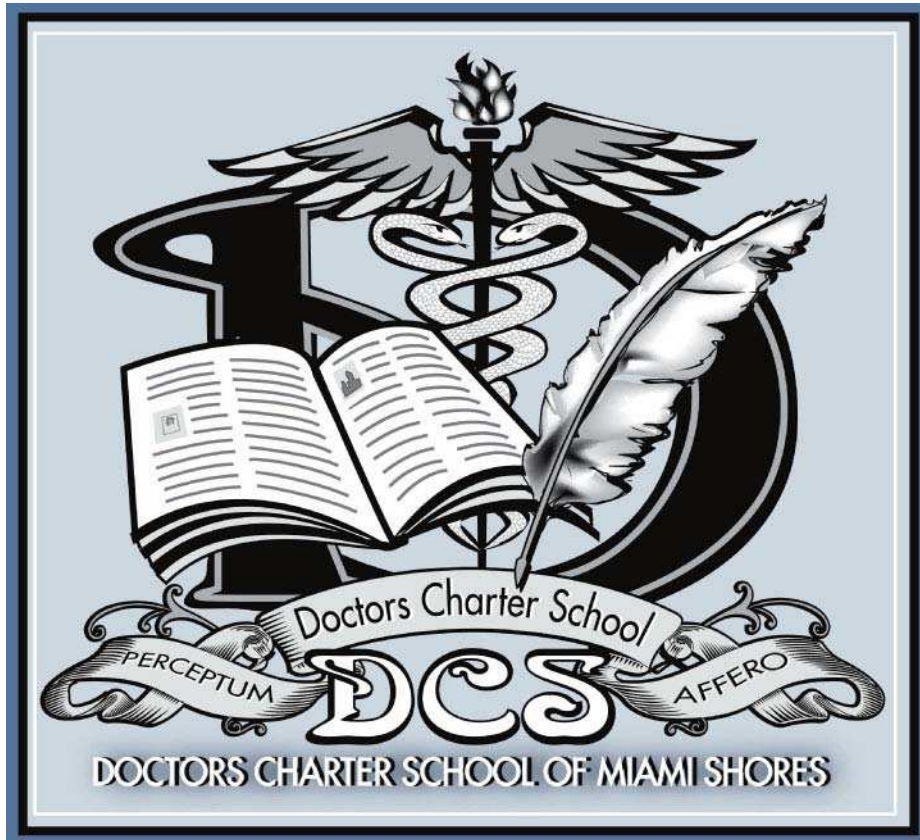# Doctors Charter School

Teacher Evaluation Model

2013-2014

*Upon full approval of these documents, they will be posted within thirty (30) days at www.doctorscharterschool.org.

Table of Contents

List of Tables

List of Appendices

CORE OF EFFECTIVE PRACTICE (1)

Pursuant to Florida Statute 1012.34, Doctors Charter School (DCS) has established procedures for evaluation the performance of duties and responsibilities of all instructional personnel. The intention of these procedures is to increase student learning growth by improving the quality of instructional, administrative, and supervisory practices.

The core belief of DCS is that public education should provide well-rounded learning experiences that "build a brighter future" for all children. Hence, the rationale driving the Doctors Charter School Teacher Evaluation Model (DCSTEM) is to shape, form, and improve teacher practices and to ensure that students are receiving high-quality instruction. It is the school's vision that research-based processes for improving instructional practices, strategic planning, reflection on teaching and professionalism, will increase teacher instructional expertise from year to year. In turn, this will produce sustained gains in student learning.

Statutes and Policies Supporting the Evaluation Process

Doctors Charter School's instructional personnel evaluation component, as described in this document, is aligned to 2011 Senate Bill 736 (Appendix A) and Doctors Charter School Governing Board's policies. Senate Bill 736 requires districts to design evaluation systems to support effective instruction and student learning growth. According to the Senate Bill:

- Results of evaluation systems should be used to develop district and school level improvement plans and to identify professional development for instructional personnel and school administrators.
- Districts must develop a mechanism to examine performance data from multiple sources.
- Districts must identify teaching fields for which special evaluation procedures/criteria are necessary.
- Instructional staff employed for more than one year must be evaluated annually.
- First-year teachers must be evaluated at least twice in the first year of employment.

Senate Bill 736 also allows for each district to establish a peer assistance process, as part of the evaluation system or for employee assistance. It allows evaluations to be amended if assessment data are available within 90 days of the close of the school year. And, SB 736 requires districts to report evaluation results to the state

department, to review the system annually for compliance, and to develop processes for monitoring and evaluating the effective and consistent use of the evaluation criteria, which are also specified.

Senate Bill 736 requires the following evaluation criteria:
1. performance of students,
2. instructional practice and instructional leadership, and
3. professional and job responsibilities.

It also mandates that at least 50% of evaluations must be based on student learning growth assessed annually and measured by statewide assessments or district-developed assessments (F.S.1008.22(8)). See Appendix A for more detail.

Doctors Charter School's Governing Board appoints a Personnel Committee and charges them with the task of developing a personnel performance assessment system for all staff and presents the performance criteria and/or measures to the Governing Board for approval. Such performance criteria and/or measures shall be consistent with statutory requirements, but may include additional elements as deemed appropriate (Appendix B). Doctors Charter School's Governing Board policies are consistent with state statutes and will be revised as relevant subsequent Florida Statutes are developed and/or revised. Florida Statutes informing the Board Policies regarding evaluation and employee performance criteria include F.S. 1001.41, 1008.36, 1012.22, 1012.27, and 1012.34. The DCSTEM proposed in this document is fully consistent with all of these governing documents.

Principles of the Evaluation Process

The purposes of teacher evaluation are both formative and summative. Formative evaluations shape, form or improve teacher practice. Summative evaluations take the form of an annual evaluation (final judgment) and are used for quality assurance. An observation may include analysis of student work, logs, etc., and a judgment is based on a preponderance of evidence because we want the decision to be robust.

The focus of the DCSTEM is on student outcomes and instructional practice. Student outcomes will be measured by assessment data, while instructional practice will be measured using the Florida's Model (based on Marzano's Teacher Evaluation Model, otherwise known as the Art of Science of Teaching Evaluation Framework). Fifty percent (50%) will be based on student growth and fifty percent (50%) will be attributed to instructional practice.

The DCSTEM will use principles of Dr. Robert Marzano's Teacher Evaluation Model as the basis for evaluating instructional personnel's instructional practices. In compliance with SBE Rule 6A.5.065, F.A.C.,

Florida Educator Accomplished Practices (FEAP) as revised in December 2010 from the foundation of for school districts' instructional personnel appraisal systems (Appendix C). The Marzano Teacher Evaluation Model (MTEM) was selected as a model for DCSTEM because MTEM:

- Is aligned to FEAP;
- Is based upon sound educational principles and contemporary research in effective educational practice; and
- Provides a means for self-assessment and reflection.

MTEM provides a transparent method for making decisions, a foundation for professional conversation, and a coherent means to provide formative and summative feedback. MTEM was also selected as a model for Doctors Charter School because its comprehensive set of practices is directly related to increased student learning gains.

The core effective practices used for the DCSTEM will be the Florida Educator Accomplished Practices (revised in December 2010). The specific components of FEAP include:

1. Quality of instruction,
2. The learning environment,
3. Assessment,
4. Communication, and
5. Professional Responsibility and ethical conduct.

These practices were developed in collaboration with education stakeholders and have been strongly linked to increased student achievement.

Connection to Florida Educator Accomplished Practices

The goal of DCSTEM is to improve student academic performance by identifying specific strategies and practices that are aligned to the Florida Educator Accomplished Practices (FEAP), and by rewarding teachers both for using these practices and for successfully raising student achievement. The operating premise is that all teachers can increase their expertise from year to year, thereby producing cumulative gains in student achievement from year to year. The operating strategy is a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data of student growth and includes timely constructive feedback. Each domain of the Marzano Teacher Evaluation Model has been arrayed in a crosswalk format for each Florida Educator Accomplished Practice (www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf), ensuring the appropriateness of the Marzano model for measuring FEAP. Table 2 aligns the six key areas of FEAP with the four Marzano domains and emphasis.

Connection to Florida Continuous Improvement Model (FCIM)

Enhancing student achievement is the ultimate goal of both the Marzano model and the Florida Continuous Improvement Model (FCIM). Both frameworks allow for constant engagement in perfecting the instructional craft of teachers. The following chart illustrates the close alignment between the two models.

Table 1: Alignment of Florida's Continuous Improvement Model with Marzano's Teacher Evaluation Model

Florida's Continuous Improvement Model	Marzano's Teacher Evaluation Model
Cycle 1: PLAN. Data disaggregation and calendar development	Domain 2: Planning and preparing
Cycle 2: DO. Direct instructional focus	Domain 1: Classroom strategies and behaviors
Cycle 3: ACT. Tutorials and enrichment	(Measured by student outcomes)
Cycle 4: CHECK. Assessment, maintenance and monitoring	Domain 3: Reflecting to teaching and Domain 4: Collegiality and professionalism

Research Base and Validation Studies on the Marzano Teacher Evaluation Model (2001)

MTEM is based on a number of scholarly works, including: *What Works in Schools* (Marzano, 2003); *Classroom Instruction that Works* (Marzano, Pickering, & Marzano, 2003); *Classroom Assessment and Grading that Work* (Marzano, 2006); *The Art and Science of Teaching* (Marzano, 2007); and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of research and theory; therefore, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement.

In addition, experimental/control studies have been conducted that establish more direct causal linkages with enhanced student achievement than can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the model has been studied as to its effects on the use of technology (i.e., interactive whiteboards) and found it to be highly correlated with the effectiveness of that technology (Research Base and Validation Studies on the Marzano Evaluation Model, April 2011).

Observation Instrument(s) with Indicators of Effective Practice

MTEM with its four domains: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality/Professionalism, is currently being recommended by the Florida Department of Education (FLDOE) as a teacher evaluation

model that districts can use or adapt (Research Base and Validation Studies on the Marzano Evaluation Model, April 2011). The Marzano Teacher Evaluation Model four domains each has a different emphasis and contains a different number of measurable elements, as illustrated by the following table. These may also be aligned to the six FEAP key areas and both are the crux of the DCSTEM that all evaluators will be trained to use.

Table 2: Marzano Teacher Evaluation Model Domains, Emphases, and Elements

FEAP Alignment	Marzano Domain	Emphasis	Number of Elements
Learning Environment (2) Instructional Delivery and Facilitation (3) Assessment (4)	1. Classroom Strategies and Behaviors	Focus on knowledge and application of the common language of instruction and include three areas: 1) Routine Segments, 2) Content Segments, and 3) Enacted on the spot	41
Instructional Design and Lesson Planning (1)	2. Planning and Preparing	Emphasizes planning and preparing for units of instruction and lesson within units. There are three sections: 1) Planning and preparation for lessons and units, 2) Planning and preparing for use of materials or technology, and 3) Planning and preparing to meet the special needs of students	8
Assessment (4)	3. Reflecting on Teaching	Targets the teacher's ability and willingness to self-assess and plan for growth by: 1) Evaluating personal performance, and 2) Developing and implementing a professional growth plan	5
Continuous Professional Improvement (5) Professional and Ethical Conduct (6)	4. Collegiality and Professionalism	Targets promoting a positive learning environment, open communication, and school development though three elements: 1) Promoting a positive environment 2) Promoting exchange of ideas, and 3) Promoting school development	6
			Total – 60

While the Marzano model provides a new perspective on teacher supervision and evaluation, it is the continuation and expansion of Dr. Marzano's research across four decades that underlies the four domains that develop teacher expertise. The domains build on each other, with direct links to create a causal chain that results in increased learning and performance of all students.

Scales are used to specify varying levels of performance within each domain (see Table 3). Scales represent the continuum of teaching behavior and can be used to document growth over time as well as providing formative and summative feedback.

Table 3: Marzano's Scales of Performance

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	Within lessons the teacher organizes content in such a way that each new piece clearly builds on the previous piece.	The teacher scaffolds the information but the relationship between the evidences is not made clear.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

The evaluation process begins with "sources of evidence (Table 4-9).

Sources of Evidence

Table 4: Domain 1 – Sources of Evidence

Domain 1: Classroom Strategies and Behaviors
• Formal Observation(s) – pre/post
• Informal – Announced Observation(s)
• Informal – Unannounced Observation(s)
• Walkthroughs
• Video of Classroom Practice
• Artifacts

Table 5: Domain 2 – Sources of Evidence

Domain 2: Planning and Preparing
• Planning Conference or Pre-Conference
• Artifacts – Lesson Plans, Organizers, etc.

Table 6: Domain 3 – Sources of Evidence

Domain 3: Reflecting on Teaching
• Self-assessment
• Reflection Conference
• Conferences
• Discussions
• Artifacts

Table 7: Domain 4 – Sources of Evidence

Domain 4: Collegiality and Professionalism
• Conferences
• Discussions
• Artifacts
• Lesson Study Agenda
• Professional Development Plan

- Participation in School Level Meetings
- Parent and Student Surveys

Table 8: Observation and Survey Instruments

Observation Instruments	Location in Document
Domain 1: Overall Classroom Strategies and Behavior Form	Appendix D
Domain 2: Planning Conference Structured Interview Lesson Segments Involving Routine Events	Appendix E
Domain 2: Planning Conference Structured Interview Lesson Segments Addressing Content	Appendix F
Domain 2: Planning Conference Structured Interview Enacting on the Spot	Appendix G
Domain 3: Planning Conference Structured Interview Reflecting on Teaching	Appendix H
Domain 4: Planning Conference Structured Interview Collegiality and Professionalism	Appendix I
Climate Survey for Parents/Guardians	Appendix J
Climate Survey for Students	Appendix K

Table 9: Evaluation Instruments

Evaluation Instruments	Location in Document
Doctors Charter School Annual Evaluation Report for **Category I Teachers: 0-3 Years of Service** Instructional Practice Score	Appendix L
Doctors Charter School Annual Evaluation Report for **Category II Teachers: 4 or More Years of Service** Instructional Practice Score	Appendix M

STUDENT GROWTH (2)

The second critical component of teacher accountability is the use of standardized assessment measures to determine if students are making at least one year of academic growth after one year of instruction (Table 10). To partially accomplish this goal the school administers the state required assessment instruments at each grade level, which includes the FCAT and Florida End-of-Course examinations. The school also utilizes the Florida Assessment of Instruction in Reading (FAIR) as a measurement of reading growth. The school's goal is to implement student assessments that measure learning gains in the non-FCAT assessed areas and grade levels.

The DCSTEM will utilize the state-adopted teacher-level student growth measure as the primary factor of teacher evaluation systems. Doctors Charter School has decided to use the percentage of students meeting expectations to measure student growth. Calculating the percentage of students meeting expectations equates to evaluating

"learning gains." Therefore, the percentage of students meeting expectations will be based on the predicted score of each individual student against the actual student's test score. Like the final weighted average of the four domains of the instructional practice part, the percentage learning gains translate into a range of scores with pre-determined labels for corresponding levels of performance (Table 10).

Table 10: Value Added Student Growth Rubric

Performance Category	Highly Effective	Effective	Needs Improving/ Developing	Unsatisfactory
Performance Scale	3.5-4.0	2.5-3.4	1.5-2.4	1.0-1.4
% of Student Gains	76%-100%	50%-75%	26%-49%	0%-25%

Table 11: Specific Performance Scale and Students' Gains Breakdown

3.5-4.0	Highly Effective (76%-100%)
4.0	97%-100%
3.9	93%-96%
3.8	88%-92%
3.7	84%-87%
3.6	80%-83%
3.5	76%-79%
2.5-3.4	**Effective (50%-75%)**
3.4	73%-75%
3.3	70%-72%
3.2	68%-69%
3.1	65%-67%
3.0	62%-64%
2.9	60%-61%
2.8	57%-59%
2.7	55%-56%
2.6	52%-54%
2.5	50%-51%
1.5-2.4	**Needs Improvement (26%-49%)**
2.4	48%-49%
2.3	45%-47%
2.2	43%-44%
2.1	40%-42%
2.0	38%-39%
1.9	35%-37%
1.8	33%-34%
1.7	30%-32%
1.6	28%-29%
1.5	26%-27%
1.0-1.4	**Unsatisfactory (0%-25%)**
1.5	21%-25%
1.4	16%-20%
1.3	11%-15%
1.2	6%-10%
1.0	0%-5%

Calculating the Final Score

To explain how the final score is calculated, a 50% Instructional Status and a 50% Value Added scenario with the Instructional Status Score being equivalent to 3.4 and the Value Added Score being equivalent to 2.9 (63% of students making learning gains – see Table 11) provides a good example. Using this example, the steps for calculating the final score are listed below:

1. The instructional status score of 3.4 will be multiplied by (0.50) = 50% of the final score
2. 3.4 x 0.5 = 1.7 points
3. The value added score of 2.9 will be multiplied by (0.50) = 50% of the final score
4. 2.9 x 0.5 = 1.45 points
5. The instructional status score and the value added score will be added together for the final rating: 1.7 + 1.45 = 3.15
6. A score of 3.15 is equivalent to an overall evaluation rating of Effective

The final score for this scenario is equal to 3.4 multiplied by 0.5 plus 2.9 multiplied by 0.5 for a sum of 3.15.

For FCAT assessed area teachers, fifty percent (50%) of their evaluation will be based upon FCAT data and indicators of student learning growth as assessed by the statewide assessments in school years 2011-12 and 2012-13. For school year 2013-14 and beyond, the most resent three years of data will be used. The list of student assessments for each subject and grade level is located in Table 12 and Table 13.

For non-FCAT assessed area teachers, fifty percent (50%) of their evaluation will be based upon their students' reading gains for 2011-12 and 2012-13 school years, as measured by FAIR. Only students who have participated in at least two FAIR assessments will be considered in this evaluation process. For school year 2013-14 and beyond, the most resent three years of data will be used. In addition, any teacher who has students that participate in End-of-Course assessments will have those scores used in the calculation of their fifty percent (50%).

If less than three years data is available, the percentage will be reduced from 50% to 40% for both FCAT and non-FCAT assessed area teachers.

Table 12: Student Assessments

Student Assessments
FCAT (Reading, Math, and Science)
End of Course Exams
FAIR

Table 13: Student Assessments by Subject/Grade Level

Testing Instrument	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
FCAT Reading	X	X	X	X	X		
FCAT Math	X	X	X	X	X		
FCAT Science			X			X	
Florida Writes			X		X		
FAIR Reading	X	X	X	X	X	X	
End-of-Course Exams							
Algebra	2011						
Biology		2012					
Geometry		2012					
U.S. History			2013				
Civics				2014			

Table 14: Timeline for Development/Selection of Student Assessments

Timeline	2012-2013	2013-2014
6th – 12th	Non-FCAT assessed areas will plan and implement reading strategies/activities	Full implementation of non-FCAT assessed areas reading strategies/activities

Table 15: Timeline for Developing Growth Measures/Evaluation Incorporation

Timeline	2012-2013	2013-2014
6th – 12th	65% of students enrolled in a non-FCAT assessed course must demonstrate proficiency on the FCAT Reading assessment. 50% of teacher evaluation is based on student performance.	65% of students enrolled in a non-FCAT assessed course must demonstrate proficiency on the FCAT Reading assessment. 50% of teacher evaluation is based on student performance

EVALUATION RATING CRITERIA (3)

Doctors Charter School will use the Instructional Practice Score rating scale developed by the FLDOE, which is based on the rating scale for Marzano's domain elements. The FLDOE scale is described in Table 16.

Table 16: Instructional Practice Score

	4	3	2	1
Ratings used for each Domain Element	Highly Effective	Effective	Needs Improving/Developing	Unsatisfactory

The Florida Model instructional practice score reflects teachers' performance across all elements within the framework (Domains 1-4), accounts weight to the domain with greatest impact on student achievement (Domain 1), and is capable of acknowledging teachers'

focus on deliberate practice by measuring teacher improvement over time on specific elements within the framework.

The Florida instructional practice score will be comprised of two scores; a status score achieved at the time an observation is conducted and a deliberate practice score based on growth of specific strategies.

Calculating the Status Score

The Status Score aggregates teachers' ratings across all observed elements with the framework to result in a single score.

Step 1: Rate observed elements at each of the following levels: Highly Effective (4), Effective (3), Needs Improving/Developing (2), and Unsatisfactory (1).

Step 2: Count the number of ratings at each level for each of the four domains.

Step 3: For each domain, determine the percentage of the total each level represents.

Step 4: For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on teacher's experience level). This is a domain proficiency score and will be a number between 1 and 4.

Step 5: Compute the weighted average of the 4 domain proficiency scores and find the resulting number on the scale.

Proficiency Scale for Category I Teachers

- Category I Teachers: 0-3 years of service
- Percentages based on number of elements for which data is available
- Broader range by design-normal distribution (3.5-4.0 = 0.5 range, 2.5-3.4 = 0.9 range, and 1.0-1.4 = 0.4 range) (Table 17 – Category I Teachers & Table 18 – Category II Teachers).

Table 17: Proficiency Scale for Category I Teachers

	Highly Effective (4)	Effective (3)	Needs Improving/Developing (2)	Unsatisfactory (1)
D1: D2: D3: D4:	At least 65% at Level 4 and 0% at Level 1	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1	Greater than or equal to 50% at Level 1

Proficiency Scale for Category II Teachers

- Category II Teachers: 4 or more years of service
- Percentages based on number of elements for which data is available

Table 18: Proficiency Scale for Category II Teachers

	Highly Effective (4)	Effective (3)	Needs Improving/Developing (2)	Unsatisfactory (1)
D1: D2: D3: D4:	At least 75% at Level 4 and 0% at Level 1	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and Less than 50% at Level 1	Greater than or equal to 50% at Level 1

Proficiency Scale for Struggling Teachers

- Struggling Teachers: teachers evidenced to be under performing by formal and/or informal observations
- Percentages based on number of elements for which data is available
- Broader range by design-normal distribution (3.5-4.0 = 0.5 range, 2.5-3.4 and 1.5-2.4 = 0.9 range, and 1.0-1.4 = 0.4 range) (Table 19).

Table 19: Proficiency Scale for Struggling Teachers

	Highly Effective (4)	Effective (3)	Needs Improving/Developing (2)	Unsatisfactory (1)
D1: D2: D3: D4:	At least 65% at Level 4 and 0% at Level 1	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1	Greater than or equal to 50% at Level 1

Status Scoring Weighting System

Step 5: Using the four domain frequency scores, compute the weighted average to obtain the Status Score.
- Using these scales, we can determine a numerical value that represents proficiency score for each domain
- Each domain will be weighted as follows:
  - Domain 1: 68%, 41 Elements
  - Domain 2: 14%, 8 Elements
  - Domain 3: 8%, 5 Elements
  - Domain 4: 10%, 6 Elements

Step 5: Compute the weighted average of the four domain proficiency scores and find the resulting number on the scale (Table 20).

Table 20: Instructional Practice Score

Highly Effective	Effective	Needs Improving/ Developing	Unsatisfactory
3.5-4.0	2.5-3.4	1.5-2.4	1.0-1.4

The final weighted average of the four domains translates into a range of scores with pre-determined labels for corresponding levels of performance:

- 3.5-4.0 = Highly Effective
- 2.5-3.4 = Effective
- 1.5-2.4 = Needs Improving/Developing
- 1.0-1.4 = Unsatisfactory

Teacher, Principal, and Governing Board Involvement (4)

As soon as SB 736 was adopted, the various components were targeted for discussion topics at faculty meetings and the Governing Boards' Personnel Committee. They became regular agenda items for both groups.

Charter schools that were not participating in Race-to-the-Top did not receive Phase I Technical Assistance Training until February 2013 and Phase II Training in March 2013. However, the Florida Consortium of Public Charter Schools (FCPCS) conducted webinars for administrators and board members to assist in developing the administrator and teacher evaluation plans.

Doctors Charter School's Principal and Vice Principal participated in the FCPCS's webinars and reported the information to the faculty and the Personnel Committee. The Principal and members of the Personnel Committee attended various Technical Assistance trainings provided by Houghton Mifflin Harcourt throughout the state of Florida. Information from the trainings was discussed at faculty meetings, Personnel Committee meetings, and Governing Board meetings.

A draft version was provided to all teachers, administrators, and Personnel Committee members for review and input. After receiving input from all stakeholders, revisions were made and a final version was presented to the Governing Board for final approval.

Discussions regarding the DCSTEM are ongoing. The plan developed as a result of these discussions will be reviewed annually and revised according to state and local policies. The Personnel Committee will continue to review with input from all teachers, administrators, and board members.

Insert Table 21: Trainings Related to Developing DCS Teacher Evaluation Plan

Date	Activity	Stakeholders
January 22, 2013	FCPCS Webinar – Introducing the FCPCS Charter School Teacher Evaluation System	Principal Vice-Principal
February 4, 2013	FCPCS Webinar –	Principal

	Implementing the FCPCS School-Based Administrator Evaluation System	Vice-Principal
February 5, 2013	HMH Phase I Technical Training Sponsored by FLDOE	Personnel Committee Chair and Personnel Committee Members
February 12-14, 2013	HMH Phase I Technical Training Sponsored by FLDOE	Principal
March 14, 2013	HMH Webinar Sponsored by FLDOE	Personnel Committee Chair
Ongoing	Reviews and Discussions – Faculty Meetings and Personnel Committee Meetings	DCS Teachers, Administrators, Personnel Committee Members, Governing Board Members

MULTIPLE EVALUATIONS FOR CATEGORY I TEACHERS (5)

Category I teachers will receive six observations, two evaluations, five informal observations per year and a minimum of one walkthrough bi-weekly. Review of student performance will occur quarterly (Table 22).

Table 22: Category I Teachers Observation/Evaluation Schedule

Status	Formal Observations (Announced)	Informal Observations (Announced or Unannounced)	Walkthroughs (Minimum)	Student Data Review
New Teachers	6 Observations 2 Evaluations	5 Informal Observations	Bi-weekly	Quarterly

During the first observation, Category I teachers will focus on three questions:
- (1) What will I do to establish learning goals, track student progress and celebrate learning?
- (6) What will I do to establish or maintain classroom routines and procedures?
- (5) What will I do to engage students?

During the second observation, Category I teachers will focus on three different questions:
- (1) What will I do to establish goals, track student progress and celebrate success?
- (9) What will I do to communicate high expectations?
- (7) What will I do to acknowledge adherence or lack of adherence to rules and procedures?

During the third observation, Category I teachers will focus on four new questions:
- (2) What will I do to help students interact with new knowledge?
- (8) What will I do to establish and maintain effective relationships?
- (3) What will I do to help students deepen and practice new knowledge?
- (4) What will I do to help students generate and test hypotheses about new knowledge?

Table 23: Classroom Observations and Student Data Reviews

Observation 1	Observation 2	Observation 3
DQ1: What will I do to establish learning goals, track student progress and celebrate learning?	DQ1: What will I do to establish goals, track student progress and celebrate success?	DQ2: What will I do to help students interact with new knowledge?
DQ6: What will I do to establish or maintain classroom routines and procedures?	DQ9: What will I do to communicate high expectations?	DQ8: What will I do to establish and maintain effective relationships?
DQ5: What will I do to engage students?	DQ7: What will I do to acknowledge adherence or lack of adherence to rules and procedures?	DQ3: What will I do to help students deepen and practice new knowledge?
		DQ4: What will I do to help students generate and test hypotheses about new knowledge?

Types of Student Performance Data

Student performance data includes, but are not limited to end-of-unit exams, teacher-made assessments, mandated interim assessments, projects, book reports, FCAT results, end-of-course exams, and essays. Reports will be generated by the Principal and/or Director of Curriculum and will be reviewed with teachers as formative and summative student performance data documentation components of teacher evaluations.

Principal, Vice-Principal, Director of Curriculum, and Department Chairs may conduct data reviews of student performance. Principal, Vice-Principal, Director of Curriculum, and Department Chairs may conduct classroom observations. However, the Principal is the only person that conducts the final evaluation rating for teachers (Table 24).

Table 24: Personnel Responsible for Observations and Data Reviews

Personnel	Conduct Observations	Conduct Data Reviews	Conduct Final Rating
Principal	X	X	X

Vice-Principal	X	X	
Director of Curriculum	X	X	
Department Chairs	X	X	

Feedback Process for Teachers

Within five (5) school days after each scheduled observation, the principal shall have a conference with the teacher, at which time the teacher shall receive a copy of the completed assessment form. If it is determined that a teacher is not performing a skill-set effectively, the principal will assist the teacher in developing an improvement plan which will include outlining professional development, planning for a return observation, and documenting the teacher's progress after subsequent observations and during documentations for the two required evaluations of newly hired teachers. The use of Category I and Category II criteria differentiates evaluation criteria for newly hired teachers and teachers who have been employed for multiply years with the school. In essence, the observation instruments are the same but the evaluating formulas are different in that the percentage weights are different.

ADDITIONAL METRIC EVALUATION ELEMENT (6)

Domains 1, 2, 3, and 4 have assigned quantifying numbers to document the effectiveness of teachers in each domain. (See observation and documentation forms for each Domain, Appendices C through H). The quantifying numbers will be informed by evidence (metrics) presented during the pre-conference (e.g. lesson plan, organizers handouts, etc.), during the actual observation (e.g. handouts, video tape, observer's documentation, etc.), during the post-conference (e.g. teacher self-assessment, sample student work, etc.), and other documentation of professionalism (e.g. meeting/conference attendance, parent/student surveys (Appendices I through J), individual professional development plans, lesson study/other meeting agendas/notes). For example, parent surveys, telephone conferences, and written correspondence may be used to inform ratings given under Domain 4 in the areas of (1) Promoting Positive Interactions about Students and Parents and (2) Adhering to District and School Rules and procedures. The points that teachers receive for Domain 4 and in fact, each Domain, will be placed in a weighted formula used to determine the overall rating of the teacher

(e.g. highly effective, effective, moderately effective, and not effective). Doctors Charter School will use the Marzano scoring sheet with weighted formula (Appendices N and O).

The additional metrics that are discussed above inherent in the instructional and professional practices expected of Doctors Charter School teachers and will apply to all instructional staff evaluations. Although the additional metrics that the district is currently using may be revised on an annual basis (e.g. parent, student, teacher surveys), it is not anticipated that the school will add new metrics, unless the addition is mandated by the FLDOE.

MILESTONE CAREER EVENT(S) (7)

The Doctors Charter School Teacher Evaluation Model will serve as the basis for decisions regarding the following milestone career events: 1) Retention for Employment, 2) Movement on Salary Scale, and 3) Change in Employment Category. Senate Bill 736 states that annual teachers (teachers hired on annual rather than on continuing contract) may be terminated any time during the school year and at the end of the school year, if the school principal determines that their overall evaluation is less than effective. This will become effective at Doctors Charter School for the 2012-2013 school year.

Professional and Continuing Contract teachers may be terminated if two or more of their evaluations in a three-year period are less than effective. Although the details of how teachers will move on the salary scale are subject to available funding, annual teacher evaluations will inform this process. Teachers who have overall ratings of "Not Effective" will not be eligible for changes in employment categories that result in increases of salary and/or responsibilities. The specific details for how Doctors Charter School implements procedures for addressing milestone career events for instructional staff are subject to annual review by the Personnel Committee and approval of the Governing Board.

ANNUAL EVALUATION PROCEDURES (8)

It is expected that all teachers will exhibit classroom strategies and behaviors that allow all students to be successful in school as demonstrated by proficient or higher performance on the Florida Comprehensive Assessment Test (FCAT) and other academic performance indicators. Teachers will plan and prepare lessons aligned to the Next Generation Florida Sunshine State Standards and Common Core State Standards. Teachers will evaluate the

effectiveness of lessons delivered. Teachers will engage in levels of collegiality and professionalism that promote positive interactions with colleagues, parents and students; and result in on-going efforts to become informed regarding the most effective practices of teaching and learning.

Doctors Charter School has established the following categories of teachers, each of whom will receive different levels of observation and evaluation (Table 12).

Category I teachers are new teachers, teachers with zero to three years of service at Doctors Charter School. Category I teachers will receive six formal observations, two evaluations, five informal observations per year and a minimum one walkthrough bi-weekly. Category I teachers will be observed six times a year: once in September, October, November/December, February, March, and May. Category I teachers will be evaluated twice a year, once at the mid-year and once at the end of the year. Mid-year evaluations will consist of an evaluation of instructional practices, using the Instructional Practices Inventory. End-of-the-year evaluations will consist of both the Instructional Practices Inventory score and a student performance score based on the FCAT or FCAT end-of-course exam.

If an Effective or higher evaluation is received the irst year, Category I teachers who are new to the school but who have multiple years of teaching experience will be moved to Category II status at the beginning of their second year of instruction.

Category II teachers are defined as teachers with four or more years of service at Doctors Charter School. Category II teachers will receive three observations, one evaluation, two informal observations per year and a minimum of one walkthrough per month. In parallel fashion to Category I teachers, Category II teachers are observed three times a year. However, their observations will take place in October, January, and April. Category II teachers will be evaluated once at the end of the school year. End-of-the-year evaluations will consist of both the Instructional Practices Inventory score and a student performance score based on the FCAT or FCAT end-of-course exam.

Struggling teachers are defined as teachers evidenced to be underperforming by formal and/or informal observations. Struggling teachers will receive four or more observations, two evaluations, five to nine informal observations per year and a minimum of one walkthrough per week. Struggling teachers are observed four or more times a year: once in September, December, and March with the fourth assessment taking place in April. Struggling teachers will be evaluated twice a year, once at the mid-year and once at the end of the year. Mid-year evaluations will consist of an evaluation of

instructional practices, using the Instructional Practices Inventory. End-of-the-year evaluations will consist of both the Instructional Practices Inventory score and a student performance score based on the FCAT or FCAT end-of-course exam.

A teacher, over the course of two consecutive observations receiving feedback indicating that his/her overall performance is "Not Effective", will be placed on a Performance Improvement Plan by the principal. Teachers receiving an evaluation making of unsatisfactory or needs improvement in a domain category of the performance appraisal, must have dated documentation attached to the performance appraisal by the evaluating administrator. This documentation shall note occurrences showing evidence of the teacher's deficiency in that domain.

Placement on a Performance Improvement Plan must be documented in writing and shared with the teacher during a formal conference. The role of the principal is to coach the teacher to mastery of the desired instructional/professional practice. The role of the teacher is to work with the principal or his/her designee to master the desired instructional/professional practice. Placement on a Performance Improvement Plan may include, but not be limited to one or any combination of the following:

- Weekly, bi-weekly, or monthly formal observations, which include the mandatory pre/post conferences and for which the frequency is determined by the nature of the performance improvement need.
- Observation of peers exemplifying the desired instructional/professional practice.
- Mentoring by a peer exemplifying the desired instructional/professional practice.
- Professional development relevant to the desired instructional practice.

A teacher on a Professional Improvement Plan who receives two consecutive observations with overall ratings of "Effective" shall receive a formal evaluation by the principal and may be removed from the "Not Effective" status. All documentation related to Professional Improvement Plans must be maintained in the teacher's site personnel file.

Regardless of the category of the teacher, additional observations may occur, as needed, depending on the performance of the teacher. The role of the observer and teacher differ depending on the activity taking place. For example, during the pre-conference session of a formal observation, the observer supports and guides the teacher in planning and preparation. The teacher's role is to provide

evidence regarding skills in planning and aligning their lessons to school standards and curricula. When the written feedback is given to the teacher the observer's role is to provide objective, actionable and timely feedback. The teacher responsibility is to reflect upon, engage in dialogue with observer and to take appropriate action (Table 23). During the post-conference of a formal observation, the observer provides a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine next steps. The teacher's role during the post conference of a formal observation is to reflect upon the impact that the lesson had on student learning. When addressing Domain 4, the role of the teacher is to present evidence of his/her collegial and professional activities. The role of the observer would be to examine evidence presented and to evaluate the teacher's progression toward highly effective exemplars.

Table 25: Role of Observers and Teachers

Formal Observation	Observer	Teacher
Pre-Conference	To support and guide the teacher in planning and preparation	To provide evidence regarding their skills in planning and aligning their lessons to school standards and curricula
Post-Conference	To provide a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine next steps	To reflect upon the impact that the lesson had on student learning
Written Feedback	Provide objective, actionable and timely feedback according as described in the school procedures	To reflect upon, engage in dialogue with observer and to take appropriate action

Annual Evaluation Procedures

Table 26: Doctors Charter School Observation Timeline

Month	Category I (New Teachers with 0-3 years of service or new to the school)	Category II (4 or more years of service)	Struggling Teachers (Ineffective teachers needing assistance)
September	Appendix C, D, G		Appendix C, D, G
October	Appendix C, E, G	Appendix C, D, G	
November	Appendix C, F, G, H, K		Appendix C, E, G, K
December	Appendix C, F, G, H, K		Appendix C, E, G, K
January		Appendix C, E, G	
February	Appendix C, D, G		
March	Appendix C, D, G		Appendix C, F, G
April		Appendix C, F, G, H	Appendix H
May	Appendix C, F, G, H, K	Appendix L	Appendix K

Table 27: Doctors Charter School Observation Schedule

Status	Formal Observations (Announced)	Informal Observations (Announced or Unannounced)	Walkthroughs
Category I (New Teachers with 0-3 years of service or new to the school)	6 Observations 2 Evaluations	5	2 Monthly
Category II (4 or more years of service)	3 Observations 1 Evaluation	2	1 Monthly
Struggling Teachers (Ineffective teachers needing assistance)	4 or more Observations 2 Evaluations	5-9	Weekly

   Formal announced observations will last the duration of a specified class period. A pre-conference and post-conference is required, written feedback is provided to the teacher and the results will be used for the annual evaluation.

   Formal unannounced observations will also last the duration of a class period; however, no planning or reflection conference is needed, written feedback is provided to the teacher and the results are used for the annual evaluation. The observer does not have to notify the teacher.

   Informal unannounced observations will also last the duration of a class period. Like the formal unannounced observations, no planning or reflection conference is needed, written feedback may or may not be provided to the teacher and the results are used for the annual evaluation. Again, the observer does not have to notify the teacher.

   Walkthroughs will not be unannounced and will usually last 8-10 minutes. If during the course of a classroom walkthrough an administrator observes cause for concern, the administrator will remain in the classroom and the walkthrough will become an informal observation.

Table 28: Doctors Charter School Teacher Evaluation Framework

	Announced	Unannounced
Formal	- Class period - Pre-Conference - Post-Conference - Results used for annual evaluation - Written feedback is provided to the teacher	- Class period - No planning or reflection conference is included - Results used for annual evaluation - Written feedback is provided to the teacher
Informal		- Class period - Observer does not notify the teacher - Results used for annual evaluation - May include written feedback
Walkthroughs		- Usually 8-10 minutes - Teacher is not notified

		· Results will be used for the annual evaluation · If concerns are observed, it will become an informal observation

Teacher Self Ratings

A key component of improving teacher quality is reflecting on the teaching and learning that occurs in the classroom. Reflecting on teaching requires teachers to identify areas of pedagogical strengths and weaknesses; evaluate the effectiveness of lessons; develop written growth and development plans; and monitor personal progress of improving instruction. This teacher self-assessment process may include video tapes of instruction, journaling, portfolio completion, and/or completing school-level reflection forms. The DCSTEM Form E for Domain 3 (Appendix G) allows for documentation of teacher effectiveness in this area.

Evaluating Collegiality and Professionalism

Effective teachers are expected to promote positive interactions with their colleagues, parents and students. This requires a deliberate effort to collaborate with others to exchange ideas and strategies. It also requires that teachers show initiative to seek and give help and mentoring when appropriate. Effective teachers are required to adhere to school rules and to promote school initiatives. The DCSTEM Form F for Domain 4 (Appendix H) allows for documentation of teacher effectiveness in this area.

Final Evaluation Process and Rating

Once all sources of evidence for each of the four domains have been examined to determine the teacher's instructional practice status, deliberate practice performance, the principal or designee will schedule a meeting with the teacher to discuss his/her instructional practices rating. After a review of the annual evaluation form is complete, both the evaluator and the teacher will sign the annual evaluation form.

SCHOOL IMPROVEMENT PLANS (9)

Key components of school improvement plans are 1) Student Achievement Data, 2) Highly Qualified Teachers and Administrators, 3) Professional Development, and 4) Parent Involvement. These

elements of teacher and learning are also underlining premises of the Doctors Charter School Teacher Evaluation Model. The intent of the evaluation models is to improve student achievement by improving the quality of teachers and administrators. The assumption is that continuous improvement of instructional practices through well-planned instruction, practice teaching, reflection, and professional development are strongly correlated to the acquisition of content knowledge and student performance on state and district assessments of learning. The adopted evaluation tools support school improvement efforts to recruit and retain highly qualified teachers; encourage professional growth; solicit parent involvement; and ultimately increase student achievement.

Observations and evaluations will be used to develop school improvement plans by providing firsthand feedback regarding teachers' strength and weakness as they relate to school improvement needs. Not only do school improvement plans require identification of strengths and areas of growth, improvement plan developers are also required to identify the relevant professional development that is needed. Teacher observations, evaluations, parent feedback, and individual improvement plans will help provide information regarding the types of professional development needed.

CONTINUOUS PROFESSIONAL IMPROVEMENT (10)

The information from the teacher evaluations will be returned to the teacher as feedback for individual continuous improvement verbally and in writing. Immediately after the evaluation (within 5 school days), the administrator will share the results of the teacher's evaluation and recommend specific in-service training opportunities that will help enhance that teacher's performance. The teacher will also be encouraged to select areas of interests as well as areas of needs that will be placed in Individual Professional Development Plans (IPDP). It is expected that teachers develop individual professional development plans that are informed by student assessment data and instructional practices evaluation. These plans will be developed within the first two weeks of school and submitted to the principal. The principal or his/her designee will provide feedback, approve and monitor the progress of these plans, as well as ensure that professional development results in instructional improvement. Although the initial plan is completed during the first two weeks of school, professional development plans are transitional and may be revised throughout the school year to reflect the on-going professional needs of the teacher.

Doctors Charter School will compile a list of professional development needs and will use evaluation results to schedule ongoing as well as future professional development opportunities. The timeline for improvements to the lifelong process will occur quarterly.

TEACHING FIELDS REQUIRING SPECIAL PROCEDURES (11)

Instructional personnel with job classifications of classroom teacher but who are not assigned specifically to the classroom for grade level or content area instruction will require special evaluation procedures. Teaching fields requiring special procedures will be identified based on job titles/categories. The media specialist is a job title/category that is classified as a classroom teacher but does not provide grade level or content area instruction. This position will be evaluated with the same criteria as non-FCAT assessed teachers and will be evaluated on the same timeline. The targeted student population for this area will be the entire student body.

EVALUATOR TRAINING (12)

All school administrators will be trained to use the teacher evaluation model and tools during a scheduled summer workshop. In an effort to calibrate evaluations, opportunities will be provided for administrators to utilize practice videos during the summer workshops. After the initial training, the evaluation model will be reviewed periodically throughout the year with specific training during each summer prior to the start of the school year. Principals will be required to annually review the evaluation model with teachers and provide them with copies of the evaluation tools prior to the start of each school year.

PROCESS OF INFORMING TEACHERS ABOUT THE EVALUATION PROCESS (13)

The school will provide copies of all assessment criteria and forms described in this document to all instructional personnel within the first five days of reporting to the work site for active employment. This distribution shall be followed by an explanation and discussion of the assessment process. A copy of all current teacher assessment

forms shall be available upon request and posted on the school's website.

The process for informing staff of evaluation procedures include but are not limited to covering all aspects of the Doctors Charter School Teacher Evaluation Model, conducting principal facilitated trainings at the start of the school year, distributing multi-media, and posting the information on the school website.

Documentation of formal/informal observations and walkthroughs will remain in the employee personnel file. A copy of each teacher's evaluations will be provided to the teacher.

PARENT INPUT (14)

Parent input will be collected from annual surveys, conferences, and feedback during parent involvement activities. This input is aligned to Domain 4: Collegiality and Professionalism and will indirectly inform the evaluation process. Refer to sections 5, 6, and 8 of this document.

ANNUAL REVIEW BY THE GOVERNING BOARD (15)

The Doctors Charter School Teacher Evaluation Model will be reviewed annually by the Governing Board's appointed Personnel Committee to determine the effectiveness of the model in supporting improvements in instruction and student learning. Any substantial revisions will be submitted to FLDOE and the Doctors Charter School Governing Board for approval for use during the subsequent school year. The Personnel Committee will examine procedures for determining and adjusting the amount of growth needed for documenting gains for non-FCAT grades and courses; determining growth for teachers who teach multiple grades or subjects; and determining salary scale advancements based on teacher performance.

PEER REVIEW OPTION (16)

The Doctors Charter School Teacher Evaluation Model does not include a peer review option. However, teachers who receive effective or higher evaluations for two consecutive years may elect to participate in peer observations with other effective or higher teachers. This process cannot occur without principal approval and will not be

included in the final evaluation process. The principal may require teachers performing at moderately effective and not effective levels for specific domain skill sets to observe teachers who are consistently performing effective or higher with those skill sets.

EVALUATION BY SUPERVISOR (17)

The principal is the supervisor for all school based employees and has the professional responsibility of completing all site level evaluations. However, some formal observations, informal observations, and walkthroughs may be assigned to his/her designee with appropriate training.

INPUT INTO EVALUATION BY TRAINED PERSONNEL OTHER THAN THE SUPERVISOR (18)

As stated earlier, site employees who may provide input into the evaluation process includes, the Principal, Vice-Principal, Director of Curriculum, and Department Chairs. Input into the evaluation process is provided from observation documentation, parent meetings and conferences. Providing input is not equivalent to completing evaluations.

All individuals contributing input to the evaluation process will receive training on the Doctors Charter School Teacher Evaluation Model before participating in the process. See training schedule below.

Table 29: Training Schedule

Group	Training Activity
• Principal • Vice-Principal • Director of Curriculum	• Annual Summer Leadership • Level 2 Administrator Training • Independent Coaching by Personnel Committee Chair
• Department Chairs	• Pre-planning Week Training • Independent Coaching by Principal

AMENDING EVALUATIONS (19)

Only the Principal may amend a teacher's evaluation and referenced amendments may not occur 90 days after the initial evaluation has been completed. However, teachers disagreeing with their evaluations will have ten days after their evaluation conference to

submit written documentation of their disagreement and any relevant documentation, which must be attached and filed with the original evaluation in their personnel file.

The Principal must review all evaluation documentation to ensure completeness and compliance with the DCSTEM. Teacher evaluations along with other tools will be used to plan school-wide trainings and professional development. They will also be used to inform the Personnel Committee of recommendations for re-employment.

Glossary

Term	Description
Causal Model of Teacher Evaluation	Describes the link between classroom practices and behaviors that have a direct impact on student learning. In the Marzano Evaluation Framework, Domain 1 Classroom Strategies and Behaviors have the most direct link to student learning.
Common Language	A transparent way to talk about instruction that is shared by everyone. It is a well-articulated knowledge base that describes the complexity of teaching and describes key strategies revealed by the research to have a high probability of impacting student learning. It should also describe the instructional context for appropriate use of instructional strategies to have the highest probability for raising student learning. The common language represents what a school defines as effective instruction. A common language enables teachers to engage in decision making, professional conversations and deliberate practice aimed at improving student achievement. For administrators, a common language provides the means to offer focused formative and summative feedback. It supports administrators in making decisions regarding hiring and selection of teachers, the induction of new teachers, professional development, coaching and support for struggling teachers as well as opportunities to develop career ladders for teachers. A common language is a key improvement strategy that provides the context for aligning all instructional programs.
Contemporary Research	Recent research conducted within the last five to seven years.
Deliberate Practice	A mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify up to three thin slices of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focused area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time-bounded goal for improvement.
Design Questions	10 Questions teachers ask themselves when planning a lesson or unit of instruction.
Domain	A body of knowledge defined by research representing a particular aspect of teaching.
FEAPs	Florida Educator Accomplished Practices embody three essential principles: 1) The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. 2) The effective educator demonstrates deep and comprehensive knowledge of the subject taught. 3) The effective educator exemplifies the standards of the profession. There a six accomplished practices: (1) Quality Instruction, (2) The Learning Environment, (3) Instructional Delivery and Facilitation, (4) Assessment, (5) Continuous Improvement, Responsibility and Ethics, (6) Professional responsibility and Ethical Conduct.
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, coaches, and peers.

Focused Practice

Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student leaning at an appropriate level of difficulty so that the teacher can experience success.

Formal Observation

The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period. 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 the observation).

High Probability Strategies

Research can never identify the instructional strategies that work with every student in every class. The best research can tell us is which strategies have a good chance of working well. Teachers must determine which strategies to use with the right students at the right time. Research-based strategies have a higher probability or raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.

Informal Observation

The informal observation will include the entire class period and will be unannounced. There are no planning or reflection conferences. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual valuation process. While planning and reflection conferences are not required, observer should provide timely and actionable feedback to teachers regarding these observations.

Lesson Segment

Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: Lesson Segments Addressing Routine Events, Lesson Segments Addressing Content, and Lesson Segments Enacted on the Spot.

Planning (Pre) Conference

The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.

Reflection (Post) Conference

The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post) conference form as a guide for reflection and feedback.

Scales

Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These a embedded within the observation protocol using the labels; Not Using, Beginning, Developing, Applying, and Innovating.

Student Evidence

Specific observable behaviors that students engage in response to the teacher's use of a particular instructional strategy.

Teacher Evidence Specific observable behaviors that teachers engage in when using a particular instructional strategy.

Thin Slices of Behavior Notable teaching moves that can be observed in a classroom.

Walkthroughs As the informal observation, walkthroughs will not be announced. They generally consist of very brief classroom observations of 8-10 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughs provide opportunities for individual feedback as well as trend and pattern data over time. Walkthroughs also inform professional development needs for individual and groups of teachers and provide a means to gauge the implementation of professional development against individual professional development plans and school improvement plans.

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Committee on Education Pre-K – 12

CS/CS/SB 736 – Educational Personnel

By Budget Committee; Education Pre-K – 12 Committee; and Senators Wise, Lynn, Gaetz, and Hays

This bill (Chapter 2011-1, L.O.F.) revises the evaluation, compensation, and employment practices for classroom teachers, other instructional personnel, and school administrators to refocus the education system on what is best for students. The bill aligns with Florida's successful Race to the Top application to which 62 of the 67 school districts and 53 local unions have supported and agreed to implement.

Performance Evaluations

The current evaluation system for classroom teachers, other instructional personnel and school administrators relies on a completely subjective review and does not sufficiently, if at all, take the performance of students into consideration in determining the effectiveness of instructional staff and school leaders. The bill revises the evaluation system to focus on student performance.

For instructional personnel who are not classroom teachers, a school district may include specific measurable student outcomes specific to the individual's assignment, as long as the growth accounts for at least 30 percent of the evaluation.

Performance of Students

The bill reinforces Race to the Top, which requires 50 percent of the evaluation for classroom teachers and other instructional personnel to be based on student performance for student assigned to them over a 3-year period. The bill specifies that 50 percent of a school administrator's evaluation is based upon the performance of the students assigned to the school over a 3-year period.

If less than 3 years of student growth data is available for an evaluation, the district must include the years for which data is available and may reduce the percentage of the evaluation based on student growth to not less than 40 percent for classroom teachers and

school administrators and less than 20 percent for other instructional personnel.

Learning Growth Model

The Commissioner of Education would establish a learning growth model for the Florida Comprehensive Assessment (FCAT) and other statewide assessments to measure the effectiveness of a classroom teacher or school administrator based on what a student learns. The model would use the student's prior performance, while considering factors that may be outside a teacher's control, such as a student's attendance, disability, or English language proficiency. However, the model may not take into consideration a student's gender, race, ethnicity, or socioeconomic status.

School districts are required to measure student learning growth based on the performance of students on the state-required assessments for classroom teachers, other instructional personnel, and school administrator evaluations. School districts would be required to use the state's learning growth model for FCAT-related courses beginning in the 2011-2012 school year. School districts must use comparable measures of student growth for other grades and subjects with the department's assistance, if needed. Additionally, districts would be permitted to request alternatives to the growth measure if justified.

Evaluation Criteria

The remainder of a classroom teacher's evaluation is based on instructional practice and professional responsibilities. School districts may use peer review as part of the evaluation. The evaluation system must differentiate among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory. The Commissioner of Education would be required to consult with instructional personnel, school administrators, education stakeholders, and experts in developing the performance levels for the evaluation system.

For instructional personnel who are not classroom teachers, the remainder of the evaluation would consist of instructional practice and professional responsibilities, and may include specific job expectations related to student support.

The remainder of a school administrator's evaluation would include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.

School districts, beginning with the 2014-2015 school year, must administer local assessments that are aligned to the standards and measure student mastery of the content. The school district can use statewide assessments, other standardized assessments, industry certification examinations, or district-developed or selected end-of-course assessments.

Until July 1, 2015, a district that has not implemented an assessment for a course or has not adopted a comparable measure of student growth may use two alternative growth measures to determine a classroom teacher's student performance: student growth on statewide assessments or measurable learning targets in the school improvement plan. Additionally, a district school superintendent may assign to an instructional team, the student learning growth of the team's students on statewide assessments.

The bill requires newly hired teachers to be evaluated at least twice in the first year of teaching.

Performance Pay

The current salary system is divorced from the effectiveness of the classroom teacher, other instructional personnel, or school administrators. Instead, salary decisions are made on the basis of longevity. The bill comports with Race to the Top by tying the most significant gains in salary to effectiveness demonstrated under the evaluation.

Beginning with instructional personnel or school administrators hired on or after July 1, 2014, the evaluation will determine an individual's eligibility for a salary increase. The salaries of quality teachers, other instructional personnel, and school administrators would grow more quickly, while those of poor performing employees would not.

The new salary schedule would require a base salary schedule for classroom teachers, other instructional personnel and school administrators with the following salary increases:

- An employee who is highly effective, as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the school district.
- An employee who is effective, as determined by his or her evaluation, would receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective employee.
- An employee under any other performance rating would not be eligible for a salary increase

Current instructional personnel and school administrators could remain on their existing salary schedule, as long as they remain employed by the school district or have an authorized leave of absence. They may also opt to participate in the new performance salary schedule, but the option is irrevocable. Current instructional personnel who want to move to the new performance salary schedule would relinquish their professional service contract.

The bill is consistent with Race to the Top by requiring school districts to provide opportunities for instructional personnel and school administrators to earn additional salary supplements for assignment to a high priority location (e.g., an eligible Title I school or low-performing school), certification and teaching in critical teacher shortage areas, or assignment of additional academic responsibilities.

Beginning with instructional personnel hired on or after July 1, 2011, a district school board may not use advanced degrees in setting the salary schedule unless the advanced degree is held in the individual's areas of certification.

When budget constraints limit a school board's ability to fully fund all adopted salary schedules, the bill prohibits the school board from disproportionately reducing performance pay schedules.

Employment

The current system requires school districts to award tenure to a teacher after as little as three years of teaching. This employment is automatically renewed unless the teacher is "charged" with unsatisfactory performance. It takes two or more years to terminate an ineffective teacher. Tenure protects ineffective instructional

personnel at the expense of students. The bill furthers the goals of Race to the Top by basing employment decisions on the evaluation of instructional personnel.

The bill eliminates tenure with the exception for those instructional personnel who already possess a professional service contract or continuing contract. Instead, instructional personnel without tenure would be employed on an annual contract, subject to renewal by the district school board. This provision is designed to give school districts greater flexibility in meeting student instructional needs by retaining effective employees and quickly removing poor performing employees.

The probationary contract is extended from 97 days to one year. An employee on a probationary contract may resign or be dismissed without creating a breach of the contract.

Upon successful completion of a probationary contract, a classroom teacher may receive an annual contract. This includes instructional personnel who move from another state or district. Instructional personnel may receive an annual contract if he or she:

- Holds a temporary or professional certificate as prescribed by s. 1012.56, F.S., and State Board of Education rules; and
- Is recommended by the superintendent for the contract and approved by the district school board.

A school district may renew an annual contract; however, a district would be prohibited from renewing an annual contract if the individual receives:

- Two consecutive unsatisfactory evaluations;
- Two unsatisfactory evaluations within a 3-year period; or
- Three consecutive needs improvement or a combination of unsatisfactory and needs improvement evaluations.

Instructional personnel with an annual contract may be suspended or dismissed for just cause. If charges against an employee are not sustained, he or she would be immediately reinstated with back pay.

Instructional personnel who are currently on professional service or continuing contracts would retain their status unless the individual receives two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement evaluations or a combination of unsatisfactory and needs

improvement evaluations. In that situation, a school district is not required to automatically renew the professional service contract or continuing contract. Likewise, the above evaluation results would constitute just cause for terminating a professional service or continuing contract.

Performance evaluation results would also be used in making decisions related to the transfer and placement of employees and workforce reductions. Specifically, the bill repeals last in, first out (LIFO) policies that base retention decisions on seniority. Instead, the individual's evaluation will inform the school district's retention decisions.

Finally, each school district must annually report to the parent of a student who is assigned to a classroom teacher or school administrator with two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement or a combination of unsatisfactory or needs improvement.

Other

The bill holds charter schools to the same standard as other public schools with respect to performance evaluations for instructional personnel and school administrators, assessments, performance pay and salary schedules, and workforce reductions.

For school districts that received an exception under Race to the Top, the bill grants an annual renewable exemption to the requirements for performance pay and the weight given to student growth in performance evaluations, provided specific criteria are met. The exemption sunsets August 1, 2017, unless reenacted by the Legislature.

In conformance with the bill's new contracting provisions, the bill repeals certain special laws or general laws of local application regarding contracting provisions for instructional personnel and school administrators in public schools.

These provisions were approved by the Governor and take effect July 1, 2011, except as otherwise provided.

Vote: Senate 26-12; House 80-39

Florida Educator Accomplished Practices

Rule 6A-5.065 is substantially rewritten to read (see Florida Administrative Code for present text): 6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

    (a)   Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirement and school district instructional personnel appraisal systems.

    (b)   Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

        1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

        2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

        3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

    (a)   Quality of Instruction.

        1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students' cultural, linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

   a. Deliver engaging and challenging lessons;
   b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
   c. Identify gaps in students' subject matter knowledge;
   d. Modify instruction to respond to preconceptions or misconceptions;
   e. Relate and integrate the subject matter with other disciplines and life experiences;
   f. Employ higher-order questioning techniques;
   g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
   h. Differentiate instruction based on an assessment of student learning needs and recognition if individual differences in students;
   i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
   j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

   a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
   b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
   c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and

e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History-New 7-2-98; Amended 12-17-10.

Appendix C
Doctors Charter School Teacher Evaluation Model

Teacher:_____	Grade Level/Subject:_____	Date:_____
Evaluator:_____	Observation Number:_____ Time In:_____	Time Out:_____

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Involving Routine Events: Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.

PERFORMANCE OBJECTIVES	Highly Effective	Effective	Needs Improvement Developing	Unsatisfactory
1. A common board configuration is used to clearly outline learning objective(s), essential question(s), and instructional agenda/activities.				
2. Learning objective is clearly displayed in the classroom.				
3. Learning objective is a clear statement of knowledge or information as opposed to an activity or assignment.				
4. Teacher routinely references learning objective during instruction.				
5. Teacher has a scale or rubric that relates to the learning objective posted.				
6. Teacher references scale or rubric for evaluating student throughout lesson.				
7. A warm-up routine is clearly established.				
8. Instruction begins on time and continues through the end of the period.				

Addressing Content: Students effectively interact with the new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

PERFORMANCE OBJECTIVES	Highly Effective	Effective	Needs Improvement Developing	Unsatisfactory
1. The teacher clearly identifies essential questions and other critical information.				
2. Students are organized to enable effective interaction with new knowledge (e.g. whole group, small group, centers, etc.).				
3. An opportunity is provided to preview, process, and elaborate on new content.				
4. Teacher chunks content into "digestible bites".				
5. Teacher engages students in cognitively complex tasks involving hypothesis generating and testing.				
6. Teacher provides resources and guidance to students.				
7. Students are required to record and represent knowledge.				
8. Students are provided opportunities to reflect on learning.				
9. Students are organized to practice and deepen knowledge.				
10. Students are organized for cognitively complex tasks.				
11. Opportunities are provided for students to review content.				
12. Opportunities are provided for students to compare and contrast.				
13. Opportunities are provided for students to examine similarities & differences.				
14. Opportunities are provided for students to examine errors in reasoning.				
15. Opportunities provided for students to practice skills, strategies, & processes.				
16. Opportunities are provided for students to revise knowledge.				

Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains effective relationships with students. Teacher has high expectations for all students.

PERFORMANCE OBJECTIVES	Highly Effective	Effective	Needs Improvement Developing	Unsatisfactory
1. Teacher notices and reacts when students are not engaged.				
2. Teacher uses both voluntary and non-voluntary strategies to elicit responses from students.				
3. Teacher moves around the classroom to check for understanding and provide assistance to students.				
4. Teacher provides instruction at a lively pace.				
5. Teacher provides instruction with intensity and enthusiasm.				
6. Teacher presents unusual or intriguing information.				
7. Teacher acknowledges adherence to rules and procedures.				
8. Teacher fairly applies consequences.				
9. Teacher demonstrates an understanding of students' interests & backgrounds.				
10. Teacher displays behaviors that indicate affection for students.				
11. Teacher displays behaviors that indicate objectivity and control.				
12. Teacher displays behaviors that indicate values and respect for all students.				
13. Teacher probes incorrect responses.				
14. Teacher scaffolds instruction.				
15. Teacher differentiates instruction.				

General Rating Rubric

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Adapts and creates new strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with no significant errors or omissions	Uses strategy incorrectly or with parts missing

Doctor Charter School Teacher Evaluation Form A – Page 1

<table>
<tr><td>

PUPIL ENGAGEMENT:

Low   Medium   High

0-74%   75-89%   90-100%

VARIETY OF INSTRUCTION:

*Variety of Strategies   *Check   *Compare

*Connect   *Listen   *Summarize

*Graphic   *Groups   *Scaffold   *Hypothesis

COGNITIVE LEVEL:

1 – Knowledge   2 – Comprehension

3 – Application   4 – Analysis

5 – Synthesis   6 – Evaluation

ROUTINES, ASSESSMENT & STANDARDS:

*Goals   *Praise/Recognition

*Rubric   *Homework Analyzed

*Relates lesson to standard

*Details expectations of standard proficiency

GRADE LEVEL:

N/A   Below   At   Above

SUPPORT FOR ENGLISH LEARNERS:

*Enunciation   *Understand   *Varied Technique

*Frequent Responses *Choral/Group   *Academic Language

*Graphic Organizers

</td><td>

Learning Objective:

Essential Question:

What is the teacher doing?

</td><td>

Lesson Agenda:

Bell Ringer:

What are the students doing?

</td></tr>
</table>

VARIETY OF INSTRUCTION	ROUTINES/ASSESSMENT & STANDARDS	SUPPORT FOR ENGLISH LANGUAGE LEARNERS
Illustrate – Gives info, illustrates concepts with 2 or more approaches and strategies **Checks** – Questions to check that pupils track lesson. Differs from understanding **Compare** – Ask student to compare, contrast, classify or use analogies or metaphors **Connect to Prior Knowledge** - Can be calling up earlier relevant experience or review **Listens Actively** – Teacher restates, reframes, or poses questions to extend pupils' thinking **Summarizing/Note Taking** – Teacher requires pupils to perform either behavior **Graphic Organizers/Non-Linguistic Representation** – Teacher uses or requires these devices **Groups** – Pupils work in structured way in groups or pairs to accomplish specific tasks that promote learning **Scaffold** – Intentional use of information, strategies or props to temporarily support the learner while he/she builds expertise, extends knowledge, or refines basic skills (e.g. teacher may have pupils highlight researched items to assist with organization, categorization, conducting future research). **Generating/Test a Hypothesis** – Teacher/student pose or test hypothesis	**Goal** – Teacher announces learning goal or objective of lesson **Praise/Recognition** – Any respectful teacher behavior designed to foster greater, or more specified pupil learning **Rubric** – Scoring guides available/visible to help students determine quality of their own work **Homework** – Analyzed/displayed **Relates Lesson to Standard** – Teacher clearly identifies what students shall learn according to the standard – No need to call out number of standard **Details Proficiencies Expectations** – Teacher clearly identifies "how good is good enough" according to standard being taught – identifies what master looks like	**Model** – Teacher clearly enunciates and correctly models use of English, free of all errors **Understanding** – Teacher ascertains by question, observation or inference depth and quality of ELL's comprehension **Technique** – Teacher employs two or more to assure ELL comprehension (e.g. body language, media, hands-on activities) **Key Task** – Teacher explains or demonstrates critical tasks in a variety of ways (e.g. saying, showing, modeling) **Responses** – Teacher elicits frequent verbal or non-verbal responses **Choral** – Teacher calls for choral, group or interactive work from students **Graphic Organizer** – Teacher adapts content through graphic organizers, study guides, outlines, highlighted or summarized text **Language** – Teacher explicitly guides development or proficiency in academic language

	STANDARD LEVEL	**COGNITIVE LEVEL**
	At Grade Level – Lesson clearly teaches some portion of standard from grade level observed – Lesson need not address or attempt all standards	**Cognitive Level** – Highest level pupils required/invited to perform

ENGAGEMENT

- **Engagement** - % of pupils actively attending

	Unsatisfactory Activities Recall		Needs Improvement/ Developing Activities Skill/Concept		Effective Activities Strategic Thinking		Highly Effective Activities Extended Thinking
Arrange Calculate Define Draw Identify Illustrate Label List Match Measure Memorize Name Recall Quote Recite Recognize Repeat State Tabulate Tell Us Who What When Where Why	Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Infer Categorize Collect Display Identify Patterns Organize Construct Modify Predict Interpret Distinguish Use Context Make Observations Summarize Show Graph Classify Separate Cause/Effect Estimate Compare Relate	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Revise Appraise Assess Develop an Argument Construct Critique Formulate Hypothesize Draw Conclusions Cite Evidence Differentiate Investigate Compare Use Concepts to Solve Non-Routine Problem Explain Phenomena in Terms of Concepts Develop a Logical Argument	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Design Connect Prove Synthesize Critique Analyze Create Apply Concept	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005, Wisconsin Center of Educational Research, University of Wisconsin-Madison, 2 Feb. 2006. http://www.wcer.wisc.edu/WAT/index.aspx.

Doctor Charter School Teacher Evaluation Form A – Page 2

Doctors Charter School Teacher Evaluation Model

Teacher:_____   Planning Conference Date:_____

Evaluator:_____   Observation Date:_____

DOMAIN 2: PLANNING AND PREPARING-ROUTINE EVENTS

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc.).				
ROUTINE EVENTS	**Highly Effective**	**Effective**	**Needs Improvement/ Developing**	**Unsatisfactory**
What will you do to establish learning goals, track student progress and celebrate success for this lesson?				
PLANNING AND PREPARING FOR LESSONS AND UNITS	**Highly Effective**	**Effective**	**Needs Improvement/ Developing**	**Unsatisfactory**
How will you scaffold the content within this lesson? Please describe: • The rationale for how the content of the lesson is organized • The rationale for the sequence of instruction • How the content is related to previous lessons, units or other content • Possible confusion that may impact the lesson				
How does the lesson progress within the unit over time? Please describe: • How lessons within the unit progress toward deep understanding and transfer of content • Describe how students will make choice and take initiatives • How learning will be extended				
How will you align this lesson with established content standards identified by the district/state and the manner in which the content should be sequenced? Please describe: • Important content (scope) identified by the district/state • Sequence of the content to be taught as identified by the district/state				
PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	**Highly Effective**	**Effective**	**Needs Improvement/ Developing**	**Unsatisfactory**
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: • Traditional resources • Technology				
PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	**Highly Effective**	**Effective**	**Needs Improvement/ Developing**	**Unsatisfactory**
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: • Specific accommodations to be made				

General Rating Rubric

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Adapts and creates new strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with no significant errors or omissions	Uses strategy incorrectly or with parts missing

Doctor Charter School Teacher Evaluation Form B

Doctors Charter School Teacher Evaluation Model

| Teacher:_____ | Planning Conference Date:_____ |
| Evaluator:_____ | Observation Date:_____ |

DOMAIN 2: PLANNING AND PREPARING-CONTENT

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc.).				
CONTENT	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
What will you do to help students practice new knowledge? What will you do to help students generate and test hypothesis about new knowledge? What will you do to help students interact with new knowledge?				
PLANNING AND PREPARING FOR LESSONS AND UNITS	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
How will you scaffold the content within this lesson? Please describe: • The rationale for how the content of the lesson is organized • The rationale for the sequence of instruction • How the content is related to previous lessons, units or other content • Possible confusion that may impact the lesson				
How does the lesson progress within the unit over time? Please describe: • How lessons within the unit progress toward deep understanding and transfer of content • Describe how students will make choice and take initiatives • How learning will be extended				
How will you align this lesson with established content standards identified by the district/state and the manner in which the content should be sequenced? Please describe: • Important content (scope) identified by the district/state • Sequence of the content to be taught as identified by the district/state				
PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: • Traditional resources • Technology				
PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: • Specific accommodations to be made				

General Rating Rubric

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Adapts and creates new strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with no significant errors or omissions	Uses strategy incorrectly or with parts missing

Doctor Charter School Teacher Evaluation Form C

Doctors Charter School Teacher Evaluation Model

Teacher:_____	Planning Conference Date:_____
Evaluator:_____	Observation Date:_____

DOMAIN 2: PLANNING AND PREPARING-ENACTING ON THE SPOT

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc.).				
ENACTING ON THE SPOT	**Highly Effective**	**Effective**	**Needs Improvement/ Developing**	**Unsatisfactory**
What will you do to engage students in the lesson? What will you do to acknowledge lack of adherence to classroom rules and procedures? What will you do to establish and maintain relationships with students during this lesson? What will you do to communicate high expectations to students within this lesson? How will this lesson be organized as part of a cohesive unit?				
PLANNING AND PREPARING FOR LESSONS AND UNITS	**Highly Effective**	**Effective**	**Needs Improvement/ Developing**	**Unsatisfactory**
How will you scaffold the content within this lesson? Please describe: • The rationale for how the content of the lesson is organized • The rationale for the sequence of instruction • How the content is related to previous lessons, units or other content • Possible confusion that may impact the lesson				
How does the lesson progress within the unit over time? Please describe: • How lessons within the unit progress toward deep understanding and transfer of content • Describe how students will make choice and take initiatives • How learning will be extended				
How will you align this lesson with established content standards identified by the district/state and the manner in which the content should be sequenced? Please describe: • Important content (scope) identified by the district/state • Sequence of the content to be taught as identified by the district/state				
PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	**Highly Effective**	**Effective**	**Needs Improvement/ Developing**	**Unsatisfactory**
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: • Traditional resources • Technology				
PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	**Highly Effective**	**Effective**	**Needs Improvement/ Developing**	**Unsatisfactory**
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: • Specific accommodations to be made				

General Rating Rubric

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Adapts and creates new strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with no significant errors or omissions	Uses strategy incorrectly or with parts missing

Doctor Charter School Teacher Evaluation Form D

Appendix G

Doctors Charter School Teacher Evaluation Model

Teacher:_____ Planning Conference Date:_____

Evaluator:_____ Observation Date:_____

DOMAIN 3: REFLECTING ON TEACHING

EVALUATING PERSONAL PERFORMANCE	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are on the spot).				
The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.				
The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.				
PERSONAL GROWTH PLAN	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.				
The teacher charts his or her progress toward goals using established action plans, milestones and timelines.				

General Rating Rubric

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Adapts and creates new strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with no significant errors or omissions	Uses strategy incorrectly or with parts missing

Doctor Charter School Teacher Evaluation Form E

Appendix H

Doctors Charter School Teacher Evaluation Model

Teacher:_____   Planning Conference Date:_____
Evaluator:_____   Observation Date:_____

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

POSITIVE ENVIRONMENT	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
The teacher interacts with other teachers in a positive manner to promote and support student learning.				
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.				
IDEAS AND STRATEGIES	**Highly Effective**	**Effective**	**Needs Improvement/ Developing**	**Unsatisfactory**
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.				
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.				
STATE, DISTRICT AND SCHOOL DEVELOPMENT	**Highly Effective**	**Effective**	**Needs Improvement/ Developing**	**Unsatisfactory**
The teacher is aware of the state, district, and school's laws/policies/rules and procedures and adheres to them.				
The teacher is aware of the state, district, and school's initiatives and participates in them in accordance with his/her talents and availability.				

General Rating Rubric

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Adapts and creates new strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with no significant errors or omissions	Uses strategy incorrectly or with parts missing

Doctor Charter School Teacher Evaluation Form F

Appendix I

Climate Survey for Parents/Guardians

Please complete one survey per family by placing an "X" in the column that most reflects your opinion.

INFORMATION	Strongly Agree	Agree	Agree and Disagree	Disagree	Strongly Disagree
1. My child's school is a supportive and inviting place for students.					
2. My child is safe at school.					
3. My child is receiving a rigorous and relevant education at his/her school.					
4. My child's school is a supportive and inviting place for parents/guardians and I feel welcome at this school.					
5. My child is receiving instruction that prepares him/her to be successful on the FCAT.					
6. Teachers at my child's school are interested in what I have to say.					
7. I am satisfied with communication with my child's teacher(s) and other school officials.					
8. I am actively involved in my child's education and attend most school activities.					
9. My child likes his/her teachers.					
10. My child is receiving a good education at this school.					
11. My child receives academic help when it is needed.					

12. What is your relationship to the child in which you are reporting? (Please chose one)

☐ Parent   ☐ Legal Guardian   ☐ Other adult in household

13. What is the grade level of your child?

☐ 6th   ☐ 7th   ☐ 8th   ☐ 9th   ☐ 10th   ☐ 11th   ☐ 12th

14. The one thing that I appreciate most about my child's school is:

15. The one thing I would like most to change about my child's school is:

Appendix J

Climate Survey for Students

Please complete one survey per family by placing an "*X*" in the column that most reflects your opinion.

INFORMATION	Strongly Agree	Agree	Agree and Disagree	Disagree	Strongly Disagree
1. At this school, students are encouraged to work to the best of their abilities.					
2. Students are recognized for their involvement in art, music, debate, sports, clubs, or other activities.					
3. Teachers and other adults at this school believe that all students can do good work.					
4. There are many opportunities for students in my school to talk with teachers one-on-one.					
5. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.					
6. At school, there is a teacher or some other adult who will miss me when I'm absent.					
7. My teachers are fair and treat me with respect.					
8. Several parents attend events at my school.					
9. I am safe at school.					
10. Students in this school help each other.					
11. I am able to speak with a school counselor, if I feel I need help.					
12. There are opportunities at school for me to receive help from my teachers when I need it.					
13. Students at this school are often teased or picked on.					
14. Crime and violence are major concerns at school.					
15. When students break rules, they are treated fairly.					
16. At school, decisions are made based on what is best for students.					
17. Students are involved in helping to solve school problems.					
18. This school emphasizes showing respect for all students' cultural beliefs and practices.					
19. My teachers are prepared to teach students from different cultural backgrounds.					
20. The instruction that I am receiving at this school is preparing me for college and a career.					
21. The instruction I am receiving at this school prepares me to pass the FCAT.					
How often have you *personally* seen students do these things at this school at school events over the past 12 months?	**0 Times**	**1-2 Times**	**3-6 Times**	**7-12 Times**	**12 or More**
22. Under the influence of drugs (marijuana, crack, coke)					
23. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)					
24. Under the influence of alcohol (beer, wine, liquor)					
25. Destroy things (vandalism)					
26. Get into fights					
27. Steal things					
28. Threaten or bully					

29.	What grade level are you currently in? (please circle one) 6th 7th 8th 9th 10th 11th 12th
30.	Please circle your sex. Male Female
31.	Do you have someone outside of school who can help you with homework? (please circle one) Yes No
32.	Is English the primary language spoken in your home? (please circle one) Yes No
33.	What grades do you usually receive? (please circle one) Mostly A's Mostly B's Mostly C's Mostly D's Mostly F's
34.	During the past school year, how many days did you miss school without permission? (please circle one) Never Less than once a month Once a month or more
35.	During an average school night, how much time do you spend studying? (please circle one) Less than 1 hour 1-2 hours 2-4 hours 3-4 hours More than 4 hours
36.	During an average week, how much time do you spend participating in organized activities after school or on weekends (e.g. sports, clubs, music, art activities, etc.) (please circle one) Less than 1 hour 1- 2 hours 2-3 hours 3-4 hours More than 4 hours
37.	During an average week, how much time do you spend helping other people without getting paid (e.g. helping senior citizens or neighbors, watching young children, peer tutoring, mentoring, helping the environment, other volunteer activities) (please circle one) Less than 1 hour 1-2 hours 2-3 hours 3-4 hours More than 4 hours
38.	The one thing I like most about my school is:
39.	The one thing I would most like to change about my school is:

Doctor Charter School Teacher Evaluation Form H

Doctors Charter School Annual Evaluation Report for
Category I Teachers: 0-3 Years of Service
Instructional Practice Score

Teacher:_____   Years of Service:_____   Current Assignment:_____
Evaluator:_____   Date:_____

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's **instructional practice** using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status score.

1. Status Score

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching Framework across the Four Domains: Domain 1 – Classroom Strategies and Behaviors; Domain 2 – Planning and Preparing; Domain 3 – Reflecting on Teaching; Domain 4 – Collegiality and Professionalism.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. Obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **green** in the spreadsheet.

Domain 1 Sources of Evidence (Select all that apply)
- ❒ Formal Observation
- ❒ Informal Observation
- ❒ Walkthrough
- ❒ Artifacts:
  _____
- ❒ Other
  _____

Domain 2 Sources of Evidence (Select all that apply)
- ❒ Planning (Pre-Conference)
- ❒ Artifacts:
  _____
- ❒ Other
  _____

Domain 3 Sources of Evidence (Select all that apply)
- ❒ Self-Assessment
- ❒ Reflection (Post-Conference)
- ❒ Professional Growth Plan
- ❒ Artifacts:
  _____
- ❒ Other
  _____

Domain 4 Sources of Evidence (Select all that apply)
- ❒ Conferences
- ❒ Discussions
- ❒ Artifacts:
  _____
- ❒ Other
  _____

Evaluator Comments:

❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVING/DEVELOPING (2)	❒ UNSATISFACTORY (1)
Overall Status Score of 3.5 - 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4

2. Final Score

The final score reflects the teacher's overall status score calculations. Doctors Charter School's Governing Board based on a recommendation of the Personnel Committee determines the weight of the status scores toward the overall score.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. Reference the Final Score number in the cell highlighted in **orange** in the spreadsheet.

Evaluator Comments:

☐ HIGHLY EFFECTIVE (4)	☐ EFFECTIVE (3)	☐ NEEDS IMPROVING/DEVELOPING (2)	☐ UNSATISFACTORY (1)
Overall Status Score of 3.5 - 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4

3. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his/her **instructional practice.**

_____   _____
Evaluator's Signature   Date

Teacher: I acknowledge the receipt of this **Annual Evaluation Form**.

_____   _____
Teacher's Signature   Date

Teacher Comments:

Doctors Charter School Annual Evaluation Report for
Category II Teachers: 4 or More Years of Service
Instructional Practice Score

Teacher:_____   Years of Service:_____   Current Assignment:_____

Evaluator:_____   Date:_____

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's **instructional practice** using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status score.

4. Status Score

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching Framework across the Four Domains: Domain 1 – Classroom Strategies and Behaviors; Domain 2 – Planning and Preparing; Domain 3 – Reflecting on Teaching; Domain 4 – Collegiality and Professionalism.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. Obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **green** in the spreadsheet.

Domain Sources of Evidence	Evaluator Comments:
Domain 1 Sources of Evidence (Select all that apply) ❒ Formal Observation ❒ Informal Observation ❒ Walkthrough ❒ Artifacts: _____ ❒ Other _____ **Domain 2 Sources of Evidence** (Select all that apply) ❒ Planning (Pre-Conference) ❒ Artifacts: _____ ❒ Other _____ **Domain 3 Sources of Evidence** (Select all that apply) ❒ Self-Assessment ❒ Reflection (Post-Conference) ❒ Professional Growth Plan ❒ Artifacts: _____ ❒ Other _____ **Domain 4 Sources of Evidence** (Select all that apply) ❒ Conferences ❒ Discussions ❒ Artifacts: _____ ❒ Other _____	

❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVING/DEVELOPING (2)	❒ UNSATISFACTORY (1)
Overall Status Score of 3.5 - 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4

5. Final Score

The final score reflects the teacher's overall status score calculations. Doctors Charter School's Governing Board based on a recommendation of the Personnel Committee determines the weight of the status scores toward the overall score.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. Reference the Final Score number in the cell highlighted in **orange** in the spreadsheet.

Evaluator Comments:

❐ HIGHLY EFFECTIVE (4)	❐ EFFECTIVE (3)	❐ NEEDS IMPROVING/DEVELOPING (2)	❐ UNSATISFACTORY (1)
Overall Status Score of 3.5 - 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4

6. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his/her **instructional practice.**

_____   _____
Evaluator's Signature   Date

Teacher: I acknowledge the receipt of this **Annual Evaluation Form**.

_____   _____
Teacher's Signature   Date

Teacher Comments:

Appendix M

Transition to Next Generation and Computer-Based Tests in Florida

Computer-Based Tests: Grades and subjects which are optional by school in CBT or PBT are shown in **bold, italic**, full CBT administration except for accommodations are shown in *red, italic*. Only information pertaining to Doctors Charter School is shown below.

ASSESSMENTS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
FCAT	Science (8, 11) Writing (8, 10) Reading Retake (fall, **spring**) Mathematics (*10*) Mathematics Retake (fall, *spring*)	Writing (8, 10) **Reading Retake** *Mathematics Retakes*	*Mathematics Retake*		
FCAT 2.0	Reading (6-10) (B) Mathematics (6-8) (B) Science (8) (FT; embedded in FCAT)	Reading (*6*, 7, 8-*10*) (SS) *Reading Retake* Mathematics (6-8) (SS) Science (8) (B)	Reading (*6, 7*, 8, *9, 10*) *Reading Retake* Mathematics (6, 7, 8) Science (8) (SS) Writing (8, 10)	Reading (*6 -10*) *Reading Retake* Mathematics (*6*, 7, 8) Science (8) Writing (8, 10)	Science (8) *Reading Retake*
End of Course	*Algebra 1* (B) *Geometry* (FT; sampled high schools) *Biology 1* (FT; sampled high schools)	*Algebra 1* (SS) *Geometry* (B) *Biology 1* (B) *US History* (FT; sampled high schools)	*Algebra 1* *Geometry* (SS) *Biology 1* (SS) *US History* (B) *Civics* (FT; sampled middle schools)	*Algebra 1* *Geometry* *Biology 1* *US History* (SS) *Civics* (B)	*Algebra 1* *Geometry* *Biology 1* *US History* *Civics* (SS)
Common Core Assessments *PARCC*	*Design and development funded by RTT Assessment Grant; In conjunction with 22 other states.*			*English/Lang Arts* (6-11) (FT; sampled schools) *Mathematics* (6-8) (FT; sampled schools) *HS Math EOCs* (3 subjects TBD) (FT; sampled schools)	*English/Lang Arts* (6-11) (B) *Mathematics* (6-8) (B) *HS Math EOCs* (3 subjects TBD) (B)
Postsecondary Education Readiness Test (PERT)	Postsecondary Placement (ISS) *Mathematics* *Reading* *Writing*	Postsecondary Placement (B) for high schools:[High schools authorized as test sites to administer PERT Placement for assessing College/Career Readiness (ISS)] *Mathematics* *Reading* *Writing*	Postsecondary Placement (SS) *Mathematics* *Reading* *Writing*	Postsecondary Placement *Mathematics* *Reading* *Writing*	Postsecondary Placement *Mathematics* *Reading* *Writing*

Notes: FT – Field test administration only
B – Baseline administration
SS – Standards set
ISS – Interim achievement levels and passing scores used and reported for the first time

Information obtained from FLDOE – http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf.

Doctors Charter School
Category I Status Score Worksheet

Teacher:_____   Date:_____

Directions:
1. Using the Domain Forms, count the number of times each scale level has been recorded.
2. Enter the frequency in the yellow highlighted cells.

Frequency	D1	D2	D3	D4
Level 4 (Highly Effective)	12	7	4	3
Level 3 (Effective)	34	14	8	6
Level 2 (Needs Improvement/Developing)	15	7	5	4
Level 1 (Unsatisfactory)	5	7	5	2
Total Elements Used	66	35	22	15

Directions:
1. Enter final scale level of each target element in yellow highlighted cells.

Deliberate Practice	Final Rating
D1 Target Element 1	
D1 Target Element 2	
D1 Target Element 3	

Percentages	D1	D2	D3	D4
Level 4	18%	20%	18%	20%
Level 3	52%	40%	36%	40%
Level 2	23%	20%	23%	27%
Level 1	8%	20%	23%	13%
Total Percentages	100%	100%	100%	100%

Directions:
1. Adjust weights in gray highlighted cells; must equal 100%.

Category I Teachers (View Scale)	D1	D2	D3	D4
Status Score	3	2	2	2
Weight	68%	14%	8%	10%
Weighted Score	2.05	0.27	0.17	0.20
Overall Status Score	**2.68**			
Overall Status				

Category I Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
Overall Deliberate Practice Score	0.00
Overall Deliberate Practice	

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVING OR DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

Directions:
1. Adjust weights in gray highlighted cells; must equal 100%.

Category I Instructional Practice Score, Year 1	Score	Weight	Final	Category I Instructional Practice Score, Year 2	Score	Weight	Final
Overall Status Score	2.68	100%	2.68	**Overall Status Score**	2.68	60%	1.61
Overall Deliberate Practice Score	0.00	0%	-	**Overall Deliberate Practice Score**	0.00	40%	-
Final Score			2.68	**Final Score**			1.61
Final Proficiency Level			Effective	**Final Proficiency Level**			Developing

Doctor Charter School Teacher Evaluation Form K

Doctors Charter School
Category II Status Score Worksheet

Teacher:_____   Date:_____

Directions:
3. Using the Domain Forms, count the number of times each scale level has been recorded.
4. Enter the frequency in the yellow highlighted cells.

Frequency	D1	D2	D3	D4
Level 4 (Highly Effective)				
Level 3 (Effective)				
Level 2 (N/A)				
Level 1 (Unsatisfactory)				
Total Elements Used				

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2 (N/A)				
Level 1				
Total Percentages	0%	0%	0%	0%

Directions:
2. Adjust weights in gray highlighted cells; must equal 100%.

Category II Teachers (View Scale)	D1	D2	D3	D4
Status Score				
Weight	68%	14%	8%	10%
Weighted Score				
Overall Status Score	**0**			
Overall Status				

Directions:
1. Enter final scale level of each target element in yellow highlighted cells.

Deliberate Practice	Final Rating
D1 Target Element 1	
D1 Target Element 2	
D1 Target Element 3	

Category II Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
Overall Deliberate Practice Score	0.00
Overall Deliberate Practice	

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVING OR DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

Directions:
2. Adjust weights in gray highlighted cells; must equal 100%.

Category II Instructional Practice Score, Year 1	Score	Weight	Final	Category II Instructional Practice Score, Year 2	Score	Weight	Final
Overall Status Score	0.00	100%	0.00	**Overall Status Score**	0.00	60%	-
Overall Deliberate Practice Score	0.00	0%	-	**Overall Deliberate Practice Score**	0.00	40%	-
Final Score			0.00	**Final Score**			-
Final Proficiency Level			Effective	**Final Proficiency Level**			Developing

Doctor Charter School Teacher Evaluation Form L

Marzano Art and Science of Teaching
Teaching Education Evaluation Model

Domain 1: CLASSROOM STRATEGIES AND BEHAVIORS

Identifies the 41 Key Strategies revealed by research for effective teaching presented in a robust, easy-to-understand model of instruction based on the Art and Science of Teaching. All 41 Key Strategies are organized into 9 Design Questions, which are further organized into 3 Lesson Segments.

Lesson Segments Involving Routine Events	**Lesson Segments Addressing Content**	**Lesson Segments Enacted on the Spot**

Learning Goals & Feedback

What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- Provide Clear Learning Goals and Scales to Measure those Goals
- Tracking Student Progress
- Celebrating Student Success

Rules & Procedures

What will I do to establish or maintain classroom rules and procedures?
- Establishing Classroom Routines
- Organizing Physical Layout of the Classroom for Learning

Interacting with New Knowledge

What will I do help students effectively interact with the new knowledge?
- Identifying Critical Information
- Organizing Students to Interact with New Knowledge
- Previewing New Content
- Chunking Content into "Digestible Bites"
- Processing of New Information
- Elaborating on New Information
- Recording and Representing Knowledge
- Reflecting on Learning

Practicing & Deepening Knowledge

What will I do to help students practice and deepen their understanding of new knowledge?
- Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- Using Homework
- Examining Similarities and Differences
- Examining Errors in Reasoning
- Practicing Skills, Strategies, and Processes
- Revising Knowledge

Generating & Testing Hypotheses

What will I do to help students generate and test hypotheses about new knowledge?
- Organizing Students for Cognitively Complex Tasks
- Engaging Students in Cognitive Complex Tasks Involving Hypothesis Generating and Testing
- Providing Resources and Guidance

Student Engagement

What will I do engage students?
- Noticing and Reacting when Students are Not Engaged
- Using Academic Games
- Managing Response Rates
- Using Physical Movement
- Maintaining a Lively Pace
- Demonstrating Intensity and Enthusiasm
- Using Friendly Controversy
- Providing Opportunities for Students to Talk about Themselves
- Presenting Unusual or Intriguing Information

Adherence to Rules & Procedures

What will I do to recognize and acknowledge and adherence and lack of adherence to classroom rules and procedures?
- Demonstrating "Withitness"
- Applying Consequences
- Acknowledging Adherence to Rules and Procedures

Teacher/Student Relationships

What will I do to establish and maintain effective relationships with students?
- Understanding Students' Interests and Backgrounds
- Using Behaviors that Indicate Affection for Students
- Displaying Objectivity and Control

High Expectations

What will I do to communicate high expectations for all students?
- Demonstrating Value and Respect for Low Expectancy Students
- Asking Questions of Low Expectancy Students
- Probing Incorrect Answers with Low Expectancy Students

Adapted from 2011 Robert J. Marzano Learning Science International Document

DOMAIN 2: PLANNING AND PREPARING	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY & PROFESSIONALISM
Planning and Preparing for Lessons and Units 1. Effective Scaffolding of Information within Lessons 2. Lessons within Units 3. Attention to Established Content Standards **Planning and Preparing for Use of Resources and Technology** 1. Use of Available Traditional Resources 2. Use of Available Technology **Planning and Preparing Special Needs of Students** 1. Needs of English Language Learners 2. Needs of Special Education Students 3. Needs of Students Who Lack Support for Schooling	**Evaluating Personal Performance** 1. Identifying Areas of Pedagogical Strength and Weakness 2. Evaluating the Effectiveness of Individual Lessons and Units 3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors **Developing and Implementing a Professional Growth Plan** 1. Developing a Written Growth and Development Plan 2. Monitoring Progress Relative to the Professional Growth and Development Plan	**Promoting a Positive Environment** 1. Promoting Positive Interactions with Colleagues 2. Promoting Positive Interactions about Students and Parents **Promoting Exchange of Ideas and Strategies** 1. Seeking Mentorship for Areas of Need or Interest 2. Mentoring Other Teachers and Sharing Ideas and Strategies **Promoting District and School Development** 1. Adhering to District and School Rules and Procedures 2. Participating in District and School Initiatives

Adapted from 2011 Robert J. Marzano Learning Science International Document

Deliberate Practice Growth Target

Teacher's Name:_____   Position:_____

Evaluator's Name:_____   Position:_____

Target for school year: <u>2012-13</u>   Date Growth Targets Approved: _____

Teacher's Signature: _____ Evaluator's Signature_____

Deliberate Practice Growth Target #: _____ (Insert target identification number here, the check one category below)

( ) **School Growth Target**   ( ) **Teacher's Growth target**

Focus issue(s): Why is the target worth pursuing?
Growth Target: Describe what you expect to know or be able to do as a result of this professional learning effort.
Anticipated Gain(s): What do you hope to learn?
Plan of Action: A general description of how you will go about accomplishing the target.
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress.
1.   2.
Notes:

Links to student data and the SIP should be documented within the "Focus Issues" and "Anticipated Gain(s)" segment of the Deliberate Practice form. Upon completion of technical assistance from the DOE, this form will be revised.

*This form takes the place of the Individual Leadership Development Plan.

High Effect Size Indicators (2012)

Student learning needs and faculty and leadership development needs will vary from school to school and from district to district. However, contemporary research reveals a core of instructional and leadership strategies that have a higher probability than most of positively impacting student learning in significant ways. The indicators below link formative feedback and evaluation to contemporary research on practices that have a positive impact on student learning growth.

• Research on the cause and effect relationships between instructional and leadership strategies and student outcomes address the effect size of a strategy: What degree of impact does it have?

• In the context of district instructional and leadership evaluation systems, effect size is a statistical estimation of the influence a strategy or practice has on student learning. Effect size calculations result from statistical analyses in research focused on student learning where the correct and appropriate use of a strategy yields better student learning growth than when the strategy is not used or is used incorrectly or inappropriately.

• In research terms, those strategies often identified as "high effect size" are those with higher probabilities of improving student learning.

Classroom teachers need a repertoire of strategies with a positive effect size so that what they are able to do instructionally, after adapting to classroom conditions, has a reasonable chance of getting positive results. As school leaders and mentor teachers begin to focus on feedback to colleagues to improve proficiency on practices that improve student learning growth, emphasis should be on those strategies that have a high effect size. Where every Florida classroom teacher and school leader has a core repertoire of highly effective practices, progress on student learning is accelerated.

The Department's identified set of indicators on high effect size instructional and leadership strategies with a causal relationship to student learning growth constitute priority issues for deliberate practice and faculty development.

Classroom Teacher High Effect Indicators

Learning Goal with Scales:
The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

Tracking Student Progress: The teacher facilitates the tracking of student progress on learning goals using a formative approach to assessment.

Established Content Standards: The teacher ensures that lesson and unit plans are aligned with established state content standards identified by the state and the manner in which that content should be sequenced.

Multi-tiered System of Supports: The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.

Tracking Rate of Progress: The teacher's implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.

Clear Goals: The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Text Complexity: The teacher cognitively challenges students through the use of "complex text" to learn content information and routinely includes close reading, rereading, and use of dependent questions to deepen student understanding of text incorporating these two processes:
> • writing in response to text
> • text-based discussions with students

ESOL Students: The teacher provides instruction to ESOL students on the development of the English language learners' ability to produce and respond to spoken and written English texts, from pronunciation and formation of individual sounds and letters, through word and sentence level, to patterns of text structure utilizing the appropriate ESOL teaching strategies.

School Leadership High Effect Indicators

Feedback Practices: The school leader monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Facilitating Professional Learning: The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Clear Goals and Expectations: The school leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills; communicates student expectations and performance information to students, parents, and community; and ensures that the faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Instructional Resources: The school leader maximizes the impact of school personnel and fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

High Effect Size Strategies: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.

Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. The following indicators relate to leadership focused on specific instructional improvement initiatives:

• **Monitoring Text Complexity**: The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
- o writing in response to text
- o text-based discussions with students

• **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)

• **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)

• **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)

References to contemporary research on instructional and leadership strategies may be found at www.fldoe.org/profdev/pa.asp. These research findings provide guidance on instructional and leadership practices that support professional growth and student learning growth.