

Berkley Charter School Teacher Evaluation System

Purpose and Key Components

The purpose of Berkley Charter School's teacher evaluation system is to increase student learning growth by improving the quality of instructional, administrative, and supervisory practices. The system is founded on a core of effective practices that have been strongly linked to increased student achievement and include the Florida Educator Accomplished Practices, the contemporary synthesized research of Dr. Robert Marzano, and the requirements of [Florida Statute 1012.34](#). Berkley Charter School has opted to utilize the state approved Marzano Causal Teacher Evaluation Model (MCTEM). This State model and the observation instruments are linked directly to effective teaching practices and the [Florida Educator Accomplished Practices \(FEAPs\)](#).

Core Effective Practices

- In order to accomplish this purpose, the MCTEM includes observation instruments to connect specific practices to research and evidence of student learning. Berkley intends to utilize the observation instruments provided as part of the MCTEM for all teachers to whom the instruments apply. [Link to observation instruments](#)
- The MCTEM establishes a clear connection to each of the six Florida Educator Accomplished Practices. [Link](#)
- Berkley has contracted with Marzano iObservation to provide training and support to ensure rater reliability.
- Research Base and Validation Studies on the Marzano Evaluation Model: [PDF File](#)
- Meta-Analytic Synthesis of Studies on Instructional Strategies: [PDF File](#)
- Learning Map, Overview of the 4 Domains: [PDF File](#)
- FEAPs Crosswalk to Marzano Model: [PDF File](#)
- High Effect Size Indicators: [PDF File](#)

Category Placement

How a teacher will be assessed will be determined by the category they are assigned based upon experience and expertise.

- Category 1: New teachers who have less than three years of experience in the district. These teachers will be formally observed at least two times during the school year. First formal observation before the end of the first nine-weeks of school. Second formal observation before the end of the third nine-weeks of school. These teachers will also have three informal observations each school year; one in the first 9-week period (before 1st formal), one by the end of the second 9-week period, and the last one before the end of the third 9-week period .
- Category 2: Teachers who have more than 3 years of experience in the district. These teachers will be formally observed at least once during the school year. These teachers will have two informal observations each school year; one in the first semester (before 1st formal) and one in the second semester.
- Instructional Support Member – Certified Non-Instructional Personnel. This includes: Literacy Coach, Science, Technology, Engineering, Math Coach (STEM), Guidance Counselor,

ESE Teacher, Speech/Language Pathologist, Network Manager, and other certified staff member that may be added under the definition of Instructional Support Member.

Category 1 Teachers (New teachers who have less than 3 years of experience):

A performance evaluation will be conducted for each Category 1 instructional employee at least twice a year. The following charts outline the requirements for formal and informal observations, required number of observations, sources of evidence collected for each domain, roles of the observer and teacher in the evaluation process, the suggested timeframe for the evaluation process, cycles for observations and the process and procedures for struggling teachers.

<p>Formal Observation (2) Conducted by principal/assistant principal</p> <p>Using state approved forms</p> <p>*Must have informal prior to first formal</p>	<p>Informal Observation (3) Conducted by principal/assistant principal</p> <p>Using state approved forms</p>	<p>Evaluation</p> <p>Includes both classroom observations and reviews of student work and performance</p> <p>Conducted by principal/assistant principal</p> <p>Using state approved forms</p>	<p>Notes:</p>												
<ul style="list-style-type: none"> • Pre Observation Conference (Domain 2) • A minimum of one class period or 45 minutes in length (Domain 1) • Post Observation Conference (Domain 3) • Written Feedback • Results used for annual evaluation 	<ul style="list-style-type: none"> • Announced or unannounced • At least 10 minutes in length • Written Feedback • Results used for annual evaluation 	<p>Includes review of student performance ie: Student work, benchmark assessments, pre-post-tests, performance matters, student progress monitoring systems, grades, artifacts, etc.</p>	<p>An experienced teacher new to the district whose final evaluation rating is highly effective or effective will move to the category that is equivalent to their years of experience for the following year.</p>												
<p>Observation Instruments</p> <ul style="list-style-type: none"> • Pre-Observation Conference • Short Form • Post Observation Conference • Long Form as a Reference Tool • Formal Classroom Observation Data Collection • Other 	<p>Observation Instruments</p> <ul style="list-style-type: none"> • Pre-Observation Conference • Short Form • Post Observation Conference • Long Form as a Reference Tool • Formal Classroom Observation Data Collection • Other 	<p>Late Hire Requirements (Minimum)</p> <table border="1"> <thead> <tr> <th data-bbox="818 1161 1029 1234">Days Worked</th> <th data-bbox="1029 1161 1240 1234">Observations</th> <th data-bbox="1240 1161 1438 1234">Evaluations</th> </tr> </thead> <tbody> <tr> <td data-bbox="818 1234 1029 1308">91 - 179</td> <td data-bbox="1029 1234 1240 1308">2 Formal 4 Informal</td> <td data-bbox="1240 1234 1438 1308">2</td> </tr> <tr> <td data-bbox="818 1308 1029 1381">45 – 90</td> <td data-bbox="1029 1308 1240 1381">1 Formal 2 Informal</td> <td data-bbox="1240 1308 1438 1381">1</td> </tr> <tr> <td data-bbox="818 1381 1029 1457">44 or Less</td> <td data-bbox="1029 1381 1240 1457">1 Informal</td> <td data-bbox="1240 1381 1438 1457">Narrative</td> </tr> </tbody> </table>		Days Worked	Observations	Evaluations	91 - 179	2 Formal 4 Informal	2	45 – 90	1 Formal 2 Informal	1	44 or Less	1 Informal	Narrative
Days Worked	Observations	Evaluations													
91 - 179	2 Formal 4 Informal	2													
45 – 90	1 Formal 2 Informal	1													
44 or Less	1 Informal	Narrative													

Category 2 Teachers (Teachers who have more than 3 years of experience):

A performance evaluation will be conducted for each instructional employee at least once a year. The following charts outline the requirements for formal and informal observations, required number of observations, sources of evidence collected for each domain, roles of the observer and teacher in the evaluation process, the suggested timeframe for the evaluation process, cycles for observations and the process and procedures for struggling teachers.

Formal Observation (1)	Informal Observation (2)	Evaluation	Notes:
<p>Conducted by principal/assistant principal</p> <p>Using state approved forms</p> <p>*Must have informal prior to first formal</p>	<p>Conducted by principal/assistant principal</p> <p>Using state approved forms</p>	<p>Includes both classroom observations and reviews of student work and performance</p> <p>Conducted by principal/assistant principal</p> <p>Using state approved forms</p>	
<ul style="list-style-type: none"> • Pre Observation Conference (Domain 2) • A minimum of one class period or 45 minutes in length (Domain 1) • Post Observation Conference (Domain 3) • Written Feedback • Results used for annual evaluation 	<ul style="list-style-type: none"> • Announced or unannounced • At least 10 minutes in length • Written Feedback • Results used for annual evaluation 	<p>Includes review of student performance ie: Student work, benchmark assessments, pre-post-tests, performance matters, student progress monitoring systems, grades, artifacts, etc.</p>	<p>An experienced teacher new to the district whose final evaluation rating is highly effective or effective will move to the category that is equivalent to their years of experience for the following year.</p>
<p>Observation Instruments</p> <ul style="list-style-type: none"> • Pre-Observation Conference • Short Form • Post Observation Conference • Long Form as a Reference Tool • Formal Classroom Observation Data Collection • Other 	<p>Observation Instruments</p> <ul style="list-style-type: none"> • Pre-Observation Conference • Short Form • Post Observation Conference • Long Form as a Reference Tool • Formal Classroom Observation Data Collection • Other 		

ROLES and RESPONSIBILITIES for Category 1 and 2 Teachers:

Formal Observation	Observer	Teacher
<p>Pre-Conference (Domain 2)</p>	<p>To support and guide the teacher in planning and preparation for the observation. To gather evidence for Domain 2. The evaluator schedules the pre-observation conference with the teacher 2-3 days ahead of the observation. The evaluator reviews the pre-observation conference form to guide the conversation. The evaluator and the teacher discuss the lesson to be observed.</p>	<p>To provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula. The teacher prepares and shares the pre-observation conference guide with the evaluator at least one day in advance of the conference.</p>
<p>Observation (Domain 1)</p>	<p>The evaluator gathers evidence of teaching strategies as indicated in The Art and Science of Teaching, Teacher Evaluation Model, Domain 1 using the observation form. Results are used for annual evaluation. The evaluator sends evidence of the observation to the teacher prior to the post-observation conference.</p>	<p>To demonstrate effective teaching as outlined in The Art and Science of Teaching, Teacher Evaluation Model, Domain 1. The teacher reviews the evidence of observation and prepares for the post-observation conference completing the post observation</p>

		conference guide.
Post-Conference (Domain 3)	The evaluator schedules the post-observation conference to occur within 10 days of the observation. The evaluator provides a climate and experience that enables the teacher and to reflect upon the lesson and to determine next steps. Together the teacher and evaluator complete the rating scale for the observation to gather evidence for Domain 3.	To reflect upon the impact that the lesson had on student learning. Together the teacher and evaluator complete the rating scale for the observation to gather Domain 3 and determine next steps.
Written Feedback	Provide objective, actionable and timely feedback	To reflect upon, engage in dialogue with observers and to take appropriate action

Sources of Evidence for Each Domain for Category 1 and 2 Teachers:

Domain 1: Classroom Strategies and Behaviors	Domain 2: Planning and Preparing
<ul style="list-style-type: none"> • Formal Observation(s) • Informal Observations • Parent/Student Interviews/Surveys • Videos of classroom practice • Artifacts (e.g. student work, letters from parents) 	<ul style="list-style-type: none"> • Pre-observation conference • Lesson Planning Documents • Evidence of differentiation • Artifacts (e.g. student work samples, assessments, scales, rubrics)
Domain 3: Reflecting on Teaching	Domain 4: Collegiality and Professionalism
<ul style="list-style-type: none"> • Self-assessment • Post-observation conference • Individual Deliberate Practice Goals • Conferences • Student Work Samples 	<ul style="list-style-type: none"> • Professional Learning Community Agendas • Participation in School Activities Log • Lesson Study Agendas • Action Research Report • Documentation of Parent Involvement/Communication • Leading Professional Development

Continuous Professional Improvement:

- Upon completion of an informal observation the supervisor will input the observation data in the iObservation digital system or give teacher a paper copy of the observation form for the purpose of feedback after an observation. This timely feedback will allow the instructor to identify professional development in areas that need improvement or development.
- Upon completion of a formal observation the instructor will complete the post observation conference form and meet for a reflective conversation with the supervisor. Areas in need of development or improvement identified by the supervisor and/or the instructor will be discussed as well as professional development related to the identified needs. Objective, actionable written feedback will be provided to the instructor.
- Upon completion of the annual evaluation the instructor and evaluator will identify areas in need of development or improvement for incorporation into the next cycle of individual professional development planning.
 - The instructor and the supervisor will identify up to 3 target elements for growth and professional development during the end of year evaluation conference.
 - This Deliberate Practice will become part of the instructor’s Professional Growth Plan for the following year.
- Professional development is integral to the success of this evaluation system. All professional development will be aligned to the FEAP’s and the Framework.

There are 2 main parts to the evaluation process: 50% of the Final Rating will be calculated through an Instructional Practice Score. Instructional Practice Score comes from formal observation (60% of instructional practice score) and deliberate practice (40% of instructional practice score). 50% of the

Final Rating will come from a Student Growth score. Student Growth come from value added model (VAM) scores received from our District.

Instructional Practice Score:

- Berkley will use the state identified rating labels of “Highly Effective”, “Effective”, “Developing/Needs Improvement”, and “Unsatisfactory”.
- Berkley’s adoption of the state approved MCTEM incorporates rubrics, weighting scales, and a scoring system to define and decide an employee’s final evaluation rating.
 - Status Score Component – **Category 1 Teacher**
 - “Highly Effective” – At least 65% of able to be scored elements at Level 4 (Innovating) and 0% at Levels 0 (Not Using) or 1 (Beginning)
 - “Effective” – At least 65% of able to be scored elements at Level 3 (Applying) or higher
 - “Developing” – Less than 65% of able to be scored elements at Level 3 (Applying) or higher and less than 50% of able to be scored elements at Levels at Levels 0 (Not Using) or 1 (Beginning)
 - “Unsatisfactory” – At least 50% of able to be scored elements at Levels 0 (Not Using) or 1 (Beginning)

**Berkley Charter School
Teacher Instructional Practice Worksheet
Category 1 Teacher**

Teacher Name: _____

STATUS SCORE

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				
Level 3				
Level 2				
Level 1				
Level 0				
Total Elements Used	-	-	-	-

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	0%	0%	0%	0%

3. Adjust weights in gray highlighted cells; must add up to 100%

Category I Teachers (View Scale)	D1	D2	D3	D4	Total
Status Score					
Weight	68%	13%	8%	10%	100%
Weighted Score					
Overall Status Score:	0.00				
Overall Status:					

DELIBERATE PRACTICE SCORE

Directions:

4. 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 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 IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category I Instructional Practice Score, Year 1	Score	Weight	Final
Overall status score	0.00	100%	-
Overall deliberate practice score	0.00	0%	-
Final Score:			-
Final Proficiency Level:			

Category I Instructional Practice Score, Year 2	Score	Weight	Final
Overall status score	0.00	60%	-
Overall deliberate practice score	0.00	40%	-
Final Score:			-
Final Proficiency Level:			

Berkley Charter School				
Instructional Practice Score Calculation Worksheet				
Category 1 Teacher				
Proficiency Scale				
Back to Worksheet				
Category I Teacher	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
D1:	At least 65% at Level 4 and 0% at Level 1 or 0	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

- Status Score Component – **Category 2 Teacher**
 - “Highly Effective” – At least 75% of able to be scored elements at Level 4 (Innovating) and 0% at Levels 0 (Not Using) or 1 (Beginning)
 - “Effective” – At least 75% of able to be scored elements at Level 3 (Applying) or higher
 - “Needs Improvement” – Less than 75% of able to be scored elements at Level 3 (Applying) or higher and less than 50% of able to be scored elements at Levels 0 (Not Using) or 1 (Beginning)
 - “Unsatisfactory” – At least 50% of able to be scored elements at Levels 0 (Not Using) or 1 (Beginning)
- Deliberate Practice – for Category 1 and 2 Teacher at year 2 or higher
 - Berkley Charter School will incorporate deliberate practice as an additional evaluation element.
 - Deliberate Practice will be 40% of the teacher’s instructional practice component.
 - Deliberate Practice Form: [Link](#)

Berkley Charter School Teacher Instructional Practice Worksheet Category 2 Teacher

Teacher Name: _____

STATUS SCORE

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				
Level 3				
Level 2				
Level 1				
Level 0				
Total Elements Used	-	-	-	-

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	0%	0%	0%	0%

3. Adjust weights in gray highlighted cells; must add up to 100%

Category II Teachers (View Scale)	D1	D2	D3	D4	Total
Status Score					
Weight	68%	13%	8%	10%	100%
Weighted Score					
Overall Status Score:	0.00				
Overall Status:					

DELIBERATE PRACTICE SCORE

Directions:

4. 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 IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category II Instructional Practice Score, Year 1	Rating	Weight	Final
Overall status score	0.00	100%	-
Overall deliberate practice score	0.00	0%	-
Final Score:			-
Final Proficiency Level:			

Category II Instructional Practice Score, Year 2	Rating	Weight	Final
Overall status score	0.00	60%	-
Overall deliberate practice score	0.00	40%	-
Final Score:			-
Final Proficiency Level:			

Berkley Charter School

Teacher Instructional Practice Worksheet

Category 2 Teacher

Proficiency Scale
[Back to Worksheet](#)

Category II Teacher	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
D1:	At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

Berkley Charter School Teacher Instructional Practice Worksheet Instructional Support Member - Certified Non-Instructional Personnel

Teacher Name: _____

STATUS SCORE

Directions:

- Using the Domain Forms, count the number of times each scale level has been recorded
- Enter the frequency in the yellow highlighted cells

Frequency	DA	DB	DC	DD	DE
Level 4					
Level 3					
Level 2					
Level 1					
Level 0					
Total Elements Used	-	-	-	-	-

Percentages	DA	DB	DC	DD	DE
Level 4					
Level 3					
Level 2					
Level 1					
Level 0					
	0%	0%	0%	0%	0%

3. Adjust weights in gray highlighted cells; must add up to 100%

Category II Teachers (View Scale)	DA	DB	DC	DD	DE	Total
Status Score						
Weight	20%	20%	20%	20%	20%	100%
Weighted Score						
Overall Status Score:	0.00					
Overall Status:						

DELIBERATE PRACTICE SCORE

Directions:

- 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 IMPROVEMENT or DEVELOPING	UNSATISFACTORY
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category II Instructional Practice Score, Year 1	Rating	Weight	Final
Overall status score	0.00	100%	-
Overall deliberate practice score	0.00	0%	-
Final Score:			-
Final Proficiency Level:			

Category II Instructional Practice Score, Year 2 +	Rating	Weight	Final
Overall status score	0.00	60%	-
Overall deliberate practice score	0.00	40%	-
Final Score:			-
Final Proficiency Level:			

Berkley Charter School Teacher Instructional Practice Worksheet Instructional Support Member - Certified Non-Instructional Personnel				
Proficiency Scale				
Back to Worksheet				
Category II Teacher	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
D1:	At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

Student Growth Measures

- Student growth will be measured using FCAT value added model learning gains in reading and/or mathematics for students in grades 4-5 (as appropriate by content of instruction).
- Teachers of students not assessed by the FCAT will use an average of school-wide reading gains. See [Florida Statute 1012.34\(7\)\(b\)](#).

Title Description – Teacher	50% Instructional Practice/50% Student Growth
PreK Teacher	School Reading and Math FCAT Scores
Kindergarten Teacher	School Reading and Math FCAT Scores
1 st Grade Teacher	School Reading and Math FCAT Scores
2 nd Grade Teacher	School Reading and Math FCAT Scores
3 rd Grade Teacher	School Reading and Math FCAT Scores
4 th Grade Teacher	Reading and Math FCAT Scores – Students assigned to them
5 th Grade Teacher	Reading and Math FCAT Scores – Students assigned to them
Music Teacher	School Reading FCAT Scores
Dance Teacher	School Reading FCAT Scores
Media Specialist	School Reading FCAT Scores
PE Teacher	School Reading FCAT Scores
Computer Lab Teacher	School Reading FCAT Scores
Art Teacher	School Reading FCAT Scores
Literacy Coach	School Reading FCAT Scores
Speech & Language Pathologist	Reading FCAT – students assigned to them
ESE Teacher	Reading and/or Math FCAT Scores – dependent upon students assigned to them
STEM Coach	School Math FCAT Scores
Network Manager	School Reading FCAT Scores

The following procedures will be applied for ALL classroom teachers:

Berkley Charter School will use the student performance data provided by our district, Polk County, which is tied to the identified FCAT Subject/Grade level Teacher’s students. Using the Value Added Model (VAM) data provided by FLDOE and our District, an Aggregated Teacher VAM score will be calculated. This Aggregated Teacher VAM score is calculated by dividing the current year VAM score assigned to the teacher by the absolute value of the average of three years of consecutive VAM scores. Using the absolute value of the average teacher VAM score will maintain the positive or negative magnitude of the ratio based on the current teacher VAM score. If a teacher is not directly given a VAM score, school wide VAM reading and math score will be used. The Aggregated Teacher VAM will be applied to the Student Performance Data Table as listed below and will account for 50% of the overall teacher evaluation rating. Revisions to this evaluation model will be ongoing as new data is obtained from district assessments and FLDOE.

- “Highly Effective” – VAM score of $1.0 < AgTchVAM < 7.0+$
- “Effective” – VAM score of $-3.0 < AgTchVAM \leq 1.0$
- “Developing/Needs improvement” – VAM score of $-5 < AgTchVAM \leq -3.0$
- “Unsatisfactory” – VAM score of $-6.0 < AgTchVAM < -8.0$

Final Score Calculation

- Teachers will receive a numeric score ranging from 1 to 4, with 4 representing “highly effective” and 1 representing “unsatisfactory” for both the status score and student growth components.

- The two numeric scores will be averaged together to provide the final score. Final scores of 3.5 and 4.0 will represent “Highly Effective”; final scores of 2.5 and 3.0 will represent “Effective”; final scores of 1.5 and 2.0 will represent “Developing/Needs Improvement”; and a final score of 1.0 will represent “Unsatisfactory”.
- The process of assigning the final evaluation rating will be based on 50% instructional practices status score and a 50% student growth calculation. Instructional practices Domain 1 will be 68.333%, Domain 2 will be 13.333%, Domain 3 will be 8.333%, and Domain 4 will be 10% and Deliberate Practice will be 40% at year 2 or higher.

Rubrics and Weighting Scales:

Using the Florida Model approved evaluation and calculation instruments for Category I and Category 2 an instructional staff member will receive a score of 1.0 to 4.0 for instructional practice.

- Reflects teachers’ performance across all elements within the framework (Domains 1-4)
- Accounts for teachers’ experience levels
- Assigns weight to the domain with greatest impact on student achievement (Domain 1)
- Acknowledges teachers’ focus on deliberate practice by measuring teacher improvement over time on specific elements within the framework
- The instructional staff member will participate in an end of the year evaluation conference with a supervising administrator and complete the Florida Model approved evaluation instrument for instructional practice.

Final Rating:

Using the state growth model for student performance a rating for the instructor will be determined utilizing a 4 point scale. The cut points for the scale will be determined once the model is delivered and the data is reviewed. The Instructional Practice score with a weight of 50% will be calculated using the Florida Model and combined with the Student Growth score with a weight of 50% resulting in a final rating for the instructional staff member. The instructional practice score and the student performance score will be calculated. Staff members will be informed in writing of their final score upon completion of the calculations by their principal.

Improvement Plans:

Data from the teacher evaluation system will be analyzed to support improvement planning.

Data on instructional practices from the teacher evaluation system will be collected and combined with student achievement data to focus growth areas in individual teacher’s annual improvement plan and deliberate practice plan.

The Berkley Administrative Team will evaluate the process each year and the effectiveness of the system as it relates to student academic achievement as measured by FCAT Scores, and other grading variables. The process for evaluating the effectiveness of the system in supporting improvements in instruction and student learning will be done after all the data has been received in July. The Berkley Administrative Team will provide an annual report on the status of the evaluation system’s implementation to Berkley’s Board Chairman.

The approved evaluation documents will be posted within 30 days of approval by the Department at the Berkley Charter School website (URL) www.edline.net/pages/bcs.

Annually, the teacher evaluation system will be monitored. Each June, suggestions for changes will be submitted to the Berkley Board of Directors. Each July, Board Chairman and Berkley administration will review the evaluation data.

Florida’s Common Language of Instruction

Florida is in the midst of a historically significant paradigm shift in how public education works. A state-wide, systemic change process is underway that restructures our traditional way of thinking and working. One of the essential elements for this process is significant improvement in the quality of communication and collaboration among those engaged in collegial planning, problem-solving, consensus building, implementing and on-going, embedded professional development.

A "common language" is a tool of master practitioners in any profession that is used to facilitate effective communications about the essential concepts and practices of the profession. Consensus within a group of practitioners on the specific meaning of terms and expressions is used to provide feedback for improvement of proficiency on important job functions and in deepening understanding of the priority practices, standards, and goals of the profession.

The Common Language Project is a process for Florida’s educators to refine our conversations in ways that increase the clarity of our exchanges and deepen our common understanding of the work in progress. A web-based repository of additional information on the common language is provided at www.floridaschoolleaders.org.

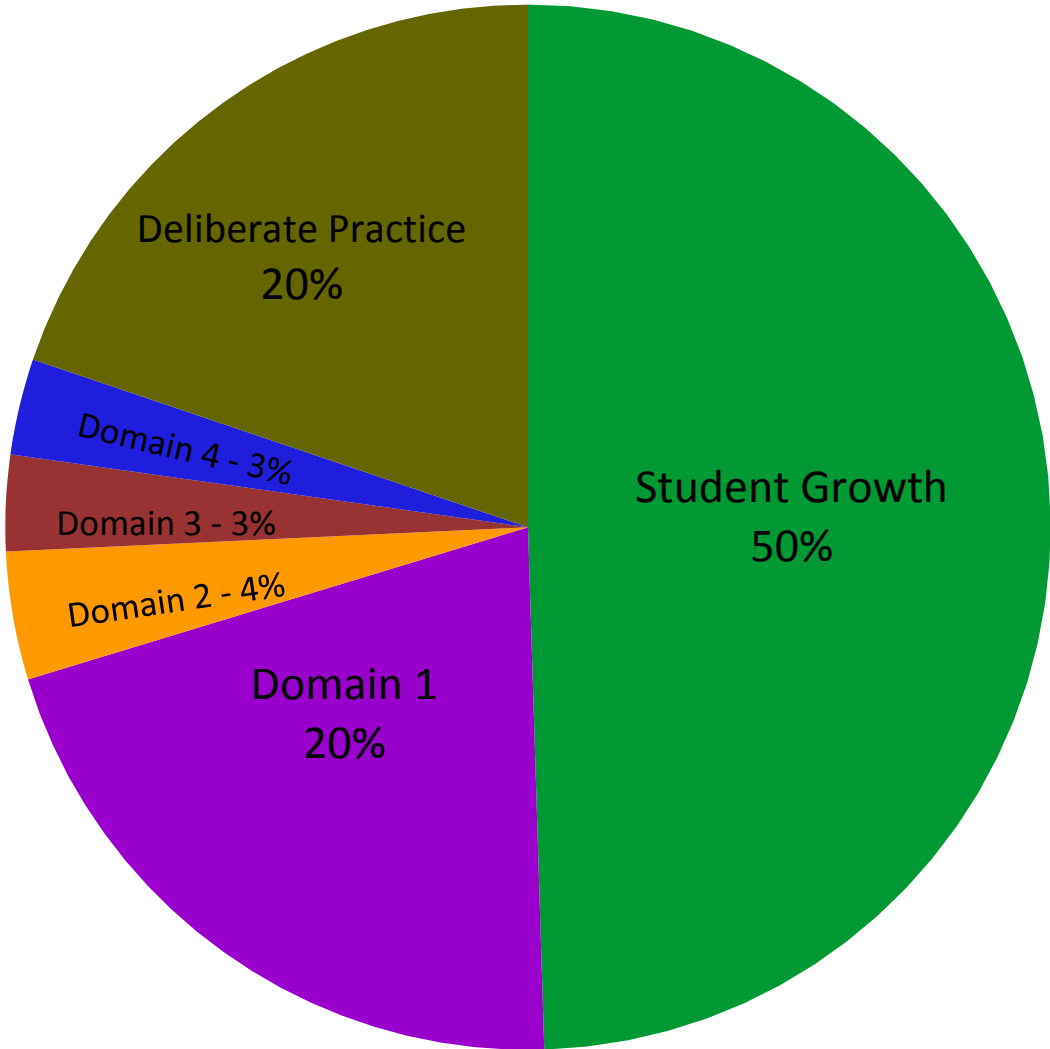
Glossary of Terms:

Artifacts	A piece of evidence (a product of the teacher and/or student work) that documents the successful use of the strategy.
Common Language	A research based framework that describes and defines teaching. The common language provides a foundation for professional conversation.
Deliberate Practice	A way for teachers to grow their expertise through a series of planned activities, reflection, and collaboration. Involved in the series is a protocol setting personal goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.
Design Questions	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.
Essential Questions	Broad, important questions that refer to core ideas and inquiries within a discipline. They help students inquire and make sense of important but complicated ideas, knowledge and know-how. They are related to content, seek to prompt genuine inquiry leading to eventual understandings – inferences drawn from facts that are provisional but not meant to be final. They hook and hold the attention of your students.
FEAPs	Florida Educator Accomplished Practices – they embody three essential principles: <ol style="list-style-type: none"> 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 are 6 accomplished practices: <ol style="list-style-type: none"> a. Quality Instruction b. The Learning Environment c. Instructional Delivery and Facilitation d. Assessment e. Continuous Improvement, Responsibility and Ethics f. 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 or a trained observer.
Focused Practice	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning 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 as deemed appropriate for various levels (early childhood, primary, intermediate, middle, and secondary school). The formal observation includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be conducted in a timely manner (1-5 days preceding and following observation).
High Effect Size Indicators	Research-based strategies that have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context. Teachers must determine which strategies to use with the right students at the right time.
Informal Observation	The informal observation can be announced or unannounced and may or may not include an observation of the full class period. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process.
Instructional Practice Score	Status Score plus the Deliberate Practice Score
Learning Goals/ Objectives	What students should know, understand or be able to do at the end of a lesson. A learning goal often begins with "Students will be able to" or "Students will understand". Learning goals should not be confused with activities.
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: Routine Events, Addressing Content, Enacted on the Spot.
Reflection/Post Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to discuss the observation, clarify expectations and plan forward using the post conference form as a guide for contemplation and feedback.
Scales	Describes 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 are embedded within the observation protocol using the labels: Innovating, Applying, Developing, Beginning, Not Using.
Status Score	Reflects the teacher's overall understanding and implementation 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
Student Evidence	Specific observable behaviors in which the students engage, in response to the teacher's use of particular instructional strategies.
Summative Evaluation	The annual evaluation that is given to a teacher. 50% of the evaluation will be based

	upon the instructional practice score and 50% will be based upon student growth measures which is derived from state data.
Teacher Evidence	Specific observable behaviors that theachers engage in when using particular instructional strategies.

Final Rating for Category 1 & 2 Teachers



**Final Rating for Instructional Support Member
(Certified Non-Instructional Personnel)**

