

**THE SCHOOL BOARD OF POLK COUNTY, FLORIDA and the
POLK EDUCATION ASSOCIATION, INC.**

TEACHER

COLLECTIVE

BARGAINING

AGREEMENT

2013-2016

Amended May 10, 2016

**2013-2016 TEACHER COLLECTIVE BARGAINING AGREEMENT
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PREAMBLE

THIS CONTRACT, made and entered into by and between **THE SCHOOL BOARD OF POLK COUNTY, FLORIDA**, hereinafter referred to as the "BOARD," and **POLK EDUCATION ASSOCIATION, INC.** (an affiliate of the Florida Education Association, the National Education Association, and the American Federation of Teachers), as representative of the teaching personnel employed by the School Board of Polk County, Florida and included in the bargaining unit certified by the Public Employees Relations Commission, hereinafter referred to as the "ASSOCIATION,"

WITNESSETH:

WHEREAS, the Board and the Association recognize and declare that providing a quality education for the children of the Polk County Public School System is their mutual aim, and that such quality education should, in most cases, include teachers and Association involvement in formulating policies and programs, and

WHEREAS, the Association recognizes that the Board has responsibility and authority to manage and direct, in behalf of the public, all the operations and activities of the School District to the full extent authorized by law, including disciplinary action, subject to the provisions of this agreement in dealing with instructional personnel, and

WHEREAS, the Board and the Association have agreed to negotiate in good faith with respect to the determination of all terms and conditions of employment, and now, having reached agreement on same, desire to execute this contract covering such agreement, and

WHEREAS, the parties, following extensive and deliberate negotiations, have reached certain understandings which they desire to confirm in this agreement,

In consideration of the following mutual covenants, it is hereby agreed as follows:

ARTICLE I - EMPLOYEES REPRESENTED

The Board recognizes the Association as the exclusive bargaining representative for the following unit of employees whether under contract, on leave, employed or to be employed by the District, all as included in the certification instrument Case No. 8H-RA-754-1092, issued by the Florida Public Employees Relations Commission on the 27th day of June, 1975: Amended 22nd day of August, 1983.

Classroom teachers including:

Band Directors	Primary Resource Teachers
Certified Tutorial	Psychologists
Compensatory	ROTC Instructors
Consultants (certified Rank III or above)	Social Workers, including Visiting Teacher/Social Workers, 94/142 Social Worker, County-wide Social Worker
Deans	PSOC Social Worker
Earn & Learn	Speakers of Non-Standard English Program
Guidance Counselors, including Occupational Specialists, Elementary, Secondary Counselors, and Reading Teachers	Specialists (Certified Rank III or above)
Health Educators	Student Activities Teachers
Homebound	Visiting Teachers
Librarians, including Central Process Librarian, all media persons (certified Rank III or above)	Vocal Directors
Migrant Early Childhood	Vocational Education Teachers
	Work Experience
	Registered Nurse Specialist/ Trainers of Prevention and Resource Specialists/Trainers Of Health Services
	Rehabilitation Nurses

Special Education teachers including:

Autistic	Socially Maladjusted
Deaf Education	Specific Learning Disabilities
Diagnostic Classroom Teacher	Speech/Language Diagnosticians
Educable Mentally Handicapped	Speech Therapist/Clinicians
Emotionally Disturbed	Staffing Specialist
Gifted Specialist	Trainable Mentally Handicapped
Physical Education - Exceptional	Visually Handicapped
Physically Handicapped	

Such representation shall exclude Superintendent, Assistant Superintendents, Director of Employee Relations, Principals, Assistant Principals, County Coordinators, Vocational Technical Center Directors, Vocational Technical Center Assistant Directors, Vocational Technical Center Coordinators of Evening Programs, County Supervisors, County Directors, Deputy Superintendents, Area Assistant Superintendents, Administrative Assistants. Any new managerial positions created shall also be excluded.

The term "teacher" when used hereinafter in the agreement shall refer to all professional employees represented by the Association in the bargaining unit. Any new instructional non-managerial or non-supervisory positions created by the Board shall be considered as part of the bargaining unit.

Step Up Academy Charter School employees shall be employees of the School Board of Polk County which has granted the charter and shall be included under the collective bargaining agreement between the Board and the PEA, and as understood by the parties shall be covered by the Public Employee Relations Act.

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2.4 Mediation/Special Master Costs

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2.6 Amending This Contract

2.1 Annual Negotiations: Negotiations will be conducted each year according to the ground rules as mutually agreed upon prior to negotiations. Ground Rules (see Appendix G) used at the previous year's sessions will serve as the basis for discussing any changes before adopting ground rules for the current negotiating sessions. Such ground rules mutually agreed upon shall assist in the orderly process for negotiations.

2.2 Beginning Date: Both parties agree that negotiations for a new contract shall commence no later than 30 days after ratification of the current collective bargaining agreement in a good faith effort to reach a contract. The Association agrees to give the Board notice of intent to negotiate a contract a minimum of sixty (60) days prior to the expiration of the contract in force at the time and also notify Public Employees Relations Commission in writing of this intent.

2.3 Power and Authority of Representatives: The parties mutually pledge that their representatives shall be vested with all necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations.

2.4 Mediation/Special Master Costs: Any cost incurred through mediation or special master will be shared equally by the Board and the Association. The expense of consultants shall be borne by the party requesting them.

2.5 Regular Meetings during Term of Contract: The Board and Association negotiating teams will meet together each month during the regular school year on a regularly set day and time for the purpose of reviewing the administration of this agreement and to resolve problems that arise there from. These meetings are not intended to bypass the grievance procedure. Further, each party shall submit to the other prior to the meeting an agenda covering what they wish to discuss. The Board and Association negotiating teams will meet to bargain over any affected section of the Contract if the amendments to §1012, *Florida Statutes*, which were enacted in 2011 by the passage of Senate Bill 736, are subsequently overturned or modified by a Court of competent jurisdiction or the Florida Legislature.

2.6 Amending This Contract: Any matter not specifically covered by this contract but of concern for one or both of the parties may be brought up for negotiations during the contract period if both parties agree that its consideration is necessary and desirable.

When such a meeting results in a mutually acceptable amendment to this agreement, the amendment shall be subject to ratification by the Board and the Association, the same as is the agreement.

2.7 The District and PEA will establish a Task Force to review the positions of Network Manager covered by both the Paraeducator and Teacher CBAs. The purpose of the Task Force is to review the practical requirements of these two positions and make recommendations to the District's and PEA's Bargaining Teams regarding the necessary training and skills needed to successfully meet the District's established purpose for these positions. The Task Force may consider a multi-tiered system where documented training such as Microsoft certifications are a factor in determining pay. The Task Force shall also consider equity of compensation, skills, training, and workload. It is anticipated that the Task Force shall begin meeting in June, 2015.

ARTICLE III - SCHOOL CALENDAR

3.1 The Board agrees that the Association may name at least four (4) members to the Superintendent's Calendar Committee for the duration of this agreement.

3.2 The Board agrees to provide the teachers with six (6) paid holidays per school year for the duration of this agreement.

3.3 Non-student contact days for teachers shall be designated as six (6) Work Days and (4) Staff Development Days. Work Days shall be available for teachers to use as Teacher Self-Directed Planning (Article 6.3) except that the principal may schedule and hold a Faculty Meeting (Article 6.5) of not more than 90 minutes during the day. Staff Development Days may be used as described in Article 6.5 Faculty Meetings.

3.4 The Board shall include at least seven (7) Student Early Dismissal Days distributed throughout the school year. The days shall be designated as four (4) Teacher Self-Directed Planning Days and three (3) Staff Development Days. Students shall be dismissed 150 minutes early to provide teachers 150 minutes of self-directed planning time on four (4) of these days in addition to the planning time described in Sections 6.3 through 6.3-5 of the contract. The additional 150 minutes of preparation time for the remaining three (3) of these Student Early Dismissal Days may be designated for staff development. All remaining time shall be used by the employee for self-directed planning activities.

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Definitions:

Continuing Contract (CC): a contract issued to a teacher prior to July 1, 1984 allowing the teacher to continue in that position or a similar position on the salary schedule authorized by the School Board without the necessity for annual reappointment until such time the position is discontinued, the person resigns, his/her contract status is changed, or the teacher is terminated in accordance with Florida Statutes.

Professional Service Contract (PSC): a contract issued to a teacher prior to July 1, 2011 that renews each year until such time as the person resigns, his/her contract status is changed, or the teacher is terminated in accordance with Florida Statutes.

Annual Contract (AC): a contract issued to a non-probationary teacher for one year which may be renewed annually in accordance with the provisions of this collective bargaining agreement and state statutes.

Probationary Contract (PC): a contract issued to a teacher during the initial year of employment in Polk County Public Schools where the teacher may be dismissed without cause or may resign without breach of contract. An employee may only be issued one Probationary Contract unless the employee was rehired after a break in service for which an authorized leave of absence was not granted. A Probationary Contract shall initially be awarded regardless of previous employment in another school district or state.

Just Cause: fair and reasonable basis for disciplinary action up to and including termination, as defined in applicable Florida Statutes specific to the contract under which the employee is employed.

Moral Turpitude: gross violation of standards of moral conduct, vileness. An act involving moral turpitude is considered intentionally evil, making the act a crime.

4.1 Right to Organize: Teachers shall have the right to self-organization for mutual protection, to form, join or assist the organization or refrain from such activity, and to bargain collectively through representatives of their own choosing.

4.2 Non Denial of Rights: The Board agrees that nothing contained herein shall be construed to deny to any teacher all rights as guaranteed by the laws and Constitution of the State of Florida and the United States.

4.2-1 County-wide Election Days: To encourage all employees to participate in local, state, and national elections, the Board agrees that no events should be scheduled outside the regular employee duty day on all County-wide Election Days.

4.3 Non Discrimination: The provisions of this agreement shall be applied without regard to race, creed, color, religion, national origin, age, gender, or marital status.

4.3-1 Teachers shall not be subject to discriminatory treatment.

4.3-2 Teachers shall not be subject to retaliation as a result of exercising any rights under this agreement.

4.4 Just Cause: No teacher will be disciplined, reprimanded, suspended, terminated or otherwise deprived of fringe benefits or contractual rights during the term of his/her contract without just cause. No teacher shall be demoted from Continuing Contract/Professional Service Contract to Annual Contract nor be deprived of his/her contractual salary for the remainder of the contract year without just cause. No teacher will be relieved from a supplemental position during the term of that supplemental contract without just cause. Refer to 14.4-1 for discipline concerning supplemental positions. Any teacher terminated during the term of his/her contract shall be entitled to a fair hearing based on due process.

4.4-1 Progressive discipline shall be followed, except in cases where the course of conduct or the severity of the offense justifies otherwise. Unusual circumstances may justify suspension with pay. Progressive discipline shall be administered in the following steps:

- (1) verbal warning in a conference with the teacher. (A written confirmation of a verbal warning is not a written reprimand);
- (2) dated written reprimand following a conference;
- (3) suspension without pay for up to five days by the Superintendent and
- (4) termination.

“Letters of Concern” are not a form of discipline.

4.4-2 This section shall not apply during a probationary period when the employee may be terminated without cause, or the employee may resign without breach of contract in accordance with Florida Statutes.

4.4-3 A teacher shall have the right to have present a member representative of the Association and/or the Association staff during any disciplinary or investigatory conference with said teacher conducted by the principal or other designated County school official regarding the teacher's infraction of rules or delinquency in the performance of his/her professional duties. Teachers shall be notified twenty-four (24) hours in advance of such conferences when possible. When the teacher requests such representation, no disciplinary action shall be taken until representation is present. If a teacher is called upon to assist in an investigation of a principal/immediate supervisor,

which was initiated by administration, that teacher shall have the right to Association representation including staff.

4.5 Reports in Personnel File: Personnel files shall be maintained in accordance with §1012.31, *Florida Statutes*. Each teacher shall receive a copy of all evaluative, reprimanding, disciplinary, complimentary, and derogatory reports to be placed in his/her personnel files at the school/department or District office. These reports shall be delivered in person, and the teacher shall sign to acknowledge receipt of them. Each teacher shall have the right to answer in writing to all evaluative, reprimanding, disciplinary, complimentary and derogatory reports. These answers shall be delivered in person and the immediate supervisor shall sign to acknowledge receipt of them. The responses then will be placed in the teacher's personnel file. The teacher and/or the Association, upon written authorization from the teacher, may review and reproduce the contents, at his/her expense, or any of same. The review shall be made in the presence of the administrator or his/her designee, responsible for the safekeeping of such file. The teacher may challenge, through the established grievance procedure, the maintenance of any document therein. At the written request of a teacher, any report in a teacher's personnel file (school/department or District office) excluding assessments or observations, that may be considered or construed by the teacher and/or Association to be reprimanding, disciplinary or derogatory will be placed in an envelope and labeled "not relevant for disciplinary purposes" and returned to the personnel file. This would be done only after three consecutive years of no serious reprimands or problems on record.

4.5-1 Any record of disciplinary action or derogatory report which has been in the file longer than three years, or any reference in the file to an incident that occurred more than three years ago, may not be used as evidence or testimony against a teacher. Cases of disciplinary action which was the result of moral turpitude or a pattern of allegations of child endangerment that results in disciplinary action by the District or professional practice services are exempted from the three year moratorium.

4.5-2 In the event of a current, on-going criminal investigation, a public criminal history may be obtained and used in determining possible disciplinary action.

4.5-3 Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment. No such materials may be placed in a personnel file unless they have been reduced to writing within 45 days, exclusive of the summer vacation period, of the school system administration becoming aware of the facts reflected in the materials. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify them as needed. A copy of such materials to be added to an employee's personnel file shall be provided to the employee. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents. No anonymous letter or anonymous materials shall be placed in the personnel file. An employee has the right to answer in writing any such materials and the answer shall be attached to the file copy.

4.5-4 Except for items that are by law exempt, all material placed in the teacher's personnel file shall be available to the teacher at his/her request for inspection.

4.5-5 There shall be a single point of contact in the Human Resource Services Division for an employee or the Association to review the personnel file as defined in Florida Statutes. Furthermore, it is agreed that the school/worksites shall send those materials noted in 4.5-3 to the Human Resource Services Division for placement in said personnel file.

4.5-6 When statements are made against a teacher no written copies or related materials will be placed in the teacher's individual file nor any disciplinary action taken against a teacher until the teacher is made aware of the person who is making the accusation, the matter is discussed with the teacher, and the teacher has received a copy. If the principal/administrator finds that the statements or accusations are false, no record shall be maintained. Before disciplinary action is taken, the teacher shall be made aware of the person who is making the accusation and that teacher, at the discretion of the principal, shall be given opportunity to confront the accuser.

4.5-7 A memorandum will be distributed annually from the Human Resource Services Division to all administrators reviewing the expectations for personnel records set forth in Article 4.5.

4.6 District Curriculum and Textbook Committees: Recommendations of curriculum and textbooks for the District shall be made by committees appointed by the Superintendent or his/her designee. Teachers in the appropriate grade level or subject area shall comprise at least 50% of each committee. Secondary Textbook Committees should include a Reading Specialist. Said Committees shall recommend up to three (3) books/series for each grade/subject appropriate to meet the varying instructional ability levels. The selections shall be recommended to the Superintendent for presentation to the Board for adoption.

4.6-1 Teachers shall be encouraged to give suggestions and shall be included in the procedure to determine textbook budget allocation and curriculum within each school.

4.7 Professional Dress: In as much as teachers are role models for students, each teacher shall maintain a neat, professional appearance appropriate for his/her specific teaching assignment.

4.8 Classroom Decorum: The Board and the Association agree that proper classroom decorum is essential to the learning process.

4.8-1 Feedback shall not be given to teachers by District staff in the presence of students or peers, and instruction shall not be interrupted except for the safety of a student or other person.

4.8-2 When officials from other educational agencies are conducting campus visits, any feedback that needs to be made to teachers as a result of these visits, should not be made in the presence of students or peers, however all feedback should be made in the presence of the school administration.

4.9 Teacher Responsibilities: It shall be the duty of the Superintendent and his designees to see to it that the teachers are informed of all teacher responsibilities. It shall be the duty of the teacher to comply with such requirements. Among the duties and responsibilities for which teachers will be accountable to perform are as follows:

1. Teach efficiently and faithfully in the classroom or place of duty.
2. Use prescribed instructional materials and methods of instruction.
3. Punctual and accurate record keeping.
4. Fulfill the terms of any teaching contract unless released from the contract by the Board.
5. Conform to Board rules and regulations.

4.10 Use of Personal Property: Teachers shall not be required to provide/use personal property while carrying out their professional duties. A teacher shall have the right to appeal to the Board for payment for loss relating to personal property damaged beyond use or stolen (such personal property having been listed with the principal and not covered entirely by the teacher's insurance) while the teacher is acting in the performance of his/her teaching duties. Prior to appealing to the Board the request will be discussed with and investigated by the Superintendent or designee.

4.11 Faculty Funds: Personnel contributing to faculty funds shall yearly select a committee to manage the fund. An annual financial statement(s) of distribution of receipts from faculty funds and those vending machines used primarily by faculty members will be kept on file and made available to appropriate faculty members.

4.12 Teacher Orientation: The District Employee Handbook, the school faculty handbook which contains all local school policies and regulations, and any handbooks specific to assigned job tasks shall be updated annually, shall not be in conflict with the contract, and shall be provided to each teacher prior to the start of classes. Said handbooks shall provide written direction to access school board information on the web.

4.13 Polk County School Board Policies: Employees shall be notified of any changes in School Board Policies and all current policies shall be posted on the District's website. An updated version of Polk County School Board Policies shall be available in the media center of each school.

4.14 Forms Management Committee: A county-wide standing committee shall be established to review paper and electronic forms that originate from any office within the school system to be completed by other divisions, other departments, principals, teachers, students or parents. The Association shall name 50 percent of the committee members.

4.14-1 The goal of this committee shall be to recommend the reduction of as much paperwork as possible.

4.14-2 Teachers shall not be required to fill out forms, checklists, or data gathering and other documents that do not have an official School Board number on them. §1008.31(3)(c), *Florida Statutes*, requires each district school board to reduce paperwork and data collection and reporting requirements.

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5.1 Right to Self-Organization: Employees shall have the right to self-organization for mutual protection, to form, join or assist the Association or to refrain from such activity, to bargain collectively through representatives of their own choosing.

5.1-1 The rights granted to the Association in this agreement shall be granted to the Association exclusively as the sole and exclusive bargaining agent and shall not be granted to any other employee organization seeking to represent employees in the bargaining unit except through the procedure as provided by law.

5.1-2 The Board agrees to grant leave to the president of the Association during his/her term of office.

5.2 Payroll Deductions: Upon appropriate written authorization from the employee, and as long as the Association is the recognized bargaining agent, the Board shall deduct Association membership dues from the employee's salary. Such authorization may be revoked by the employee with a thirty (30) day written notice to the Association and the Board. The Association agrees to provide the Board with a list of additions and deletions. The Board agrees to promptly disburse such dues collected at the end of each pay period.

5.2-1 Upon appropriate written authorization from the employee, the Board shall deduct for annuities, credit union, United Way, insurance or other plans or programs jointly approved by the Association and Board. The Board agrees to promptly disburse said sums.

5.3 Association Use of Board Facilities: The Association may use school buildings for special meetings with no rental charge. The Association must make arrangements with the principal/director with notification to the Board, show proof of liability insurance, and pay for custodial services.

5.3-1 The Board agrees to provide the Association a box at the District office mailroom for the collection of informational materials from the Superintendent and his staff as well as Board members and from worksites. Materials may also be distributed to the same through the mailroom. Further, it is agreed that the Association will be provided the use of the Board e-mail. Strict adherence to the Board's e-mail policy shall be followed. E-mail privileges may be rescinded with timely notice at the Superintendent's discretion. Copies of e-mails to 'all schools' distribution list will be exchanged between PEA and the Board.

5.4 Information Provided to Association: The Board, through the Director of Employee Relations shall provide, upon lawful request from the Association, information

concerning school finance and budgeting and any additional information concerning the terms and articles of this contract. The Board agrees to make available to any employee or to the Association information available that is designated by statute as public information.

5.4-1 The Board agrees to furnish to the Association upon requests, agendas, minutes and all supporting documents of Board meetings.

5.4-2 The Superintendent agrees to furnish to the Association all District memos sent to employees and memos concerning employee's conditions of work and/or employment.

5.4-3 The Superintendent, when requested, shall provide the Association the following applicable information about employees employed subsequent to October 15, name, worksite, subject area or grade level, certification, ethnic group, salary step, or public record wage information, and home address.

5.4-4 The Superintendent shall provide the Association with all reports stating racial, ethnic, and gender ratios of all staff members and student population in the District.

5.4-5 The Superintendent shall annually provide the Association data regarding teachers receiving an overall evaluation of *Needs Improvement/Developing* or *Unsatisfactory* and data regarding the outcome of all appeals within two weeks of the completion of the annual evaluation process.

5.5 Monthly Meeting with Superintendent: The Superintendent or designee and the President of the Association or designee will meet on a regularly scheduled monthly basis to discuss the implementation or maintenance of this contract and/or matters of concern to either party. An agenda of general concerns to be discussed may be exchanged three days prior to the scheduled meeting to enable the parties to prepare for discussion.

5.6 Association Visits to Worksites: Association staff representatives will make prior arrangements with the principal/director or designee when planning to visit a school or worksite. The Association will provide the Director of Employee Relations the names, in writing, of staff representatives who are authorized by the Association to participate in such visits. Immediately upon arrival at the school or worksite, the representative shall report to the administrative offices and check-in following school visitation procedures. Such visitation shall in no way disrupt or interfere with the educational procedures, programs, or work processes. If access to an employee is denied, upon request reasons for denial will be given in writing to the employee and the Association.

5.7 Provision of Contracts to Association and Employees: The Board agrees to electronically provide the collective bargaining agreement for all employees and will electronically provide subsequent changes. The collective bargaining agreement will be posted on the PCSB website within 45 days of the Board's ratification. The Board will provide printed copies of the contract for employees upon request. Contract will be released for printing no more than twenty (20) days after School Board approves the agreement. Copies will be given to all new employees hired during the term of this contract. Copies and changes will be provided to the Association, at cost, to meet its needs.

5.8 Representation on District Committees: Committees assigned related to educational pedagogy shall include a minimum of two teachers appointed by the PEA President.

5.9 Communication: The Association Representative has the right of communication with **the administration and with** members at each worksite, as long as it does not interfere with instructional time.

5.9-1 The Association building representative(s) shall be given the opportunity to meet and address issues and concerns of staff with the principal at a mutually agreeable time.

5.9-2 The Association shall have the right to use a bulletin board in each school. The decision as to which bulletin board to use will be made jointly by the principal/director and the building representative. The bulletin board shall be used for the purpose of posting materials related to the Association.

5.9-3 The Association may use employee mailboxes to distribute information to employees in the unit at the worksite.

5.9-4 The Association building representative shall be given an opportunity at the conclusion of each faculty meeting (before it is dismissed) to present brief reports and announcements.

5.9-5 Brief Association announcements may be made over the building communications system before or after the normal class schedule. The principal/director will receive prior notification.

5.10 Use of Building: With prior notice to the principal/director, Association members of that school may hold meetings in their school building before or after regular duty hours or after the student contact day. Assigned duties take priority over such meetings.

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Definitions:

- ***Planning time*** – Teacher self-directed time during the teacher workday set aside for teachers to plan to meet the educational needs of their assigned students.
- ***Collaborative Planning*** – Time spent with other faculty focused on designing effective instructional plans by grade level or subject area in collaboration to improve student learning, share best practices, develop assessments for learning, and other practices designed to meet the educational needs of their assigned students.
- ***Professional Learning Community (PLC)*** – An extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or subject area designed to meet the educational needs of the school's students.
- ***Instructional time*** – Time spent conducting activities that meet lesson plan, curriculum, AIP's or IEP's is instructional time.
- ***Non-instructional duty*** – Time spent supervising students in which no curriculum, lesson plan, AIP or IEP goals are met.
- ***Student Contact time*** – Time during which a teacher has direct responsibility for students; may include both instructional and non-instructional time.

- **Special Programs** – Self-contained instructional classrooms for Exceptional Student Education and teachers assigned to any alternative education program or worksite.

6.1 Teacher Responsibility: The Board and the Association acknowledge that a teacher's primary responsibility is to teach and that support personnel and volunteers shall be used to assist with and reduce teachers' non-instructional responsibilities. The Board and the Association agree that, in order to encourage the efficient use of time and to conserve paper, paperwork required of teachers should be kept to a minimum.

6.1-1 As a part of teachers' professional responsibilities, they are expected to attend such after school activities as: parent-teacher meetings, open house, and graduation. The parties recognize that teachers have obligations outside their professional responsibilities and agree that schedules for such activities shall be provided no later than the last day of teacher pre-planning of each school year and that flex time be provided to those participating teachers by mutual agreement of the principal and teachers.

6.1-2 For all grading periods, scan sheets will be issued to the teachers one week prior to the due date. With the exception of the last grading period, scan sheets/electronic grades will be due at noon the second working day following the end of the grading period. For the last grading period, middle and high school scan sheets/electronic grades will be due at 8:00 a.m. on the first workday following the last student contact day. The exact due dates and time for scan sheets will be published within the school calendar.

6.1-3 If a teacher is required to utilize a specific software program in the execution of their job, that program must be available to them in their classroom. If software is unavailable appropriate hand written forms may be used.

6.1-4 Substitute teachers shall be employed, when available, for all absent teachers. Employees shall be able to report an illness with one contact 24 hours per day whether through a phone call or through a computer to an automatic substitute placement system. This contact shall satisfy any requirements for scheduling a substitute, if required. When a substitute is not available, the unfilled job number from the substitute placement system must be provided to impacted staff upon request. Substitute teachers shall be expected to perform all of the teacher duties normally performed by the regular teacher as determined by the building principal. Except in emergencies, classroom teachers will leave adequate written teaching plans for the substitute teachers so that the normal classroom activities may be carried out. A teacher may be requested, but not required, to substitute during his/her planning time for another teacher. In the instance of an employee who has been the subject of disciplinary action for absenteeism, a call to a school's administration can be required.

6.2 Teacher Workday: The workday for all teachers shall be no more than 7¾ hours. On non-student days teachers shall have a one (1) hour lunch break. On student days a teacher shall be scheduled for a maximum of 360 minutes per day of student contact, a duty free lunch period equivalent to that of the students, and at least 45 minutes of uninterrupted planning time. Remaining minutes of student contact time may be utilized for non-instructional duties and may be accumulated within the week to facilitate this required coverage within the teacher's duty day. The staff shall be involved in designing the non-instructional duty schedule.

6.2-1 If the implementation of arrangements (e.g. reassignment of paraeducators, changing of duty schedules, changing of teaching schedules of specialty teachers, etc.) for a duty free lunch equivalent to that of the students is not acceptable to a majority of the school faculty as determined by secret ballot vote, then this provision shall not apply. The determining secret ballot vote must occur at an announced time and place where ballots will be distributed, collected and counted publicly by the principal and teachers to include PEA representation, and, which allows for all teachers to attend. The vote must take place annually during the week of pre-planning.

6.2-2 Teachers assigned to Traviss and Ridge Career Centers shall work a seven (7) hour day consisting of three hundred thirty (330) minutes per day of instructional contact time and three hundred (300) minutes per week of planning time. Those employees who are under a teacher contract but do not have 330 student contact minutes per day shall work the regular 7 ¾ hour day.

6.2-3 Teachers at the Area Career Centers in special programs (such as: State Licensure Programs, Less Than 5 Days, etc.) shall work no more than a 35-hour week with no more than 1950 minutes of student contact time per week and no less than 150 minutes of planning time per week. In certain situations teachers in these programs may not have a duty free lunch.

6.2-4 Arrangements for classroom visits made during the prescribed teaching day shall be made by the teacher with the approval of the principal/immediate supervisor. Visits to a teacher's classroom by persons not connected with the Polk county school system shall be conducted only with the teacher's prior approval. Such access to public school classrooms shall not be unreasonably denied. Evaluative visits by School District Office personnel shall be made with a two (2) work day notification to the teacher and principal/immediate supervisor, except in case of emergency. Teacher approval is not required for visits by the Education Practices Commission or for special open house visitation planned by the faculty and administration.

6.2-5 Communication systems shall not be used for assessment purposes, nor shall they be used for monitoring classroom activities without the teacher's permission. School wide use of public address systems shall be kept to a minimum during student contact times. Morning and afternoon announcements shall be at predetermined times.

6.2-6 When school is not in session, a teacher may be given access to his/her classroom by arranging such access through the principal.

6.2-7 The principal or immediate supervisor shall have authority to grant a teacher's request for variation from the regular school day schedule when circumstances necessitate such a procedure. When granted, such variation shall not result in loss of pay or accumulated leave days to the teacher.

6.2-8 Teacher Resource Specialist Trainers (TRST) hired before July 1, 2005 who work a 10 or 11 month contract, for 7.75 hours daily with a 30 minute lunch inclusive, will not receive the TRST supplement (Appendix D) and will be designated as a TRST I. No TRST hired after July 1, 2005 will be eligible for the Level I designation. TRST I

may elect to reclassify to the appropriate TRST II or TRST III position by notifying their supervisor in writing.

6.2-9 Teacher Resource Specialist Trainers (TRST) hired after July 1, 2005 or those hired before July 1, 2005 who elect to be reclassified, will be designated as either a Level II TRST, working 10 or 11 month contract, for 8.5 hours daily with a 30 minute lunch inclusive and receiving the TRST supplement (Appendix D), or, will be designated as a Level III TRST, working a 12 month contract, for 9 hours daily with a 1 hour lunch inclusive and receiving the TRST supplement (Appendix D) and vacation days as outlined in school board policy.

6.2-10 §1011.62, Florida Statutes, requires that each school district having one or more of the **state-designated** lowest-performing elementary schools based on the state reading assessment have teachers or reading specialists, effective in teaching reading, provide an additional hour of intensive reading instruction each day of the school year at these schools. In order to comply with this mandate, teachers will work an eight (8) hour day with the additional time paid at their daily rate of pay. In the event that a teacher does not wish to work the eight (8) hour day, the principal shall have the authority to grant the request thus allowing the teacher to continue the traditional $7\frac{3}{4}$ hour day, as long as the additional hour of intensive reading instruction requirement can be met. All contractual rights including the amount of planning time as guaranteed in Article 6.3-1 will be honored.

6.2-11 A reasonable amount of travel time of at least thirty (30) minutes shall be allowed each way during the regular duty day if teachers are required to attend partial day meetings at locations other than their regularly assigned schools. For full day meetings, a reasonable amount of travel time of at least thirty (30) minutes shall be allowed each way.

6.2-12 When scheduled by the District administration, teachers may have their start and end time adjusted by up to ninety (90) minutes when given at least a two (2) week notice for attending a partial or full day inservice/meeting.

6.3 Planning Time: All teachers are to be guaranteed an uninterrupted block of at least 45 minutes of planning daily. Planning time shall be used primarily for lesson/program planning, parent conferences, student conferences, and conferring with other faculty members. The principal may have up to two (2) of these 45-minute blocks per week designated for Collaborative Planning, Professional Learning Community (PLC), or Faculty Meetings (one (1) per month). One day shall be used for collaborative planning by grade level or subject area. The second day shall be used for a PLC focused on meeting the educational needs of students or a faculty meeting (up to one (1) meeting per month). Collaborative Planning shall occur weekly except on a rare occasion when the principal may hold two (2) PLCs in one week and the following week shall have no PLC or Faculty Meeting. The remaining three (3) blocks shall be used by the teacher solely for self-directed planning time. Recognizing that curriculum changes are inevitable throughout all areas of instruction, team/common planning may occur and is encouraged in order to meet the needs of the students. Teachers are responsible for the proper utilization of the self-directed portion of planning time.

6.3-1 During weeks when there is a full Staff Development Day, Student Early Dismissal staff development day, or a shortened week, teachers will still have three (3) days of self-directed planning that week.

6.3-2 Elementary school teachers shall have an uninterrupted, continuous block of time of no fewer than forty-five (45) minutes per day of scheduled duty free planning time during the student contact time. Should a continuous forty-five (45) minute block be unfeasible, the principal will schedule a continuous thirty (30) minute block during the student day and an additional fifteen (15) minute continuous block of time during the duty day for planning. Elementary teachers shall stay with their students when the students are participating in regularly scheduled special classes only when there is no certified instructor available.

6.3-3 Middle school teachers shall have an uninterrupted, continuous block of forty-five (45) minutes per day of scheduled duty free planning time during the student contact time. Middle school schedules should include time for teacher planning time for such concepts as team planning, back to back planning periods, parent conferences, student conferences, etc. In middle schools that elect to participate in a seven (7) or eight (8) period day, the normal teaching load will be six (6) out of seven (7) or seven (7) out of eight (8) periods. (Advisor/advisee instruction will count as a teaching period.) Teachers, excluding those teachers assigned to Special Programs, shall not be involuntarily assigned a teaching schedule requiring more than three (3) preparations. To indicate acceptance of a schedule with more than three (3) preparations, the teacher must be presented with the schedule in writing and indicate acceptance by attaching their signature.

6.3-4 High school teachers shall have an uninterrupted, continuous block of forty-five (45) minutes per day of duty free planning time during the student contact time. A normal teaching load will be six (6) out of seven (7) periods. Instructional time will be arranged according to the school's approved schedule and in accordance with Southern Association of Colleges and Schools (SACS) guidelines. Teachers, excluding those teachers assigned to Special Programs, shall not be involuntarily assigned a teaching schedule requiring more than three (3) preparations. To indicate acceptance of a schedule with more than three (3) preparations, the teacher must be presented with the schedule in writing and indicate acceptance by attaching their signature.

6.3-5 Regular program and academic teachers at Traviss and Ridge Career Centers shall have three hundred (300) minutes per week of planning time. Special program and Alternative Education teachers who have no more than 1,950 minutes of student contact time per week shall have no less than 150 minutes of planning time per week.

6.3-6 Teachers are required to make arrangements with the principal or immediate supervisor prior to leaving school grounds during this planning time. Arrangements shall not be unreasonably difficult so as to deny teachers the ability to leave.

6.3-7 The Board shall structure a schedule for students that dismisses all students 150 minutes early to provide teachers 150 minutes of planning time in addition to the planning time described in Sections 6.3 through 6.3-5. There shall be at least seven (7) of these Student Early Dismissal Days distributed throughout the school year as mutually agreed upon. The days shall be designated as four (4) Teacher Self-Directed Planning Days and three (3) Staff Development Days. The additional 150 minutes of preparation time for up to three (3) of these Student Early Dismissal days may be designated for staff development. All remaining time shall be used by the employee for self-directed planning activities.

6.4 Non-instructional Duty: Representatives of the school staff shall be involved in developing the non-instructional duty schedule. All teachers shall be notified and volunteers solicited to participate. All volunteers shall be allowed to participate. There shall be, insofar as possible, a fair and equitable distribution of non-instructional duties and responsibilities among all teachers and staff consistent with the law and School Board policies. No teacher will be required to work more than their contracted time. If a problem with planning or distribution of non-instructional duties and responsibilities becomes apparent that cannot be resolved by the staff, it shall be referred to the Safety, Maintenance and Non-Instructional Duties Committee.

6.4-1 Except for regularly assigned duty, teachers shall not be responsible for students before or after regularly scheduled student contact hours.

6.5 Faculty Meetings: The principal shall specify a day for regular faculty meetings. Except in extenuating circumstances, the faculty meeting should be limited to the designated day. If a change is needed, teachers shall be given two (2) days' notice except in cases of emergency. Such meetings shall have an agenda, and shall be as brief and well planned as practical. A copy of minutes shall be kept and maintained in a designated, accessible place. Faculty meetings shall be conducted during the teacher duty day except in extenuating circumstances. Sales representatives will not be allowed access to the faculty prior to or during the faculty meeting.

6.6 Safe and Healthy Working Environment: The Superintendent shall be responsible for determining unsafe and hazardous conditions under which teachers shall not be required to work. In the event of a bomb threat or fire, teachers shall evacuate the building with their students and shall not be required to return to the building until the building has been determined safe to use according to the provisions of the School Board adopted Polk County Public Schools Disaster and Emergency Preparedness Plan. A copy of this and the school's safety plan will be included in the school's Teacher Handbook and will be reviewed annually, before the start of classes, by the faculty and staff.

The Superintendent shall be responsible for determining that teachers are working in safe and non-health threatening environments. To that end the Board shall:

6.6-1 The Board shall provide and require the use of necessary safety equipment to comply with the State Board of Education regulations concerning teachers assigned subject areas where the teacher is subjected to inordinate safety or health hazards. Provide each middle school and high school science teacher a copy of the most recent edition of the Polk County Schools Laboratory Safety Standards and Hygiene Plan.

6.6-2 Maintain heating and air conditioning equipment, where available, to provide a comfortable and healthy environment when school is in session except in emergency situations.

6.6-3 Provide parking areas and walkways, which are hazard free and appropriately lighted for nighttime activities. Where unsafe conditions exist the teacher(s) affected shall notify the school's Safety, Maintenance, and Non-Instructional Duties Committee so that corrective action may be taken.

6.6-4 Provide custodial service to maintain classrooms and other learning areas in a clean and healthy condition. This determination shall be the responsibility of the principal or immediate supervisor. Bug spraying should be conducted after school hours. Teachers shall be informed at least two days in advance of such activity. (Bug spraying, painting, major maintenance projects, etc). This provision shall not apply to emergency situations.

6.7 School Based Committees: In order to provide an efficient school operation and climate of collaboration certain school-based committees shall be established to include, but not limited to the following list of committees.

6.7-1 Curriculum Committee

Duties: **1)** Evaluate curriculum to insure compliance with appropriate Florida Sunshine State Standards for that school level. **2)** Evaluate proposed changes to the curriculum to insure the continued compliance with the State Standards and to meet specific learning needs (see Article 4.6-1). **3)** Participate in the determination of textbook budget allocation (see Article 4.6-1). Textbook purchase for ESE students will be provided through categorical textbook funding at each school. **4)** Where applicable, annually reviews the School's Curriculum guide and makes appropriate updates. **5)** Hear appeals (as indicated in 6.3) related to the assignment of more than three (3) preparations. **6)** Work with the principal in determining the need for and the nature of any school based in-service programs, and make recommendations to the Administration regarding curriculum, school improvement and training. **7)** The grade/department/team will meet to make recommendations to the principal in determining grade/department/team chairpersons. Make recommendations on the expenditure of funds allocated for materials and supplies. **NOTE:** ESE materials money will be designated at each school as part of the school budget. ESE teachers at each school should have input as to the expenditure of these funds. Teachers from other departments or grade levels may appeal to the ESE department for a portion of those funds to be used for materials provided to ESE students in regular classrooms. Recommendations are submitted to the principal/director for approval.

6.7-2 Safety, Maintenance and Non-Instructional Duties Committee

A. Duties: **1)** Develop and recommend a school safety plan; **2)** Review and support the Polk County Public Schools disaster and Emergency Preparedness Plan. **3)** Annually survey the school facility, staff and faculty to identify maintenance needs. Provide regular input on the maintenance of buildings, grounds, parking areas and heating and air conditioning systems. Make recommendations to the principal. **4)** Survey non-instructional duty needs and make recommendations appropriate within the organizational framework and without adversely affecting the educational process and student control.

B. Membership: Consideration should be given to the inclusion of: the designated Health contact, the designated safety contact, a member of the food service and custodial staff, a representative from the science department if a middle or high school and a guidance counselor as appropriate.

6.7-3 Student Concerns Committee

Duties: Discuss and make recommendations to the principal regarding new student orientation, student discipline, student attendance, and student recognitions. The orientation program for new/transfer students will be completed prior to entering the classroom. Instructional time shall not be interrupted for clerical duties except in cases where expediency is a necessity. New/transfer students will be admitted to the classroom with the least amount of disruption.

Committees will be appointed by the principal/supervisor and will include the following:

Elementary School – One teacher from each grade level, ESE and Specialty classes, principal or designee. (One committee member must be a PEA member.)

Middle School – One teacher per team, ESE and Specialty classes, principal or designee. (One committee member must be a PEA member.)

High School – One teacher per department (Academic Core, Electives, ESE, Specialty classes, vocational), principal or designee. (One committee member must be a PEA member.)

6.7-4 Committees shall meet a minimum of four (4) times per year. Minutes shall be taken and made available to all staff members. All committee meeting agendas shall support the District’s Strategic Plan and each respective School’s Improvement Plan (SIP). Other parties may be invited to participate in meetings as needed.

6.8 Teachers may attend regular season sports events free of charge at their home schools. This provision does not apply to State sanctioned sports playoffs and tournaments.

ARTICLE VII – CURRICULUM AND INSTRUCTION

7.1 The Board and the Association recognize the importance of adequate teaching reference materials and adequate and appropriate instructional materials and equipment in maintaining a high level of professional performance in the educational process.

7.1-1 The materials and services of a teacher reference library shall be available to all teachers in each school and/or in the District.

7.1-2 The Board shall make every reasonable effort to maintain appropriate instructional materials (printed and AV), necessary equipment and supplies and suitable testing materials in all District schools. Every reasonable effort will be made to have basic educational supplies and materials available for the opening of school.

7.1-3 Designated duplicating and/or copying facilities shall be available for direct use by instructional personnel. Mechanical failure shall not constitute violation of this provision. At no time shall students be allowed to handle test materials submitted for duplication.

7.1-4 The Board shall provide a program of school library media services for all public school students in the District. Such libraries will provide reference materials and facilities to supplement and complement the required curriculum as long as the students are in attendance. However, the services of the media specialist shall be curtailed no more than five (5) days prior to the end of the student school year.

7.1-5 Regularly scheduled classes, such as music, art, computer labs, physical education and guidance will be provided as long as students are in attendance, unless exceptional circumstances are approved by the Superintendent.

7.1-6 The Board recognizes that some material and equipment may be damaged, broken or lost in the normal course of education. Employees may be charged the current depreciated value of the material or equipment only if gross negligence, meaning reckless disregard, can be proven. Employees will not be charged for wear and tear caused by normal use.

7.2 Intra-school and inter-school visitation and observation are recognized as techniques for improving teacher effectiveness. A teacher must have the approval of his/her principal or immediate supervisor in order to participate.

7.3 The Association shall have appropriate representation on the elementary, middle and high school Curriculum Committees (See Article V, Section 5.8).

7.3-1 When committees are established by the Superintendent to make recommendations regarding curriculum, the names of the committee members, shall be published in the Administrative Bulletin upon appointment.

ARTICLE VIII - STAFFING PLAN

8.1 The Board and the Association agree that optimum class size is an important aspect of the effective educational program. The Polk County School Staffing Plan shall be constructed each year according to the procedures set forth in Board Policy and, upon adoption, shall become Board Policy.

8.1-1 The Board agrees that the Association may appoint four members to the Superintendent's School Staffing Committee to include at least one representative from elementary, middle, & high school.

ARTICLE IX - PARAEDUCATORS

9.1 The Board shall determine the need for paraeducators to be employed each year after a recommendation by the Superintendent. The Superintendent will allocate such paraeducators to each area in accordance with the Staffing Plan as adopted by the Board.

9.2 Schedules of paraeducators assigned to teachers shall be worked out jointly by the teacher and principal, with the final decision made by the principal.

9.3 A teacher who has a regularly assigned paraeducator shall direct the activities of the paraeducator within the written guidelines as described by the job description. That teacher shall be provided a copy of the duties of their assigned paraeducator as stated in the Paraeducator Collective Bargaining Agreement. Any dispute between a paraeducator and a teacher shall be resolved by the principal or assistant principal after listening to both sides.

9.4 To avoid disruption to the learning environment, paraeducators shall not be pulled from regular duties except at the discretion of the principal. Teachers shall be notified as to the reason for the disruption to their classroom and lesson plan.

9.5 Paraeducators regularly assigned to teachers may be reassigned to temporary duties in accordance with their collective bargaining agreement.

9.6 The paraeducator collective bargaining agreement supersedes all other collective bargaining agreement language relating to paraeducators.

ARTICLE X – TEACHER AUTHORITY AND PROTECTION

10.1 The teacher shall observe all rules to maintain student discipline and shall have the right to take whatever action he/she feels necessary to maintain student discipline within the bounds of the Board policies, state statutes, and local school policies. The Board shall give support and/or assistance to any teacher acting in line of duty with respect to maintenance of control of discipline in the classroom or any other school activity.

10.2 Whenever it appears to the classroom teacher that a student and/or students require the attention of special counselors, social workers, law enforcement personnel, physicians or other professional persons, notification shall be submitted in writing to the administration. The administration shall respond in writing as to the disposition of the action taken.

10.2-1 A system will be developed and implemented so that whenever a teacher notifies the office of a classroom emergency, such as a student fight, severe illness, or major student insubordination, a school official with authority is available at all times to attend to the classroom emergency as soon as possible. Within one month of Board approval, this system shall be included as part of each school's Emergency Plan.

10.3 A teacher may use such force as necessary in protection from attack or to prevent injury to students and/or school personnel.

10.4 The Board and the Association agree that proper classroom decorum is essential to the learning process. Teachers, in the performance of their duties, shall not be expected to tolerate harassment, abusive language, upbraiding, insults or interference by a parent or any other person.

10.4-1 When an offense, persistent misbehavior, or the disruptive effect of misbehavior makes the continued presence of a student(s) in the classroom intolerable, the student(s) may be referred by the teacher to the principal or his/her designee for appropriate disciplinary action. In such case, an account of the problem or incident will be submitted in writing by the teacher to the principal or his/her designee. The principal or his/her designee shall respond to the referral, in writing, as to the disposition of the case.

10.4-2 In cases when the disruptive effect of the student's behavior is so extreme as to preclude the instructional process, the teacher shall indicate on the referral the need to remove the child temporarily from the classroom until such time as the student, teacher and principal or other appropriate authority resolves the situation.

10.4-3 A teacher has the authority to remove a student from the classroom pursuant to §1003.32, *Florida Statutes*.

10.5 Individual records shall be maintained on student discipline in a separate file and shall be made available by the principal or his/her designee, to any teacher who has responsibility for that student and who requests such information.

10.6 Any case of assault or threat upon a teacher in the proper performance of his/her duties shall be promptly reported to the principal or immediate supervisor. Appropriate administrative action shall be taken in accordance with the Code of Conduct, Polk County School Board Policy, and Florida Statutes. In such case, the Superintendent or his designee shall secure appropriate legal assistance for the teacher. Teachers who may be involved in such cases shall not lose regular salary for any time lost from their duties when their presence is required before a judicial body. In case of disability, the Board agrees to continue his/her contractual salary until workmen's compensation begins. The Board agrees to follow the provisions of the §1012.63, *Florida Statutes*, in regard to illness in line of duty leave.

10.7 In the event of any complaint or suit filed against a teacher as a result of any action taken by the teacher while acting within the scope of his/her employment, the Board shall provide legal assistance.

10.8 The Board shall issue to each school a copy of its policies concerning student records and to each teacher a copy of the School Discipline Code of Conduct no later than the first week that teachers report for duty.

10.9 The teacher shall determine grades of students using the guidelines of Board policy. Teachers shall maintain documentation for each student's grades at all times. Changes in student's grades may be made by the principal to correct the grades only when the need for such change can be justified as a result of an error in computation, transposing and/or recording of grades, or incomplete documentation. Teachers shall be notified of such changes.

ARTICLE XI - ACADEMIC FREEDOM

11.1 Teachers shall have all reasonable freedom within the limitations imposed by law, the State Board of Education Regulations, and the School Board policies and regulations, in the implementation of the curriculum that is approved by the District and based on course descriptions adopted by the State Board of Education. Teachers must follow the prescribed courses of study. If approved curriculum does not exist for a specific course, then teachers may develop curriculum that follows appropriate standards. Teachers shall employ best practices of instruction pursuant to §1012.53, *Florida Statutes*. Teachers may select useful and relevant materials to supplement District supplied materials to meet appropriate standards. However, it is the right and obligation of the principal or supervisor to reasonably question, consult with the teacher about same, and direct, whenever necessary, within limitations imposed by law, State Board of Education Regulations, and School Board policies and regulations.

11.2 Teachers shall be entitled to freedom of discussion without censorship within the classroom on all matters, which are relevant to the subject matter and level of the students and within their area of professional competence and assignment.

11.3 Teachers shall notify the administration when they intend to inject or have had injected into units subject matter which might reasonably be anticipated to be

controversial, unless subject matter is required to be taught as per Florida Statutes, state adopted standards and/or course descriptions.

ARTICLE XII - POLITICAL ACTIVITY

12.1 All teachers shall have freedom of political action to work for the party and candidates of their choice during off-duty hours, provided such action is within the laws of the United States of America and the state of Florida.

12.2 Political domination or coercion shall not be used to exact money or other things of value or required participation in political activity against the wishes of teachers under the threat that failure to do so shall affect their status as employees of the school system.

ARTICLE XIII - GENERAL EMPLOYMENT PRACTICES

13.1 As the Board is a fair and equal opportunity employer, marital status, race, creed, religion, sex, age, national origin or number of years teaching experience shall not be made a condition of employment. The Board and the Superintendent shall continue to implement and review their Affirmative Action Program designed to prohibit discriminatory practices, provide encouragement for applications from minority groups and women, and maintain the principle of employing a competent staff member to fill each vacancy. The Association will be advised of any proposed changes in the Affirmative Action Program and through the personnel office may make suggestions for improving the plan.

13.2 The Board may require a physical and/or psychiatric examination by a physician and/or psychiatrist licensed in Florida when, in its judgment, such an examination is relevant to teaching performance or employment status. The selection of the physician and/or psychiatrist shall be made by the teacher involved from a current list of three practicing physicians and/or psychiatrists named by the Board and the Board shall pay all costs incurred in the examination. Physical examination forms shall be available from the personnel office.

13.3 Teachers shall self-report within 48 hours to the Director of Employee Relations/Designee any arrest/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, teachers shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Florida Statutes.

13.4 Any teacher employed to fill a temporary vacancy (more than fifty (50) days) must hold at least a Bachelor's degree from a recognized institution and be working toward providing documentation to satisfy subject matter competency. Such teachers shall be placed at the appropriate step of the regular teachers' salary schedule, shall receive written notice of the requirements to be met to continue District employment, and shall be considered a part of the bargaining unit.

13.5 Assignments for summer school or evening adult school shall be made with preference given to fully qualified teachers. If all applicants are fully qualified in the subject area then the choice will be based on the following: seniority, educational qualifications, efficiency, and capacity to meet the educational needs of the program. When assigning teachers to the Exceptional Student Education Summer Extended School Year (ESY) program, priority will be given to those teachers who served these students during the preceding school year. Summer school teachers shall be employed for no fewer than three (3) hours daily.

13.6 Any teacher willfully absent from duty without leave shall forfeit compensation for the time of such absence and be subject to discharge and forfeiture of tenure and other rights and privileges as provided by law. When an employee fails to obtain prior approval for absence from work or fails to notify his/her immediate supervisor of his/her need to be absent and is absent for three consecutive workdays, the employee shall be considered to have abandoned his/her position and resigned as an employee of the Board. Special consideration will be given in case of emergencies.

13.7 If a teacher fails to return to duty at the termination of a leave, his/her employment shall be subject to review and possible cancellation by the Superintendent or the Board.

13.8 Any teacher hired to take the place of a teacher on leave of absence shall be informed in writing, in person, by the principal that he/she has been hired only for the time until the teacher on leave returns. Said hired teacher shall sign the letter as a receipt.

13.9 When leave extends beyond a period of 18 months and a teacher returns, the teacher is required to attend New Employee Orientation and the Teacher Induction Program Seminar if they were on an Annual Contract with the District when leave was requested. Teachers with Professional Service Contracts or Continuing Contracts at the time leave was requested will be required to attend New Employee Orientation upon their return to the District.

13.10 The Board will not contract or subcontract any teaching work for the purpose of laying off employees in the bargaining unit.

ARTICLE XIV – PROFESSIONAL QUALIFICATIONS AND ASSIGNMENTS

(In 2011, the Florida Legislature passed statutory changes eliminating the granting of new Professional Service Contracts and prohibiting the School Board from following the requirements outlined in Sections 14.1, 14.1-1, 14.1-2, and 14.1-3 of the contract below. These provisions are therefore placed in abeyance until all legal challenges have been resolved. All other Sections beginning with 14.2 remain in full force and effect.)

14.1 *Any teacher who meets the following requirements on or before September 1 of the fiscal year shall be issued a professional service contract:*

14.1-1 *Holds a regular or professional certificate as defined by State Board Regulations and as prescribed by §1012.33, Florida Statutes. If all course work and all other requirements for a regular or professional certificate have been completed and an application for the certificate is filed with the Department of Education postmarked not later than midnight, September 1, and such regular or professional certificate is subsequently issued with an effective date of July 1 of that school fiscal year, the applicant shall be deemed to hold such certificate as of September 1 of the school fiscal year in which the certificate becomes effective.*

14.1-2 *Has rendered three (3) years of probationary service during a period of five successive years in the district. One (1) year shall be in the Professional Educator Competency Program where required as prescribed by §1012.56, Florida Statutes. The teacher must have been recommended by the Superintendent for such contract and reappointed by the school board based on successful performance of duties and demonstration of professional competence. Teachers not so recommended shall be given reasons in writing, if they so request. The Superintendent may recommend and the School Board may issue a professional service contract to a teacher after one full year of service in the district if a teacher had previously held a continuing contract or professional service contract in the state of Florida or within this district. Any employee who holds a continuing contract may, but is not required to, exchange such continuing contract for a professional service contract in the same district. An employee who has continuing contract status prior to July 1, 1984, shall be entitled to retain such contract and all rights arising therefore in accordance with existing laws, rules of the State Board of Education, or any laws repealed by this act, unless the employee voluntarily relinquishes his continuing contract.*

14.1-3 *Has successfully completed three (3) years out of five (5) successive years in Polk County in which said personnel has been transferred and/or displaced due to loss of unit and would have been recommended for rehiring if a position were available. Said teacher shall be recommended by the hiring principal for professional service contract.*

14.2 A Professional Service Contract shall be renewed each year unless the Superintendent, after receiving the recommendations required by s.1012.34, charges the employee with unsatisfactory performance as determined under the provisions of s.1012.34.

14.3 An employee who meets the following criteria will be continued from year to year:

1. Does not have a Florida Department of Education (FDOE) teaching certificate;
2. Designated as “teacher” pursuant to Article I of the Teacher Collective Bargaining Agreement. For the purposes of this provision, the term “teacher” may include, but not be limited to Network Manager, Nurse, Occupational Therapist, Physical Therapist and instructors in specific subject areas who are considered to be “experts in field,” such as dance, or any other person who by virtue of his or her position of employment is not required to be certified by the FDOE or the District pursuant to Section 1012.39, *Florida Statutes*;
3. Has completed one (1) year of continuous satisfactory employment and are reappointed.

14.3-1 The status of these employees shall continue from year to year unless the District terminates the employee for reasons stated in this Agreement, or reduces the number of employees on a District-wide basis for financial reasons, or until a break in service occurs as a result of resignation, retirement, dismissal, or job abandonment, subject to all of the provisions of the Teacher Collective Bargaining Agreement.

14.4 The Board shall hire for full-time positions only teachers eligible to receive a certificate based on a Bachelor's degree or higher; or for non-degreed vocational teachers, a certificate based on the equivalent of a Bachelor's degree or higher.

14.5 Summer school, evening adult school and supplemental pay assignments shall be voluntary.

14.5-1 Open supplemental positions as shown in Appendix D must be advertised for five (5) working days.

Teachers interested in a supplemental position at their school/worksite will notify their principal/director of their interest on the intent to return letter for consideration of future vacancies.

Vacancies for supplemental positions must be advertised within the school where the vacancy occurs to all employees for five (5) working days.

If at the end of the five (5) day school/worksite posting, the position is not filled it will be advertised externally on the District's web page (www.polk-fl.net) for employees and non-school employees.

All persons who receive supplemental pay will be evaluated yearly concerning their duties in that position. Such evaluation will in no way impact or become a part of the District employee's regular duty evaluation.

Discipline of District employees related to supplemental positions will follow standard progressive discipline procedures.

Dismissal from an annual supplemental position during the school year or if a sport, during that sport season will be for just cause.

Removal of a District employee from a supplemental position could result in disciplinary action on the employee's regular employment with the District.

14.5-2 Recognizing that the welfare and needs of students have always been the priority in optimizing supplemental programs (Appendix D), principals or program directors shall determine assignments considering seniority (defined as experience in the supplemental area or related experience), efficiency, and capacity to meet the needs of the program for all qualified applicants.

14.6 Extra period assignments are instructional assignments. The Board and Association agree that classroom assignments for extra periods must be made with the welfare and needs of the students as priorities. Realizing that principals are responsible for delegating assignments, these assignments shall be made with preference given to fully qualified teachers. If there are more applicants than positions available, the principal shall determine assignments based on seniority, efficiency, and capacity to meet the needs of the program (this includes the needs of the students.)

(As a note of explanation: A 1996 arbitration decision found that seniority carries a greater weight than *efficiency* or *capacity*, all things being equal.)

14.7 Where the student population reflects the need for bilingual teachers, the Superintendent shall attempt to find and recommend, and the Board shall employ such teachers who are bilingual and trained to assist students in English and the primary language spoken by the student provided the teacher is fully qualified for the position.

14.8 All teachers shall be given written notice of their tentative teaching assignment for the first semester of the following year at least two weeks prior to the end of the school year. A teacher may not be assigned into an out-of-field assignment unless the teacher voluntarily signs an agreement for the same. If there is a change in the tentative teaching assignment, the teacher shall be notified as soon as possible. Teachers shall be given

written notice of a change in assignment for the second semester no later than the last student contact day of the first semester, except in cases of emergency.

14.9 In order to maintain employment, instructional staff required to hold teacher certification issued by the Florida Bureau of Educator Certification or the District as a term of employment will be required to be certified, qualified and highly qualified to teach core content courses or certified and qualified to teach non-core content courses. Whenever the term “fully qualified” is used in this collective bargaining agreement, it describes the state of being certified, qualified, and/or highly qualified based upon the courses and students the teacher is assigned to teach in the master schedule.

14.9-1 Teachers new to the system who are assigned to teach core content courses will be given ninety (90) days from their date of hire or until April 1st to document fully qualified status as prescribed by the District Conditional Offer of Employment in order to be considered for reappointment, and failure to provide the necessary documentation shall be grounds for termination.

14.9-2 Teachers not new to the system may not be assigned to courses which will cause the teacher not to be fully qualified unless the teacher volunteers for the assignment and the principal has pre-approval from the Director of Human Capital Management, Endorsement, and NCLB Compliance. The duration of such assignments will be limited to one year. In order for the teacher to continue in the assignment beyond the year, he/she must pass the appropriate Subject Area Examination and add the subject area to his/her certificate. Teachers who are assigned according to the aforementioned provision must pass at least one Subject Area Examination and add the area to their certificate each year until all state and federal required areas are added. The teacher will have until April 1st of each year to satisfy this requirement in order to be considered for reappointment for the following school year in that position. The District will provide reimbursement for test registration fees upon successfully passing and for the addition to the educator’s teaching certificate (Title II funds).

14.9-3 In special and unusual circumstances, the Assistant Superintendent for Human Resource Services may grant extensions to these deadlines.

14.9-4 Any teacher who accepts an assignment for which he/she is not fully qualified must sign a written notice-acknowledgement (Agreement to Earn) that outlines all requirements to remain in that assignment and the notice-acknowledgement (Agreement to Earn) shall include the possible consequences of the teacher’s failure to timely meet those requirements.

14.9-5 A teacher, voluntarily assigned for one (1) year or less into an authorized out-of-field assignment will be required to earn six (6) semester hours or 120 in-service points toward certification in the out-of-field assignment during the twelve months following the date of initial assignment. Failure to do so would make the teacher ineligible to be placed in an out-of-field assignment in the future.

14.9-6 Teachers who volunteer to teach in an authorized out-of-field assignment must remain qualified as prescribed by the written notice-acknowledgement (Agreement to Earn) and/or English for Speakers of Other Languages (ESOL) Plan of Study. In

special and unusual circumstances, the Assistant Superintendent for Human Resource Services may grant extensions to these deadlines. Failure to provide the necessary compliance documentation in a timely manner may result in the teacher's displacement. Probationary or Annual Contract teachers who fail to provide the necessary compliance documentation in a timely manner may have their employment contract non-renewed following the provisions of Florida Statutes or, could be recommended for termination for failure to comply with the terms of their specific requirements.

14.9-7 Teachers who are currently employed by the School Board and who obtain additional certification(s) will be given first consideration for placement prior to the hiring of new employees.

14.9-8 A Probationary Contract or an Annual Contract teacher who is assigned into an authorized out-of-field assignment will not be placed on the displaced list nor will his/her Probationary Contract or Annual Contract be renewed if he/she fails to provide the necessary documentation to demonstrate compliance with his/her notice-acknowledgement (Agreement to Earn) and/or ESOL Plan of Study.

14.9-9 The ESOL Plan of Study may be frozen and/or adjusted for a teacher in the event of a break in service, or a change in assignment which places the teacher in a category for which the certification/training requirement is less stringent. It is the teacher's responsibility to notify the ESOL office of a qualifying event in order for the action to be initiated.

14.10 A copy of all local school and District policies and regulations shall be given to each teacher new to Polk County Public Schools.

14.10-1 The Professional Education Competence (PEC) Program shall be maintained as adopted by the School Board according to §1012.56, *Florida Statutes*.

14.10-2 A teacher participating in the Professional Education Competence Program shall be a member of the bargaining unit with the same rights as any other first year teacher, and shall receive full pay, according to the District's adopted salary schedule.

14.10-3 Evaluation/assessment for the beginning teacher shall be completed and records maintained in the District personnel file. The Professional Education Competence (PEC) Completion form, PEC Accomplished Practices Checklist, and Polk County Schools PEC Documentation Support Team Checklist/Timeline shall be maintained in the employee's District personnel file. The portfolio and its components are maintained by the school. The mentoring log is maintained with the school's Professional Development documentation. Upon completion of the program, the beginning teacher shall be given a copy of the PEC Annual Completion Form.

14.10-4 In the Professional Education Competence Program, service as a mentor shall be voluntary, except when documented as a part of the Academic Intervention Facilitator responsibility.

14.10-5 The mentoring teachers' qualifications and responsibilities are to be clearly enumerated. Mentoring teachers shall be expected to provide on-going support to assigned mentees over the course of the year and assist with specific requests by a

mentee. Limited examples of on-going support may include assisting with identifying and following school and District policies, obtaining necessary material and equipment to complete assignments, and assisting with tracking various timelines to successfully meet required deadlines. Limited examples of specific requests may include identifying resources to assist with curriculum planning or self-diagnosed needs, or being available on contracted days to answer questions. Additionally, said mentoring teachers shall not be responsible for evaluation/assessment of any teacher.

14.10-6 Mentoring teachers must document completion of enumerated duties and professional development qualifications prior to receiving payment. The supplemental amount is listed in Appendix D.

14.10-7 Mentoring teachers may mentor up to six (6) new teachers each school year. Mentor teachers will receive a supplement for each new teacher they are assigned to mentor.

14.10-8 All first year **Probationary Contract** teachers in the PEC Program will be assigned a mentor. Additional mentoring teachers may be assigned by the administration to teachers deemed to be in need of assistance.

14.10-9 All teachers receiving mentoring services shall be anonymously surveyed annually. Such survey shall be for the purpose of measuring the effectiveness of the mentoring program. No information will be gathered that would identify either the mentee or the mentor.

14.11-1 Teacher Recertification – In order to assist teachers with state recertification requirements, the District offers many professional development opportunities that are free of charge. It is the responsibility of the teacher to register and attend an adequate number of trainings in a timely manner to have sufficient inservice points for recertification.

14.11-2 Employees may access their inservice record of points and register for classes through the online District Professional Development System Scheduler.

14.12-1 All professional development must include: Planning, Delivery, Follow-Up, and Evaluation on the Faculty level (individual), School Level, and District Level according to the Florida Professional Development Evaluation Protocol, §1012.98, *Florida Statutes*.

14.12-2 The Individual Professional Growth Plan (IPGP) is directly related to specific student performance data for those areas to which the teacher is assigned.

14.12-3 According to §1012.98, *Florida Statutes*, points may only be awarded upon evidence of follow-up activity completion.

ARTICLE XV - INSTRUCTIONAL PERSONNEL EVALUATION

PREAMBLE

The parties acknowledge that the evaluation procedures **for instructional personnel covered by this agreement** that follow have been agreed upon by the parties hereto with reluctance, and that such agreement is made because of the requirements and mandates of applicable Florida law. **Florida law requires the instructional personnel evaluation**

system be used as a requisite component to determine the wages, hours, and working conditions for instructional personnel and is therefore a mandatory subject of bargaining. Further, the parties agree that should at any time the Florida law applicable to such evaluation procedures be changed by the Florida Legislature or overturned by a court decision to which the Polk County School Board is subject, then in that event the parties agree to promptly renew collective bargaining negotiations for the purpose of modifying the procedures set forth herein and no human capital decisions will be made using this system **until a new agreement is ratified through collective bargaining.**

DEFINITIONS:

Instructional Personnel: For the purpose of this Article and the *Evaluation Manual, Appendix M*, Instructional Personnel shall include all employees covered by this agreement as defined in Article I.

State Assessment: Any standardized state determined assessment **given to students for evaluative purposes** for a given subject.

District Assessment: A standardized District determined assessment **given to students for evaluative purposes** for a given subject applied across the District in a given subject area. **These assessments are commonly called End of Year (EOY) exams.**

Essential Performance Criteria (EPC): Performance indicators under each Domain.

State Value Added Model (SVAM): A statistical calculation by which the Florida Department of Education (FLDOE) estimates an instructional employee's relative impact on student achievement based upon student testing data.

Category I Teachers - Any classroom teacher that is new to the profession or new to the District regardless of the years of teaching experience and Florida Professional Educator Certification credentials, or any teacher that holds a Temporary Teaching Certificate.

Category II Teachers - Teachers with Florida Professional Educator Certification who have more than one year of teaching experience in the District.

Student Achievement Objectives (SAO): A measurable academic growth target that an instructional employee sets at the beginning of the course/term for all students or for subgroups of students to be achieved by the end of an established interval of time, employing baseline data gathered at the beginning of the course.

Instructional Personnel Evaluation System: A collaborative system between teachers and administrators that focuses on increasing student learning by improving the quality of instructional services. The overall term for the processes applied for the performance evaluation of **an instructional employee.**

Approved Observation Instrument: Only the approved observation instrument in the *Instructional Personnel Evaluation Manual* incorporated as *Appendix M* of this contract may be used to document the observation portion of a **classroom** teacher's evaluation which is based on multiple observations (walkthrough **observations**, informal observations, and formal observations) undertaken by the **classroom** teacher's supervisor.

Classroom Teacher: A teacher who provides **direct instruction to students**. This definition exists for the purposes of Article XV only and does not affect other Articles in this contract.

Non-Classroom Instructional Personnel: An instructional employee as defined in Article I who does not provide direct instruction to students.

Evaluator: School Principal/Supervisor, Assistant Principal, and/or Superintendent's administrative designee trained and certified to conduct calibrated observations. **Training and certification requirements are outlined in the *Evaluation Manual - Appendix M*.**

Professional Development Plan (PDP): A formal written plan of improvement.

Test Validity: A determination of whether a test is satisfactory in evaluating the breadth and depth of the knowledge and skills students have developed with respect to the course standards.

Reliability: The degree to which an assessment produces stable and consistent results.

Cronbach Alpha Reliability Coefficient: A commonly accepted measure of the degree of replicability of the relative ranking of a group of test takers. The District is working on all District Assessments to have a Cronbach Alpha Reliability Coefficient of at least 0.7.

Evaluation Manual: The District's instructional personnel evaluation manual, which describes the evaluation systems to be implemented attached as Appendix M.

Teacher Evaluation Advisory Committee (TEAC): A committee consisting of 20 members (10 appointed by the Superintendent and 10 appointed by the PEA president). The district's negotiator and PEA president serve as ex-officio members of the committee. The function of the committee is to serve as advisory in nature to the District and Association bargaining teams.

15.0 Whereas the parties have been unable to fully complete an agreement until after the 135th student attendance day, which makes the implementation of some changes impossible, and, whereas, the §1012.34(3)(b), *Florida Statutes*, requires that all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place therefore, the parties have agreed that in order to complete Instructional Personnel Evaluations for the 2015-2016 school years the rules in the Memorandum

of Understanding ‘**Instructional Personnel Evaluation Business Rules for 2015-2016**’ will override Sections 15.16-1 and all Sections of 15.17 below. This section will expire and automatically be deleted when all evaluation appeals for the 2015-2016 school years have had a final resolution.

15.1 The Superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all **Instructional Personnel**. The evaluation forms and procedures to be used will comply with all requirements as set forth in §1012.34, *Florida Statutes*. The evaluation process will comply with the Collective Bargaining Agreement and follow the *Evaluation Manual* which is attached as *Appendix M*. Only the materials contained in the Evaluation Manual may be used for **Instructional Personnel** evaluation. No one may develop additional supplemental materials for the evaluation of **Instructional Personnel** without approval through the bargaining process.

15.1-1 As the **Instructional Personnel** Evaluation System has undergone substantial change, the parties recognize that continued adjustments may need to be made as data becomes available. The parties commit to returning to the bargaining table to address concerns from either party. It is the intent of the parties to monitor this **Instructional Personnel Evaluation** System to ensure it is a fair, valid, and reliable evaluation system and to make changes, as needed, to achieve this goal. **It is the goal of the parties to use the Standards as developed by the Joint Committee on the Standards for Educational and Psychological Testing and adopted by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME), where applicable, to guide development of District assessments and processes used for Instructional Personnel Evaluation. These Standards will be used to review the system for fairness, validity, and reliability; and, focus changes to refine the system to more accurately reflect instructional personnel performance. The District agrees to keep PEA informed annually as to the Cronbach Alpha Reliability Coefficient of all District Assessments used in instructional employee evaluations. PEA will be fully informed of the processes used to score all end of year (EOY) or other District assessments used for determining the student performance rating of instructional personnel.**

15.1-2 Student **performance** data will be collected for each **instructional employee** as in the *Evaluation Manual* and processed **using group mean centering for District data sources and/or State VAM as required by state statute** to determine the **instructional employee’s student performance** rating. For this purpose, we agree to use the Florida Department of Education’s Roster Verification Tool (RVT) to enable **Instructional Personnel** to review their rosters of assigned students for accuracy. FLDOE provides two RVT review periods; one following Survey 2 FTE in the Fall and the other following Survey 3 FTE in the Spring. During these RVT periods, **Instructional Personnel** can recommend additions or deletions from the roster.

15.1-3 Once **Instructional Personnel** complete the review and all corrections have been identified, the roster will be submitted to **the District for processing. The District shall submit a teacher level Survey 2 and Survey 3 match using a process determined by DOE and submit such data for the calculation of State VAM scores.**

15.1-4 District Calculated Student Learning Data - For yearlong courses, students matched to the teacher during Surveys 2 and 3 and who have fewer than 20 absences are included in the calculation. For semester-long courses, students matched to the teacher during the relevant survey period and who have fewer than 10 absences are included in the calculation. For teachers of adult students, the data source will include only students assigned to the teacher for 60 or more course hours.

15.1-5 If the **instructional employee** is not satisfied that the roster is correct, the issue may be appealed pursuant to Section 15.12 Evaluation Appeal Process through Steps I and II. **It shall be appealed at Stage 2 as a factor in an instructional employee's student performance rating.** If the appeal is successful, the teacher's **student learning data points** shall be revised.

15.1-6 Instructional Personnel shall receive an overall rating calculated as described in the *Evaluation Manual (Appendix M)*. One-third (1/3) of the rating shall be based upon student performance data based on *Appendix A - Florida VAM Test List, Appendix B - District Course Test Map, and/or Appendix F - Student Achievement Objectives*. The remainder of the overall rating shall be as described in the *Manual* for various positions as appropriate. A teacher's student performance rating shall be calculated based upon all students being weighted equally based upon the number of current year students upon whom the data is based.

15.2 Instructional Personnel will be evaluated annually according to **the procedures in the *Evaluation Manual***. This evaluation will be completed by a designated and certified evaluator. Evaluation data will not be used for making Human Capital decisions until all evaluations are completed, including any appeals; with the understanding Probationary Contract **employees** may be released at **any time as per §1012.335(1)(c), *Florida Statutes***.

15.2-1 The evaluator shall be trained in the evaluation tool and shall be certified. The evaluator may be either the principal/immediate supervisor or an assistant principal designated by the principal. If **an instructional employee** so requests, he/she shall be evaluated by his/her principal. Should no administrator meet the criteria or in rare and unusual circumstances, the Superintendent shall designate a certified administrative evaluator who meets the criteria to perform the **required observations** and evaluations. Evaluative visits by the Superintendent's designee shall be made with prior notification of 2 work days, to the **instructional employee** and principal/immediate supervisor, prior to any evaluative activity.

15.2-2 Any concern/deficiency noted by an administrator must be shared with the **instructional employee** in a timely manner. **Electronically finalizing an observation or sending a request for a time to hold a professional conversation within five (5) contract days is timely.** All observable EPC (Essential Performance Criteria) ratings will be documented throughout the year on the forms provided, **based on walkthrough observations, informal observations, and formal observations.** If observable or non-

observable performance deficiencies are noted, the evaluator must provide the **instructional employee** with specific related feedback.

15.2-3 To promote prompt, professional conversation, there is an *Instructional Assistance Conference* form, *Appendix L* of this contract, and guidelines for the school administration to use in conducting Instructional Assistance Conferences with **Instructional Personnel**. This Conference may be used to bring focus to the instructional changes desired without requiring an **instructional employee's** evaluation to be marked down or the development of a formal written plan of improvement. The Instructional Assistance Conference does not replace the formal written plan of improvement and is not disciplinary in nature. It is intended to facilitate professional conversations.

15.2-4 Videotaping shall not be used to record data for any **instructional employee** observation or evaluation. Videotaping, with the expressed written permission of the **instructional employee** may be used for non-evaluative purposes, such as mentoring or for certification purposes. **This section does not prohibit video or audio recording of students when required by any State or District student performance exams involving a performance component.**

15.2-5 It shall be considered a gross procedural error if an **instructional employee** receives an overall rating of Needs Improvement or Unsatisfactory on Stage 1 and has not had the opportunity to complete an appropriate Instructional Assistance Conference (IAC) process or a Professional Development Plan (PDP).

15.3 The process of evaluating **Instructional Personnel** will be ongoing during the school year. **Instructional Personnel** will be fully informed of the criteria and procedures associated with the evaluation process as outlined in the *Evaluation Manual*. All procedures and timelines, as outlined in the *Evaluation Manual*, shall be followed. **Instructional Personnel** will be provided electronic access to the *Evaluation Manual* within their first 15 work days. All **Instructional Personnel** new to the evaluation process shall be trained **regarding the Instructional Personnel Evaluation processes and requirements** within the first 10 contract days of employment.

15.4 An **electronic** report of each evaluative observation conducted by the evaluator, including walkthrough **observations**, informal observations, and formal observations will be **available** within five contract days. The formal observation will include a pre-conference and a post conference for all Category I **Instructional Personnel**, and a post-conference for all Category II **Instructional Personnel**. A Pre-Conference will be held at the request of a Category II **instructional employee**.

15.5 Required Instructional Personnel Evaluation Conferences: Mileage to the former school/worksites shall be reimbursed if teachers are required to travel to receive their final evaluation.

15.5-1 A Category I mid-year instructional employee conference is required for all Category I instructional employees. Each Category I instructional employee shall be given an overall mid-year evaluation rating based upon the EPCs and

student learning data according to the *Evaluation Manual* and the rating shall be reported to the Florida DOE as required. There shall be a full and complete discussion of each EPC rating with specific recommendations for any EPC rated as Needs Improvement/Developing or Unsatisfactory. At the completion of the conference the appropriate form will be signed by the administrator and the instructional employee documenting the administrative ratings. The score of the midyear evaluation is independent of the final evaluation score.

15.5-2 Stage 1 evaluations shall occur prior to the end of the school year and shall include the administration's final ratings with supporting data for both observable and non-observable EPCs, and the final rating for completing the employee's self-evaluation and meeting the instructional employee's individual goal (if applicable). At the completion of the conference the appropriate form will be signed by the administrator and the instructional employee documenting the final administrative ratings.

15.5-3 Stage 2 evaluations shall occur within a specified period of time near the beginning of the school year as mutually determined annually by the District and PEA, pending availability of all student performance data. This timeline will take into account the November 30th report date to FLDOE to ensure that all appeals may be heard prior to the report date. Stage 2 shall consist of a conference to review an instructional employee's overall rating as determined by the appropriate rubric, student performance data and student performance rating, and, to review any additional information presented by the employee which may impact the administrative ratings provided at the Stage 1 conference. At the completion of the conference the appropriate form will be signed by the administrator and the employee documenting the overall rating, the student performance rating, and any adjustments agreed upon during the final Stage 1 administrative ratings.

15.6 In the event an instructional employee is not rated as Effective or Highly Effective in one or more of the EPCs, the evaluator will provide a recommendation for improvement based on a specific deficiency as defined by the appropriate EPC rating rubric.

15.7 If performance concerns exist, the following steps shall be taken:

- 1.** The evaluator shall hold a professional conversation with the **instructional employee** to identify specific areas of concern coupled with suggested actions to be taken to assist the **instructional employee** with the improvement of professional practice. Monitoring will be ongoing.
- 2.** If the **instructional employee continues to perform** below the effective level in an identified EPC, the evaluator shall meet with the **instructional employee** to discuss the concerns and develop a plan, such as an **Instructional Assistance Conference (IAC) or Processional Development Plan (PDP)**, for improvement. Refer to *Appendix M – Instructional Personnel Evaluation Manual – Appendices H and I*.

15.7-1 Outcome of the Final Evaluation

- a. All Category I and Category II annual contract **instructional employees** who receive **an overall** Highly Effective or Effective rating on **their** most current **Instructional Personnel Evaluation** will be renewed if the **instructional employee** has not had Progressive Discipline beyond a Step 1 Written Confirmation of a Verbal Warning for the current school year.
- b. Professional Service Contract **Instructional Personnel**: The provisions in §1012.34(4), *Florida Statutes* – Notification of Unsatisfactory Performance will be followed.
- c. Category II **Instructional Personnel** will follow §1012.34(4), *Florida Statutes*, concerning Overall Unsatisfactory Performance.
- d. Under the requirements of §1012.335, *Florida Statutes*, an Annual Contract will not be awarded if **an instructional employee** receives two consecutive **overall** annual performance evaluation ratings of Unsatisfactory, two annual **overall** performance evaluation ratings of Unsatisfactory within a 3-year period, or three consecutive **overall** annual performance evaluation ratings of Needs Improvement or a combination of **overall** Needs Improvement and Unsatisfactory.

15.8 The immediate supervisor of the **instructional employee** will forward the evaluation report to appropriate personnel.

15.9 Non-Classroom Instructional Personnel will be assessed using the appropriate evaluation/procedure forms.

15.10 The Teacher Evaluation Advisory Committee (TEAC) is created to develop, review, or change evaluation form(s) called for in Article XV **and** shall be advisory in nature to the District and Association bargaining teams. The committee shall **consist of 20 members (10 appointed by the Superintendent and 10 appointed by the PEA president). The District’s negotiator and PEA president serve as ex-officio members of the committee. The committee shall include at a minimum, one representative from elementary, middle school, high school, and alternative education. The District and PEA bargaining teams will consider recommendations from the Teacher Evaluation Advisory Committee (TEAC) when determining the appropriate evaluation/procedure forms for a new job position or changes for an existing job position.**

15.11 All procedures as outlined in the *Evaluation Manual*, will apply to staff of the Polk Virtual School with the following exceptions:

15.11-1 There will NOT be a formal observation using the approved observation instrument to gather evaluation data related to appropriate Domain and Essential Performance Criteria (EPC). Rather, in lieu of the observation, the teachers will provide evidence to the supervisor related to the following expectations:

- Communication between teacher and student to equal no less than one correspondence per week. Communication may be initiated by either the teacher or the student.
- Samples of student work per term with evidence of instructor feedback.
- Periodic evaluations between teacher and students as defined and documented through timely student progress checks.
- Phone log of teacher/student interaction as applicable.

Evidence may be provided in the format of checklists, log entries, student portfolio, etc. While all EPCs in the **Instructional Personnel** Evaluation System are applicable to teachers of the Polk Virtual School, some of the specific sample indicators of performance may vary in nature from those identified in the *Evaluation Manual*. The supervisor and **instructional employee** will review the sample indicators and determine their applicability to the specific role of the **instructional employee** in the “virtual school” environment.

15.12 Evaluation Appeal Process – Instructional employees may appeal using an expedited appeal procedure limited to 3 steps: Step 1, Step 2, and Arbitration. The Arbitration step will be an expedited process with no submission of briefs and the arbitrator will issue a written decision. Expedited Arbitration will include setting a panel of mutually agreed upon and available arbitrators to hear multiple cases in a day. **Although we are using an expedited arbitration process, each side retains the right to use all remedies available to them under state and federal law. If a serious procedural violation results in the removal of an annual evaluation, the evaluation rating will default to Not Evaluated and the employee will be considered to have an overall Effective rating for the purpose of all Human Capital and salary decisions.**

15.12-1 While the **Stage 2** may be appealed, only overall ratings of Needs Improvement or Unsatisfactory or when Performance Pay is implemented and the score on the evaluation precludes an instructional employee from receiving Performance Pay, may be submitted for arbitration. If a rating is successfully appealed, the rating shall be corrected and the evaluation recalculated. Overall ratings that are Developing (in the first three years of employment) or Effective are only eligible to be processed through the first two steps of the appeal process. **An instructional employee** may appeal through the first two steps of the evaluation appeal any of the individual ratings governed by an EPC rubric Domain. Such appeal shall be based upon a procedural violation of the process **and/or** a misinterpretation of a system rubric.

- a. Step 1
 - i. **Stage 1 Appeal** – No later than the 175th day of student contact, the **instructional employee** must file **using the jointly approved method communicated to all employees** with their principal and copy the ~~Senior~~–principal’s supervisor, PEA, and the **Senior Director of the Human Resource Services Division** that a concern exists **and they choose to appeal their Stage 1 results**. The parties will meet to discuss the concerns no later than 5 work days (day 185)

after the last student contact day. A decision will be issued in writing within three (3) work days. **The District and PEA may adjust the above timelines by mutual agreement if necessary.**

- ii. **Stage 2 Appeal – At the closing date for employees to file for a Stage 2 appeal, Human Resources and PEA will meet to set the timeline for Stage 2 Appeals.** The timeline for Stage 2 appeals will be noticed to all employees. **This timeline will take into effect that the entire process, including arbitrations must be done before November 30th. Teachers of courses assessed by a State VAM formula will have scheduling priority to ensure their appeal is completed prior to the November 30th date to report data to the FLDOE.** The instructional employee shall have ten (10) contract days after the **Stage 2 evaluation window** is concluded to submit a written notice of a concern to their **principal and copy the principal’s supervisor, PEA, and the Senior Director of the Human Resource Services Division.**

- b. **Step 2 – After an appeal decision has been made,** if the instructional employee is not satisfied with the outcome of the discussion, the instructional employee may schedule a meeting with the Superintendent or his/her designee. The parties will meet to discuss the concerns within **ten (10)** work days. A decision will be issued in writing within **five (5)** work days.

- c. Expedited Arbitration – If the **instructional** employee is not satisfied with the **decision of the Superintendent or his/her designee, s/he** may, within ten (10) contract days following the completion of the **Step 2 above** request Expedited Arbitration as an option to resolve **his/her** evaluation appeal. The District’s and **PEA’s** intent is to mutually pre-select a panel of arbitrators and contact them to establish a potential calendar of arbitration dates into which employees with appeals may be scheduled. Further, the intent is to keep individual hearings to approximately four (4) hours maximum with the arbitrator requested to submit a decision within 2 work days. Expedited Arbitration will take place as timely as possible. Dates will be **mutually** agreed upon by the District and **PEA.**

- d. Miscellaneous Provisions:
 - 1. The Board and the appellant shall not be permitted to assert in such arbitration proceeding, any ground or rely on any evidence not previously disclosed to the other party. Both parties agree that the award of the arbitrator shall be final and binding.
 - 2. The Board and the Association shall share equally the fees and expenses of the arbitrator when the appeal is processed by the Association. Neither the bargaining agent nor the Board shall be responsible for the cost of an arbitration by a member of the bargaining unit when the appeal is not processed by the Association.
 - 3. No reprisals of any kind shall be taken against any party participating in the appeal procedure.

4. Notwithstanding the expiration of this agreement, any appeal arising while the agreement was in effect may be processed through the appeal procedure until resolution.
5. Any teacher for whom an appeal is sustained shall be reimbursed in accordance with the award of the arbitrator.
6. Each party shall bear the full cost of its representation at all steps of the appeal procedure.
7. A teacher shall have the right to have an Association member representative present when an appeal is being discussed. In a case where no Association member representative is present to attend the informal procedure, the discussion may be postponed and the Association staff will have the right to appoint an Association member to attend the informal session.

15.12-2 If for reasons as follows, but not limited to, the number of appeals is larger than the number of available times to hold appeals **or the data is delayed from FLDOE**, the District and **PEA shall** meet to discuss an extension of the timeline.

15.12-3 If an appeal is filed, no human capital decisions will be made based upon that evaluation until the appeal process has been completed.

15.13 Teacher Evaluation Advisory Committee (TEAC) Process – The committee will meet at least twice annually **between January 1 and May 31** and make recommendations to the Superintendent or as determined through collective bargaining processes and will make recommendations for system changes **for the upcoming year** by July 1 of each year. **Any recommendations submitted after July 1 will be for the following school year. TEAC may make recommendations after July 1 for the current school year if changes to the statutory requirements occur after July 1.** Every attempt will be made to meet the statutory guidelines in §1012.34(4), *Florida Statutes*, including the provision to fully inform Instructional Personnel of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place.

15.14 Certain adjustments in system processes may need to be made due to unknown factors related to the stability and reliability of student data. The Teacher Evaluation Advisory Committee may make related recommendations pertaining to system processes if that occurs. Any changes in the system processes during any year will be submitted to the FDOE for review and approval, as appropriate.

15.15 In order to ensure the quality of the implementation of the **Instructional Personnel Evaluation** system, a mid-year survey of **Instructional Personnel** and evaluators will be written by the **TEAC** and administered to **Instructional Personnel** and evaluators. The results of the survey will be compiled and reported to the **TEAC**. The **TEAC** will review the compiled results of the survey and **recommend** appropriate action as needed.

15.16 An Improvement Model for **classroom teacher observations** will consist of three observation processes: Walkthroughs, Informal and Formal. **The ratings from each observation will be combined and averaged to provide the final rating for each**

observed EPC. The final EPC points calculated may not be decreased (rounded down) and may only be increased (rounded up) by the evaluator if a rationale supported by evidence is documented in Journey.

15.16-1 Observation Timing Chart

Teacher Status	Formal Observations Full Class Period or 60 Minutes whichever is Less	Informal Observations 20-45 Minutes	Walkthroughs 10-15 Minutes
Category I	<ul style="list-style-type: none"> 1 Minimum per semester Pre-/Post-Conference required within five (5) days of the scheduled observation Additional optional Conduct an Informal required prior to a Formal 	<ul style="list-style-type: none"> 1 Minimum per semester Number varied based on need Feedback Required within five (5) days of the scheduled observation Completion of at least 2 walkthroughs prior to 	<ul style="list-style-type: none"> 2 minimum each 45 days for each of the first 3 quarters only. Feedback desired if Highly Effective or Effective Feedback required if Needs Improvement/Developing or Unsatisfactory
Category II	<ul style="list-style-type: none"> 1 Minimum annually Additional optional Pre-Conference optional within five (5) days of the scheduled observation Post Conference required within five (5) days of the scheduled observation Conducting an Informal is required 	<ul style="list-style-type: none"> 1 Minimum annually Number varied based on need Feedback Required within five (5) days of the scheduled observation Completion of at least 1 walkthroughs prior to conducting an Informal 	<ul style="list-style-type: none"> 1 minimum each 45 days for each of the first 3 quarters only. Feedback desired if Highly Effective or Effective Feedback required if Needs Improvement/Developing or Unsatisfactory
PDP Teacher	<ul style="list-style-type: none"> 1 Minimum each 90 days while engaged in PDP process Pre-/Post-Conference required within five (5) days of the scheduled observation Conduct an Informal required prior to a Formal 	<ul style="list-style-type: none"> 1 Minimum each 45 90 days while engaged in PDP process Feedback Required within five (5) days of the scheduled observation Completion of at least 2 walkthroughs prior to conducting an 	<ul style="list-style-type: none"> 3 Minimum each 90 days while engaged in PDP process Feedback required

15.16-2 Additional informal or formal observations may occur only if the classroom teacher has had the opportunity to correct performance concerns as

documented in an IAC or PDP. Additional informal and formal observations shall be scheduled as a part of the PDP process.

15.16-3 Non-classroom Instructional Personnel will follow the appropriate procedures outlined in the *Evaluation Manual*. All non-classroom Instructional Personnel will be evaluated based on the Final Overall Rating Table which is included in the *Evaluation Manual* incorporated as *Appendix M* of this contract.

15.16-4 Some instructional employees may be submitted to DOE as Not Evaluated due to unforeseen circumstances. Any instructional employee submitted to DOE as either Not Evaluated or Developing will be treated as Effective for all Human Capital and salary decisions.

15.17 For the 2016-2017 school year, instructional personnel at select schools or in select positions shall have the option to establish a Student Achievement Objectives (SAO) by following the process outlined in the *Evaluation Manual Appendix F – Student Achievement Objectives*. Beginning in the 2017-2018 school year, all instructional personnel will have the option to establish a SAO by following the process outlined in the *Evaluation Manual Appendix F – Student Achievement Objectives*. The employee's Student Performance rating for the students included in the SAO will be combined proportionally with the employee's Student Performance ratings as determined by the State VAM and/or District Course Map for any remaining students. All student data will be weighted equally based upon the number of current year students upon whom the data is based.

15.17-1 Training and supporting resources which provide consistency in the implementation of SAOs will be developed by a joint committee appointed by the Superintendent and the PEA President. The committee will use the framework from the Center for Assessment as a foundation. The committee will identify the process to prepare trainers and deliver comprehensive training to all participants using a variety of methods. Participants on the committee may vary depending on the specific assigned tasks. Training must be ready for presentation prior to the employees' first contract day and the schedule for delivering training must begin within the first ten (10) instructional days. The Superintendent and the PEA President shall establish a date and the participants for the initial meeting for this committee within ten (10) business days of the ratification of this contract.

15.17-2 An employee shall have an annual choice to engage in the SAO process. If the employee does not choose to establish an SAO, their student learning data will default to the data source listed in the *Evaluation Manual Appendix B – District Course Test Map* of this contract for the course(s) to which they are assigned. An employee choosing to establish an SAO must complete the forms and follow the process in the *Evaluation Manual Appendix F*. An employee may work collaboratively on their SAO with other employees but may not be required to do so. The completed SAO template must be initially submitted to the principal/administrator no later than the fifth (5th) student day following Data Day as established in the official Polk County Public School District Calendar.

15.17-3 All SAOs must be based upon core/main course, or instructional standards for the selected student group and must follow the SMART protocol (Specific, Measurable, Appropriate, Realistic, and Time Limited) as appropriate to the course, grade level or position/assignment of the employee.

15.17-4 Baseline student data must be established by the employee during the first nine (9) week period as established in the official Polk County Public School District Calendar. It may be based upon data collected at any time prior to the end of the first nine (9) week period as outlined in the approved SAO goal.

15.17-5 The principal/administrator shall review the SAO using the Rubric for Rating the Quality of Student Achievement Objectives in the *Evaluation Manual Appendix F* (the Rubric) within ten (10) student days and provide feedback to the employee. Any SAO evaluated as Quality Needs Improvement or Insufficient Quality is not approved until changes are made to meet the requirements as outlined by the Rubric. Employees and principals/administrators are encouraged to collaborate in this process. If a dispute cannot be resolved, the employee may appeal their concern to the Regional Assistant Superintendent for resolution. To be implemented, the SAO must be approved no later than the end of the first nine (9) week period as established in the official Polk County Public School District Calendar. Both the employee and the principal/administrator shall sign and maintain a copy of the approved SAO goal.

15.17-6 If a principal/administrator does not respond within the timeline in 15.17-4 above, the submitted SAO shall be considered approved.

15.17-7 Any employee may abandon the SAO process without detriment at any time prior to final approval. The employee's Student Performance rating for the students will then default to the rating based upon student test data as determined in *Evaluation Manual Appendix B - District Course Test Map*.

15.17-8 A mid-year meeting to review the SAO progress will be held during the first fifteen (15) days of the second semester. This meeting is required for all Category I teachers and only necessary for Category II teachers if they wish to adjust the expected outcomes of the SAO. This meeting may occur for Category II classroom teachers along with the review of their Informal Observation and for Category I instructional employees at the time of their post-conference for their first Formal Observation. The instructional employee and the Principal/Administrator shall review using the mid-year Reflection Questions in the *Evaluation Manual Appendix F - Student Achievement Outcomes* and make adjustments as needed to increase the likelihood of a positive goal outcome.

15.17-9 Category I employees who choose to create an SAO. As part of their mid-year evaluation meeting with the principal/administrator, the goal outcomes must be assessed. If the SAO outcomes are not attainable, making the outcomes unrealistic, the outcomes may be amended or the SAO abandoned. If the SAO is abandoned, the employee's Student Performance rating for the students will then

default to the rating based upon student test data as determined in *Evaluation Manual Appendix B - District Course Test Map*.

15.17-10 Should a Category II employee or principal/administrator be concerned that the employee's SAO targets are not attainable, therefore making the expected outcomes unrealistic, a meeting will be held to review and assess the available data. This review must occur and any adjustments to the agreed upon targets made within the first fifteen student contact days of the second semester. The need for adjustments should be based upon unforeseen circumstances that affect the targets or other good cause. Should a dispute arise over an appropriate adjustment, the employee may appeal the principal's/administrator's decision to the Regional Assistant Superintendent.

15.17-11 In 2016-2017 semester courses may set an SAO in the second semester only. The timelines for semester courses will be set and distributed by November 1, 2016.

15.17-12 The four (4) level Instructional Personnel Rating Rubric in the *Evaluation Manual Appendix F* shall be used to determine whether the employee is rated Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory for their goal. Employees may group students based upon student performance and vary the outcome for the established groups. All students should have a learning outcome by group, but an individual outcome for each student is not expected or required. The employee's Student Performance rating shall be determined by the number of students meeting or exceeding the goal as established by the Rating Rubric.

15.17-13 For the 2016-2017 school year a beta group of specific schools and non-classroom positions will be selected prior to the end of the 2015-2016 school year to participate in the SAO process. In selected schools and programs the administrative staff will complete training in the SAO process for instructional personnel prior to the start of the 2016-2017 school year. Selection of participating schools will reflect the broad spectrum of programs offered throughout the district. Prior to the 2017-2018 school year, all principals/administrators will be trained in the SAO process to allow the participation of any employee.

15.18 Non-classroom instructional employees are required to set a self-determined Individual Goal as described in the *Evaluation Manual Appendix G*, for their position. A goal may be for multiple years as long as a specific annual benchmark is established for each year. This goal may be set any time after the completion of an instructional employee's Stage 1 evaluation for the previous year, but, must be set by the 21st student contact day. The goal will be specific, measurable, attainable, relevant, and time-bound (SMART). The goal may be based upon the instructional employee's evaluation, self-evaluation, School or District Improvement Plan, and/or the need of the students, parents, staff, or school.

15.18-1 A mid-year meeting to review goal progress will be held. The instructional employee and the Principal/Administrator shall review the original

strategies and will collaboratively make adjustments as needed to increase a positive goal outcome. This meeting may occur for Category II classroom teachers along with the review of their Informal Observation and for Category I instructional employees at the time of their post-conference for their first Formal Observation.

15.18-2 Rating of the goal shall be based solely upon implementation and appropriate modification of the identified strategies throughout the year as outlined in the *Evaluation Manual Appendix G*.

15.19 Instructional employees completing the self-evaluation will receive the maximum credit regardless of how they rate themselves. Instructional employees not completing the self-evaluation will receive the lowest credit.

ARTICLE XVI - TEACHER DISMISSAL PROCEDURE

16.1 The following procedure will be used to help Continuing Contract teachers correct deficiencies prior to the implementation of the formal NEAT Procedure.

16.1-1 NOTICE - written notice to the individual that deficiencies exist which, if not corrected, could lead to the implementation of the formal NEAT Procedure.

16.1-2 EXPLANATION - Full and complete explanation of deficiencies and suggested corrections.

16.1-3 ASSISTANCE - Administrative and supervisory assistance offered and provided.

16.1-4 TIME - Reasonable time provided for correction of deficiencies.

16.2 DEFINITION OF INCOMPETENCY - Incompetence is defined as the inability or lack of fitness to discharge the required duties as a result of inefficiency or incapacity.

16.3 The formal **NEAT PROCEDURE** will be initiated only after consultation and suggestions for improvement by the immediate supervisor have failed to help the teacher improve.

16.3-1 NOTICE AND EXPLANATION: The principal will inform the teacher in writing that the evaluation and assistance procedure is being initiated. This letter will include the listing of the area or areas of weakness, which, if not improved, may result in dismissal. The immediate supervisor will send copies of this correspondence to the Superintendent, area assistant Superintendent, chairman of the Board, and the Association.

16.3-2 ASSISTANCE BY ADMINISTRATOR and explanation:

A. The Superintendent will assign an administrator with knowledge in the subject area to develop a planned program of improvement for the teacher. This should be done as soon as practical after receiving the letter from the immediate supervisor.

B. The assigned administrator, in cooperation with the immediate supervisor and the teacher, will begin to develop a planned program for improvement as soon as practical after being notified of the assignment.

1) The administrator shall observe the teacher in the classroom not fewer than 55 consecutive minutes or one full class period prior to the development of a planned program.

2) The administrator shall discuss the observation and the program for improvement with the teacher at the time it is presented to the teacher. The administrator and the teacher shall sign the report. Copies of this observation report and the plan for improvement shall also be submitted to the principal, the Superintendent, and area assistant Superintendent.

3) The administrator shall make a second classroom observation within 30 workdays after the planned program was presented to the teacher. The report of this observation, including noted improvement in the areas of weakness listed by the principal, will be discussed with the teacher. The administrator and the teacher will sign the report. Copies of this report will be submitted to the teacher, principal, area assistant Superintendent, and Superintendent.

16.3-3 ASSISTANCE BY EXPERTS: The Superintendent shall also appoint three experts, who shall be experienced teachers in the same field as the teacher being evaluated, to observe the teacher and make suggestions for improvement. The three experts shall conduct their investigation within 14 workdays after their appointment and without contact with one another.

(A) Each expert will observe the teacher in the performance of his/her teaching duties for not less than two (2) class teaching periods or at least 90 minutes.

(B) Each expert shall submit a written report of his/her individual observations with recommendations for improvement to the teacher with copies of the report to the administrator and the immediate supervisor.

(C) Each expert shall conduct a second observation of the teacher in the performance of his/her teaching duties of at least two (2) periods or 90 minutes, and between 25 and 35 workdays after the first observation. The expert shall make a final written report of his/her observations, noting improvement or lack of improvement. Copies of this report will go to the teacher, immediate supervisor, and the administrator.

(D) After the experts have made their second observation, the administrator will make a third observation and report as to the teacher's improvement. The administrator will discuss this observation report with the teacher and the principal. This report will be signed by the administrator, teacher, and principal. Copies will be submitted to the teacher, principal, Area Assistant Superintendent and Superintendent.

(E) All observation reports shall become a part of the teacher's personnel file.

(F) Experts, serving as observers, shall be given adequate release time from their regular duties to conduct the observations of the teacher in the performance of his/her teaching duties.

16.3-4 TIME FOR DECISION: As soon as possible after sixty (60) workdays from the day the planned program was discussed with the teacher, but not later than ninety (90) workdays, a decision will be made.

(A) The immediate supervisor shall meet with the teacher and administrator to review and discuss all the observations and evaluations.

(B) The teacher may request anyone of his/her choice to be present at this meeting.

(C) Within fourteen (14) days following this meeting, the immediate supervisor shall make his/her written recommendations as to the competency or incompetence of the teacher. The teacher shall sign this recommendation and retain a copy. Copies of this recommendation shall be sent to the area assistant Superintendent, administrator, Superintendent and the Association.

16.4 PROFESSIONAL SERVICE CONTRACT TEACHERS

16.4-1 A teacher holding a Professional Service Contract who is not performing his or her duties in a satisfactory manner based on the teacher's assessment instrument shall be notified by their evaluator in writing of such determination. The notice must describe such unsatisfactory performance and include the notice of the procedural requirements as listed in §1012.34, *Florida Statutes*.

16.4-2 Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance in writing, and provide assistance in helping to correct deficiencies within a prescribed period of time.

16.4-3 The employee shall be placed on performance probation and governed by the provision of §1012.34, *Florida Statutes* for 90 calendar days from the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90 calendar day period. During the 90 calendar days, the employee must be observed a minimum of three times and apprised of progress achieved in writing and must be provided assistance and in-service training opportunities to help correct the noted performance deficiencies.

16.4-4 Within 14 days after the close of the 90 calendar days, the evaluator must assess whether the performance deficiencies have been corrected and forward a recommendation to the Superintendent. Within 14 days after receiving the evaluator's recommendation, the Superintendent must notify the employee in writing whether the performance deficiencies have been satisfactorily corrected and whether the Superintendent will recommend that the school board continue or terminate his or her employment contract. If the employee wishes to contest the Superintendent's recommendation, the employee must, within 15 days after receipt of the Superintendent's recommendation, submit a written request for a hearing as provided in §1012.34, *Florida Statutes*.

16.5 MISCELLANEOUS PROVISIONS

16.5-1 When illness or other incapacity of the teacher or observer prevents the completion of the observation on schedule, the time limits shall be extended to such time as the teacher or observer can be present for the observation.

16.5-2 This procedure does not prohibit immediate suspension and subsequent dismissal for just cause as outlined in §1012.79, *Florida Statutes* or the use of the Florida Education Practices Commission procedures.

16.5-3 The immediate supervisor may drop this evaluative procedure at the conclusion of any step in the procedure if he/she determines that it is no longer necessary. The teacher will be notified in writing of this decision and any further recommendations.

16.5-4 This procedure shall not be utilized in cases of physical or emotional incapacity to discharge the required duties of a teacher.

ARTICLE XVII – TRANSFERS AND CHANGES IN ASSIGNMENT

17.1 A transfer is a change in teaching position from one work location to another, excluding countywide assignments. A transfer is also any change which would cause a teacher to teach any part of the day at a different school from his/her initial school assignment, excluding countywide assignments. A change of assignment is from one subject area or department to another, or from one grade to another, within the same work location.

17.1-1 A teacher who is required to change classrooms will have assistance moving boxes and furniture and will be provided appropriate equipment to do the job safely.

17.1-2 If a teacher is given a change of assignment or classroom during the school year, the teacher will be provided one (1) student contact day without students or assignments for the purpose of moving classroom and personal items from one classroom to another and/or planning and preparing materials for students in preparation for student instruction or other assigned duties.

17.1-3 If a teacher is transferred during the school year, the teacher will be provided two (2) student contact days without students or assignments for the purpose of moving professional and personal items from one school to another, setting up a classroom, and preparing materials.

17.2 Principals shall keep their faculties informed as to vacant positions in their schools by posting such vacancies at the teacher sign-in location. Teachers who would like to change from grade and/or subject assignment within a school shall file a written statement of such desire with the principal. The principal shall consider all such requests and make a decision as to the change based on the teacher's qualification, certification, and educational program of the school. The principal will give written notification of his/her decision to each teacher who has filed a written request. The change in assignment will be subject to approval by the District Certification/NCLB Compliance Department.

17.3 All changes in assignment should be voluntary; however, the principal may make changes in teacher assignments at his/her own discretion when he/she deems it to be in the best interest of students, faculty, and educational program of the school. Such assignment changes may only be to areas for which the teacher is fully qualified and may not cause a teacher to work out-of-field. Principals shall strive to minimize the number of core academic subject area assignments. When such changes are made the reason(s) for the assignment shall be given in writing, if requested. Providing a reason will in no way limit the principal's discretion in making such assignments. Such reassignments shall not be used as a punitive measure. Any teacher being involuntarily reassigned shall not be deprived of his/her contractual salary for the remainder of the contract year.

17.3-1 Should there be a reduction/loss in funding for a grant program, the teacher in such a grant funded position will be able to remain at the school/worksites at which he/she is assigned in a position for which he/she is fully qualified. If there are no vacant positions available, the school shall follow the procedure for "Loss of Units" in 17.6-1.

This process shall retain the grant funded teacher as a part of the staff for any position for which the teacher is fully qualified.

17.4-1 Request for Transfer: Unless the teacher and both principals agree, no transfers shall be allowed during a period spanning from 14 calendar days before the first teacher contract day until after the 20th teacher contract day. A transfer will not be considered unless the teacher is fully qualified for such vacancy. All transfers shall be initiated by the receiving principal, with copies to the releasing principal or immediate supervisor and the Human Resource Services Division. The principal, when making his/her decision, shall consider each teacher requesting transfer as to his/her experience, general background and preparation, competence and commuting distance (Energy Transfer). The transfer of the teacher will be subject to Board approval.

17.4-2 Transfer During School Year: Teachers may request to be transferred when there are vacancies for which the teacher is fully qualified. Should a teacher be offered and accept a position during the school year, then the releasing principal must release the teacher from their school within twenty teacher contract days after being contacted by the receiving principal.

17.4-3 Request for Transfer Between School Years: A teacher's request for transfer from one school to another shall be made on a form readily available on the District's website and located in the Teacher Collective Bargaining Agreement Appendix B. The transfer request (i.e. voluntary, energy) will be submitted to Human Resource Services. The Human Resource Services Division will prepare a master list of all teachers seeking transfers and distribute this list with the teachers' preferences to all principals and the Association for their review and consideration. Placement on the list does not guarantee a transfer. It is the responsibility of the teacher to notify the principals where vacancies exist in order to be considered for the vacancy. The transfer will be subject to approval by the District Certification/NCLB Compliance Department.

17.4-4 Probationary Contract teachers shall not be allowed to seek a transfer until the end of the school year in which his/her probationary period is completed.

17.5 A current list of vacant positions, including Polk Virtual School, will be maintained for all teachers to view on the District's website (www.polk-fl.net). All vacancies will be advertised for a minimum of five workdays, except for the ten (10) calendar days prior to the first work day in order to meet the mandate for fully staffed schools. The website will indicate the subject area or grade level of the vacancy, the date the vacancy will occur, and the worksite at which the vacancy exists. A vacancy shall be deemed to exist when a full-time employee is sought to fill a full-time position, after worksite reassignments have been completed, if applicable.

17.5-1 Candidates interviewed for positions will be notified in writing when the position has been filled.

17.6-1 Involuntary Transfer: The Board and the Association recognize that it may be necessary to transfer a teacher or teachers involuntarily. Such transfers will only be made for one or more of the following reasons:

- 1) Loss of units
- 2) Providing for a racially balanced school staff
- 3) Dividing a school faculty to form a new school
- 4) Phasing out a program or grade level
- 5) Changing a program
- 6) Closing a school

- 7) Providing for a comparability of schools for Federal program
- 8) Placing a teacher who has been teaching out-of-field of certification into his/her field of certification
- 9) Comply with a court order
- 10) Redistricting of schools
- 11) Comply with state and federal legislation

17.6-2 In unusual and special circumstances the Superintendent may recommend to the Board that a teacher be transferred from one position to another specific position for good and sufficient reasons. Any teacher being transferred under this section may not be placed into an out-of-field assignment or a position for which the teacher is not fully qualified and the teacher may receive written reasons for the transfer, if so requested. Such transfers shall not become effective until approved by the Board.

17.6-3 Teachers placed on the involuntary transfer list are considered displaced and, it is their responsibility to provide the Human Resource Services Division with a current/temporary address and phone number. Continuing Contract and Professional Service Contract teachers will be guaranteed placement. Annual or Probationary Contract teachers will be guaranteed placement only during the term of their contract. If there are not enough positions for placement, the provisions of Article XIX Layoff shall be followed.

17.6-4 When transfers become necessary, no new teacher will be placed to fill positions for which displaced teachers are fully qualified until the teachers have been offered these teaching positions.

17.6-5 Involuntary transfers that are necessary because of complying with a court order or moving teachers into a position for which they are fully qualified will be done by the Board after a recommendation by the Superintendent. Any transfer (involuntary or voluntary) for the purpose of compliance with a legal mandate, or for the purpose of the racial balancing of a faculty to comply with court orders will take precedence over seniority when determining teachers to be transferred.

17.6-6 When transfers become necessary as a result of reasons 1 thru 11 in 17.6-1, the Superintendent or the designee shall notify the Association of the staffing allocation changes planned for each affected school. Human Resource Services shall provide the principal of each affected school a list of the school's teachers. The list will include each teacher's seniority date and list all certifications on file for which the teacher is fully qualified. Each teacher shall be provided his/her personal information. Before involuntary transfers are made, the principal will announce the position changes planned for the school to the entire staff. Volunteers for involuntary transfer shall be requested. Within the timeline provided by Human Resource Services, the principal shall meet with departments and/or individuals to discuss the impact of the required changes. A list of potential openings shall be maintained and available electronically for the teachers to review on the District's website (www.polk-fl.net). Teachers will be provided at least 24 hours to volunteer in order to allow review. If there are more volunteers than needed to reduce the units in that school, the volunteering teacher(s) with the most seniority in the District (as defined in 17.8) shall be submitted for placement on the Districtwide displaced list.

17.6-7 If there are not enough volunteers for displacement, then involuntary transfers shall be made based upon seniority as defined in 17.8. All teachers remaining at the school must be approved for their assignments by the Human Resource Services Certification/NCLB Department and shall be fully qualified, or if not fully qualified, may be considered for an authorized out-of-field assignment. A list of teachers being

involuntarily transferred shall be submitted to the District and be placed on the Districtwide displaced list according to their seniority and contract status.

17.6-8 When a group of teachers is involuntarily transferred as a result of reasons 1 thru 11 in 17.6-1, the Human Resource Services Division will make available to each transferring teacher and the Association a current list of vacancies. Teachers may apply and will be considered for any position for which they are fully qualified. If these teachers are not chosen for the position for which they applied, then the Superintendent will place them in a position for which they are fully qualified.

17.7 Any Continuing Contract/Professional Service Contract teacher placed on the displaced list shall be assigned to a position for which he/she is fully qualified by the Assistant Superintendent for Human Resource Services. Refusal by the teacher to accept such assignment shall release the Board from any further obligation to that teacher.

17.7-1 The Superintendent shall submit the contract renewal recommendations for employment to the Board for action at least two weeks prior to the end of the school year. Any Annual or Probationary Contract teacher not rehired may appeal this decision through the two levels of (1) Principal's supervisor, (2) Superintendent or designee. Any Annual or Probationary Contract teacher whose position is eliminated, who would have been recommended for reappointment by his/her immediate supervisor, if an opening existed, shall be placed on a "Permitted Rehire" list.

17.7-2 Existing information regarding non-reappointment and displacement shall be provided electronically to the Association including the CC/PSC Displacement List, the Permitted Rehire List, and the current vacancy list.

17.7-3 Principals/immediate supervisors shall notify the Business Services Division of vacancies immediately after they occur.

17.7-4 In the event a vacancy occurs within a school from which an Annual Contract teacher has been displaced and after CC and PSC teachers in the District have been assigned and if the Annual Contract teacher is fully qualified, he/she shall be appointed to fill that vacancy unless the teacher has been placed in another position.

17.7-5 Prior to the beginning of the school year teachers in out-of-field assignments will be given first consideration for in-field vacancies as they occur. It is the responsibility of the teacher to make application for any such vacancies as listed on the District's website (www.polk-fl.net).

17.7-6 The Permitted Rehire list shall be distributed to all principals and persons thereon will be given first consideration for appointment to open positions for which they are fully qualified before new hires. The Human Resource Services Division will have ongoing contact with principals with open positions to encourage that the employees on this list be interviewed with the goal of rehiring these employees as quickly as possible. The Human Resource Services Division will regularly provide the Association with updates regarding the progress of assisting the employees on this list. A final employee status update will be provided the Association regarding those employees who were rehired, those who were offered no position, those who were offered a position and chose not to return, and those who dropped out of the process for any reason.

17.8 Seniority is defined as continuous service, which begins with the effective date of employment as a teacher in the District. If the employment dates as documented on the

School Board's agenda are the same for more than one teacher, and it becomes necessary to determine the order of seniority among said teachers, then the date/time that each was nominated as a teacher candidate as documented on the automated recruitment and hiring system candidate report will be used to determine seniority. Approved leaves of absence will not be considered as a break in seniority.

ARTICLE XVIII –VACANCIES

18.1 It is recognized that the law charges the Superintendent with the full responsibility for recommending personnel for promotion, transfer and reassignment.

18.2 The Board and the Superintendent shall continue to implement and review their plan of affirmative action for recruitment, selection, promotion, and retention of minority and women employees of the school system. The Association will be advised of any proposed changes in the affirmative action program and through the Human Resource Services Division may make suggestions for improving the plan.

18.3 It is agreed that the Superintendent should find and the Board will employ the best-qualified persons for all positions by giving full consideration to all qualified persons.

18.4 Promotion is defined as a change in job designation from a teacher to a coordinative, administrative or supervisory position.

18.5 The Board and the Association agree on the following procedures for vacancies:

18.5-1 All teachers who wish to be considered for an advertised vacancy shall complete the online application process for the position in which they are interested and meet the qualifications.

18.5-2 Teachers who wish to be considered for a school based administrative position must follow the process in the District's state approved Leadership Development Plan.

18.5-3 Preference will be given to qualified teachers in the Polk County school system, but this does not preclude qualified persons from outside the system from being considered and recommended.

18.6 Except for emergency temporary appointments, the following procedure shall be used when advertising vacancies for positions not covered by this agreement.

18.6-1 No advertisement of vacancies need be made when said positions are filled by lateral transfers. The last position open after lateral transfers have been made shall be defined as a vacancy.

18.6-2 When a vacancy or newly created position occurs, the Superintendent or his/her designee will publicize the vacancy and the qualifications on the District's website at least five (5) business days* before making a recommendation to the School Board.

*Business day - When the school district is open for business. Excludes holidays, weekends, and shut down periods.

18.6-3 The Superintendent shall supply the Association with a current list of all administrative vacancies upon request.

ARTICLE XIX – LAYOFF

19.1 Currently §1012.33, *Florida Statutes*, requires that within a program area facing reduction, the employee who has the lowest performance evaluation is to be the first to be released. The following process shall be piloted during the 2013-2014 school year to determine the employee with the lowest performance rating if a layoff is declared. Should the prohibition against our previous seniority based system be removed, the Board and the Association agree to return immediately to this previous system. The Board and the Association agree to review this new system in bargaining during the 2013-2014 school year.

19.1-1 A reduction in force (RIF) may be declared by the Board when it needs to reduce the number of teachers districtwide because it does not have enough positions for teachers based upon their areas of certification. Prior to declaring a RIF the District will review all open positions to determine if assigning teachers into vacant positions may negate the need for a RIF.

19.1-2 Prior to declaring a RIF the Superintendent or designee shall have a meeting with the Association to review the reason for the layoff and review any possible options which could alleviate the necessity for a RIF.

19.1-3 The Association shall be provided a final list of employees identified for layoff including their SAP#, current assignment, certifications on record, and the total points received on their current Overall Annual Performance Evaluation Rating (OAPER) noting any additional tie breaker used to determine the potential layoff order. The Association will be provided an opportunity to review the list and request clarification prior to any employee being notified.

19.1-4 Selection of employees for RIF shall be based on their areas of certification being in an area identified for RIF.

19.2 Should the District prepare to declare a RIF, the District shall first choose among those employees with Probationary Contracts or with no OAPER or an incomplete OAPER following the criteria below.

19.2-1 The Superintendent or designee will provide the Association a list of all teachers on Probationary Contracts or who have no OAPER or an incomplete OAPER because EPC(s) ratings or the Student Performance rating has not been completed. The list will include each teacher's current assignment and a list of each teacher's areas of certification currently on file with the District.

19.2-2 Teachers with Probationary Contracts or with no OAPER or an incomplete OAPER and with a corrective action plan will be released first. When no employee on a

corrective action plan remains in an appropriate area of certification, then selection will be made among those teachers in this group who have no OAPER.

19.2-3 Should the District's RIF necessitate identifying additional employees for layoff, the selection will fall to those teachers in this group with an incomplete OAPER. These employees will be chosen for RIF based upon the fewest number of points earned. In case of a tie, the selection will be made by drawing lots.

19.2-4 Should the District's RIF necessitate identifying additional employees for layoff, the selection will fall to those Probationary Contract teachers in this group, if any. These employees will be chosen for RIF based upon the fewest number of points earned for their annual evaluation. In case of a tie, the selection will be made by drawing lots.

19.3 Should the District's RIF necessitate identifying additional employees for layoff, the District shall choose among those Annual Contract employees with a completed OAPER according to the following criteria. The District will identify all Annual Contract teachers Districtwide assigned to teach the course codes needing further reduction and identify their areas of certification currently on file. As required by §1012.33, *Florida Statutes*, the completed evaluations will be reviewed and the total points earned on the last evaluation for each employee will be identified. The District will identify the required number of employees for RIF based upon those Annual Contract employees who have earned the fewest points on their current OAPER. Should two or more Annual Contract employees tie, the points earned on the previous year's OAPER shall be used in like manner to determine the potential layoff order. Should previous OAPERS be insufficient to break a tie, the selection will be made by drawing lots. The Association shall receive an initial list of potential Annual Contract employees to be laid off including their SAP#, current assignment, certifications on record, and the total points received on their current OAPER noting any additional tie breaker used to determine the potential layoff order. If there is a Probationary Contract teacher in a position for which the employee would be fully qualified, the Annual Contract teacher will be assigned into the position and the Probationary Contract employee will be reviewed under 19.2 for potential layoff.

19.3-1 Each employee identified in 19.3 for potential layoff will have their OAPER score compared with all other OAPER scores for Annual Contract teachers assigned to positions for which the employee is highly qualified. The Annual Contract employee with the lowest OAPER score will be identified for potential layoff. The process will be repeated until the employees with the lowest OAPER scores have been identified. Should a tie score be identified throughout this process, the procedure in 19.3 to determine layoff order shall be followed.

19.4 Should the District's RIF necessitate identifying additional employees for layoff, the District shall choose among those remaining employees according to the following criteria. The District will identify all teachers Districtwide assigned to teach the course codes needing further reduction and identify their areas of certification currently on file. The District shall first select from among the Professional Service Contract (PSC) teachers, and, if not enough PSC teachers are available, Continuing Contract (CC) teachers. As required by §1012.33, *Florida Statutes*, the completed evaluations will be

reviewed and the total points earned on the last evaluation for each employee will be identified. The District will identify the required number of employees for RIF from among the PSC teachers based upon those employees who have earned the fewest points on their current OAPER. Should two or more employees tie, the points earned on the previous year's OAPER shall be used in like manner to determine the potential layoff order. Should previous OAPERS be insufficient to break a tie, the selection will be made by drawing lots. The Association shall receive an initial list of potential employees to be laid off including their SAP#, current assignment, certifications on record, and the total points received on their current OAPER noting any additional tie breaker used to determine the potential layoff order. The same process will be used if it is necessary to identify any CC teacher for a RIF. If there is an Annual Contract or Probationary Contract teacher in a position for which the employee would be fully qualified, the PSC or CC teacher will be assigned into the position and the Annual Contract or Probationary Contract employee will be reviewed under 19.3 for potential layoff.

19.4-1 Each employee identified in 19.4 for potential layoff will have their OAPER score compared with all other OAPER scores for teachers assigned to positions for which the employee is highly qualified. The employee with the lowest OAPER score will be identified for potential layoff. The process will be repeated until the employees with the lowest OAPER scores have been identified. Should a tie score be identified throughout this process, the procedure in 19.3 to determine Layoff order shall be followed.

19.5 A teacher whose job is being eliminated as part of a reduction in force shall be notified in writing concurrent with declaration by the District of impending layoff.

19.6 No new teachers shall be hired to fill positions for which teachers on layoff are certified and qualified until laid off teachers have been offered teaching positions for which they are certified and/or qualified.

19.7 Any teacher who has been laid off shall be recalled in inverse order (most senior), within the term of his/her contract, to the first vacancy in the District for which said teacher is qualified and/or certified to teach. Any Annual Contract teacher on layoff will be maintained on the recall list until a period of one year has elapsed.

19.8 Within fifteen (15) days of the receipt of a certified letter of recall, a teacher shall notify the Human Resource Services Division in writing as to whether he/she will accept reemployment. Failure to respond to the letter of recall within the time required terminates the teacher's right of recall.

19.9 Any teacher who would have qualified for regular retirement during the reduction year shall be permitted to teach that year so as to acquire needed service for regular retirement. After that year of teaching, he/she shall be subject to all procedures of personnel reduction.

19.10 Upon reemployment of the teacher, all rights related to salary, fringe benefits and seniority shall be restored.

19.11 Laid-off teachers may pay, on a monthly basis, the premiums for group life and hospitalization for a period up to one year. This benefit may be extended as defined by COBRA (Consolidated Omnibus Budget Reconciliation Act) legislation.

ARTICLE XX – PAID LEAVES

20.1 Sick Leave. Teachers who are employed on a full time basis and who are unable to perform their duties because of their own illness, or because of the illness or death of father, mother, brother, sister, husband, wife, child or other close relative or member of their own household, shall be entitled to sick leave. Sick leave shall be credited as follows:

Each member of the instructional staff employed on a full-time basis shall be entitled to four (4) days of sick leave as of the first day of employment of each contract year and shall thereafter earn one (1) day of sick leave for each month of employment, which shall be credited to the member at the end of that month and which shall not be used prior to the time it is earned and credited to the member. However, the member shall be entitled to earn no more than one (1) day of sick leave times the number of months of employment during the year of employment. The maximum number of sick leave days that can be earned is twelve (12). Such leave shall be taken only when necessary because of sickness as herein prescribed. Such sick leave shall be cumulative from year to year. There shall be no limit on the number of days of sick leave a member of the instructional staff may accrue, except that at least one-half of this cumulative leave must be established within the District granting such leave.

20.1-1 In the instance of an employee who has been the subject of disciplinary action for absenteeism, the Superintendent may require a certificate of illness from a licensed physician or mid-level practitioner for any illness-related teacher absence.

20.1-2 Sick leave for teachers working beyond regular 196-day contract, including summer school teachers, will be calculated to the nearest 1/2 day using a 19.6 divisor.

20.1-3 Each teacher will be given written notice of his/her accrued sick leave with each paycheck.

20.1-4 A teacher shall have the right to use sick leave in one-half (1/2) day units.

20.1-5 The Polk School Employee's Sick Leave Bank shall be maintained in accordance with the provisions established by the Sick Leave Bank Committee. The Association shall appoint members to the Sick Leave Bank Committee in proportion to the percentage of its members in the Bank.

20.2 Personal Leave Chargeable to Sick Leave. Teachers shall be permitted to be absent six (6) days each school year for personal reasons and these days shall be charged against accrued sick leave when used. This leave shall be non-cumulative. A teacher planning to use a personal leave day or days shall notify his/her principal or immediate supervisor at least one day (24 hours) in advance. The teacher shall not be required to give reasons for such leave except on such days as specified in this article. Sick leave used for personal reasons may not be used during the first five (5) days or the last five (5) days in which the students are in attendance, or immediately before or after the scheduled holidays of Labor Day, Thanksgiving, Winter Break, Spring Break, Memorial Day, preceding or following recognized holidays provided students are in attendance, or on a

Staff Development Day as designated in the District Calendar, except in case of emergency. The teacher shall be required to give reasons when claiming an emergency. Teachers shall not be required to use personal leave chargeable to sick leave to attend a conference when their attendance is required by the administration.

20.3 Illness in Line of Duty Leave. Illness in the line of duty is granted up to a maximum of ten (10) days per year when any teacher is absent from his/her duties because of personal injury received in the discharge of his/her duty, or because of illness from any contagious or infectious diseases contracted in school work. Any personal injury received while on duty will be considered as a qualifying injury under this policy, provided the injury is reported to the immediate supervisor within twenty-four hours or by the end of the next workday. Any employee who has claim for compensation while absent because of illness/injury incurred on the job shall file a claim within five (5) working days following his/her return from such absence. Contagious or infectious diseases refer to those normally related to children such as measles, chicken pox, and mumps. Additional emergency sick leave may be granted out of local funds for such terms and under such conditions as the Board shall deem proper.

20.4 Verification of Leave. Upon return from leave the teacher will request from his/her principal or immediate supervisor and will be provided the necessary forms for verification of absence. Such completed forms shall be submitted to the immediate supervisor following the teacher's return from leave.

20.5 Professional Summer School Leave. Teachers who wish may apply for leave to attend summer school.

20.5-1 Teachers who have not been reappointed to teach in Polk County the next school term will not be granted professional leave, and personnel who were not employed during the preceding year cannot be granted professional leave if they find it necessary to miss the opening of school or to be absent during pre-school because of college obligation.

20.5-2 Five (5) days of professional summer school leave with pay may be granted to teachers attending colleges or workshops when the schedules are such that leave is necessary. The application for such leave must state the last day of registration or entry that can be made without penalty. Any leave exceeding five days must be personal leave. No summer school leave will be granted while the students are still in attendance. Teachers may appeal this decision to the personnel division for review and possible approval by the Superintendent.

20.5-3 Professional summer school leave will only be granted to personnel to attend summer school as students receiving instruction and in no case will such leave be granted for those who accept positions as teachers or instructors for pay.

20.6 Jury Duty. Any teacher who is called for jury duty, subpoenaed as a witness in a case not involving personal litigation, subpoenaed by a court as a result of job related incidents, or as a witness on behalf of the Board shall be given leave and paid his/her full salary. The teacher must return to duty if he/she is dismissed from further duty by 11:00.

20.7 National Guard and Reserve Training Leave. Any teacher who is a member of a national military reserve unit or the National Guard shall be allowed up to seventeen (17) days without loss of pay or other accumulated leave when ordered to active duty by the appropriate unit during the regular school term.

20.8 Temporary Duty Assignment. Teachers may request and may be granted temporary duty reassignment at the discretion of the Superintendent. Such temporary duty shall be considered equal to the regular duties of the individual, and teachers performing such assigned temporary duties shall not be considered to be on leave. Temporary duty reassignment may be granted upon request for attendance at state, regional or national academic area conferences. Special consideration shall be given for those persons who hold office in such organizations and/or have been invited to make a major presentation at said conference.

20.9 Teachers who fail to notify their principal or immediate supervisor prior to taking a leave for which they wish to be paid may be charged with personal leave without pay, except in case of emergency.

20.10 Upon notice to the principal/immediate supervisor, adoptive parents may use no more than five (5) days of accrued sick leave after exhausting personal leave chargeable to sick leave for adoption and/or prior to receiving custody to fulfill verified requirements for adoption which require the teacher's absence from school.

20.11 Administrative Leave. The Superintendent has the authority to place an employee on administrative leave if the Superintendent believes that it is in the best interests of the students, staff, or community.

20.11-1 If an administrative leave extends beyond ten (10) workdays, the employee and the Association will be notified by the Director of Employee Relations, or his designee, the reasons for the extension.

20.11-2 The employee placed on administrative leave will continue to receive full pay. All rules for active employees will continue to apply.

20.12 Military Leave will be granted under the provisions of §1012.66, *Florida Statutes*, to employees who are required to serve or volunteer to serve in the armed forces of the United States or this state. Employees on military leave shall be paid the difference between their School Board salary and their military salary if their military salary is less; however, vacation and sick leave time will not accrue for unpaid or partially paid military leave time. At the termination of service, employees must make application for reemployment within six (6) months following the date of discharge or release from active duty. The Board shall have a period not to exceed ninety (90) days to reassign the employee to duty in the school system. Such employee shall be offered his/her former position or offered a substantially similar position for which he/she is fully qualified.

ARTICLE XXI – UNPAID LEAVES

21.1 Unless otherwise specifically provided by law, the granting of leave shall be at the discretion of the Board. When it is granted by the Board, it shall be allowed on the basis of policies designed to protect the operation of the schools against undue interruption because of absence of personnel.

21.2 Leave granted on the request of a teacher shall be for particular purposes or causes which shall be set forth in a written application for leave. The Board reserves the right to determine that the leave is used for the purposes or causes set forth in the application and if not so used, the Board shall cancel such leave.

21.3 Leave shall be officially granted in advance and shall not be granted retroactively, provided that leave for sickness or other emergencies may be deemed to be granted in advance if prompt report is made to the proper authority.

21.4 Up to a year of educational leave may be granted to teachers who are on a Continuing Contract or Professional Service Contract. This leave is for the purpose of engaging in full-time activities as a student, which will result in his/her professional benefit or advancement. Application for such leave shall be submitted to the Superintendent in a timely manner to allow the immediate supervisor to secure a qualified replacement. Upon return from such leave, the teacher shall be offered his/her former position or if it has been eliminated, a substantially similar position for which he/she is fully qualified.

21.5 Teachers may be granted up to one (1) year of medical leave for illness to themselves or members of their household. A statement of medical justification from a licensed physician must accompany the application for leave, and a licensed physician's statement may be required for reinstatement from leave.

21.5-1 Teachers who have been employed for at least 1,250 hours over the previous twelve (12) months may apply for a leave of absence under the Family and Medical Leave Act (FMLA) and the provisions of Polk County School Board's Family and Medical Leave Procedures for up to twelve (12) weeks during a school year for eligible reasons. Teachers granted this leave who are eligible and receive insurance under Article XXIII shall maintain this coverage for the duration of the leave, paid for as it was prior to initiating leave. The employee will have the option to use available paid leave days (sick, personal chargeable to sick, and/or vacation) concurrently with FMLA leave. The School Board shall require medical certification from employees returning from medical leave, and the employee will be restored to the same position held prior to the start of the leave.

21.6 A parental leave of absence may be granted to a teacher for the purpose of child rearing to commence at the birth of a child or the date of the adoption of a child and may continue for up to twelve (12) months.

21.7 Teachers returning from medical leave or parental leave within one year shall have the right to return to the same, if certified or, if that position has been eliminated substantially equivalent position provided that Annual Contract teachers must have been recommended, or would have been recommended, for reemployment by their principals. The teacher shall notify the principal no later than November 1 if he/she intends to return the second semester or by March 1 if he/she intends to return the first semester. Such teacher shall be assigned by the beginning of the next semester. A teacher returning from medical leave more than one year after leave commenced shall notify the Superintendent by November 1 if he/she intends to return the second semester or by March 1 if he/she intends to return the first semester, and shall, by the beginning of the next semester, be assigned to the first available vacant position in the District for which he/she is qualified, provided that if more than one (1) teacher has given notice pursuant to this paragraph. The teacher who gave such notice at the earliest date shall be assigned to the position in question.

21.8 A teacher, upon annual application as provided in 21.4, may be granted a leave of absence without pay for the duration of the elected term(s) to serve in public office. Upon return from such leave, the teacher shall be offered a position in the District for which he/she is certified and qualified.

21.9 Up to a year's personal leave without pay may be granted one time only for teachers who are on Continuing Contract or Professional Service Contract and have seven (7) continuous years' service in the District to include all approved leaves except leave for public office and Charter. In extenuating circumstances additional leave, not to exceed one year, may be requested of the Superintendent. All requests for extended personal leave without pay must be approved by the immediate supervisor before being submitted to the Superintendent. Upon return from such leave, the teacher shall be guaranteed a teaching position in the school district.

21.10 Any teacher granted a leave of absence as provided in this article shall have the option to remain on active participation in all insurance programs for the duration of the leave, provided that the premiums for insurance programs be paid by the teacher on a monthly basis in advance of the month due. During the period of the leave, the teacher shall maintain the following at the same level as when leave commenced:

- 1) credit on the salary schedule
- 2) credit for seniority
- 3) credit for accumulated sick leave
- 4) maintenance of membership in the sick leave bank

Any teacher who is appointed to a civic board shall be granted personal leave without pay to attend meetings, not to exceed ten (10) days per school year. Teachers duly elected to City Commissions will be granted personal leave without pay to attend all authorized meetings. All such leaves shall be taken in full day increments only.

21.11 Charter School Leave of Absence. A teacher may apply for Charter School Leave for the school year and have it granted annually. Teachers applying for this leave are not required to be on a Continuing or Professional Service Contract and shall not be subject to the seven (7) continuous years service requirement as stated in 21.9 of this contract. The initial request for Charter Leave must be submitted to the Human Resource Services Division no later than 30 calendar days prior to the effective date of the leave. Requests for renewal of Charter School Leave must be submitted by March 15 of each year if the employee wishes to renew this leave for the next school year. If Charter School Leave is not requested by this date, the teacher shall be considered terminated from the District and so notified in writing.

21.11-1 Placement of teachers upon return from this leave will occur for the next opening for which they are qualified. District teachers who are currently working and those teachers covered in 21.7 shall be placed first.

21.11-2 Teachers returning from Charter School Leave who begin the first day of the contract year will be eligible for insurance at the beginning of the month following their first contract day. Teachers who return from Charter School Leave following the first contract day will be eligible for insurance following 90 days of continuous employment.

21.12 Domestic Violence Leave. An employee who has provided advance notice and who has been employed full time by the District for at least three (3) consecutive months shall be permitted to request and, upon approval, take a maximum of three (3) working days of unpaid leave from work in the school year if the employee, or, a family or household member of an employee is the victim of domestic violence.

An employee seeking leave under this section must, before receiving the leave, exhaust all annual or vacation leave, personal leave, and sick leave. Should sick leave be the only

available leave remaining, the Superintendent or designee may waive this requirement if the reason for the request does not fall within the requirements for the use of sick leave.

21.12-1 The purposes of Domestic Violence Leave include:

- a. To seek an injunction for protection against domestic violence or an injunction for protection in cases of repeat violence, dating violence, or sexual violence;
- b. To obtain medical care or mental health counseling, or both, for the employee or a family or household member to address physical or psychological injuries resulting from the act of domestic violence;
- c. To obtain services from a victim-services organization, including, but not limited to, a domestic violence shelter or program or a rape crisis center as a result of the act of domestic violence;
- d. To make the employee's home secure from the perpetrator of the domestic violence or to seek new housing to escape the perpetrator; or
- e. To seek legal assistance in addressing issues arising from the act of domestic violence or to attend and prepare for court related proceedings arising from the act of domestic violence.

21.12-2 Procedures and Definitions.

a. "Family or household member" is as defined in §741.28(3), *Florida Statutes*. "Family or household member" means spouses, former spouses, persons related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family, and persons who are parents of a child in common regardless of whether they have been married. With the exception of persons who have a child in common, the family or household members must be currently residing or have in the past resided together in the same single dwelling unit.

b. "Domestic violence" is as defined in §741.28(2), *Florida Statutes*, or §741.313(1)(a), *Florida Statutes*. "Domestic violence" means any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, or any criminal offense resulting in physical injury or death of one family or household member by another family or household member. §741.28(2), *Florida Statutes*.

"Domestic violence" means domestic violence, as defined in §714.28, or any crime the underlying factual basis of which has been found by a court to include an act of domestic violence. §741.313(1)(a), *Florida Statutes*.

c. The employee requesting Domestic Violence Leave must notify the principal/supervisor at least two (2) school days in advance of the anticipated absence except in cases of imminent danger to the health or safety of the employee, or to the health or safety of a family or household member.

d. The Superintendent's Office must keep information relating to the employee's leave under this section confidential and exempt from disclosure pursuant to Chapter 119, *Florida Statutes*.

ARTICLE XXII - PROFESSIONAL COMPENSATION

22.1 All full-time teachers, with the exception of JROTC instructors, school psychologists, and secondary guidance counselors (defined as guidance counselors in schools housing seventh grade or above), will be paid for 196 days according to the salary schedule as shown in Appendix C.

22.1-1 The standard year employment for psychologists is 216 days, however flexible length contracts of 196 days or 247 days may be made available at the discretion of the Coordinator of Psychological Services. Requests for the flexible contracts are voluntary and positions will be filled according to seniority as defined in Article XIX, Section 19.2. A balance of flexible contracts will be maintained. Psychologists may be permitted to change to a flexible contract before each new school year through the Coordinator of Psychological Services. School psychologists performing psychological assessments of students on Saturday will be paid based on the Adult School Salary Schedule as shown in Appendix E. If a student is a no show the School Psychologist shall remain at the worksite for two (2) paid hours. Should there be more psychologists requesting these assignments than available referrals, assignments will be given according to seniority in the county.

22.1-2 JROTC instructors shall be given the option, at the beginning of the school year, of going on the teacher salary schedule or be paid on the basis of the Board's agreement with the various branches of the armed services. School psychologists and secondary guidance counselors shall be paid for 216 days according to the salary schedule shown in Appendix C.

22.1-3 All teachers employed in the Polk Virtual School program shall observe the traditional calendar. Polk Virtual School instructional personnel shall be paid according to the salary schedule shown in Appendix F.

22.1-4 College and Career Specialists will be paid for 216 days according to the salary schedule as shown in Appendix C.

22.1-5 Grant writers must adhere to the salary schedule (Appendix E, or in accordance with Article 22.18) when making budgets for teacher pay schedules.

22.2 Teachers hired for the first time in Polk County will be placed on the appropriate step of the salary schedule (Appendix C) based upon verified out-of-county experience provided the out-of-county experience is verified in writing within 90 days of the date of hire.

Upon written request credit will be allowed for time spent on active duty military service in the armed forces of the United States up to four (4) years; a minimum of one full calendar year of active service is required, up to fifteen (15) years credit will be allowed for JROTC instructors; up to one (1) year of service in the Peace Corps will be credited for salary purposes. However, no more than fifteen (15) total years will be allowed for out-of-county experience including military service in the armed forces of the United States and Peace Corps.

Per §1012.33, *Florida Statutes*, full credit on the salary schedule will be given for Florida public school experience. A year of experience on the salary schedule will be allowed

when a teacher works one (1) day more than one-half the days of a full teacher contract year. **When experience credit has been earned by current District teachers but not granted for the prior year, newly hired teachers shall also have the credit withheld for that year until current district teachers and newly hired teachers are granted the credit simultaneously.**

22.3 Teachers who were previously classroom paraeducators in Polk County will be credited for one (1) year on the teacher salary schedule for each two (2) years of service credited as a classroom paraeducator. Request for credit shall be submitted in writing to the personnel office no later than ninety (90) calendar days after the first working day of the school year.

22.3-1 Teachers who were previously employed as full-time Polk County School Board non-union professional/technical personnel will be awarded one (1) year of experience credit on the teacher salary schedule for every one (1) year of related service. Verification of experience credit must be received by the Human Resource Services Division Personnel Department within ninety (90) calendar days from date of hire to be paid retroactively to date of hire. Experience verification received more than 90 calendar days from date of hire will be effective on the date received by the Human Resource Services Division Personnel Department. A year of experience on the salary schedule is defined as working one day more than one-half the contracted days of the professional/technical position. Up to fifteen (15) total years will be allowed for related out-of-district experience in addition to all years of related in-county experience.

22.3-2 Teachers who were previously employed full-time by a regionally accredited public or private school (K-12 or college/university level) will be awarded one (1) year of credit on the teacher salary schedule for every one (1) year of service. Verification of experience credit must be received by the Human Resource Services Division Personnel Department within ninety (90) calendar days from date of hire to be paid retroactively to date of hire. Experience verification received more than 90 calendar days from date of hire will be effective on the date received by the Human Resource Services Division Personnel Department. A year of experience on the salary schedule is defined as working one (1) day more than one-half the contracted days of the position.

22.3-3 Teachers who were previously employed full-time by a non-regionally accredited public or private school (K-12 or college/university level) will be awarded one (1) year of credit on the teacher salary schedule for every two (2) years of service. Verification of experience credit must be received by the Human Resource Services Division Personnel Department within ninety (90) calendar days from date of hire to be paid retroactively to date of hire. Experience verification received more than 90 calendar days from date of hire will be effective on the date received by the Human Resource Services Division Personnel Department. A year of experience on the salary schedule is defined as working one (1) day more than one-half the contracted days of the position.

22.4 In order to be compensated for advanced degrees, all requirements must be completed and officially verified by Human Resource Services. Salary adjustments will be reflected retroactively to the date that the transcript was received by Human Resource Services.

22.5 Teachers hired to work on supplemented assignments extending beyond the regular school workday will be paid for their duties in accordance with the supplementary salary schedule as set forth in Appendix D and all other provisions of this agreement.

22.6 Teachers whose regularly assigned service is required beyond 196 days will be paid at the rate of 1/196 of their annual contracted salary for each day of service. The principal/immediate supervisor may recommend a supplemental contract for the number of days for which their services are required.

Agriculture, home economics, vocational teachers and media specialists shall be notified by April 1, others as soon as practicable as to the number of days beyond the 196 days for which their services will be required. The Superintendent will assign teachers to work beyond the 196 days as equitably as practicable among all the qualified teachers in the same classification who regularly perform such assignments. Assignment schedules beyond the 196 days shall not be made arbitrarily and shall be made only to meet program needs of the District and/or to meet FDOE standards. School psychologists and secondary counselors shall work the same 196-day schedule as classroom teachers. The additional twenty days shall be designated annually by the principal/supervisor. The employee shall be given his/her work assignment no later than the last student contact day for the contract year beginning July 1.

22.6-1 When Career Center state licensure programs require additional hours beyond the contractual workday, the administration shall meet with the affected instructors to discuss the best manner in which to meet said requirements within the confines of the contract. After meeting with the affected employees, the administration shall determine whether extended contracts or additional pay as referenced in 22.11 best addresses the scheduling needs for the following school year. The administrator shall also notify said employees at least two weeks prior to the end of the school year.

22.7 Summer school offerings at the technical centers will be based on student needs. If enrollment requirements are met, instructors will be placed on an extended contract and paid their daily rate. Those classes not meeting enrollment requirements may be offered an hourly contract and paid according to Appendix E of the Salary Schedule.

22.8 The hourly salary schedule for adult education, extended learning, summer school and teachers of career education part-time classes will be as set forth in Appendix E. Teachers who work the Exceptional Student Education (ESE) Summer Extended School Year (ESY) will be paid at their regular hourly rate of pay.

22.9 At the request of the Superintendent, a high school teacher may volunteer on a semester basis to teach all the student contact time and be paid one sixth (1/6) of his/her salary for the semester. This section shall not be used to circumvent the hiring of additional full time teachers.

22.10 At the request of the Superintendent, a middle school teacher may volunteer on a semester basis to teach all the student contact time and be paid one-sixth (1/6) of his/her salary for the semester. This section shall not be used to circumvent the hiring of additional full time teachers.

22.10-1 At the request of the Superintendent, elementary school teachers that teach all the student contact time on a daily basis will be paid for an additional hour at an hourly rate based upon their contractual daily rate of pay for a maximum of 180 days. Teachers will not be required to spend additional time beyond their regular day. All

scheduling options must have been exhausted before an administrator will receive permission for this variance. The appeal process for this variance is defined in the Staffing Plan.

22.11 Teachers at the Area Career Centers who exceed the provisions in section 6.2-1 and 6.2-2 shall be paid at an hourly rate based upon their contractual daily rate of pay. This provision does not apply to part-time evening adult teachers.

22.11-1 Teachers in alternative education programs for “at risk” students including Bill Duncan Opportunity Center, Don Woods Opportunity Center, the Teen Parent Program, South County Center, New Horizon Learning Center, and the Florida Sheriffs Youth Villa, shall work a seven (7) hour day consisting of no more than 330 minutes per day of instructional contact time and 300 minutes per week of planning time. Teachers in such programs who have 270 minutes or less of instructional contact time per day shall be assigned to no more than seven and three-quarter hours per day.

22.12 The Board shall provide terminal pay for accumulated sick leave to any employee who has worked for the Board at least one year or to the employee's beneficiary without regard to length of service if service is terminated by death. Such terminal pay shall be in the amount determined by the daily rate of pay of the employee in the final year of employment.

- I. Such terminal pay shall be in the amount determined by the daily rate of pay of the employee at the time of termination and the number of years of service in Polk County. Calculations shall be made as follows:
 - (a) During the second and third year of service, the daily rate of pay multiplied by 35% times the number of days of accumulated sick leave;
 - (b) During the fourth, fifth and sixth years of service, the daily rate of pay multiplied by 40% times the number of days of accumulated sick leave;
 - (c) During the seventh, eighth, and ninth years of service, the daily rate of pay multiplied by 45% times the number of days of accumulated sick leave;
 - (d) During and after ten years of service with the Board, the daily rate of pay multiplied by 50% times the number of days of accumulated sick leave;

Exception: Payment for sick leave earned prior to July 1, 1985 and after thirteen years of service in Polk County, shall be paid at 100% of the daily rate of pay at the time of conclusion of service with the Polk County School Board.

22.12-1 Any employee shall have the option to request delay of payment for sick leave days as terminal pay by notifying the Payroll Department in writing prior to the last scheduled workday of employment. For employees not being offered employment for the following school year, such days shall remain available for transfer as per §1012.61, *Florida Statutes*, with the employee being responsible to provide any required documentation prior to the first scheduled work day of the new school year. Terminal pay will be processed immediately if such notification is not received by the first scheduled work day of the new school year.

22.13 Upon appropriate written authorization by the teacher, the Board shall deduct for annuities, credit union, United Way, insurance or other plans or programs jointly

approved by the Association and Board. The Board agrees to promptly disburse said sums.

22.14 Deductions for personnel during the regular school terms for daily absences not covered by the provisions of the agreement shall be made at the rate of 1/196 of the annual contractual salary per day.

22.15 Salaries for teachers who were employed as of the last day of the school year and continue employment the following year shall be paid in twelve (12) equal payments over twelve (12) months. Said payment shall begin in August and be made on the last workday of each month during the school term (excluding June) and on the last weekday of each month during June, and July.

22.15-1 Teachers working in July will be paid at the end of July for time worked in July. These employees will receive one check for holdback for the previous school year (issued one day before the end of the month) and one check for work in July issued on the last workday in July.

22.16 Evening adult school and Polk Virtual School checks shall be distributed to the teachers on the next scheduled pay date following the month during which the services were performed. Summer school checks shall be distributed on the next scheduled pay date following the month in which summer school is completed. Teachers will be provided at least a two month notice before this change is implemented.

22.17 Teachers hired by the Board to perform as a consultant and who work beyond the regular school day will be paid at the rate listed for their qualifications on the adult education teacher salary schedule.

22.18 Teachers required by the Board to participate in workshops or conferences on other than a regular school day will be paid at the rate of \$18.09 per hour.

22.19 Overpayments

Employees who were overpaid for any reason other than those specified in **Section 22.20** shall receive **written** notice of the overpayment and the opportunity to discuss the matter with the Human Resource Services Division. The employee shall be notified in writing. The payment or recovery of payroll errors shall be limited to the sum overpaid during the **current fiscal year and the previous fiscal year. In addition, payroll records** will be corrected for all future **wage and/or** salary payments.

22.19-1 The repayment of **overpayments** shall occur as soon as reasonably possible following notification. Repayment schedules shall be reduced to writing and show the total amount owed and the dollar amount of each installment with the end date. In the event that the employee will not agree to a repayment schedule, recovery of the overpaid sums shall not exceed **three percent of the gross pay** per pay period **until the repayment plan is satisfied**. In the event of a factual dispute regarding the reason for or amount of an overpayment, the sole remedy shall be a hearing before a hearing officer agreed upon by the Superintendent/designee, and the Association/employee from a **mutually established list** of three attorneys. The decision of the hearing officer shall be final and binding. The cost of the hearing shall be borne equally by each side.

22.19-3 Should the number of annual pay periods be changed, the repayment schedule will be restructured accordingly.

22.20 In the event an employee is paid for leave time, and/or time not worked, that is determined to be unearned, such overpayment may be withheld in full during the next pay period(s). In the event of an employee's termination for any reason, any and all sums due the School Board may be withheld in full from any sums otherwise due to the employee.

22.21 In the event an employee believes an **overpayment** or underpayment has occurred, the employee must report the suspected **overpayment** or underpayment to the worksite payroll secretary who will begin researching and processing as appropriate.

22.22 Underpayments

Underpayments shall be calculated for the previous 24 months from the date the error is discovered or the date the employee notifies the District in writing, whichever is earlier. Underpayments shall be calculated and paid to the employee within the next two regularly scheduled payroll cycles. Regardless of the length of time an underpayment has been ongoing, payroll will be corrected for all future salary payments. Once an underpayment has been corrected, it may not be later rescinded as an overpayment.

22.23 Employees shall have access to the Staff Portal (<https://staff.mypolkschools.net/>) to view a complete salary detail to include job title, number of regular work hours for the pay period, base salary with the corresponding hourly rate, annual amount of each supplement for which the employee has qualified (as applicable) with the corresponding hourly rate, and total salary with the corresponding hourly rate.

22.23-1 If an employee is eligible for a monthly recurring supplement payment, it will be reflected within the Staff Portal as part of the hourly rate, or listed as a monthly recurring payment. End of year supplements, paid after completion of services relative to the supplement, will only be reflected in the Staff Portal during the pay period in which payment is received.

22.23-2 This information shall be available within 30 days following the first workday of each fiscal year. If an employee disputes the Staff Portal information he/she may discuss the matter with a representative of the Human Resource Services Division Personnel Department.

22.24 Any teacher required by the Board to own or have continuing access to an automobile in order to properly perform their regular teaching duties shall be reimbursed for their school business travel at the per mile rate approved by the Board.

22.25 Teachers hired for the first time in Polk County who would not be eligible for a paycheck in August will be given the option of having an advance against their initial paycheck.

22.26 For the 2015-2016 school year, two Salary Schedules as required by Florida Statutes have been developed to replace the schedule in Appendix C. The Teacher Salary Schedule (the required Grandfathered schedule) is for all teachers who hold a Professional Service Contract (PSC) or Continuing Contract (CC). The Teacher Salary Performance Schedule, as statutorily required, is for all teachers who hold a

Probationary Contract, Annual Contract, or are hired on a Limited Employment Agreement, and also for those teachers who accept Annual Contract status and choose to participate in performance pay. No teacher may change from the Teacher Salary Performance Schedule to the Teacher Salary Schedule.

22.26-1 All teachers will initially be placed upon these two salary schedules as statutorily required for the 2015-2016 school year based upon their credited years of experience prior to the 2015-2016 year according to the Placement Matrix in Appendix C. After the initial implementation of the two salary schedules, the Placement Matrix based on years of experience in Appendix C will be used to place all new teachers.

22.26-2 Level Movement on both Teacher Salary Schedules shall be bargained on an annual basis in addition to any changes to the Salary Schedules.

22.26-3 Teachers receiving an overall evaluation rating of Developing and teachers who did not have a completed overall evaluation rating submitted to the Florida Department of Education (FL-DOE) shall be treated the same as teachers having an overall evaluation rating of Effective when determining salary and benefit changes annually. Only employees new to teaching and within their first three years are eligible to be Developing.

22.26-4 The Teacher Performance Salary Schedule shows fractionalized levels based upon one third (1/3) of a step. Each level is identified by a number. Therefore, the term “step” in this contract shall mean the equivalent of three salary levels on the Teacher Performance Salary Schedule. For example, if a teacher is on Level 002, a one-step advancement would require the teacher to move to Level 005. For another example, a step for a teacher on Level 035 would be movement to Level 038 for a one-step advancement.

22.26-5 Pay levels or steps will no longer equate to years of experience as required by Florida Statutes.

22.27 In the event the Florida Legislature significantly changes the expected funding level received from Florida Education Finance Program (FEFP), including all of its components and at any time during the term of this agreement, the parties agree to discuss and review a concern raised by either party.

22.27-1 In the event there becomes a reason to expect an excess of funding, the parties agree to determine the amount of such excess and discuss enhancing current employee compensation. The parties recognize that through mutual agreement and ratification by the parties, the current agreed upon compensation could be changed.

22.27-2 In the event the District feels a need to declare “Financial Urgency” as outlined in §447.4095, *Florida Statutes*, the parties agree to follow the process as outlined in the statute.

22.28 Any teacher voluntarily relinquishing their Continuing Contract (CC) or Professional Service Contract (PSC) to permanently become Annual Contract (AC) in the state of Florida as required by Statute in order to move from their Salary Schedule (Grandfathered Schedule) to the Performance Salary Schedule shall be placed at the Pay Level on the Performance Salary Schedule equal to their current salary. Any CC or PSC teacher choosing to permanently relinquish their contract entitlement with its guaranteed due process rights for maintaining continuing employment beginning the following school year shall submit a signed form as jointly developed by PEA and the District to Human Resource Services no later than June 30. The form shall fully outline the statutory differences between the Continuing Contract (CC), Professional Service Contract (PSC), and Annual Contract (AC).

ARTICLE XXIII – INSURANCE

23.1 The Board agrees to pay group term life (\$20,000) and Accidental Death & Dismemberment insurance premiums for all benefits eligible employees who work a minimum of 30 hours per week. Employees hired prior to October 1, 2013 with continuous employment would be grandfathered so that they remain benefits eligible, even if working less than 30 hours per week. The School Board will provide one health insurance plan with applicable premiums as described in Appendix K of this document. Premiums for spousal and dependent coverage shall be offered as specified in Appendix K with all premiums to be paid by the employee. An employee hired after September 30, 2013 must work a minimum of 30 hours per week to receive this benefit.

23.2 All Board employees are eligible to participate in the Polk County School Board Employee Health Clinic as of their date of hire.

23.3 The Board agrees to make available supplemental group term life insurance, dental and vision insurance for employees, and health, dental and vision insurance coverage for employee dependents, with all premiums to be paid by the employee.

23.4 The Insurance Committee shall be established by the Superintendent to study and make recommendations concerning health, life, dental and vision insurance coverage. The Association may appoint up to six individuals to serve on the committee. Those six being the total number appointed by the Association for all bargaining units represented by the Association. The committee will make its recommendations to the Superintendent with copies to the Board at a date established by the Business Services Division's Risk Management and Employee Benefits Department, but no later than sixty (60) days prior to the bid date, or thirty (30) days prior to expiration of the current policy, if no bids are to be taken.

23.5 The effective date of health plan insurance for newly hired employees shall be the first day of the month in which the 90th day of employment occurs.

ARTICLE XXIV – EMERGENCY SCHOOL CLOSING

24.1 If as determined by the Superintendent, circumstances of weather, energy crisis, power failure, lack of water or heat, work stoppage, epidemic or other civil or natural emergencies, including threats or acts of violence, make it impossible or unsafe to open the schools or to keep open a school or schools, then the Superintendent shall act in such emergency situations to preserve and protect the lives and property of pupils and staff personnel. Such absence(s) shall not result in loss of pay or accumulated leave days to the teacher.

24.2 When an emergency confronts the schools of Polk County, notification of the closing of the schools shall be released for broadcast over appropriate radio and television stations as soon as possible.

ARTICLE XXV – SCHOOL COMMUNITY PROFESSIONAL DEVELOPMENT

25.1 The council of members shall be appointed as provided by the School Community Professional Development Act, §1012.98. Any interested teacher may submit to the Council his or her name for nomination. The Council shall also accept nominations from the Association as well as other interested groups or individuals. Prospective members of the Council shall be recommended to the Superintendent by the Council for his recommendation to the School Board.

25.2 The five (5) year District master in-service plan shall have been reviewed by the Council prior to submission to the Superintendent, and their comments attached thereto for presentation to the Board.

ARTICLE XXVI – INTERN PLACEMENT

26.1 In the interest of providing optimum professional training, teachers supervising interns shall be certified in their assignments and shall be on Continuing Contract/Professional Service Contract or have three (3) years successful teaching experience. Florida Statutes require teachers supervising interns to show "evidence of clinical educator training" and demonstration of "effective classroom management strategies that consistently result in improved student performance."

Only teachers who volunteer to accept intern supervision assignments will be selected to serve as supervising/directing/cooperating teachers. A survey will be conducted in October and February each year to identify eligible, qualified volunteers.

26.2 A supervising teacher shall not be assigned more than one intern during any regular school year.

26.3 Upon request of the supervising teacher, interns will be required to arrange an interview with the supervising teacher at least two weeks prior to the beginning of the internship. Final placement will be made on the joint approval of the supervising teacher and the principal.

ARTICLE XXVII – EXPERIMENTAL PROGRAMS

27.1 The acceptance or rejection, planning, budgeting, implementing and evaluating of all experimental educational programs in Polk County schools shall include the active involvement of all teachers to be affected on the school level. On programs designated as experimental by the Board, the Association will be involved.

27.2 The School Board and the Association recognize that arrangements in which employees share responsibility for decision making such as site-based decision making and innovations related to District Strategic Plan can foster the collegial exchange of ideas and information that can enhance effective professional practice and improve the educational process.

27.3 The Association and the School Board reserve all collective bargaining rights under the law or existing collective bargaining agreements.

27.4 Differentiated Accountability Pilot Program - To comply with Florida's Differentiated Accountability Plan and the Florida School Improvement Grant (SIG), the School Board and the Association agree to implement Section 27.5 through 27.5-4 to assist Oscar J. Pope Elementary School in an effort to improve student performance.

27.5 The School Board and the Association agree to adopt an Experimental Program for Oscar J. Pope Elementary School for the 2010-2013 school years upon approval of the SIG grant. Should the grant funding not cover the following provisions, the program will not be implemented unless the parties agree to a new funding source. The Program will not reduce any employee right under the contract and shall add the following additional components for assessing teacher performance, differentiated pay, recruitment/retention bonuses, and pay for performance.

27.5-1 Teacher Assessment/Instructional Assistance Issues:

- i. Teachers with four or more satisfactory or higher ratings out of the eight EPC's are deemed satisfactory.
- ii. Only teachers with a satisfactory assessment for the previous three years who can demonstrate learning gains as defined in 27.5-3 may apply, transfer, or be assigned at Oscar J. Pope Elementary. The student progress monitoring tool in place at the time will be used to determine learning gains for a teacher for years prior to the 2010-11 school year.
- iii. Only teachers with a satisfactory assessment for the previous three years who can demonstrate learning gains as defined in 27.5-3 may remain at Oscar J. Pope Elementary. The student progress monitoring tool in place at the time will be used to determine learning gains for a teacher for years prior to the 2010-11 school year. Those teachers not meeting the criteria may be displaced if they have been given ample opportunity to improve. Examples defining an ample opportunity will include such documentation as a completed Instructional Assistance Conference (IAC) form (Article 15.2-3), a completed Professional Development Plan (PDP), a letter of concern, and/or progressive discipline.

- iv. Teachers within their first or second year of teaching, or teachers where performance assessments and/or student learning gain data are not available, will have their status determined based upon the available data.

27.5-2 Work Schedule Variations

- i. Teachers will work an 8-hour day with the additional time paid at the teacher's daily rate of pay.
- ii. There will be 10 evening activities (1-1.5 hours each), with the additional hours to be paid at the teacher's daily rate of pay. The dates of these evening activities shall be noticed prior to the last day of pre-planning. Six shall be used as family nights, and four shall be used as parent/teacher conference nights. Teachers must attend a minimum of 3 out of the 6 family nights and all of the parent/teacher conference nights.
- iii. Ten (10) additional planned activities averaging 90 minutes per activity contiguous with the regular duty day shall be developed during the school year under the guidance of the principal and offered to all teachers outside their regular duty day. Said activities shall have a direct impact on increasing student learning. These activities shall include a mixture of staff development, group planning, and time for implementation of the work product. The time shall be held Monday through Friday within the prescribed District school calendar. To meet the needs of staff, the principal and staff may mutually agree to increase or decrease time per activity as long as the average is 90 minutes for the ten (10) planned activities. Teachers shall be paid based upon their hourly rate of pay. The first 5 dates are mandatory. The remaining dates are optional.
- iv. Teachers of core subjects will be provided a substitute one day per month (minimum of 8 days) to work as a team for common planning and professional development.
- v. If noticed to the affected staff before the last day of school, all teachers must attend four (4) mandatory staff development days prior to the first contracted workday and will be paid at his/her daily rate of pay.

27.5-3 To comply with Florida's Differentiated Accountability Plan and the Florida School Improvement Grant, the following bonuses, which are specific to Oscar J. Pope Elementary Staff only, will be paid as outlined.

- i. Recruitment/Retention Bonus: Teachers retained or recruited will receive a bonus for completion of a school year according to the following tiers beginning in 2010-2011 and through 2012-2013. Completion of a school year is defined as working one day more than half the number of days contracted for that position and remaining on the staff at the school as of the last working day of the school year. This bonus will be included in the June paycheck.
 - a. Upon completion of their first year, teacher will receive \$500.
 - b. Upon completion of their second consecutive year, teachers will receive \$750.
 - c. Upon completion of their third consecutive year, teachers will receive \$1000.

- ii. In any year the school grade, as determined annually by FDOE, increases at least one letter grade or is a B or better, \$500 will be awarded to each member of the school staff, inclusive of support staff and will be paid no later than the second month following FDOE's release of the school grades.
- iii. Should the FDOE grant an extension of the time allotted for the SIG monies to be disbursed until such time as Oscar J. Pope Elementary's school grade for the 2013-2014 year is released, and if the school meets the Annual Measurable Objectives (AMO) in the "All Students" category in both reading and math, each member of the instructional staff (teachers and paraeducators) will receive \$1,000 which will be paid no later than the second month following the release of the data.
- iv. Performance Pay for Learning Gains: Teachers will receive an annual bonus of \$1,500 each school year in which 65% of their assigned student population shows learning gains after tabulating the results of the student assessments as defined below.
 - a. To be counted for tabulating learning gains, students for an individual teacher must be in attendance without a withdrawal for both FTE periods.
 - b. Learning gains for students in grades K-3 will be determined using the Discovery Learning Assessment Progress Monitoring Tool with students scoring 70% or above on the final baseline evidencing a learning gain, and/or a student has achieved a learning gain when they maintain a predicted level 3 or above, move up a predicted level, or show a year's worth of growth using the Oscar J. Pope Elementary Discovery Growth Chart.
 - c. Learning gains for students in grades 4 – 5 will be determined using FCAT scores. A student has achieved a learning gain when either the FCAT level increases by one or more levels, or, when a level of 3, 4, or 5 is maintained, or, when the developmental score indicates more than one year's growth for a student remaining at a level 1 or 2.
 - d. Learning gains for students evaluated through an Alternate Assessment will be determined using the results of the Alternate Assessment. A student has achieved a learning gain when either the performance score increases one level, a performance score of 4 or higher is maintained, or the student maintains a performance score equal to the previous year's score.
 - e. For school-wide instructional staff, learning gains will be based upon the tabulation of the individual learning gains of the total students they serve, i.e. grade level(s), entire school.
 - f. At the end of the 2010-2011 school year, student attendance data will be reviewed to determine the impact on the student learning gains for future consideration.

27.5-4 During May of each year of the pilot, a joint survey of staff will be conducted to collect data regarding the effectiveness of the pilot. All available aggregated data will be presented to the joint bargaining teams at a mutually agreeable

time to review the pilot and determine any contractual changes that need to be made to increase the effectiveness and further improve student learning outcomes.

27.6 Introduction In an effort to improve instruction and student performance in a school that earns a grade of “D” for two (2) or more consecutive years, or a school grade of “F,” the School Board and the Association agree to implement Section 27.6.

When a school having two (2) or more consecutive grades of “D,” or a designation of “F” Priority meets the District’s exit criteria, Section 27.6 and all subsections shall cease to be applied unless specifically stated otherwise. Schools designated as having two (2) or more consecutive grades of “D,” or a designation of “F” Priority, will not be required to receive displaced teachers.

It is important to note that though the first year is designated as a planning year that does not mean that interventions will not be implemented prior to the completion of the first year. Such interventions will be in keeping with the terms of the Collective Bargaining Agreement.

27.6-1 Planning Year Following the initial designation of a school as having two (2) or more consecutive grades of “D,” or a designation of “F” Priority, a planning year will occur. During this planning year, the District and school will complete a rigorous evaluation of the existing leadership team, coaches, staff, curriculum, support/interventions and resource allocation. The Superintendent or Deputy Superintendent will meet at least monthly with the PEA President and share the results of the evaluation and the developing plan for turning around the students’ performance and the school grade. Before any documentation or template is submitted to the Florida Department of Education (FDOE) regarding the District’s Turnaround Plan, it will be shared with the PEA President who will be provided an opportunity for input with regard to contractual and legal concerns.

As part of a regularly held faculty meeting, the principal will, on a monthly basis, update the staff regarding the planning process and opportunities will be given for staff to share feedback. It is also agreed that it is in the best interest of both the students, staff, District and Association that the staff also be kept fully informed of the documentation or templates being submitted to FDOE.

The District shall ensure that the Teacher Evaluation System outlined in Article XV and Appendix M is implemented with fidelity each year following the school receiving two (2) or more consecutive grades of “D,” or a designation of “F” Priority. Observations will be performed as outlined and will be conducted over the designated time periods to allow for professional growth. Specific and actionable feedback shall be given as appropriate for each Essential Performance Criterion (EPC) marked less than *Effective* as outlined in Section 15.7.

If a teacher continues to perform below the *Effective* level in an identified EPC, the evaluator shall meet with the teacher to discuss the concerns and develop a plan for improvement utilizing the processes in the Collective Bargaining Agreement up to, and including, implementation of a Professional Development Plan (PDP). However, prior to

the implementation of a Professional Development Plan (PDP), the use of the Instructional Assistance Conference (IAC) form for the purpose of guiding a professional conversation is strongly encouraged.

27.6-2 Subsequent Years For subsequent years (after the initial first year), until such time as the school meets the District's exit criteria for schools having two (2) or more consecutive grades of "D," or an "F" Priority School:

Teachers with an overall *Effective* or *Highly Effective* evaluation for the previous year may apply, transfer, or be assigned to schools having two (2) or more consecutive grades of "D," or an "F" Priority school.

Those teachers with less than an overall *Effective* evaluation for the previous year who have been given notice of performance concerns and ample opportunity to improve, as per Teacher CBA Article 15 and Appendix M (Instructional Evaluation System Manual) may volunteer to be displaced, be involuntarily transferred or terminated according to the appropriate provisions of the Collective Bargaining Agreement.

27.6-3 Early Return Any school with two (2) or more consecutive "D" grades, or a grade of "F" Priority, will be identified as an Early Return School that will return up to four (4) days prior to the first contracted workday of school year 2014-2015. Should there be insufficient funds available to finance all Early Return Schools, "F" schools shall have first priority.

The traditional pre-planning week continues as contractually outlined. All teachers throughout the District shall receive a reminder notification of this contract provision with their May paychecks explaining conditions that require returning early, the number of days and dates, and the methods by which affected teachers at Early Return Schools will be notified.

27.6-4 Eligible Teachers In the identified schools, all teachers, including media specialists, school counselors, and school-based academic coaches, will participate in Early Return activities. Regardless of the subject taught, all teachers will be providing support in the areas of Reading, Math, and Science, as appropriate.

- 1. Professional Development:** Early Return participants shall participate in both school-based and District-based Professional Development. School-based Professional Development shall include grade level and departmental collaborative planning, review of student learning growth data, job-embedded Professional Development on lesson study, and other instructional strategies. District-based Professional Development shall include training in Common Core Standards and content specific areas in support of increased learning.
- 2. Compensation:** Eligible teachers will be paid their daily rate of pay for school-based Professional Development and planning.

27.7 Step Up Academy Charter Schools Experimental Program

27.7-1 All provisions of this collective bargaining agreement will apply to STEP UP ACADEMY employees who are included in the bargaining unit unless specifically waived herein. All the specific waivers below will expire on June 30, 2014 unless extended in writing through the bargaining process. Should an extension of any waivers be tentatively agreed upon by the Board and the Association but ratification not be completed, the parties may agree to a temporary extension through a signed Memorandum of Understanding until the ratification process is completed.

27.7-2 Upon written notice to the PEA and the school district of any requests for potential changes to the CBA, the parties (PEA and school district) will first meet to discuss the need and scope of any potential contractual waiver. When such a program has the effect of deviating from the existing contract, the deviation will be negotiated prior to implementation in accordance with the following steps.

- (a) If any Step Up Academy proposes a change contrary to the terms of the collective bargaining agreement, the academy must seek a waiver for such deviation. Any proposed waiver must specify the contractual provisions to be waived, the nature and the duration of the contract waiver, and the employees affected by the contract waiver. The proposed waiver will be submitted in writing to the Board and Association for collective bargaining.
- (b) Such waiver proposals shall be bargained by the Association and Board. The final waiver proposal shall be submitted for confirmation vote and must be approved by the majority of the affected employees at the school. When a proposed waiver is submitted for confirmation vote, the staff at the affected school shall be provided written notice of the waivers at least five days prior to voting on the waivers. The notice shall also include the date and time of the vote. Voting shall be by secret ballot conducted by a representative appointed by the PEA and a representative selected by the faculty, at an agreed upon time certain. Upon conclusion of the voting, the ballots must be counted in that public meeting, with the results reduced to writing and signed by the representatives conducting the vote.
- (c) Upon conclusion of the confirmation vote, the proposed waiver will be returned to the bargaining teams for the appropriate action. Any tentative agreements shall be submitted to the bargaining unit for ratification and Polk County School Board for approval. Upon ratification the waiver will be specifically incorporated into the collective bargaining agreement.

27.7-3 Annual review and submission of potential waivers:

- (a) By January 15, all specific waivers referred to in Article 27 shall be annually reviewed for extension or expiration. Additional or new requests for waivers shall be submitted by January 15 to PEA in accordance with the provisions of Article 27.
- (b) In the event the Step Up Academies ascertain that a critical need exists to seek a modification of the CBA to best meet the needs of the student population of the Step Up Academies, written notice of such proposed critical need shall be provided at the earliest opportunity to the PEA and the school district. The provision governing such potential changes set forth in Article 27.7-2(a-c) shall be followed.

27.7-4 Teachers will be notified annually of the adoption of any of the Work Schedule Variations below for the following school year at least two weeks prior to the end of the school year. New employees will be notified of any such variations during the hiring process.

Teachers may be assigned to work an additional 15 minutes per day (8 hours) with the additional time paid at the teacher's daily rate of pay.

- (a) There may be up to 10 evening activities (1-1.5 hours each), with the additional hours to be paid at the teacher's daily rate of pay. Only the number of activities must be noticed as required in 27.7-4 above, however, the specific dates of these evening activities must be noticed no later than the last day of pre-planning. These activities are for student and/or parent involvement. Teachers must attend a minimum of 70% of these activities.
- (b) Up to ten (10) additional planned activities averaging 90 minutes per activity contiguous with the regular duty day may be developed during the school year under the guidance of the school administrator and offered to all teachers outside their regular duty day. The number of activities must be noticed as required in 27.7-4 above, however, the specific dates of these activities must be noticed no later than the last day of pre-planning. Said activities shall have a direct impact on increasing student learning. These activities shall include a mixture of staff development, group planning, and time for implementation of the work product. The time shall be held Monday through Friday within the prescribed District school calendar. To meet the needs of staff and the school, the school administrator and staff may mutually agree to increase or decrease time per activity as long as the average is 90 minutes for the planned activities. Teachers shall be paid based upon their hourly rate of pay. Up to 5 dates may be mandatory. The remaining dates are optional.
- (c) Teachers may be scheduled for up to four (4) mandatory staff development days prior to the first contracted workday and to be paid at his/her daily rate of pay.

27.7-5 A Charter Governing Board may choose to substitute a Florida Department of Education Charter Teacher Evaluation Model for the Polk County School System Teacher Evaluation System if approved by the majority of the Charter's faculty as determined by a secret ballot vote conducted as set forth in Article 27.7-2(b) at least two weeks prior to the end of the school year or within 90 days from final state approval. Votes shall be publicly counted by the school administrator or designee and teachers, including a PEA representative. PEA shall be notified in writing of the outcome of any such vote and shall be provided a complete copy of all evaluation documents, forms, and manuals if the Charter Teacher Evaluation Model is adopted. Any further changes to any evaluation process shall be subject to the collective bargaining process.

27.7-6 Any grievance shall be processed following the Grievance Procedure as described in Article XXVIII except that the Step I process shall be waived. Any grievance filed as an Informal Procedure shall be filed directly to Step II if not resolved informally. In addition, the Board and the Association agree to an automatic extension of

two weeks in Step III for the Board to schedule oral arguments to afford the Charter Governing Board an opportunity to review the grievance and provide input. The Superintendent or designee shall be responsible for timely notification to the Charter Governing Board regarding a grievance. There are no waivers to the Step IV process for final binding arbitration.

27.7-7 As required by §1002.33, *Florida Statutes*, the Board and the Association recognize that a STEP UP ACADEMY CHARTER school administrator may be requested but not required to accept any displaced employee or any employee returning from layoff therefore waiving the limitations on hiring and/or placement of teachers into open positions in the STEP UP ACADEMIES as required by Sections 17.6-2, 17.6-3, 17.6-4, 17.6-8, 17.7, 19.6, and 19.7.

27.7-8 Should there be a reduction/loss of units at the Step Up Academy Charter, employees will be able to remain at the high school in which the STEP UP ACADEMY is nested. He/she will be assigned in a vacant position for which he/she is fully qualified. If there are no vacant positions available at the nesting high school, the employee is displaced and will then be placed per current collective bargaining language.

27.7-9 In the event of a layoff, STEP UP ACADEMY CHARTER teachers initially hired directly from the PCSB shall be the first to be recalled in order of seniority under the collective bargaining agreement. STEP UP ACADEMY CHARTER teachers hired outside the PCSB shall then be considered in accordance with their years of seniority within the Charter.

ARTICLE XXVIII – GRIEVANCE PROCEDURE

28.1 Purposes:

- A. To set forth an orderly method for processing grievances to a resolution.
- B. To secure, at the lowest level possible, solutions to complaints or grievances.

28.2 Definitions:

- A. A grievance is defined as (1) a claim by a grievant that there has been a violation, misinterpretation, misapplication, or inequitable application of the terms of this agreement; (2) a claim by a grievant that there has been a misapplication of a Board policy, rule, or regulation not covered by this agreement. A grievance concerning Board policy, rule or regulation, may only be carried through Steps I, II, and III.
- B. A grievant may be a teacher, a group of teachers, or the Association. Class action grievances shall be initiated by the Association at Step II.
- C. The employer is the School Board of Polk County, Florida, or those in the role of management for The School Board of Polk County, Florida.
- D. Days mean working days excluding Saturday, Sunday, and holidays.

- E. Immediate supervisor is that individual in the role of management for the Board. Each teacher shall have only one immediate supervisor at a particular school or department.
- F. Association shall mean the employee organization and its agents certified as the exclusive bargaining agent pursuant to Florida Statutes.

28.3 Procedures:

- A. It is important that grievances be handled as rapidly as possible. The number of days indicated at each level should be considered as maximum and every effort should be made to expedite the process. If the grievant fails to initiate a grievance or submit to the next step within the time limits as provided, the problem will be deemed to have been resolved. If the immediate supervisor fails to respond to the grievance within the time limits as provided, the grievance may be carried to the next step immediately. However, time limits may be extended by either party upon one day's written notice to the other party. Such extension shall not exceed ten (10) working days, except in cases of emergency.
- B. When grievance meetings and conferences are held during school hours, all employees whose presence is required by either party to provide information with regard to the grievance shall be excused from their regular duties without loss of pay. All meetings shall be by mutual agreement.
- C. When illness or other incapacity of the grievant or managerial representative of the Board prevents his/her presence at a grievance meeting, the time limits shall be extended to such time that the grievant or representative of the Board can be present.
- D. All documents, communications and records dealing with the processing of a grievance shall be filed separately from personnel files of the participants, and this information shall not be transmitted outside the District, except in court cases or subpoenas.
- E. In the case of a grievance in which the Association is involved, the Association and administration shall mutually agree on the date and time of all proposed grievance meetings, and the Association shall be advised in writing of the adjustments and dispositions beyond the informal procedure. In grievance cases where the Association is not involved in representing the grievant, the Association shall be advised in writing of all proposed grievance meetings, adjustments and dispositions beyond the informal procedure. The Association shall have the right to send an observer to all grievance meetings.
- F. In the event a grievance is filed on or after June 1, time limits for the informal procedure, Steps I and II shall consist of a total of seven (7) days so that the grievance may be resolved before June 30. If the grievance is continued to Step III, the Board shall consider this grievance within fifteen (15) days following the conclusion of Step II.
- G. During the informal procedure, if there are administrators present in addition to the principal and a member of his/her managerial staff, the teacher shall be entitled to have additional representatives of the Association, including staff.

H. When the Association is made aware of a problem, it shall try to settle the problem informally with the principal. If, as a result of the discussion, a problem still exists, the Association shall, within ten (10) days, submit to the Assistant Superintendent of Human Resource Services or designee a completed copy of the grievance form. (Appendix A).

I. At Steps I, II, III and IV, Association staff may be involved.

28.4 Resolution Procedure:

Informal Procedure: If a member of the bargaining unit believes he/she has a grievance, he/she shall first discuss the matter in good faith with his/her immediate supervisor in an effort to resolve the problem informally. This action shall take place within fifteen (15) days after the grievant knew or could reasonably have been expected to know of the event giving rise to the grievance.

At the informal procedure, the grievant may be accompanied by an Association member representative or an association staff representative. The immediate supervisor or principal, may have a member of his/her managerial staff, or if none exists, an assistant principal from another school at the meeting in the event that the Association member representative is present. In this informal action, the grievant shall advise his/her supervisor of the particular section of the agreement alleged to have been violated. No record shall be maintained except for a dated and signed statement verifying the fact that an informal discussion has been held. The immediate supervisor will respond to the grievance within two (2) days after the informal meeting.

Step I: If as a result of the informal discussion with the immediate supervisor a grievance still exists, the grievant shall, within ten (10) days after the informal discussion, submit to the Assistant Superintendent of Human Resource Services, or designee, a completed copy of the grievance form (Appendix A). This time limit shall not apply in cases where the nature of the grievance is continuous, or when the resolution agreed to at the informal level has not been or cannot be implemented. Within ten (10) days after the receipt of the written grievance, the Assistant Superintendent of Human Resource Services, or designee, shall arrange and meet with the grievant and/or the Association in an effort to resolve the grievance. The Assistant Superintendent of Human Resource Services, or designee, shall indicate his/her disposition of the grievance in writing at the appropriate place on the grievance form within five (5) days after such meeting and send copies thereof to the grievant and the Association.

Step II: If the grievant is not satisfied with the disposition of the grievance at Step I, such grievant may appeal by filing a form, as contained in the appendices to this contract, with the Superintendent or designee, within fifteen (15) days after the receipt of the decision at Step I. The Superintendent or designee, shall arrange and meet with the grievant and/or Association within ten (10) days after the receipt of the grievance in an effort to resolve the problem. At least one day prior to the meeting each party shall give to the other a list of prospective participants. The Superintendent or designee, shall indicate his/her disposition of the grievance in writing within five (5) days after the meeting and shall furnish a copy thereof to the Association, the grievant and the immediate supervisor.

Step III: In the event the Association is not satisfied with the disposition of the grievance made at Step II, or if no disposition has been made within five (5) days of such meeting, then within ten (10) days thereafter, the grievance shall be transmitted to the Board by filing a copy with the chairman of the Board. The Board shall within fifteen (15) days meet publicly for the purpose of listening to any oral arguments presented by

the grievant and/or Association and the Superintendent or Superintendent's designee. The grievant/Association and the Superintendent or Superintendent's designee shall simultaneously exchange briefs outlining their positions and related documents without oral testimony. The disposition by the Board shall be made and announced within three (3) days of the public hearing. A copy of such disposition shall be furnished to the Association, the grievant, the immediate supervisor, and the Superintendent.

Step IV: In the event the Association is not satisfied with the disposition of the grievance by the Board, the grievance may be submitted to arbitration before an impartial arbitrator. Notice of such submission shall be given in writing to the Superintendent and Superintendent's designee within five (5) days after the Association has received a written disposition from the Board. The arbitrator shall be selected from the American Arbitration Association in accord with its rules, which likewise govern the arbitration proceedings.

MISCELLANEOUS PROVISIONS:

1. The arbitrator shall have no power to alter, add to, or subtract from the terms of this agreement.
2. The Board and the grievant shall not be permitted to assert in such arbitration proceeding any ground or rely on any evidence not previously disclosed to the other party. Both parties agree that the award of the arbitrator shall be final and binding.
3. The Board and the Association shall share equally the fees and expenses of the arbitrator when the grievance is processed by the Association. Neither the bargaining agent nor the Board shall be responsible for the cost of grievance arbitration by a member of the bargaining unit when the grievance is not processed by the Association.
4. If the Board refuses to arbitrate a grievance arising under this agreement, the arbitrator appointed according to the above grievance procedure shall proceed on an ex parte basis.
5. Adjustment of any grievance as described herein shall not be inconsistent with the provisions of this agreement.
6. No reprisals of any kind shall be taken against any party in interest participating in the grievance procedure.
7. Notwithstanding the expiration of this agreement, any grievance arising while the agreement was in effect may be processed through the grievance procedure until resolution.
8. Any teacher for whom a grievance is sustained shall be reimbursed in accordance with the award of the arbitrator.
9. The Association reserves the right to insure the proper use of the grievance procedure for the bargaining unit. If the Association has declined to process or further process any grievance presented to it, and if any employee or group of employees desire to process it or further process their own grievance through this procedure, the bargaining agent shall be sent copies of all written communications sent by the employer or the employee(s) involved. Further, nothing herein contained shall be construed to prevent any public employees from presenting, at

- any time, their own grievance in person or by legal counsel to the employer and having such grievance(s) adjusted without the intervention of the bargaining agent, provided however, that the adjustment is not inconsistent with the terms of the collective bargaining agreement then in effect and provided further that the bargaining agent has been given notice and reasonable opportunity to be present at any meeting called for the resolution of such grievance.
10. Should either party request a transcript of the proceedings at Step IV, then the party shall bear the full costs of the transcript. If each party requests a transcript, the cost of the two transcripts will be divided equally between the parties.
 11. Each party shall bear the full cost of its representation at all steps of the grievance procedure.
 12. A teacher shall have the right to have an Association member representative present when a grievance is being discussed. In a case where no Association member representative is present to attend the informal procedure, the discussion may be postponed and the Association staff will have the right to appoint an Association member to attend the informal session.
 13. The grievant may, after the informal procedure, present the grievance in writing to the Association who will provide an opportunity for a meeting with the grievant to decide the merits of the case within five (5) days after receipt of the grievance by the Association.

ARTICLE XXIX – MAINTENANCE OF STANDARDS

29.1 Should any provision of this agreement be declared illegal by a court of competent jurisdiction, or as a result of state or federal legislation, or as a result of changes in Florida State Board of Education Administrative Rules, said provision shall be automatically modified by mutual agreement of the parties to the extent that it violates the law. The remaining provisions shall remain in full force and effect for the duration of this agreement, if not affected by the deleted provision.

29.2 No teacher employed within the bargaining unit shall, as a result of omission through oversight in the negotiation of this agreement, suffer a reduction in pay, loss of economic fringe benefits, or loss of experience credit previously granted.

29.3 This agreement shall supersede any rules, regulations, or practices of the Board, which shall be contrary to or inconsistent with the terms of this agreement.

ARTICLE XXX – NO STRIKE

The Association shall not authorize, sanction, condone, engage in or acquiesce in any strike as defined in §447.203 (6), 447.501 (2) (e), and 447.505, *Florida Statutes*. "Strike" means the concerted failure to report for duty, the concerted absence of employees from their positions, the concerted stoppage of work, the concerted submission of resignations, the concerted abstinence in whole or in part by any group of employees from the full and faithful performance of the duties of employment with a public employer for the purpose of inducing, influencing, condoning or coercing a change in the terms and conditions of employment or participating in a deliberate and concerted course of conduct which adversely affects the services of the public employer, the

concerted failure to report for work after the expiration of collective bargaining agreement, and picketing in furtherance of a work stoppage.

ARTICLE XXXI – BOARD'S RIGHTS

The Board has the right to determine the purpose of its constituent agencies, set standards of service to be offered to the public, and exercise control and discretion over its organization and operations.

The Board may direct its employees, take disciplinary action for just cause, and relieve its employees from duty because of lack of work, or other legitimate reasons, provided, however, that the exercise of such rights shall not preclude employees or their Association from raising grievances, should decisions on the above matters have the practical consequences of violating the terms and conditions of any collective bargaining agreement in force.

ARTICLE XXXII – CHARTER SCHOOLS

A. Notification to Polk Education Association

1. When the Polk County School Board receives an application for a charter school, the PEA will: Receive a copy of the application within ten (10) working days, or a mutually agreed upon extended time frame, and notify the Polk County School Board's bargaining agent of any possible impact of the proposed charter school on wages, hours, and the terms and conditions of employment of the bargaining unit members it represents.

B. Voting Procedures for Conversion of an Existing School

1. Pursuant to §1002.33(3)(b), *Florida Statutes*, an application to convert an existing public school to a charter school must demonstrate the support of at least 50 percent of the teachers employed at the school. To the extent allowed by law, balloting to demonstrate such support shall be done by secret ballot, provide for adequate notification (no less than 24 hours) to all eligible teachers, provide a process which is clearly explained prior to the actual vote, and provide for votes to be counted by an impartial committee whose make-up shall be disclosed to the School Board as part of the application review process.
2. Pursuant to §1002.33(3)(b), *Florida Statutes*, an application to convert an existing public school to a charter school must also demonstrate the support of at least 50 percent of the parents voting whose children are enrolled at the school, provided that a majority of the parents eligible to vote participate in the ballot process. To the extent allowed by law, balloting to demonstrate such support shall be done by secret ballot, provide for adequate notification of all eligible parents, provide a process which is clearly explained prior to the actual vote, and provide for votes to be counted by an impartial committee whose make-up shall be disclosed to the School Board as part of the application review process.

ARTICLE XXXIII - CONTRACT TERM

The terms and conditions of this contract shall become effective as of July 1, **2015**. Any and all grievances, which may be filed during the term of this contract, will be settled on the basis of the procedure and remedies as set forth in this Collective Bargaining Agreement.

In the event that the legislature imposes action affecting a section(s) of this agreement between the Board and the Association, the Board and the Association shall meet in negotiations to resolve any conflicts created by such imposed acts.

This Collective Bargaining Agreement shall remain in full force and effect through June 30, 2016 unless agreement is reached before that date. The parties agree that negotiations will continue on an ongoing basis in a collaborative, interest based approach to resolve problems, with salaries negotiated as agreed upon.

This Agreement shall not be extended orally.

POLK EDUCATION ASSOCIATION, INC.

By Marianne Lopezello
President

THE SCHOOL BOARD OF POLK COUNTY, FL

By Lay Fields
School Board Chair

By Maguire M Byrd
Superintendent

By [Signature]
Chief Negotiator

Date Recvd/Association _____

No: _____

Date File/Association _____

Step: _____

Rec'vd By: _____

Filed By: _____

**APPENDIX A
OFFICIAL GRIEVANCE FORM**

Name _____ School _____

Address _____ Assignment _____

Home Phone: _____ School Phone: _____

Date of Incident _____

Relevant Article(s) _____

Of Contract - Policy

Statement of Grievance: _____

Relief Sought: _____

Signature of Grievant _____

Date _____

Disposition: _____

Signature of Supervisor _____

Date _____

Date Received _____ By _____

Date Received _____ By _____

Copies to: Grievant - Association - Supervisor

APPENDIX B – TEACHER TRANSFER REQUEST FORM

Please note: This request must be completed and submitted via email to transfers@polk-fl.net to be reviewed and cleared by the Human Resources Services Certification & NCLB Department before transfer.

Request for Transfer for the school year: (This request is valid for one school year only)				Current School Year:	
Name:				SAP:	
Street Address:			City:		Zip:
E-Mail Address:			Contact Phone #:		
Current School:			Current Teaching Assignment (Subject/s):		
Current School Phone #:			Current Grade Level:		
Requested Teaching Assignment (Subject/s):			Grade Level/s:		
(1) School:		Position:		Est. Miles:	
(2) School:		Position:		Est. Miles:	
(3) School:		Position:		Est. Miles:	
Reason for Transfer/Change of Assignment Request:					
Contract Status: (Check One)		<input type="checkbox"/> PSC/CC	<input type="checkbox"/> Annual	<input type="checkbox"/> Probationary	
Are you a teacher in an area deemed core content for the purpose of NCLB? (Core Content = math, science, social science, English, elementary education)(Check one) Comment:				<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, are you in compliance with the Highly Qualified Requirement? (Check one) Comment:				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Based upon your most recent teacher assessment, did you receive a notice of Satisfactory Performance or above? (Check one) Comment:				<input type="checkbox"/> Yes	<input type="checkbox"/> No
If No, are you currently working to satisfy a Professional Development Plan? (Check one) Comment:				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Signature:				Date:	
Are you in compliance with your ESOL Plan of Study? (Check one) If No, where are you in the process?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Does Not Apply
Are you in compliance with your Reading Plan of Study? (Check one) If No, where are you in the process?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Does Not Apply

Forms will be reviewed within 72 business hours following receipt of completed original signed document in Certification office. Changes and new requests will require new forms.

APPENDIX C

TEACHER SALARY SCHEDULES

§1012.22(1), *Florida Statutes*, requires two salary schedules for paying teachers beginning in 2015-2016. Teachers who hold and choose to retain their Continuing Contract (CC) or their Professional Service Contract (PSC) (both CC and PSC contracts statutorily require due process for a teacher prior to termination) are required to be placed on a “Grandfathered Salary Schedule” and are denied access to “merit pay.”

All other teachers, regardless of their date of hire, are statutorily required to be placed on a “Performance Salary Schedule” which includes “merit pay.” Florida Statutes allow any teacher on the “Performance Salary Schedule” to have their employment terminated for no reason at the end of any year. CC and PSC teachers who choose to be paid on the “Performance Salary Schedule” are required to permanently relinquish their due process rights to continuing employment and become Annual Contract teachers.

APPENDIX C – TEACHER SALARY SCHEDULES cont.

**TEACHER GRANDFATHERED SALARY SCHEDULE (196 days)
(Statutorily mandated for teachers with a Professional Service or Continuing Contract)**

***This schedule includes Teacher Network Managers
who will remain on the Grandfathered Schedule.
Years of Experience 0-5 are only available to Network Managers.**

Years of Experience prior to 2015-2016	Bachelor's Degree	Master's Degree	Specialist Degree	Doctorate Degree
0*	\$41,272	\$43,453	\$44,171	\$44,492
1*	\$41,572	\$43,753	\$44,471	\$44,792
2*	\$41,872	\$44,053	\$44,771	\$45,092
3*	\$42,172	\$44,353	\$45,071	\$45,392
4*	\$42,472	\$44,653	\$45,371	\$45,692
5*	\$42,772	\$44,953	\$45,671	\$45,992
6	\$43,072	\$45,253	\$45,971	\$ 46,292
7	\$43,372	\$45,553	\$46,271	\$ 46,592
8	\$44,272	\$46,453	\$47,171	\$47,492
9	\$44,572	\$46,753	\$47,471	\$47,792
10	\$45,172	\$47,353	\$48,071	\$48,392
11	\$45,772	\$47,953	\$48,671	\$48,992
12	\$46,372	\$48,553	\$49,271	\$49,592
13	\$46,972	\$49,153	\$49,871	\$50,192
14	\$47,572	\$49,753	\$50,471	\$50,792
15	\$48,172	\$50,353	\$51,071	\$51,392
16	\$48,772	\$50,953	\$51,671	\$51,992
17	\$49,372	\$51,553	\$52,271	\$52,592
18	\$49,972	\$52,153	\$52,871	\$53,192
19	\$50,572	\$52,753	\$53,471	\$53,792
20	\$51,172	\$53,353	\$54,071	\$54,392
21	\$51,772	\$53,953	\$54,671	\$54,992
22	\$52,372	\$54,553	\$55,271	\$55,592
23	\$53,872	\$56,053	\$56,771	\$57,092
24	\$55,072	\$57,253	\$57,971	\$58,292
25	\$56,272	\$58,453	\$59,171	\$59,492
26	\$58,972	\$61,153	\$61,871	\$62,192
27+	\$61,072	\$63,253	\$63,971	\$64,292

APPENDIX C – TEACHER SALARY SCHEDULES cont.

**TEACHER PERFORMANCE SALARY SCHEDULE
INITIAL PLACEMENT MATRIX**

This Matrix is only for the initial placement of teachers based upon their credited years of experience on the Teacher Performance Salary Schedule below.

Years of Experience Completed Prior to the Current Year.	Placement Level
0	001
1	004
2	005
3	006
4	007
5	008
6	009
7	010
8	013
9	014
10	016
11	018
12	020
13	022
14	024
15	026
16	028
17	030
18	032
19	034
20	036
21	038
22	040
23	045
24	049
25	053
26	062
27+	069

APPENDIX C – TEACHER SALARY SCHEDULES cont.

**TEACHER PERFORMANCE SALARY SCHEDULE (196 days)
(Statutorily mandated for teachers holding or accepting
Annual Contracts or Probationary Contracts)**

Level	Salary
001	\$40,672
004	\$41,572
007	\$42,472
010	\$43,372
013	\$44,272
016	\$45,172
019	\$46,072
022	\$46,972
025	\$47,872
028	\$48,772
031	\$49,672
034	\$50,572
037	\$51,472
040	\$52,372
043	\$53,272
046	\$54,172
049	\$55,072
052	\$55,972
055	\$56,872
058	\$57,772
061	\$58,672
064	\$59,572
067	\$60,472
070	\$61,372
073	\$62,272

Level	Salary
002	\$40,972
005	\$41,872
008	\$42,772
011	\$43,672
014	\$44,572
017	\$45,472
020	\$46,372
023	\$47,272
026	\$48,172
029	\$49,072
032	\$49,972
035	\$50,872
038	\$51,772
041	\$52,672
044	\$53,572
047	\$54,472
050	\$55,372
053	\$56,272
056	\$57,172
059	\$58,072
062	\$58,972
065	\$59,872
068	\$60,772
071	\$61,672
074	\$62,572

Level	Salary
003	\$41,272
006	\$42,172
009	\$43,072
012	\$43,972
015	\$44,872
018	\$45,772
021	\$46,672
024	\$47,572
027	\$48,472
030	\$49,372
033	\$50,272
036	\$51,172
039	\$52,072
042	\$52,972
045	\$53,872
048	\$54,772
051	\$55,672
054	\$56,572
057	\$57,472
060	\$58,372
063	\$59,272
066	\$60,172
069	\$61,072
072	\$61,972
075	\$62,872

APPENDIX C – TEACHER SALARY SCHEDULES cont.

ADVANCED DEGREES

For employees paid on the Teacher Salary Schedule, the compensation for a credited Advanced Degree shall be added to their assigned pay level and be a part of their permanent base pay unless earned after June 30, 2011. For all advanced degrees earned after June 30, 2011 and for employees hired after June 30, 2011, the additional compensation for a credited advanced degree will be paid as a supplement. Advanced degree pay is part of an employee’s daily rate of pay calculation when employees are contracted for additional days or hours.

All Master’s Degree: Adds \$2,181 to an employee’s salary.

Specialist Degree: Adds \$2,899 to an employee’s salary.

Doctorate Degree: Adds \$3,220 to an employee’s salary.

**PSYCHOLOGIST GRANDFATHERED SALARY SCHEDULE
(216-day Work Schedule)**

**(Statutorily mandated for Psychologists with a
Professional Service or Continuing Contract)**

Years of Experience 0 is based on Years of Experience 12, Teacher Salary Schedule

Years of Experience as Psychologist Prior to 2015-2016	Annual Salary
6	\$57,475
7	\$58,136
8	\$58,797
9	\$59,458
10	\$60,120
11	\$61,773
12	\$63,095
13	\$64,418
14+	\$67,393

APPENDIX C – TEACHER SALARY SCHEDULES cont.

**PSYCHOLOGIST PERFORMANCE SALARY SCHEDULE
INITIAL PLACEMENT MATRIX**

**This Matrix is only for the initial placement of psychologists on the
Psychologist Salary Performance Schedule below.**

Years of Experience Completed Prior to the Current Year	Placement Level
0	020
1	022
2	024
3	026
4	028
5	030
6	032
7	034
8	036
9	038
10	040
11	045
12	049
13	053
14	062
15+	069

APPENDIX C – TEACHER SALARY SCHEDULES cont.

**PSYCHOLOGIST PERFORMANCE SALARY SCHEDULE (216 days)
(Statutorily mandated for psychologists holding or accepting
Annual Contracts or Probationary Contracts)**

**All Levels are based on the equivalent level on the
Teacher Performance Salary Schedule.**

<u>Level</u>	<u>Salary</u>		<u>Level</u>	<u>Salary</u>		<u>Level</u>	<u>Salary</u>
-	-	-	<u>020</u>	<u>\$53,507</u>	-	<u>021</u>	<u>\$53,838</u>
<u>022</u>	<u>\$54,169</u>	-	<u>023</u>	<u>\$54,499</u>	-	<u>024</u>	<u>\$54,830</u>
<u>025</u>	<u>\$55,160</u>	-	<u>026</u>	<u>\$55,491</u>	-	<u>027</u>	<u>\$55,822</u>
<u>028</u>	<u>\$56,152</u>	-	<u>029</u>	<u>\$56,483</u>	-	<u>030</u>	<u>\$56,814</u>
<u>031</u>	<u>\$57,144</u>	-	<u>032</u>	<u>\$57,475</u>	-	<u>033</u>	<u>\$57,805</u>
<u>034</u>	<u>\$58,136</u>	-	<u>035</u>	<u>\$58,467</u>	-	<u>036</u>	<u>\$58,797</u>
<u>037</u>	<u>\$59,128</u>	-	<u>038</u>	<u>\$59,458</u>	-	<u>039</u>	<u>\$59,789</u>
<u>040</u>	<u>\$60,120</u>	-	<u>041</u>	<u>\$60,450</u>	-	<u>042</u>	<u>\$60,781</u>
<u>043</u>	<u>\$61,111</u>	-	<u>044</u>	<u>\$61,442</u>	-	<u>045</u>	<u>\$61,773</u>
<u>046</u>	<u>\$62,103</u>	-	<u>047</u>	<u>\$62,434</u>	-	<u>048</u>	<u>\$62,765</u>
<u>049</u>	<u>\$63,095</u>	-	<u>050</u>	<u>\$63,426</u>	-	<u>051</u>	<u>\$63,756</u>
<u>052</u>	<u>\$64,087</u>	-	<u>053</u>	<u>\$64,418</u>	-	<u>054</u>	<u>\$64,748</u>
<u>055</u>	<u>\$65,079</u>	-	<u>056</u>	<u>\$65,409</u>	-	<u>057</u>	<u>\$65,740</u>
<u>058</u>	<u>\$66,071</u>	-	<u>059</u>	<u>\$66,401</u>	-	<u>060</u>	<u>\$66,732</u>
<u>061</u>	<u>\$67,062</u>	-	<u>062</u>	<u>\$67,393</u>	-	<u>063</u>	<u>\$67,724</u>
<u>064</u>	<u>\$68,054</u>	-	<u>065</u>	<u>\$68,385</u>	-	<u>066</u>	<u>\$68,716</u>
<u>067</u>	<u>\$69,046</u>	-	<u>068</u>	<u>\$69,377</u>	-	<u>069</u>	<u>\$69,707</u>
<u>070</u>	<u>\$70,038</u>	-	<u>071</u>	<u>\$70,369</u>	-	<u>072</u>	<u>\$70,699</u>
<u>073</u>	<u>\$71,030</u>	-	<u>074</u>	<u>\$71,360</u>	-	<u>075</u>	<u>\$71,691</u>

APPENDIX C – TEACHER SALARY SCHEDULES cont.

**OCCUPATIONAL THERAPIST AND PHYSICAL THERAPIST
SALARY SCHEDULE (196-day Work Schedule)**

For the 2015-2016 school year, employees on this schedule who are deemed eligible will advance one year of experience on the salary schedule.

Initial Step 2014-2015	Annual Salary
0	\$46,952
1	\$47,852
2	\$48,752
3	\$49,652
4	\$50,552
5	\$51,452
6	\$52,352
7	\$53,252
8	\$54,152
9	\$55,052
10	\$55,952
11	\$56,852
12	\$57,752
13	\$58,652
14	\$59,552
15	\$60,452
16	\$61,352
17	\$62,252
18	\$63,152
19	\$64,052
20	\$64,952
21	\$65,852
22	\$66,752
23	\$67,652
<u>24+</u>	\$68,552

NATIONAL BOARD CERTIFICATION

Teachers with National Board Certification will be guaranteed a supplement from the State. If the State funding of this supplement falls below \$1,000.00 the Board will make up the difference up to a \$1,000.00 maximum. If the State funding is unexpectedly withdrawn or withheld, the parties agree to reopen discussion on this issue.

APPENDIX C – TEACHER SALARY SCHEDULES cont.

TEACHER OF THE YEAR

\$15,750.00 will be set aside to reward the Area Finalists, Overall Runner-Up, and the Winner of the Teacher of the Year for their performance.

SPEECH/LANGUAGE PATHOLOGIST SUPPLEMENT

Bachelor of Arts (grandfathered)

Bachelor Level SLP with permanent DOE certification \$1,045

Master of Arts \$262

Master of Arts w/Certificate of Clinical Competency \$5,227

Speech/Language Pathologists with a Certificate of Clinical Competency are given a supplement from IDEA funds. If IDEA funds are not available for this purpose, the Polk County School Board will make up the difference up to \$1,000 maximum.

EXTENDED CONTRACTS

Employees with extended contracts shall receive 1/196 additional salary for **all additional** days based on the **appropriate** 196-day Teacher Salary Schedule.

APPENDIX D

2015-2016 SUPPLEMENTAL SALARY SCHEDULE

Supplements will be paid only after all services relative to the supplement are completed. In instances where a checklist is required, supplements will be paid only after satisfactory completion of the checklist items.

Any school using someone other than a teacher to fill any position listed in this Appendix, shall receive only an amount equal to the listed supplements in the Teacher Collective Bargaining Agreement. If additional funding is needed to comply with the federal wage and hour guidelines, the amount will be paid from the school's internal accounts.

All supplements are payment for duties performed beyond the regular workday, except in the case of In-School Suspension Monitors and longevity. In-school suspension teacher/monitor \$1,766.

In the Senior High no one will be paid more than three (3) supplements for student extracurricular activities except by special permission of the Regional Assistant Superintendent.

No person shall be assigned to two (2) or more coaching positions that would require their service during the same time period except when someone is assigned to coach both boys and girls golf or cross country.

Any athletic activity that does not meet the required number of games/matches or participants the supplement will be adjusted by the District Senior Coordinator of Athletics, Physical Education, and Driver Education.

An athletic supplement is for the period of time between the first official day of practice and the time that a coach's team is eliminated in the FHSAA state championship series.

Teachers assigned by the principal/supervisor as the designated mentor for new hires will be paid a supplement of \$362 per assigned teacher. (Note: Additional teachers mentoring teachers deemed to be in need of assistance will be paid at the Adult School rate (see Appendix E) for the number of hours agreed upon by the principal and the mentoring teacher.)

APPENDIX D – 2015-2016 SUPPLEMENTAL SALARY SCHEDULE (cont.)

ATHLETIC COACHING SUPPLEMENTS

	Supplement
Athletic Director (All Class)	\$4,100
Business Manager	1,766

HEAD COACHES

Head Football (85/15 Payment)	3,974
Head Basketball (Boys/Girls)	2,055
Head Baseball	2,426
Head Softball	2,426
Head Track (Boys/Girls)	2,055
Head Volleyball	2,055
Head Soccer (Boys/Girls)	2,055
Head Wrestling	2,055
Head Swimming (Boys/Girls)	1,573
Head Competitive Cheerleading (Effective 7/1/2010)	750
Head Spirit Cheerleading - Fall	1,279
Head Spirit Cheerleading - Winter	1,279
Head Golf (Boys/Girls)	1,279
Head Tennis (Boys/Girls)	1,279
Head Cross Country (Boys/Girls)	1,279
Head Weightlifting (Boys/Girls)	1,279

ASSISTANT HEAD COACHES

Head Assistant Football 85/15 (One per school)	2,563
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ASSISTANT COACHES

Assistant Football (85/15 Payment)	2,187
Assistant Basketball (Boys/Girls)	1,649
Assistant Track (Boys/Girls)	1,360
Assistant Baseball	1,360
Assistant Softball	1,360
Assistant Volleyball	1,360
Assistant Wrestling	1,259
Assistant Spirit Cheerleading - Fall/Winter	726
Assistant Soccer (Boys/Girls)	1,045

APPENDIX D – 2015-2016 SUPPLEMENTAL SALARY SCHEDULE (cont.)

JUNIOR VARSITY COACHES

J.V. Basketball (Boys/Girls)	1,045
J.V. Baseball	1,045
J.V. Softball	1,045
J.V. Soccer (Boys/Girls)	1,045
J.V. Spirit Cheerleading - Fall/Winter	726
J.V. Volleyball	1,045
J.V. Wrestling	1,045

OTHER ATHLETIC SUPPLEMENTS

First Responder/Certified Trainer	1,385
Weight Training	1,492
Intramurals (No Sports)	969
Business Manager	1,766
Gym Coordinator	584
Bowling	1,279

(1) In order for a school to have an Athletic Director, the school must field a minimum of four (4) sports teams each sports season. The Athletic Director may not receive an additional supplement for being head football coach. A person who assumes both the position of Athletic Director and Business Manager may not coach a sport in any capacity. The principal may request permission from the District Senior Coordinator of Athletics, Physical Education, and Driver Education to employ one of the above listed head coaches, with the exception of the head football coach, on a year to year basis. The District Senior Coordinator of Athletics, Physical Education, and Driver Education will evaluate the job performance of both positions before approving for another year.

(2) All schools shall receive seven (7) assistant football coaches (Includes Head Assistant Coach).

(3) All fall varsity head coaches, authorized assistant coaches, band directors and authorized associate/assistant band directors reporting for duty or the first authorized practice shall receive \$51.00 per day provided students are in attendance, for pre-school duty to be included with their supplement payment. This is defined as being before the first day of pre-planning as established in the school calendar.

(4) Orchestra Director - Directors of both Middle and Senior high school programs to receive senior high supplement plus \$218 for middle school because of the two being concurrent. Director of two high school programs to receive current high school supplement plus \$442.

APPENDIX D – 2015-2016 SUPPLEMENTAL SALARY SCHEDULE (cont.)

(5) Choral Director - Choral directors serving both Middle and Senior High Schools and completing the responsibilities for performance-oriented activities should receive the senior high supplement plus \$218 since they are concurrent. Choral directors serving two high school programs should receive the high school supplement plus \$442.

(6) Effective 7/1/2010, Competitive Cheerleading Head Coach - Competitive Cheerleading Head Coaches must compete in a minimum of two (2) competitions in addition to the FHSAA state series events.

SENIOR HIGH SCHOOL SUPPLEMENTS

Deans	1,766
(4) Band Directors - Marching	2,609
Band Directors - Concert	1,375
Band Directors-Non-Marching Harrison School for the Arts	2,055
Associate Band Director - Marching	1,360
Associate Band Director - Concert	680
Assistant Band Directors - Marching	1,228
Assistant Band Directors - Concert	614
(4) Orchestra Director	2,319
Girls Drill Team Sponsor (3) Fall	589
Girls Drill Team Sponsor (3) Winter	589
Yearbook Sponsor	589
Newspaper Sponsor	401
Drama Director (One act play, requires playbill 1 per year)	401
Drama Director (Main stage production or full musical production requires playbill, one per year)	1,127
Class Coordinator (11-12 grade)	401
(5) Choral Directors	1,507
Student Council Sponsors	771
Academic "A" Team Coach (1 per school)	1,523
Assistant Academic "A" Team Coach (1 per school)	1,015
National Honor Society	1,015
Community Service Coordinator	573
Chairpersons - Grades 9 thru 12 and Vocational Schools	1,015
Administration will designate departments throughout the school to be based on four (4) or more full-time teaching units which will include a chairperson for each department)	

APPENDIX D – 2015-2016 SUPPLEMENTAL SALARY SCHEDULE (cont.)

OTHER SENIOR HIGH SCHOOL SUPPLEMENTS

District Wide Student Council Sponsor	771
Regional Science & Engineering Fair Coordinator (B.S. Degree - Maximum of 120 hours)	2,081
Regional Science & Engineering Fair Assistant Coordinator (Maximum of 50 hours)	863
Regional Science & Engineering Fair Assistant Coordinator (Maximum of 40 hours)	690
School Coordinator for District Science Fair	508
Head Teacher (away from campus - Alt. Ed, Etc.)	655
Scholastic Chess Team Coach	508
School Wide Shows	155
ESE Learning Center Special Olympics Coach	

	Fall	Spring
Participants 1-10	\$112	\$112
11-20	162	162
21 or more	213	213

Peer Teachers	863
Televised Instruction Facilitator	863
Federal and District Wide Specialist (Teacher Resource Specialist Trainer/TRST)	766
Safe & Drug Free Schools Contact Person	264
Science Labs	508

MIDDLE SCHOOL SUPPLEMENTS

Middle School Team Leader	761
Band Director (thru Grade 8)	1,548
(5) Choral Directors	807
(4) Orchestra Directors	969
Yearbook Sponsor	401
Academic "A" Team Coach (1 supplement per grade/per school for grades 6 thru 8)	761
Middle School Honor Society (Grades 6 - 8)	761
Drama (One act play, requires playbill, one per year)	173
Drama (Main stage production or full musical production, requires playbill)	573
Math Count (Grades 6, 7 or 8)	761
Middle School Intramural Coordinator	969
School Coordinator for District Science Fair	508
Scholastic Chess Team Coach	508
School Wide Shows	155

APPENDIX D – 2015-2016 SUPPLEMENTAL SALARY SCHEDULE (cont.)

ELEMENTARY SCHOOL SUPPLEMENTS

Elementary Grade Level Chairperson - Grades PreK - 5 (grade 6 if Elementary) in elementary schools with 4 or more full time units including chairperson), include ESE, (Support Personnel)	761
Academic "E" Team Coach (1 supplement per grade/per school for grades 5 and 6 if Elementary)	761
School Coordinator for District Science Fair	508
Scholastic Chess Team Coach	508
School Wide Shows	155

HARRISON SCHOOL OF THE ARTS

Theatre - Producer/Coordinator	2,258
Theatre - Acting Coach	2,258
Theatre - Technical Theatre Coach	2,258
Faculty Chairperson	376
Musical Theatre Teacher, Fall	401
Musical Theatre Teacher, Spring	401
Dance Coach (2)	2,258
Chamber Music Coordinator/Staff Accompanist	1,182
Art Gallery Coordinator	1,182

FINE ARTS SCHOOL SUPPLEMENTS (K-8 Fine Arts Schools)

As grades 6, 7, and 8 are added to Fine Arts Schools, supplements will be paid in a proportionate manner.

Band Director	1,548
Choral Director	969
Strings/Orchestra Director	969
Dance Instructors Coach (2)	807
Staff Accompanist/Music Coordinator	807
Theatre Coach - Acting (Main stage production of full musical production, one per year, requires playbill)	807
Theatre Coach - Technical (Main stage production of full musical production, one per year, requires playbill)	807
Theatre Coach (2) One time, one act play, requires playbill	173

APPENDIX D – 2015-2016 SUPPLEMENTAL SALARY SCHEDULE (cont.)

VOCATIONAL TEACHER SUPPLEMENTS

Land Laboratory and FFA	3,141
Family & Consumer Sciences (FCCLA)	1,177
Vocational Club (CECF, DECA, FBLA, FFEA, HOSA, TSA, VICA (Vocational Industrial Clubs of America/SkillsUSA))	1,177
National Vocational-Technical Honor Society/ National Adult Education Honor Society	1,015

APPENDIX E

2012-2013

**EXTENDED LEARNING/SUMMER SCHOOL/
ADULT EDUCATION/PART TIME CAREER EDUCATION**

TEACHER SALARY SCHEDULE

Degree	Hourly Rate
Doctorate/Specialist	\$21.00
Master's	19.42
Bachelor's	18.09

APPENDIX F

PAY FOR POLK VIRTUAL SCHOOL TEACHERS

Pay per Semester (1/2 credit)

- Bachelor's degree: \$18.09 per hour for 7 hours for each student.
- Master's degree: \$19.42 per hour for 7 hours for each student.
- Specialist/Doctorate degree: \$21.00 per hour for 7 hours for each student.

For example, a teacher with a Bachelor's degree with twenty students would earn \$2,533 for the semester: ($\$18.09 \times 20 \text{ students} \times 7 \text{ hours} = \$2,533$)

Student Withdrawal

Teachers would be paid \$75.00 if a student withdraws from the class. Withdrawal should take place within the first three weeks of the class. Withdrawal after that time may occur only with permission of the Polk Virtual School Director, however, teachers will be paid the full amount outlined above.

APPENDIX G – GROUND RULES

1. Bargaining proposals, amendments or counter proposals pertaining to the Agreement which the Association or the Board desire to be negotiated shall be submitted in writing by each party.
2. The Superintendent or his representative, and the bargaining agent, or its representative, shall meet at reasonable times for the purpose of negotiating and seeking agreement. All sessions shall commence at the agreed upon time.
3. The most recent Collective Bargaining Agreement, as amended, will be used by both parties as a point of reference for deletions, amendments and all other changes.
4. Throughout negotiations, all tentative agreements shall be signed by a representative designated by each party. By mutual agreement a tentative agreement may be reopened for negotiation.
5. Only members of the respective teams are allowed to speak during the sessions. An exception shall occur only when the Board and/or the Association informs the other party prior to the meeting in which their consultant shall speak. The expense of such consultants shall be borne by the party requesting them.
6. Questions from observers shall be allowed only at the end of each session. Neither party will tolerate any harassment from observers during sessions.
7. Bargaining meetings shall be scheduled as frequently as necessary to expedite arriving at total agreement on items under consideration. The representatives of both parties shall conduct negotiations professionally and in good faith. Both parties agree to submit to mediation prior to declaring impasse.
8. The Association and the Superintendent will determine the formula and method to be used in costing out salary and supplementary salary schedules.
9. The negotiations team has a responsibility to look at the interpretation of data and apply it appropriately. The Board shall provide release time for the Association's negotiators when both parties agree that it is necessary to conduct sessions during scheduled hours of work.
10. When the negotiating teams reach tentative agreement on all items under negotiations, the proposed and tentative agreement shall be written and submitted to the Board and the Association for ratification with a favorable recommendation from the negotiating teams. Upon receipt of notice of ratification by the Association, the Board shall take action on ratification at their next meeting. If both parties ratify the agreement, then the parties shall sign two (2) copies of the final decision (one copy for the Board and one copy for the Association). If either party shall refuse to ratify the agreement reached by the negotiating teams, the party shall make a written statement to the other party as to their reasons. Said notification shall result in prompt resumption of negotiations, which lead to settlement or impasse procedures.
11. Proposals remain on the action item agenda to be addressed at the next bargaining session until tentatively agreed upon or mutually dropped.
12. All three teams will meet together to discuss salary and insurance issues.
13. The opportunity for all to speak freely and honestly about any issue; to ask questions freely and openly; to make a conscious effort to be employee and system-oriented, directed toward constancy of purpose; to encourage each other; using effective criticism and offering praise for the courage to try; to keep a positive outlook, maintaining high expectations; and to provide patience and consideration to each team member.

14. All decisions on bargaining agenda items will be decided upon only in bargaining team meetings.

APPENDIX H

SICK LEAVE BUY BACK

Any teacher with thirty (30) or more sick leave days accrued at the end of the 2009-2010 school year and who notifies the District in writing by May 1, 2010 on the appropriate form may cash in any or all sick days over a minimum accrual of four (4) days earned but not used during the 2010-2011 school year. For example, a teacher who is eligible and has a balance of ten (10) sick days at the end of the 2010-2011 school year may choose to cash in one or more of the six (6) days over the four (4) day minimum accrual. Payment will be made at the beginning of the 2011-2012 school year and will be calculated on a daily rate pursuant to section 22.12 of this collective bargaining agreement. This provision is for the 2010-2011 school year only.

JROTC ACQUIRING PROFESSIONAL SERVICE CONTRACT

Agreement to adopt the proposed Certification Requirements for ROTC Instructors. This procedure will allow ROTC Instructors a method for acquiring a District Professional Certificate. Certification for ROTC will be voluntary. Instructors who choose not to certify will remain on Annual Contract. Those who meet the requirements for the District Professional Certificate may be recommended for a Professional Service Contract. Effective date of this provision is the 2001-2002 school year.

To assure that Polk County School's certification of ROTC meets the intent and purpose defined by the legislature, the following are proposed for issuance of the District Professional Certificate with the ROTC coverage.

- 1.) Completion of an application for District Certification to include a fee for processing.
- 2.) To assure the teacher possesses the appropriate skills in reading, writing, and mathematics, a passing score on all four parts of the General Knowledge test will be required.
- 3.) The criteria established in statute for employment of instructor of Junior Reserve Officer Training, §1012.55(4) will assure the instructor possesses the appropriate skills in pedagogical knowledge and subject matter competence.
- 4.) Beginning July 1, 2002, new ROTC instructors will be required to demonstrate Professional Education Competencies to assure an acceptable level of professional performance.
- 5.) Three years of successful teaching in an ROTC program.
- 6.) To assure the teacher possesses the appropriate technological skills, a 3 semester hour course in technology must be completed.

Renewal

To renew the five-year District Professional Certificate, a total of six semester hours or 120 in-service points earned during the validity period of the certificate to be renewed will be required. The renewal will require completion of an application and fee.

Certification for ROTC instructors will be voluntary. Instructors who choose not to certify will remain on Annual Contract. Those who meet the requirements for the District Professional Certificate may be recommended for Professional Service Contract.

APPENDIX I

OCCUPATIONAL THERAPISTS AND PHYSICAL THERAPISTS

Occupational Therapists (OTs) and Physical Therapists (PTs) have some unique circumstances which differ from other members of the bargaining unit. This Appendix addresses these unique circumstances for OTs and PTs only. All sections of this Collective Bargaining Agreement (CBA) apply to OTs and PTs unless in conflict and specifically addressed in this Appendix.

1. Sick leave used for personal reasons may be used immediately before or after a holiday.
2. Sick leave may be used in increments of one hour units.
3. The work week for OTs and PTs is forty (40) hours per week. OTs and PTs will develop their own schedules to best meet the needs of their assigned caseload. Time and attendance will be documented through their time sheets. Flexible scheduling of time with no split shifts shall be allowed. Flexible scheduling may be utilized to accommodate meetings and medical appointments. If a conflict or discrepancy occurs with a student or school schedule, the principal or designee, in collaboration with all parties involved, will meet and resolve the issue.
4. The District will maintain access for OTs and PTs to receive Continuing Education Units (CEUs) without charge. Appropriate training for OTs and PTs who need workshops or in-service training hours for maintenance of their license shall be sufficient in quantity for renewal. The District shall provide such training by becoming an approved Florida provider of continuing education for OTs and PTs, or, shall partner with an approved continuing education provider which shall offer appropriate content to OTs and PTs without cost, or, shall reimburse OTs and PTs for the cost of such training, or, some combination thereof. OTs/PTs shall be allowed to attend the *Working with Experts* trainings at the closest location with no limitation on the number who can attend. If a student has a specific need, alternative coverage will be found.
5. Summer Employment Selection – When OT and/or PT services are offered to students during ESE Summer Extended School Year (ESY), current District employees shall have the right of first refusal. All Polk County District OTs and PTs shall be notified and have five (5) contract days to notify the District of their interest. Only if all District OTs and PTs refuse the additional work may the District use contracted employees. If more District OTs or PTs are interested than there are positions available, the available positions will be filled by a lottery drawing. The lottery shall eliminate the OT or PT that filled the positions the previous summer, unless there are not enough internal OTs or PTs to fill the existing positions. The lottery will be witnessed by the PEA President or designee.

APPENDIX I (cont.)

OCCUPATIONAL THERAPISTS AND PHYSICAL THERAPISTS

6. Summer Employment Compensation – An employee selected for ESE Summer Extended School Year shall receive their hourly rate of pay.
7. Evaluation Process –OTs and PTs will be evaluated using the forms and processes approved by the FDOE in April 2014. These forms and processes would remain in place until a new evaluation system is jointly developed with PEA.
8. Initial Placement on Salary Schedule – Current OTs and PTs initial placement on the salary schedule at the beginning of the 2014-2015 school year will be at the Step that is equal to their current salary. If the current salary does not match a step, the employee will be placed at the next highest step. Any raises negotiated for 2014-2015 shall be in addition to this initial placement.
 - a. Any employee who is earning more than the highest step on the salary schedule shall be an outlier and maintain his/her current salary. Any raises negotiated for any years while being an outlier shall be determined separately with a goal of increasing pay while allowing the employee to move closer to being on the salary schedule. The District shall provide a list of all outliers to the Association annually. A mechanism for the placement of employees deemed to be outliers will be discussed as a regular part of the collective bargaining process annually.
9. Licensure – Licensed OTs and PTs whose licensure is based upon a Bachelor's Degree will be treated the same in all respects, including salary, as OTs and PTs whose licensure is based upon a Master's Degree.
10. Experience Credit for New Employees – Newly hired employees may receive credit for up to twenty (20) years of documented work experience as a licensed OT or PT. The newly hired employee shall be moved one (1) step on the salary schedule for each two (2) years of documented full time experience. Credit shall be granted retroactively to the newly hired employee's initial employment date if documentation is provided to the Human Resource Services Division Personnel Department within the first 90 contract days.

APPENDIX J

COMMITTEE TO ADDRESS SECONDARY ISSUES AND CONCERNS

The reduction in the State's per pupil funding has caused the District to require secondary teachers to be assigned to regularly teach six out of seven periods in high schools and seven out of eight periods in middle schools. This change in schedules created an additional work load for secondary teachers. The change in the schedule along with implementation of other additional requirements in the secondary schools has caused some concerns and issues to be raised both by teachers and District administrators. The School Board and the Association desire to improve the work life of teachers. We have an express commitment to address these issues and agree to identify and implement practical and workable solutions through the following process:

- Establish an ad hoc subcommittee consisting of sixteen people representative across both the high school and middle school spectrum. Eight members will be appointed by the PEA President and eight will be appointed by the Superintendent. This step will be completed by March 1st. The subcommittee shall be tasked with using data to bring focus for identifying and quantifying the concerns and issues of secondary teachers created by teaching the additional period and the implementation of other additional requirements. Committee members should seek practical and workable solutions which provide a better work life for teachers and better serve students.
- The District and the Association agree to jointly hold at least two "town hall" style meetings to solicit input from secondary teachers by March 1, 2010. This initial information will be shared with the subcommittee members and the subcommittee will then develop a plan to collect additional data through surveys, direct solicitations from constituents, and/or requesting additional "town hall" style meetings be held.
- The subcommittee will hold at least two meetings by April 15, 2010 to determine its scope of work and create a timeline for completion to be shared with the bargaining teams. The subcommittee should plan to complete its work no later than August 1, 2010.
- As issues and concerns are identified, the subcommittee will look for flexibility within various requirements and seek alternative ways of meeting the needs of students that will create a change to alleviate the issue or concern. As practical and workable solutions are identified, they will be submitted jointly to the Superintendent and the PEA President for review and determination as to the appropriate subsequent action. One such action could be submission to the bargaining teams as the basis to reach further tentative agreements. If no solution is identified or agreed upon by the subcommittee, the issue or concern will also be forwarded to the Superintendent and the PEA President for further discussion. The Superintendent and the President will meet prior to the start of the 2010-2011 school year to review the work of the subcommittee and determine whether additional work remains to be completed.

The Board and the Association both desire to continue improving the culture of cooperation at both the District level and the school level. Both the Board and the Association are committed that any problems or concerns will be identified and that workable solutions that improve the work life of teachers will be identified and implemented.

APPENDIX K
HEALTH INSURANCE PLAN BENEFITS SCHEDULE
EFFECTIVE JANUARY 1, 2016 - DECEMBER 31, 2016

PCSB Health Plan		
	In-network/ YOU PAY	Out-of-network/YOU PAY
Calendar Year Deductible (CYD) - Individual/Family	\$750/\$1500	\$1500/\$3000
Calendar Year Max Out of Pocket - Individual/Family	\$5,000/\$9,000	Unlimited
Family Physician Office Visit (includes General Practice, Family Practice, Internal Medicine & Pediatrics)	\$40 Copay	CYD + 40% Coinsurance
Specialist Physician Office Visit (includes all other physician specialties including mental health professionals)	\$40 Copay	CYD + 40% Coinsurance
Office Visit Co-Pays	Do not accumulate as part of the deductible (CYD), but they do accumulate as part of the Out-Of-Pocket maximum for the Calendar Year.	
Premium for Employee	\$0 – Monthly	
Premium for Spouse	\$423 – Monthly	
1 Child Premium	\$95 – Monthly	
2 Children Premium	\$190 – Monthly	
3+ Children Premium	\$215 - Monthly	
2 Employee Families	The CYD and the maximum out-of-pocket will be treated as a family.	
Hospital Services Inpatient or Outpatient	Option 1 - CYD +20% Coinsurance Option 2 - CYD + 25% Coinsurance	CYD + 40% Coinsurance
Emergency Room	CYD + 20% Coinsurance	CYD + 20% Coinsurance
Urgent Care	\$40 Copay	CYD + 40% Coinsurance
Outpatient Surgery Ambulatory Surgical Center Facility Services	CYD + 20% Coinsurance	CYD + 40% Coinsurance
Hospital Facility Services	Option 1 - CYD +20% Coinsurance Option 2 - CYD + 25% Coinsurance	CYD + 40% Coinsurance

Prenatal Office Visit Services (Inpatient Services are covered like any other hospital stay)	(Due at initial visit only) \$40	(Due at initial visit only) CYD + 40% Coinsurance
Outpatient Therapy (includes Cardiac, Occupational, Physical, Speech & Massage Therapies and Chiropractic Visits)	Option 1 - CYD +20% Coinsurance Option 2 - CYD + 25% Coinsurance	CYD + 40% Coinsurance
Benefit Period Maximum	35 Visits (includes up to 26 Spinal Manipulations)	35 Visits (includes up to 26 Spinal Manipulations)
Independent Clinical Lab (outside the office visit setting)	CYD	CYD + 40% Coinsurance
Independent Diagnostic Testing Facility (IDTF) (includes physician services) Advanced Imaging (MRI, MRA, PET, CT, Nuclear medicine)	CYD + 20% Coinsurance	CYD + 40% Coinsurance
Routine Preventive Health & Screening Services (includes well-woman exam) Family Physician/PCP or Specialist	No Maximum \$0 (NO DEDUCTIBLE)	No Maximum 40% Coinsurance (NO DEDUCTIBLE)
Preventative or Diagnostic Mammogram	\$0	\$0
Mental Health & Substance Abuse Inpatient/Outpatient	CYD + 20% Coinsurance	CYD + 40% Coinsurance
Provider Services at Hospital and ER	CYD + 20% Coinsurance	CYD + 20% Coinsurance
Skilled Nursing Facility	CYD + 20% Coinsurance Limited to 60 days per Benefit Period	CYD + 40% Coinsurance Limited to 60 days per Benefit Period
Weight Management Pilot Program*	CYD + 20% Coinsurance (Limited Participation)*	Not Covered
Florida Blue Clinic Winter Haven	\$20 Copay each visit (Effective when a second clinic is operational or January 1, 2015, whichever is later.)	
Definitions		
CYD	Calendar Year Deductible	
Co-Insurance	The percentage the insured will pay for an allowed charge for a service provided by a healthcare provider after satisfying any copayment or deductible.	

A complete description of benefits and exclusions is contained in the Summary Plan Description. The benefits and exclusions in the Summary Plan Description document may only be changed through mutual agreement of the Board and the Association.

*Details can be found in the Annual Employee Benefits Guide

Plan Enhancements

- Provide Work-site based Health Services through at least two (2) Mobile Clinics.
- Open a second PCSB Employee Health Clinic in Lakeland.
- Continue PCSB Weight Management Pilot Program, expanding surgical option participation by 40 additional employees for a total cohort of 60 by December 31, **2016**.
- All employees who access a PCSB mobile clinic, stationary clinic, or wellness program shall complete an annual Health Risk Assessment.

APPENDIX L

INSTRUCTIONAL ASSISTANCE CONFERENCE GUIDELINES

1. The Instructional Assistance Conference **Form process and form is used by the administrator and teacher** in a professional conversation to identify specific areas of concern coupled with suggested action to be taken to assist the teacher in helping students achieve learning gains. **The Instructional Assistance Conference is not disciplinary in nature and does not take the place of a Professional Development Plan (PDP) Process.**
2. The conference should produce collaborative ideas for suggested actions to assist the teachers **who demonstrate satisfactory performance, but who may need assistance in targeted areas. This procedure should not be used with teachers demonstrating unsatisfactory performance.**
3. Monitoring is informal; however, an initial meeting and an exit meeting are required.
4. Once strategies are defined, the teacher is provided support personnel who are available to assist in the successful completion of the strategies. **One action step will be to name person(s) designated to assist the teacher as needed with items noted on the Instructional Assistance Conference Form.**
5. **An IAC must be open for a minimum of 30 work days, but no more than 90 work days. If after 90 days the principal chooses to continue the IAC process they must generate a new form.**

APPENDIX L (cont.)

INSTRUCTIONAL ASSISTANCE CONFERENCE FORM

**Polk County School District
Instructional Assistance Conference Form (IAC)**

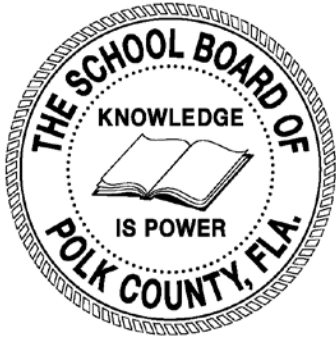
Name		School	
SAP		School Year	
Date began		Date to close	
Principal's Signature		Teacher's Signature	

Specific Area(s) of Concern (limit 3 EPCs)	Recommended Action(s) (initial and date when completed)

Resource Person(s):

NAME		TITLE	
NAME		TITLE	
NAME		TITLE	
NAME		TITLE	
NAME		TITLE	

Exit Meeting Date:	
Principal's Signature	Teacher's Signature



2015-2016
2016-2017

Instructional Evaluation System



Teacher Collective Bargaining Agreement Appendix M – Instructional Evaluation Manual

Rule 6A-5.030
Form IEST-2015
Effective Date: December 2015

Polk County School District
Superintendent Jacqueline Byrd

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Overview

Florida Statute 1012.34(3)(a)1:

Performance of students.—At least one-third of a performance evaluation must be based upon data and indicators of student performance in accordance with subsection (7). This portion of the evaluation must include growth or achievement data of the teacher's students or, for a school administrator, the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment.

Total Evaluation Component:

<u>Component</u>	<u>Instructional Personnel with Three Metrics</u>	<u>Instructional Personnel with Four Metrics*</u>	<u>Point Range</u>
1. <u>Performance of Students</u>	<u>33.33%</u>	<u>33.33%</u>	<u>1-4</u>
2. <u>Instructional Practice</u>	<u>61.67%</u>	<u>51.67%</u>	<u>1-4</u>
3. <u>Self-Evaluation</u>	<u>5.00%</u>	<u>5.00%</u>	<u>1-4</u>
4. <u>Individual Goal/Absolutes</u>		<u>10.00%</u>	<u>1-4</u>

*Includes Library/Media Specialists, Speech/Language Pathologists, Psychologists, Social Workers, etc.

Final Overall Rating:

<u>Total Evaluation Score</u> <u>(rounded to nearest hundredth)</u>	<u>Rating</u>
<u>3.50 – 4.00</u>	<u>Highly Effective</u>
<u>2.50 – 3.49</u>	<u>Effective</u>
<u>1.50 – 2.49</u>	<u>Needs Improvement/Developing</u>
<u>1.00 – 1.49</u>	<u>Unsatisfactory</u>

Evaluations will be conducted for all employees who are employed in the district for 91 or more days of the school year and will be based upon the position/location in which they were employed for the majority of their employment period.

Performance of Students/Student Learning Data (SLD)

General Explanation:

Instructional personnel fall into one of three categories:

- Category A: Instructional personnel with a state-calculated VAM score
- Category B: Instructional personnel with a district-calculated student learning data score
- Category C: Instructional personnel with data from categories A & B

The student learning data (SLD) component will be weighted as 33.33% of the overall evaluation score.

Instructional Personnel Categories

Instructional Personnel, Category A: State Value-Added Model Data

Where required, the FLDOE-provided Value Added Model (VAM) score will be used for teachers of courses included in the model (see Appendix A for a list of courses for which the FLDOE will calculate a VAM score). A 3-year aggregate VAM score will be used where available; where not available, a 2-year or 1-year VAM score will be used. If VAM data is available for 1 or 2 prior years only, but not current year, this data will be included in the final student learning data score per state statute and will be weighted based on number of students (following guidelines for Category C).

Instructional Personnel, Category B: District Calculated Student Learning Data

For instructional personnel with individual student assignments other than those incorporated in the state’s VAM calculations, the most closely related data source will be used as their District Calculated Student Learning Data component. (See Appendix B: Course Test Map for a list of data sources by course ID).

*For teachers of adult students, the TABE, CASAS, or related industry certification will be used as the data source.

For instructional personnel without individual student assignments, the most closely related data source will be used as their District Calculated Student Learning Data component:

<u>Table: Student Data Sources by Job Title for Instructional Personnel without Individual Student Assignments*</u>	
<u>Job Title</u>	<u>Student Data Source**</u>
<u>Lib/Med Spec</u>	<u>Whole School(s)/District ELA VAM</u>
<u>Coach/Resource - Reading</u>	<u>Whole School(s)/District ELA VAM</u>
<u>LEA Facilitator</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Admin Asst, Sch</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Coach/Resource - Math</u>	<u>Whole School(s)/District Math VAM</u>
<u>Coach/Resource- Science</u>	<u>Whole School(s)/District Science</u>
<u>Counselor</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Sch Psychologist</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Attendance Asst</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Attendance Facilitator</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Social Worker</u>	<u>Whole School(s)/District Combination VAM</u>
<u>TRST</u>	<u>Whole School(s)/District Combination VAM</u>

** This table is subject to change based on data availability*

** Table: Converting District Calculated SLD Scores into Student Learning Data Points will be used to calculate SLD points based on these data sources
Only the schools that the employee works with will be used in their data calculation.

Instructional Personnel, Category C: Instructional Personnel with Data from Both Categories A & B

The SLD points obtained from both data sources will be combined using a weighted average of the number of current year students included in each calculation.

Calculating SLD Points

<u>Table: Converting VAM Estimates into Student Learning Data Points</u>		
<u>SLD Points</u>	<u>VAM Score</u>	<u>Rating</u>
<u>4.00</u>	<u>A value-added score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0).</u>	<u>Highly Effective</u>
<u>3.15</u>	<u>I. A value-added score of zero (0); OR II. A value-added score of greater than zero (0), where some portion of the range of scores associated with a 95-percent confidence interval lies at or below zero (0); OR III. A value-added score of less than zero (0), where some portion of the range of scores associated with both the 68-percent and the 95-percent confidence interval lies at or above zero (0).</u>	<u>Effective</u>
<u>2.15</u>	<u>A value-added score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0).</u>	<u>Needs Improvement/Developing</u>
<u>1.15</u>	<u>A value-added score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0).</u>	<u>Unsatisfactory</u>

Converting District Calculated Student Learning Data Scores into Student Learning Data Points:

Student scores on the state or district assessment(s) most closely related to the instructional assignment will be used for the calculation of SLD points. Student scores will be centered within each teacher’s data set (group mean centering by instructional personnel) with a mean of 0 and a standard deviation of 1.

SLD points will be determined using the following table:

<u>Table: Converting District Calculated SLD Scores into Student Learning Data Points</u>		
<u>SLD Points</u>	<u>District Calculated SLD Score</u>	<u>Rating</u>
<u>4.00</u>	<u>An SLD score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0).</u>	<u>Highly Effective</u>
<u>3.15</u>	<u>I. An SLD score of zero (0); OR</u>	<u>Effective</u>

	<u>II. An SLD score of greater than zero (0), where some portion of the range of scores associated with a 95-percent confidence interval lies at or below zero (0);</u> <u>OR</u> <u>III. An SLD score of less than zero (0), where some portion of the range of scores associated with both the 68-percent and the 95-percent confidence interval lies at or above zero (0).</u>	
<u>2.15</u>	<u>An SLD score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0).</u>	<u>Needs Improvement/Developing</u>
<u>1.15</u>	<u>An SLD score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0).</u>	<u>Unsatisfactory</u>

Calculating SLD Points for Instructional Personnel with Data from Both Categories A & B
For instructional personnel with data from categories A & B, SLD points obtained from both data sources will be combined using a weighted average of the number of current year students included in each calculation.

Example:

Remy is a first-year teacher, teaching one class of Advanced Placement English Language, with 20 students, and four classes of grade 10 English Language Arts, with 80 students. Remy received a State VAM (VAM) rating of 2.15 for his grade 10 ELA classes and a District Calculated Student Learning Data Score of 3.15 for his AP English Language Course. His final student learning score is calculated using the following formula:

$$\frac{((\text{VAM SLD Points} * \text{number of students in Grade 10 ELA}) + (\text{District SLD Points} * \text{number of students in AP ELA}))}{\text{Total number of students}}$$

Which is, for Remy:

$$\frac{((2.15 * 80) + (3.15 * 20))}{100} = \frac{(172 + 63)}{100} = \frac{235}{100} = 2.35$$

Midyear Evaluation for Newly Hired Instructional Personnel (Category I Teachers)

Category I employees will be given a midyear evaluation using student progress monitoring. The employee will select formative assessments aligned to state standards or benchmarks for the associated course or job position. Employees should be prepared to bring evidence, of one to three examples of data, to the mid year meeting to discuss. If the employee participates in the SAO process, the employee will use one of the indentified data sources in their SAO.

SLD points will be calculated by the evaluator using the table "Converting District Calculated SLD Scores into Student Learning Data Points" and will be weighted as 33.33% of the midyear evaluation. The score of the midyear evaluation is independent of the final evaluation score.

Students Included in the Calculation

State VAM Data

The district will follow the FLDOE's procedures for flagging teacher-level Survey 2-3 matches for courses included on the state VAM course list (Appendix A). The results of this match procedure will be provided to the FLDOE for the calculation of VAM scores using a teacher-level Survey 2-3 match. This matching file will be submitted to DOE to calculate the teacher's VAM scores according to DOE guidelines.

District Calculated Student Learning Data

For yearlong courses, students matched to the teacher during Surveys 2 and 3 and who have fewer than 20 absences are included in the calculation. For semester-long courses, students matched to the teacher during the relevant survey period and who have fewer than 10 absences are included in the calculation. For teachers of adult students, the data source will include only students assigned to the teacher for 60 or more course hours.

Prior Year Data

Florida Statute 1012.34 requires three years of student learning data, where available, to be used, and specifies that, if fewer than 3 years of student learning data are available, those years of data that are available must be used. For any instructional personnel that do not have student learning data for the current year, but that do have student learning data for up to two prior years, the student learning data component of the evaluation will consist only of prior year student learning data.

Note that, because the state VAM scores are calculated at the state level, teachers who transfer into the district from another Florida school district, and who had a VAM score at their prior district for the one or two years prior, will have a final student learning data score that includes this prior VAM score.

Instructional Practice

See Total Evaluation Components table in Overview for the weighting of the total evaluation score for all instructional personnel with student learning data. See Appendix C for the observation rubrics used for each employee group. Appendix D contains the crosswalk of Florida Educator Accomplished Practices for each domain of the observation rubrics.

Calculation

The 2015-16 teacher evaluation system is an Improvement Model and consists of three Journey observation processes: Walkthrough Observations, Informal Observations and Formal Observations. When calculating the rating for each observed EPC completed observations will be averaged, according to the table below.

Each indicator receives a score based on the rubric, ranging from 1 (unsatisfactory) to 4 (highly effective), based on the rubric in the following table.

<u>Instructional Practice Points</u>	<u>Rating</u>
<u>4</u>	<u>Highly Effective</u>
<u>3</u>	<u>Effective</u>
<u>2</u>	<u>Needs Improvement/Developing</u>
<u>1</u>	<u>Unsatisfactory</u>

The average of each indicator's score is calculated, and the final observation score ranges from 1 to 4 and represents the average of the overall score on each indicator:

Example:

Emma receives the following average evaluation scores for each indicator:

Indicator	Formal observation	Informal observation	Walkthrough	Walkthrough	Walkthrough	Walkthrough	Walkthrough	Walkthrough	Final Average Score
1a	1	2	2	3	3	3	1		2.14
1b	2	2	3	2	3	3		3	2.57
1c	4	3	4	4	3		3	3	3.43
2a	2	2	2	2	2	2	1	2	1.88
2b	3	3	4	3	2		3	4	3.14
2c	2	2	3	2	3	4	2	3	2.63
2d	2	4	3	2	3		2		2.67
3a	3	3	4	4	2	3	3	4	3.25
3b	3	3	3	4		3		4	3.33
3c	2	2	3	2	3	3	2	3	2.50
3d	1	2	2	3	3	3		2	2.29
4a	2	2	3	2	3	3	2	3	2.50
4b	4	3	4	4					3.75
4c	2	2	2	3	2	2	1	2	2.00
4d	3	3	4	3	4			4	3.50
5a	2	2	3	2	2	4	2	3	2.50
5b	2	4	3	2	2	2		3	2.57

Her overall average is calculated as follows:

$$\frac{\text{(Sum of average score on each indicator)}}{\text{Number of indicators}}$$

Or, in Emma's example:

$$(2.14+2.57+3.43+1.88+3.14+2.63+2.67+3.25+3.33+2.50+2.29+2.50+3.75+2.00+3.50+2.50+2.57)$$

$$= \frac{46.64}{17} = 2.74$$

Use of Contemporary Research - Evidence-Based Practices

The contemporary research base for the development of the Evidence-Based Practices Rubrics applied in the District's teacher evaluation system has been derived from the following publications:

Marzano, Robert J. (2007) *The Art and Science of Teaching – A Comprehensive Framework for Effective Instruction*, Alexandria, VA: ASCD.

Danielson, Charlotte. (2007) *Enhancing Professional Practice – A Framework for Teaching*- 2nd Edition, Alexandria, VA: ASCD.

Stronge, James H. (2007) *Qualities of Effective Teachers* - 2nd Edition, Alexandria, VA: ASCD.

Hattie, John A. C. (2009) *Visible Learning – A Synthesis of Over 800 Meta-Analyses Related to Achievement*, New York, NY: Rutledge.

As additional contemporary research related to teaching practices and enhanced student learning is published, the teaching practices and related rubrics will be analyzed, evaluated and adjusted to be consistent with the most current educational research available. This process will be applied at a minimum of every three years as a part of an ongoing evaluation of system processes in terms of their application, impact on teacher practices and impact on student learning.

Observation Implementation Practices and Observation Instruments

The Polk County Observation Instruments are a comprehensive data collection and management system that report real-time data from classroom walkthroughs, observations, informal observations, and formal observations. Using efficient electronic tools and research-based content resources, the Polk County Observation Instruments enable administrators to focus on instructional leadership while maintaining compliance with state and District requirements related to classroom observation, monitoring, professional development, and reporting. Feedback will be provided to teachers following classroom observations to ensure a transparent and effective ongoing communication process.

The approved observation instrument must be used for informal and formal observations. Observable EPCs (~~Educator Accomplished Practices~~ Essential Performance Criteria) for each of the ~~four~~ domains are listed to guide the observer. Using the rubrics, the administrator rates observed practices pertaining to each descriptor as highly effective, effective, needs improvement/developing, or unsatisfactory. Space for feedback allows the administrator to articulate the rationale for the rating and/or to provide comments related to the observation. Teachers receive an electronic copy of the observation instrument in order to expedite timely feedback and to enable a reflective process pertaining to their performance status. The observation data gathered electronically, throughout the school year, provides the primary source of information to be applied when rating the teacher on the observable elements of an EPC.

Non-Observables

The principal/director must note all performance concerns in Journey for each type of instructional personnel. Only the data accumulated in Journey may be used in calculating the ratings for the non-observable EPCs.

Classroom Teacher Observation Processes

The observation process is the primary method for collecting evidence related to teacher practices that will be used as a source of data for the summative evaluation process and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is expected that this process will initiate conversations between the evaluator and teacher that identifies strengths and potential needs or areas of growth. It is not the summative evaluation. There are three types of observation processes:

See the chart on the next page for length of each observation and number of each observation type depending on the type of teacher being observed.

The formal observation consists of an observation for a full class period (~~45 minutes or more~~) as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a pre-conference and post-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 evaluators 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). The planning or pre-conference provides an opportunity for the teacher and the evaluator to talk about the lesson prior to the formal announced observation. During this time, the teacher and

observer use the Pre-/Post-Conference Guide as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided. The post-conference provides an opportunity for the teacher and the evaluator to reflect about the lesson, clarify expectations and plan forward using the Pre-/Post-Conference Guide for reflection and feedback.

The informal observation can be announced or unannounced and may or may not include an observation of the full class period (~~10 to 30 minutes is suggested~~). Typically, there is no planning or reflection conference. An informal announced observation may be scheduled prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further guide the overall annual performance evaluation process. While a pre-/post- conference is not required, it is required that evaluators provide timely and actionable feedback to teachers regarding these observations.

As in the informal observation, walkthroughs observations can be announced or unannounced. Walkthroughsobservations generally consist of very brief classroom observations of ~~3 – 5 minutes in length~~ in which the evaluator gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughsobservations provide opportunities for providing individual feedback as well as identifying trend and pattern data over time. As is the case with formal and informal observations, if observable performance deficiencies are noted, the evaluator must provide the teacher with specific related feedback. Walkthroughsobservations also are used to identify professional needs for individuals and groups of teachers and provide a means to gauge the implementation of professional learning against individual professional learning plans and school improvement plans.

All observation processes may give attention to two types of behavioral evidence, teacher evidence and student evidence. Teacher evidence is based on thin slices of behavior that are notable teaching moves that can be observed in a classroom. Teacher evidence is specific observable behaviors in which teachers engage when using particular instructional strategies. Student evidence is specific observable behaviors in which students engage in response to the teacher's use of particular instructional strategies. ~~The feedback process related to the use of the observation instruments may include information concerning questions for teacher reflection. There is no expectation that the questions be answered formally. The reflection questions are intended to stimulate self-reflection and conversation pertaining to teacher practices in relation to the EPC or descriptor. The frequency of formal observations, informal observations and walkthroughs that is expected in the District for Category I, Category II and teachers on a PDP is delineated below.~~

Observation Timing Chart

Teacher Status	Formal Observations Full Class Period <u>or 60 minutes</u> <u>whichever is less</u> <u>(45 Minutes Minimum)</u>	Informal Observations 10 to 30 <u>20-45 Minutes</u>	Walkthroughs 3 to 5 <u>10-15 Minutes</u>
Category I	<ul style="list-style-type: none"> • 1 Minimum per semester • Pre-/Post-Conference required <u>within five (5) days of the scheduled observation</u> • Additional optional • Completion of <u>Conduct</u> an Informal required prior to a Formal 	<ul style="list-style-type: none"> • 1 Minimum per semester • Number varied based on need • Feedback Required <u>within five (5) days of the scheduled observation</u> • Completion of at least 2 walkthroughs prior to complete <u>conducting</u> of an Informal 	<ul style="list-style-type: none"> • 2 minimum each 45 days <u>for each of the first 3 quarters only.</u> • Feedback desired <u>if Highly Effective or Effective</u> • <u>Feedback required if Needs Improvement/Developing or Unsatisfactory</u>
Category II	<ul style="list-style-type: none"> • 1 Minimum annually • Additional optional • Pre-Conference optional <u>within five (5) days of the scheduled observation</u> • Post Conference required <u>within five (5) days of the scheduled observation</u> • Completion of <u>Conducting</u> an Informal <u>is</u> required prior to a Formal 	<ul style="list-style-type: none"> • 1 Minimum annually • Number varied based on need • Feedback Required <u>within five (5) days of the scheduled observation</u> • Completion of at least <u>2 1</u> walkthroughs prior to complete <u>conducting</u> of an Informal 	<ul style="list-style-type: none"> • 2 <u>1</u> minimum each 45 <u>days for each of the first 3 quarters only.</u> • Feedback desired <u>if Highly Effective or Effective</u> • <u>Feedback required if Needs Improvement/Developing or Unsatisfactory</u>
PDP Teacher See Appendix I page 219	<ul style="list-style-type: none"> • 1 Minimum each 45 <u>90</u> days while engaged in PDP process • <u>Pre-/Post-Conference required within five (5) days of the scheduled observation</u> • <u>Conduct an Informal required prior to a Formal</u> 	<ul style="list-style-type: none"> • 1 Minimum each 45 <u>90</u> days while engaged in PDP process • <u>Feedback Required within five (5) days of the scheduled observation</u> • <u>Completion of at least 2 walkthroughs prior to conducting an Informal</u> 	<ul style="list-style-type: none"> • 3 Minimum each 45 <u>90</u> days while engaged in PDP process • <u>Feedback required</u>

Other Indicators of Performance

Self-Evaluation Process

The District teacher evaluation process includes a self-evaluation element that is calculated into the instructional personnel's final evaluation rating at the close of the evaluation cycle. It determines 5% of that rating and is a credit/no credit portion (either 1 or 4 points). The self-evaluation must be completed no later than the first 45 days of employment. The instructional personnel will analyze the rubrics for the EPCs (evidence-based practices as derived from contemporary research) applied in the teacher evaluation system. The instructional personnel reflects on the congruence of his/her practices with the rubric statements and rates him/herself accordingly.

Table: EPC Evidence-Based Rubrics Self-Evaluation	
<u>Employee completes self-evaluation within the allocated time period.</u>	<u>4 points</u>
<u>Employee does not complete self-evaluation, or does not complete self-evaluation within the allocated time period.</u>	<u>1 points</u>

Individual Professional Goal

All non-classroom instructional personnel will set an annual Individual Goal for professional growth. See Appendix G, page 215, for all forms and rubrics.

Individual Goal Completed by Employee and Administrator/Supervisor

The "Individual Goal Form" is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

1. Goal Planning and Completion of the Individual Goal Form

o Prior to the Planning Conference:

o The Employee will:

§ Identify an EPC or Domain for his or her Individual Goal Focus Area

o Supplementary EPCs or Domains for a Focus Area may be selected (Optional)

§ Select the identified EPC or Domain from the drop-down list in the "Individual Goal Form"

§ Develop a measureable (SMART) goal for each identified Focus Area(s)

§ Enter the SMART goal(s) in the space provided in the "Individual Goal Form"

§ Submit the document to his or her Administrator/Supervisor

o During the Planning Conference the Administrator/Supervisor will:

§ Enter the date of the Planning Conference in the space provided in the "Individual Goal Form"

§ Review the employee's identified focus area(s) and Individual Goal(s)

§ Approve the employee's Individual Goal and/or assist the employee in making mutually agreed upon adjustments to the goal(s)

§ Collaboratively develop an Individual Goal Action Plan with the employee

- Enter the agreed upon Strategies
 - Documentation Methods
 - Timelines
- § Print and Sign the completed "Individual Goal Form" (Employee receives signed copy)

Individual Goal Interim Rating

2. Administrator/Supervisor rates an employee's progress toward his or her Individual Goal by:
- Answering the five (5) rating questions located in the *Individual Goal: Interim Review section*
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric

Individual Goal Stage 1 Rating

3. Administrator/Supervisor rates an employee's progress toward his or her Individual Goal by:
- Answering the five (5) rating questions located in the *Individual Goal: Stage 1 Review*
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric, Appendix H – Individual Goal, page 216.

Table: Point Value for Individual Goal Rating	
Rating	Points
Highly Effective	4.00
Effective	3.00
Needs Improvement/Developing	2.00
Unsatisfactory	1.00

Library Media - Absolutes

Activity 1. Attendance at required quarterly L/MS meetings

- Attended 1st Quarter Meeting Yes/No
- Attended 2nd Quarter Meeting Yes/No
- Attended 3rd Quarter Meeting Yes/No
- Attended 4th Quarter Meeting Yes/No

Activity 2. Meeting Deadlines

- Barcode Range Report completed and submitted on-time Yes/No
- End of Year Inventory Report completed and submitted on-time Yes/No
- LMM Order completed and submitted on-time Yes/No
- Magazine Orders completed and submitted on-time (As appropriate) Yes/No
- Media Committee Verification Form completed and submitted on-time Yes/No
- Projected Budget Report completed and submitted on-time Yes/No

Activity 3. Response to Mandatory Requests

- Online Surveys Yes/No
- Statistics submitted in a timely manner Yes/No

Activity 4. Keeping Database up to date in Destiny Access levels kept up to date Yes/No

- Cataloging kept up to date Yes/No
- Set-up completed Yes/No

Activity 5. In-service of School Media Advisory Committee

- In-service of School Media Advisory Committee conducted (As appropriate)
Yes/No

Table: Absolutes Scoring Chart				
Percent of Possible Points Earned on Form	0.00%-49.99%	50.00%-69.99%	70.00%-89.99%	90.00%-100.00%
Points	1	2	3	4

Summative Evaluation Score

<u>Component</u>	<u>Instructional Personnel with Three Components</u>	<u>Instructional Personnel with Four Components</u>	<u>Point Range</u>
1. <u>Performance of Students</u>	<u>33.33%</u>	<u>33.33%</u>	<u>1-4</u>
2. <u>Instructional Practice</u>	<u>61.67%</u>	<u>51.67%</u>	<u>1-4</u>
3. <u>Self-Evaluation</u>	<u>5.00%</u>	<u>5.00%</u>	<u>1-4</u>
4. <u>Individual Goal/Absolutes</u>		<u>10.00%</u>	<u>1-4</u>

Final Overall Rating:

<u>Total Evaluation Points (rounded to nearest hundredth)</u>	<u>Rating</u>
<u>3.50 – 4.00</u>	<u>Highly Effective</u>
<u>2.50 – 3.49</u>	<u>Effective</u>
<u>1.50 – 2.49</u>	<u>Needs Improvement/Developing</u>
<u>1.00 – 1.49</u>	<u>Unsatisfactory</u>

Additional Requirements

Roster Verification Tool

All teachers will have the opportunity to verify their rosters twice annually, using the electronic Roster Verification Tool. It is the responsibility of the classroom teacher to ensure that the rosters signed off on during this process are an accurate reflection of the students they were teaching. RVT rosters are used to determine the student learning data evaluation calculations. ~~If a teacher disagrees with an administrator's decision to deny a change in the RVT, the teacher must request a review of the administrator's decision, using the district's RVT review process. Requests for review must be filed within three (3) work days of the administrator's decision to deny a change.~~

When teachers remove a student, they should enter a comment as to the reason they believe the student should be removed from or added to their list. All changes to the rosters will be reviewed by Assessment Accountability & Evaluation for accuracy. Teachers will be able to review the final roster with the reasons for approval or denial.

~~If the administrator disagrees with any of the changes submitted by the teacher, the administrator must notify, the Superintendent or his/her designee will~~

~~Roster Verification Tool Review Process~~

~~If a teacher requests a change to his or her rosters in the RVT, and the change is denied by an administrator, the teacher may request a district level review of the decision. Teachers must submit requests for review within two (2) days of the administrator's decision, and must use the online form to submit requests. Requests will be reviewed by a district level team who may contact the administrator or teacher for additional information.~~

Evaluation by the Supervisor

The evaluator in Polk has been determined to be the school principal and/or the school assistant principal. That specific determination is delineated in Article 15 of the Teacher Collective Bargaining Agreement. An observer in relation to the performance evaluation who may contribute information pertaining to the evaluation of a teacher may also be the principal/immediate supervisor or an assistant principal designated by the principal. In rare and usual circumstances, should the principal be unable to perform the role of the evaluator, the Superintendent will designate a certified administrative evaluator who meets the criteria to perform the evaluations. All personnel that perform the evaluation and/or observation function must be trained and certified pertaining to the skills and knowledge base to perform that function. It is noted here also that the performance evaluation criteria for principals and assistant principals include language related to their quality of implementation of the teacher evaluation system processes.

Input into Evaluation by Trained Personnel other than the Supervisor

District or school support staff that work with a teacher concerning professional development and learning may provide feedback as it pertains to the teacher in a supportive or developmental role. That feedback from school or District support staff **may not be** provided as a part of the performance evaluation of the teacher. Only the evaluating administrator may provide evaluative feedback to the teacher. ~~Other than as described in the section above pertaining to the *Evaluation by the Supervisor* process, typically, no other personnel will have direct input into the evaluation of a classroom teacher.~~ It is possible

that input could be provided by District level staff pertaining to the evaluation procedure as it would be related to a formal Professional Development Plan process or other disciplinary process pertaining to teachers on Continuing or Professional Services contract status as outlined in the Teacher Collective Bargaining Agreement or delineated in Florida Statute.

Processes and Components Included in Evaluator Professional Learning

All personnel that perform the evaluation and/or observation function must be trained and certified pertaining to the skills and knowledge base to perform that function as follows:

Delivery Mechanisms	Content
Annual Orientations and Updates	Processes & Criteria
Ongoing Area Group Meetings	Processes, Structures, Criteria, and Skills
Area & Department Meetings	Professional Learning Community (PLC) Development
Individual Coaching	Skill Development & Problem Resolution
District Wide In-Service As Needed	Skill Development & Criteria Analysis

Professional learning content and processes for administrative/leadership personnel who evaluate performance are focused on the following variables:

- New Teacher Evaluation System Procedures
- Specific Processes and Timelines
- Relationship of District Mission and Strategic Plan to Teacher Evaluation System
- Legal and Ethical Rationale for the Teacher Evaluation System
- Criteria, Rating Scales, and Rubric Definitions
- EPC and Data Collection Analysis
- Documentation Processes
- Gather evidence using the approved observation instrument
- Development and Monitoring of School Improvement Plans
- Development and Monitoring of Teacher Professional Growth Goals
- Preparation of Professional Development Plans (PDP)
- Observing, Conferencing, Coaching, and Feedback Skills
- Adult and Career Stages of Development
- Additional professional learning opportunities are provided for school-based administrators in the content and skills necessary to implement the Teacher Evaluation System for instructional personnel as needed.

Processes for Informing Instructional Personnel about the Evaluation System

All professional learning for instructional personnel related to the evaluation system include foundational theory, system components and processes, Florida’s Educator Accomplished Practices (FEAPs), observation processes, timelines, and rubrics, evaluation procedures, and student achievement indicators.

Annual Evaluator and Teacher Professional Learning Components

June – August	<ul style="list-style-type: none"> Professional Development department revises face-to-face and web-based support modules for Teacher Evaluation System (TES) Conduct evaluator professional learning for new administrators District Teacher Evaluation cohort complete evaluator professional learning Offer web-based professional learning modules for teachers on the Teacher Evaluation System Update TES FAQ and Quick Reference Timeline Final roster verification completed by teachers
September – June	<ul style="list-style-type: none"> Open web-based professional learning course for teachers on the TES Evaluators must complete evaluator recertification Teachers hired after August must complete the TES face-to-face and online professional learning module within 10 days of hire Administrators hired after August must begin the new TES professional learning module within their first week of placement Interim, Stage 1, and Stage 2 directions/completion information provided to teachers and administrators (as appropriate)
Special Notes	<ul style="list-style-type: none"> Teacher Evaluation Advisory Committee and sub-committee meetings on-going throughout the year FAQ Quick Reference Guide will be posted on the Professional Development department's website Teachers and administrators will be able to repeat TES online modules for knowledge and understanding Teachers may consult with administrators for clarification of questions and concerns not addressed in the professional learning or FAQ guide Administrators will communicate teachers' questions and concerns to the Professional Development department To ensure inter-rater reliability, each school year certified evaluators must re-certify as evaluative observers and District supervisory staff will randomly survey and monitor school-based administrators' completed teacher evaluation processes for quality and consistency

Administrator Evaluation Calibration/Professional Development Guidelines

New to administration, must be trained prior to conducting observations.

Category I - Administrators with evaluation responsibilities, and district staff that may be called upon to conduct evaluations with 1-3 years experience in Polk county will be recalibrated annually.

Category II - Administration with more than 3 years experience, recalibration every other year. Any substantial change to the system will cause all to need to be retrained.

Upon the recommendation of the Regional Assistant Superintendent the administrator may be required to attend a retraining at any point during the school year.

The Importance of Feedback to Improving Performance

~~There is significant evidence that effective and timely feedback is a critical element of any process designed to improve performance. It is essential that school administrators apply the mechanisms, with fidelity, for providing meaningful feedback and support for~~

professional learning that are built into the District's teacher evaluation system processes. The system is designed to enhance the focus on student learning and to increase the conversations among staff related to teacher practices that will lead to that enhanced learning. That design will not be effective toward achieving the goal of student learning growth unless school administrators and teachers engage in the processes with commitment and quality. Professional conversation and reciprocal feedback will ultimately determine the success of our students. System processes must be implemented as designed. In order to enhance the feedback and communication process and in accordance with the requirements of the Student Success Act 2011, the administrator must discuss the teacher's overall annual performance evaluation with the teacher in a face to face conference. In addition, it is the responsibility of the administrator to provide both developmental, evaluative, and timely feedback to the teacher throughout the year based on varied interactions and observations as described in earlier sections of this system. Likewise, it is the responsibility of the teacher to seek developmental and evaluative feedback from the administrator as may be appropriate.

Continuous Professional Improvement

In accordance with Florida Statute 1012.34(2) (b), F.S., the Student Success Act of 2011, and Florida's Educator Accomplished Practices, a teacher's continuous professional improvement must be founded in contemporary educational research, affect measurable student learning growth, incorporate high probability instructional strategies, and be included as a component of the District's **Teacher Evaluation System**.

As an element in Polk County's continuous professional improvement process for teachers, teachers and administrators create an on-going professional dialogue through the use of common language, feedback loops, pre/post observation conferences, and data chats designed to create a differentiated professional growth plan; individualized for each teacher and focused on the improvement of student learning experiences and student engagement practices. Throughout the school year, Polk County's teachers are provided specific and relevant feedback from administration focused on a teacher's TARGET (IPDP) plan goals with the objective of improving professional practices. Working collaboratively, the teacher and administrator develop an evaluation component to determine the degree to which the teacher's TARGET (IPDP) goals were achieved, design a focus for the teacher's professional learning for the year aligned to his or her TARGET (IPDP) plan goals, and select high probability classroom strategies for implementation correlated to the teacher's TARGET (IPDP) plan goals and supported by contemporary educational research. Throughout the process, the administrator and teacher also determine the degree to which the teacher's implementation of the high probability strategies are impacting student performance and adjust the teacher's professional learning goals accordingly.

At the conclusion of the school year, the teacher and administrator reflect upon the teacher's implementation of the high probability strategies gleaned from his or her professional learning experiences and the impact his or her professional improvement had on the learning, engagement, and achievement of his or her assigned students. An essential component of a teacher's continuous improvement of professional practices is feedback. Processes include:

- Teachers and administration collaboratively developing short and long term professional goals related to individual continuous improvement of practices and the implementation of high probability strategies to increase student performance

- ~~— Data from formal and informal observations will be compiled and used in conferences with teachers once each semester to give specific feedback on their instructional practices and offer possible learning resources to enhance professional practices. Learning resources for individual continuous improvement may include but are not limited to:~~
 - ~~○ Observations of best practices~~
 - ~~○ Professional Learning Communities at school site~~
 - ~~○ Department chairs, team leaders, peer mentors to support learning~~
 - ~~○ District based professional development~~
- ~~— On-going conversations with administrators focused on continuous improvement of professional practices~~
- ~~An~~ On-going professional dialogue between teachers and administrators through the use of common language, feedback loops, pre/post observation conferences, and data chats that support a professional growth experience individualized for each teacher.

Evaluation Processes for Category I Teachers

- ü Teacher Induction Program Seminar (TIPS) Participation
- ü Orientation and Professional Development related to Teacher Evaluation System Processes, PEC, ACE, or EPI as appropriate
- ü Planning Session with Administrator to discuss/review:
 - School Improvement Plan Goals-Strategies-Outcomes
 - Evidence-Based Practices
 - Plans for observations, Self-Evaluation, evaluation processes, etc.
 - Measuring Student Academic Performance Learning Data Source
 - Discuss professional goal (if appropriate) and Student Learning Outcome goal
 - Other topics of interest to teacher and/or administrator
- ü Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ü Complete the required number, requirements and types of observations. See chart on page 13.
- ~~ü Formal observations (45 minutes minimum)~~
 - ~~— Pre and Post observation conferences required~~
 - ~~— 2 minimum annually (one per semester)~~
 - ~~— Evaluator must complete an Informal Observation prior to completing a Formal Observation~~
- ~~ü Informal Observation (10 to 30 minutes)~~
 - ~~— 2 minimum annually, one per semester An informal must be completed prior to completing a Formal observation~~
- ~~ü Walk-through Observations (3 to 5 minutes)~~
 - ~~— 2 minimum per 9 weeks~~
- ü Interim Performance Evaluation Conference includes:
 - Review ratings for each EPC
 - A review of Student Academic Performance Learning Data Source
 - Interim rating reported to the Florida Department of Education
 - ~~— No rating/points assigned for Student Achievement~~
 - ~~— No points assigned for Situational Context~~
 - ~~— Results are not reported to Human Resources~~
 - ~~— Results are retained at the school only~~

- An interim TARGET (IPDP) conversation is conducted at this time
- ü Stage 1 Evaluation Conference
 - Discussion of observation data and Stage 1 points and summary ratings for each of the Instructional Practice Components.
- ü Stage 2 Evaluation Conference
 - Review observation data and Stage 1 Evaluation points and summary ratings for each of the Instructional Practice Components
 - Student Academic Performance rating **Learning Data Points**
 - Reflection and feedback
 - All data gathered for evaluative purposes will be shared in an immediate and collegial manner
 - Upon completion of the Stage 2 Evaluation Conference, two copies of the evaluation will be printed, signed, and dated by the administrator and teacher **with the original going to the teacher.**

Special Processes as Applicable to a Teacher's Needs

~~As may be applicable to need, a process may be used to promote prompt professional conversations regarding instructional assistance with teachers. If performance concerns exist the following steps shall be taken:~~

- ~~1. The evaluator shall hold a professional conversation with the teacher to identify specific areas of concern coupled with suggested actions to be taken to assist the teacher with improvement of professional practice. Monitoring will be ongoing. An Instructional Assistance Conference (IAC) Form MAY be used at this time.~~
- ~~2. If the problem persists, the evaluator will conduct a focused observation in the area of concern using the approved observation instrument. Monitoring will be ongoing.~~
- ~~3. If after the focused observation a teacher is still found to be performing below the effective level in an EPC, the evaluator shall meet with the teacher to discuss the concerns and develop a plan.~~

Evaluation Processes for Category II Teachers

- ü Orientation and Professional Development related to Teacher Evaluation System Processes
- ü Planning Session with Administrator to discuss/review:
 - School Improvement Plan Goals-Strategies-Outcomes
 - Evidence-Based Practices
 - **Discuss professional goal (if appropriate) and Student Learning Outcome goal**
 - Plans for observations, Self-Evaluation, evaluation processes, etc.
 - Measuring Student Academic Performance **Learning Data Source**
 - Other topics of interest to teacher and/or administrator
- ü Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ü **Complete the required number, requirements and types of observations. See chart on page 13**
- ~~ü Formal observations (45 minutes minimum)

 - Pre and Post observation conferences required
 - 1 minimum annually (one per semester)
 - Evaluator must complete an Informal Observation prior to completing a Formal Observation~~
- ~~ü Informal Observation (10 to 30 minutes)~~

- ~~1 minimum annually, one per semester. An informal must be completed prior to completing a Formal observation~~
- ü ~~Walk-through Observations (3 to 5 minutes)~~
 - ~~2 minimum per 9 weeks~~
- ü ~~Feedback will be provided by the evaluating administrator to the instructional personnel within 10 contract days of the completion of the observation.~~
- ü Stage 1 Evaluation Conference
 - Discussion of observation data, Stage 1 points, and summary ratings for each of the Instructional Practice Components
- ü Stage 2 Evaluation Conference
 - Review observation data, and Stage 1 points and summary ratings for each of the Instructional Practice Components
 - Student Academic Performance rating **Learning Data Points**
 - Reflection and feedback
 - All data gathered for evaluative purposes will be shared in an immediate and collegial manner
 - Upon completion of the Stage 2 Evaluation Conference, two copies of the evaluation will be printed, signed, and dated by the administrator and teacher **with the original going to the teacher.**

Special Processes as Applicable to a Teacher's Needs

As may be applicable to need, a process may be used to promote prompt professional conversations regarding instructional assistance with teachers. If performance concerns exist the following steps shall be taken:

1. The evaluator shall hold a professional conversation with the teacher to identify specific areas of concern coupled with suggested actions to be taken to assist the teacher with improvement of professional practice. Monitoring will be ongoing.
2. If the **observed** problem persists, the evaluator will conduct an **focused** observation **focused** in the area of concern. An Instructional Assistance Conference (IAC) Form MAY be used at this time, see Appendix H, **page 217. This process and related form does not replace the formal written plan of improvement (PDP) and is not disciplinary in nature. It is intended to facilitate professional conversations between the teacher and administrator.** ~~using the approved observation instrument.~~ Monitoring will be on-going.
3. If after the ~~focused~~ **additional** observations a teacher is still found to be performing below the effective level in an EPC, the evaluator shall meet with the teacher to discuss the concerns and develop a plan. **—If applicable, a formal Professional Development Plan (PDP), see Appendix I, page 219, to address) no more than three (3) EPCs is developed and implemented at this time.**

Mechanisms for Parental Input

Prior to completing the rating on the ~~23~~ EPCs as delineated in the related framework and rubrics, the administrator may use information from parent interactions related but not limited to the following:

- Parental phone calls
- Letters, notes, e-mail, etc.
- Face to face conferences
- Information gathered as a part of parental input focus meetings

- Survey data gathered by the teacher
- Survey data gathered by the school
- Data gathered using a District Parent Feedback Form (~~development is pending~~)
- Other formal and informal interactions with parents

The administrator and teacher will discuss and agree upon the possible sources of parental input as an element of the Performance Planning session as may be appropriate. The use of any parental information for the purpose of teacher evaluation processes must be communicated in writing and provided to the teacher within 45 days of the receipt of the information in accordance with Florida Statute and the District teacher Collective Bargaining Agreement.

Teaching Fields Requiring Special Procedures

The process used by the District to identify teaching fields for which there may be a need to determine specialized evaluation and criteria includes a review of the field or position attributes, by the Teacher Evaluation Advisory Committee, pertaining to, but not limited to, the following variables:

- Unique instructional setting
- Job functions as described in the District job description for the position (field)
- Standards and quality of expected practice derived from contemporary research pertaining to the teaching field
- Status of direct or indirect linkage to student learning
- Availability of stable, reliable, valid data related to the teaching field
- Job role in relation to the Florida Educator Accomplished Practices
- Potential student achievement data sources that can be applied to the teaching field

Peer Review Option

At this time, the District Teacher Evaluation System does not include the application of a peer review process as a formal element of the system that include the application of that process as one of the metrics in the teacher evaluation process. The TEAC may review the peer review option ~~during year two of system implementation~~ and make related recommendations as may be appropriate. Formal and informal peer support processes are established in the District, particularly as they relate to Category I classroom teachers.

District Self-Monitoring

Requirements for Consistency in Evaluator Rating Processes

In order to ensure consistency among school evaluators pertaining to rating processes applied to the evidence-based practices derived from contemporary research it is essential that the uniform set of rubrics be used to determine those ratings. These practices are organized in a framework that provides a common language to ensure a focused effort to improve learning, for both students and the adults in our school system. The framework includes multiple 4 Domains, made up of multiple 23 EPCs and multiple descriptors within each EPC. This framework also provides information pertaining to the relationship of the EPCs to the Florida Educator Accomplished Practices and the Marzano Evaluation Model. The framework includes the identification of possible data sources that may be used as evidence for potential ratings as well. The evaluator must use the set of rubrics delineated in the framework when determining the presence and quality of teacher

practices consistent with contemporary research in order to assign a fair and equitable rating for each of the 23 EPCs. In essence, ratings for the EPCs must be based on credible data examined through observations, conversations, other possible sources of evidence, and a variety of other means that occur throughout the entire school year. There is **no** expectation or requirement that a portfolio be developed and submitted to the administrator.

Alignment and Support of District and School Improvement Plans

To fulfill our mission, we envision that students in the Polk County Public Schools will effectively:

- Read, write, compute, speak, listen, and use complex thinking skills to solve problems;
- Be self-directed in creating personal purpose and vision, setting priorities, choosing ethical action, and creating their own knowledge;
- Cooperate and collaborate with others in working with and leading groups; interact positively in diverse settings; recognize the value and contributions of all individuals; and make positive contributions to their communities;
- Understand and use social, organizational, and technological systems; design, monitor, improve and correct performance within a system; and create viable products

Importance is placed on administrators and teachers collaboratively monitoring progress toward meeting Polk County School District's high expectations for continued growth in the academic performance of all students and setting professional growth objectives for teachers related to their assigned students' achievement data, school improvement plan goals/objectives, and identified individualized and differentiated teacher needs. A significant emphasis is placed on the implementation of high probability instructional strategies that provide all students the opportunity to experience academic performance growth, encourage staff efficacy and collegiality, and encourage parents to support the learning processes that target these outcomes.

Student performance growth is dependent upon the implementation of a professional development system focused on improving student learning experiences, effective use of high probability student engagement strategies, requires careful planning, a collaborative effort by teachers and administrators, and the targeted integration of professional learning through activities that are relevant to the identified needs of Polk County's students and teachers. Therefore, it is imperative that the design, continued development, and implementation of a professional learning system meet the diverse needs of Polk County's students and teachers. From this perspective, focused and collaborative feedback loops between teachers and administrators are crucial. Individualized for each teacher and focused on improving student learning experiences and student engagement practices, this on-going professional dialogue occurs throughout the school year and is designed to create a differentiated teacher professional growth plan with the objective of improving professional practices and student achievement.

Therefore, the staff of the Professional Development Department (PD), in collaboration with the District Professional Development Coordinating Council (PDCC), and the Professional Development Advisory Board (PDAB), has developed a targeted system of professional learning that integrates all appropriate sub-systems and correlates directly to the improvement of student academic growth. The sub-systems integrated within Polk County's professional learning system are:

- *The District Mission and Strategic Plan Goals*
- *Strategic Plan Strategies and Action Plan/Benchmarks*

- The School Improvement Planning Process (SIP)
- Leadership for Educational Achievement and Development (LEAD)
- District Master In-Service Plan (MIP)
- Teacher and Administrator Evaluation Systems

Each of these elements are interrelated and focused on improving student academic performance and growth.

These desired student outcomes and practices will be fostered and nurtured in schools and classrooms with an environment in which:

- Adults assume instructional and ethical leadership to create efficient, effective environments perceived as safe, healthy, and equitable, where students are recognized as unique individuals capable of learning and independent thinking;
- Adults use varied and reliable teaching and evaluating procedures through relevant curricula;
- Adults enable students, families, and communities to work cooperatively to assume responsibility for the total educational experience;
- Adults engage in professional growth and training activities to effect continuous improvement in the system;
- Students are guided in their total physical, mental, and emotional development through activities which are student-centered and which focus on positive expectations and encourage intrinsic motivation.

Annual Review of the Teacher Instructional Personnel Evaluation System

The District's Teacher Evaluation System will be reviewed annually by the Teacher Evaluation Advisory Committee (TEAC). Specified membership on the TEAC will be described in Article 15 of the District's Teacher Collective Bargaining Agreement. ~~Generally speaking, membership includes representatives from all significant shareholder groups and consists of an equal number of teacher and administrative staff (school based and District level). The Union will be represented as a part of the teacher staff group on the committee. The committee shall consist of 20 members (10 appointed by the Superintendent and 10 appointed by the PEA president). The district's negotiator and PEA president serve as ex-officio members of the committee. The committee shall include at a minimum, one a representative from elementary, middle school, high school, and alternative education.~~

Elements examined by the TEAC will be determined by data availability over time. ~~and will include but are not limited to the following:~~

- ~~— Evaluation reports related to the quality of implementation of system components~~
- ~~— Evaluation reports related to the impact of system processes on teacher practices~~
- ~~— Evaluation reports related to the impact on student achievement (learning)~~
- ~~— The impact of varied tables related to rigor, equity and validity based on the use of data for the purposes of evaluating performance~~
- ~~— Changes in related Florida statutes and School Board Policy~~
- ~~— Priority District instructional initiatives~~
- ~~— Additional contemporary research pertaining to high yield teaching strategies~~

The TEAC members will meet a minimum of two times annually and make recommendations to the Superintendent or as determined through collective bargaining processes and will make recommendations for system changes by July 1 ~~of each year starting with July 1, 2012.~~ Certain adjustments in system processes that pertain to student

performance measures applicable to teacher evaluation may need to be made during the initial year of implementation due to unknown factors related to the stability and reliability of student achievement data. TEAC may make related recommendations pertaining to system processes if that occurs. Any changes in system processes during any year will be submitted to the FDOE for review and approval.

The district's evaluation platform has built-in safeguards to ensure appropriate and timely feedback is provided by evaluators to instructional personnel. District personnel monitor evaluators' comments and observation entries, to ensure compliance with the district evaluation system and inter-rater reliability. Evaluation data is used for individual professional development, school and district improvement plans.

Appendix A: Florida VAM Course List

For purposes of Rules 6A-5.030 and 6A-5.0411, F.A.C., the courses associated with the statewide, standardized assessment are:

Course ID	Course Name	Type of VAM
0500960	Reading and Writing Across the Curriculum	ELA
1000000	M/J Intensive Language Arts (MC)	ELA
1000010	M/J Intensive Reading (MC)	ELA
1000020	M/J Intensive Reading and Career Planning	ELA
1000400	Intensive Language Arts	ELA
1000410	Intensive Reading	ELA
1001010	M/J Language Arts 1	ELA
1001020	M/J Language Arts, 1 Adv.	ELA
1001025	M/J English 1 Cambridge Secondary 1	ELA
1001030	M/J Language Arts 1, International Baccalaureate	ELA
1001040	M/J Language Arts 2	ELA
1001050	M/J Language Arts 2, Adv	ELA
1001055	M/J English 2 Cambridge Secondary 1	ELA
1001060	M/J Language Arts 2, International Baccalaureate	ELA
1001070	M/J Language Arts 3	ELA
1001080	M/J Language Arts 3, Adv	ELA
1001085	M/J English 3 Cambridge Secondary 1	ELA
1001090	M/J Language Arts 3, International Baccalaureate	ELA
1001300	English Skills I	ELA
1001310	English I	ELA
1001315	English 1 for Credit Recovery	ELA
1001320	English Honors I	ELA
1001330	English Skills II	ELA
1001340	English II	ELA
1001345	English 2 for Credit Recovery	ELA
1001350	English Honors II	ELA
1001550	AICE English Language	ELA
1001555	AICE English Language and Literature AS Level	ELA
1001560	Pre-AICE English Language	ELA
1001800	English I Pre-International Baccalaureate	ELA
1001810	English II Pre-International Baccalaureate	ELA
1001840	IB Middle Years Program English I	ELA
1001845	IB Middle Years Program English II	ELA
1001870	International Baccalaureate English B 1	ELA
1001875	International Baccalaureate English B 2	ELA
1001880	International Baccalaureate English Ab Initio 1	ELA
1001885	International Baccalaureate English Ab Initio 2	ELA
1002000	M/J Language Arts 1 through ESOL	ELA
1002010	M/J Language Arts 2 through ESOL	ELA
1002020	M/J Language Arts 3 through ESOL	ELA
1002180	M/J Developmental Language Arts Through ESOL (MC)	ELA
1002181	M/J Developmental Language Arts Through ESOL (Reading)	ELA
1002300	English I through ESOL	ELA
1002305	English 1 Through ESOL for Credit Recovery	ELA
1002310	English II through ESOL	ELA
1002315	English 2 Through ESOL for Credit Recovery	ELA
1002530	Pre-AICE English as a Second Language IGCSE Level	ELA
1005370	AICE English Literature I	ELA

Course ID	Course Name	Type of VAM
1005375	AICE English Literature II	ELA
1005380	Pre-AICE English Literature	ELA
1005850	International Baccalaureate English Language & Literature 1	ELA
1005855	International Baccalaureate English Language & Literature 2	ELA
1005860	International Baccalaureate English Literature & Performance 1	ELA
1005865	International Baccalaureate English Literature & Performance 2	ELA
1007305	Speech 1	ELA
1007315	Speech 2	ELA
1008010	M/J Reading 1	ELA
1008020	M/J Reading 1, Advanced	ELA
1008040	M/J Reading 2	ELA
1008050	M/J Reading 2, Advanced	ELA
1008070	M/J Reading 3	ELA
1008080	M/J Reading, Advanced	ELA
1008300	Reading I	ELA
1008310	Reading II	ELA
1008320	Advanced Reading	ELA
1008330	Reading III	ELA
1009360	AICE GEN PAPER	ELA
1009365	AICE General Paper 2 AS Level	ELA
2400000	Sixth Grade	ELA
5010010	ESOL English for Speakers of Other Language-Elementary	ELA
5010020	Functional Basic Skills in Reading-Elementary	ELA
5010040	Language Arts-Elementary	ELA
5010045	Language Arts-Grade Four	ELA
5010046	Language Arts-Grade Five	ELA
5010050	Reading-Elementary	ELA
5010060	Integrated Language Arts-Elementary	ELA
7710010	Language Arts K-5	ELA
7710015	Access Language Arts- Grade 4	ELA
7710016	Access Language Arts- Grade 5	ELA
7710020	Reading: K-5	ELA
7810010	Language Arts 6-8	ELA
7810011	Access M/J Language Arts 1	ELA
7810012	Access M/J Language Arts 2	ELA
7810013	Access M/J Language Arts 3	ELA
7810020	Reading: 6-8	ELA
7910100	Reading 9-12	ELA
7910110	English 9-12	ELA
7910111	Access English 1/2	ELA
7910112	Access English 3/4	ELA
1200300	Pre-Algebra	Math
1200395	International Baccalaureate Mid Yrs Program Algebra 2 Honors	Math
1200400	Intensive Mathematics	Math
1202371	Pre-AICE Additional Math III	Math
1204000	M/J Intensive Mathematics (MC)	Math
1205010	M/J Mathematics 1	Math
1205020	M/J Mathematics 1, Advanced	Math
1205030	M/J Mathematics 1 Cambridge Secondary 1	Math
1205040	M/J Mathematics 2	Math
1205050	M/J Mathematics 2, Advanced	Math

Course ID	Course Name	Type of VAM
1205055	M/J Mathematics 2 Cambridge Secondary 1	Math
1205060	M/J Mathematics 3 Cambridge Secondary 1	Math
1205070	M/J Mathematics 3	Math
1205080	M/J Mathematics 3, Advanced	Math
1205090	M/J Mathematics IB	Math
1205100	M/J Pre-algebra IB	Math
1209700	Pre-AICE International Mathematics-GCSE Level	Math
1209810	PRE-AICE Mathematics 1	Math
1209820	Pre-AICE Mathematics II	Math
1209825	Pre-AICE Mathematics 3 IGCSE Level	Math
2400000	Sixth Grade	Math
5012060	Math Grade 4	Math
5012070	Math Grade 5	Math
7712010	Mathematics K-5	Math
7712050	Access Mathematics Grade 4	Math
7712060	Access Mathematics Grade 5	Math
7812015	Access M/J Mathematics 1	Math
7812020	Access M/J Mathematics 2	Math
7812030	Access M/J Mathematics 3	Math
1200310	Algebra 1	Algebra
1200315	Algebra 1 for Credit Recovery	Algebra
1200320	Algebra 1 Honors	Algebra
1200380	Algebra 1B	Algebra
1200385	Algebra 1-B for Credit Recovery	Algebra
1200390	IB Middle Years Program-Algebra 1 Honors	Algebra
1209810	Pre-AICE Mathematics 1	Algebra
7912075	Access Algebra 1	Algebra
7912090	Access Algebra 1B	Algebra

Appendix B: District Course Test Map

Course ID	Course Name	Primary Data Source	Secondary Data Source
0100060	M/J INTRO ART HIST	ELA - FSA	Math - FSA
0100070	M/J ART WORLD CULTR	ELA - FSA	Math - FSA
0100300	AP ART HIST	AP	ELA - FSA/PERT/ACT/SAT
0100330	ART HIST & CRIT 1 H	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0101005	M/J EXPLORING 2D ART	ELA - FSA	Math - FSA
0101010	M/J 2-D STUDIO ART 1	District Created EOY	ELA - FSA
0101020	M/J 2-D STUDIO ART 2	District Created EOY	ELA - FSA
0101026	M/J 2D STUDIO ART 3	District Created EOY	ELA - FSA
0101035	M/J EXPLORING 3D ART	ELA - FSA	Math - FSA
0101040	M/J 3-D STUDIO ART 1	District Created EOY	ELA - FSA
0101050	M/J 3-D STUDIO ART 2	ELA - FSA	Math - FSA
0101060	M/J 3D STUDIO ART 3	ELA - FSA	Math - FSA
0101100	M/J VISUAL ART 1	District Created EOY	ELA - FSA
0101300	2-D STUDIO ART 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0101310	2-D STUDIO ART 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
0101330	3-D STUDIO ART 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0101340	3-D STUDIO ART 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0101350	3-D STUDIO ART 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0101370	AICE ART&DESIGN 1 AS	AICE	ELA - FSA/PERT/ACT/SAT
0102040	M/J CREATIVE PHOTO 1	ELA - FSA	Math - FSA
0102050	M/J CREATIVE PHOTO 2	ELA - FSA	Math - FSA
0102060	M/J CREATIVE PHOTO 3	ELA - FSA	Math - FSA
0102300	CERAM/POT 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0102310	CERAM/POT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0102320	CERAM/POT 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0103000	M/J DIG ART & DES 1	District Created EOY	ELA - FSA
0103010	M/J DIG ART & DES 2	ELA - FSA	Math - FSA
0103020	M/J DIG ART DESIGN 3	ELA - FSA	Math - FSA
0104300	AP ART/DRAW PORT	AP	ELA - FSA/PERT/ACT/SAT
0104340	DRAW 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0104350	DRAW 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0104360	DRAW 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0104370	PAINT 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0108310	CREATIVE PHOTO 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0108320	CREATIVE PHOTO 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
0108330	CREATIVE PHOTO 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0108370	DIGITAL ART IMG 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0108380	DIGITAL ART IMG 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0108390	DIGITAL ART IMG 3 H	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0109310	PORT DEV: DRAW HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0109320	PORT DEV: 2D DES HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0109330	PORT DEV: 3D DES HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0109350	AP STUDIO/2-D	AP	ELA - FSA/PERT/ACT/SAT
0109360	AP STUDIO/3-D	AP	ELA - FSA/PERT/ACT/SAT
0110300	PRINTMG 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0111310	SCULPT 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0114800	FL PRE-IB ART 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0114810	FL PRE-IB ART 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0114820	IB ART B-1	IB	ELA - FSA/PERT/ACT/SAT
0114830	IB ART B-2	IB	ELA - FSA/PERT/ACT/SAT
0114850	IB ART A-1	IB	ELA - FSA/PERT/ACT/SAT
0114860	IB ART A-2	IB	ELA - FSA/PERT/ACT/SAT
0114870	IB ART A-3	IB	ELA - FSA/PERT/ACT/SAT
0200810	IB COMPTR SCIENCE 2	IB	ELA - FSA/PERT/ACT/SAT
0200830	IB MYP DESIGN TECH	IB	ELA - FSA/PERT/ACT/SAT
0300000	M/J DANCE 1	District Created EOY	ELA - FSA
0300010	M/J DANCE 2	ELA - FSA	Math - FSA
0300020	M/J DANCE 3	ELA - FSA	Math - FSA
0300030	M/J DANCE 4	ELA - FSA	Math - FSA
0300090	M/J DANCE MIX MOBIL	ELA - FSA	Math - FSA
0300310	DANCE TECNOS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300320	DANCE TECHNOS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300330	DANCE TECHNOS 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300334	DANCE TECHNOS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300340	BALLET 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300350	BALLET 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300360	BALLET 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300370	BALLET 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300380	DANCE CHOR PERF 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300400	DANCE REPERT 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300410	DANCE REPERT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300420	DANCE REPERT 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
0300430	DANCE REPERT 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400000	M/J THEATRE 1	District Created EOY	ELA - FSA
0400010	M/J THEATRE 2	District Created EOY	ELA - FSA
0400020	M/J THEATRE 3	ELA - FSA	Math - FSA
0400030	M/J THEATRE 4	ELA - FSA	Math - FSA
0400035	M/J BASIC THEATRE	ELA - FSA	Math - FSA
0400110	M/J TECH THEA DE&PR	District Created EOY	ELA - FSA
0400300	INTROD DRAMA	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400310	THEATRE 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0400320	THEATRE 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
0400330	THEATRE 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400340	THEATRE 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400360	THEA HIST LIT 2 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400370	ACTING 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400380	ACTING 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400390	ACTING 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400400	ACTING 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400407	TECH THE D/P SCEN PR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400408	TECH THE D/P LI SOUN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400410	TECH THEA DES&PROD 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0400420	TECH THEA DES&PROD 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400430	TECH THEA DES&PROD 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400440	TECH THEA DES&PROD4H	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400500	THEA DIR & ST MAN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400620	THEATRE IMPROV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400660	THEA CIN & FILM PROD	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400700	MUSIC THEATRE 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400710	MUSIC THEATRE 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400720	MUSIC THEATRE 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400810	IB THEATRE 1	IB	ELA - FSA/PERT/ACT/SAT
0400820	IB THEATRE 2	IB	ELA - FSA/PERT/ACT/SAT
0500000	M/J PERS CAR SCH 1	ELA - FSA	Math - FSA
0500010	M/J PERS CAR SCH 2	ELA - FSA	Math - FSA
0500020	M/J PERS CAR SCH 3	ELA - FSA	Math - FSA
0500300	EXEC INTERN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0500310	EXEC INTERN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0500320	EXEC INTERN 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
0500500	PERS,CAR,SCH DEV 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0500510	PERS,CAR,SCH DEV 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0500520	PERS,CAR,SCH DEV 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0700030	M/J IB MYP INT WLNG1	ELA - FSA	Math - FSA
0700040	M/J IB MYP INT WLNG2	ELA - FSA	Math - FSA
0700050	M/J IB MYP INT WLNG3	ELA - FSA	Math - FSA
0701320	FRENCH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0701330	FRENCH 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
0701340	FRENCH 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0701350	FRENCH 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0701380	AP FRENCH LANG & CU	AP	ELA - FSA/PERT/ACT/SAT
0701800	FL PRE-IB FRENCH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0701810	FL PRE-IB FRENCH 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
0701830	IB FRENCH 4	IB	ELA - FSA/PERT/ACT/SAT
0701840	IB FRENCH 5	IB	ELA - FSA/PERT/ACT/SAT
0702320	GERMAN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0702330	GERMAN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0702340	GERMAN 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0702380	AP GERMAN LANG & CU	AP	ELA - FSA/PERT/ACT/SAT
0702800	FL PRE-IB GERMAN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0702810	FL PRE-IB GERMAN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0702830	IB GERMAN 4	IB	ELA - FSA/PERT/ACT/SAT
0702840	IB GERMAN 5	IB	ELA - FSA/PERT/ACT/SAT
0706300	LATIN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0706310	LATIN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0706320	LATIN 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0706330	LATIN 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0707300	RUSSIAN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0707310	RUSSIAN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0707320	RUSSIAN 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0707330	RUSSIAN 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0708000	M/J SPANISH BEG	District Created EOY	ELA - FSA
0708010	M/J SPANISH INTERM	ELA - FSA	Math - FSA
0708340	SPANISH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0708350	SPANISH 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
0708360	SPANISH 3 HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
0708370	SPANISH 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0708380	SPANISH 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
0708400	AP SPANISH LANG & CU	AP	ELA - FSA/PERT/ACT/SAT
0708410	AP SPANISH LIT & CU	AP	ELA - FSA/PERT/ACT/SAT
0708800	FL PRE-IB SPANISH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0708810	FL PRE-IB SPANISH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0708820	FL PRE-IB SPANISH 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
0708830	IB SPANISH 4	IB	ELA - FSA/PERT/ACT/SAT
0708840	IB SPANISH 5	IB	ELA - FSA/PERT/ACT/SAT
0708870	IB MYP SPANISH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0709310	SPANISH SPEAKS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0709320	SPANISH SPEAKS 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0709805	M/J IB MYP SPAN 1ADV	ELA - FSA	Math - FSA
0709815	M/J IB MYP SPAN 2ADV	ELA - FSA	Math - FSA
0709825	M/J IB MYP SPAN 3ADV	District Created EOY	ELA - FSA
0710310	ARABIC 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0710320	ARABIC 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0711300	CHINESE 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0711310	CHINESE 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0712300	JAPANESE 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0712310	JAPANESE 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0712320	JAPANESE 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0712330	JAPANESE 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0800300	HEALTH1-LIF MGMT SKL	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0800320	FIRST AID SAFETY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0800370	PARENTING 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0900320	HUM 2 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0900800	IB THEORY/KNWLG 1	IB	ELA - FSA/PERT/ACT/SAT
1000010	M/J INTENS READ (MC)	FLDOE - VAM	ELA - FSA
1000400	INTENS LANG ARTS	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1000410	INTENS READ	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001010	M/J LANG ARTS 1	FLDOE - VAM	ELA - FSA
1001020	M/J LANG ARTS 1, ADV	FLDOE - VAM	ELA - FSA
1001030	M/J IB LANG & LIT 1	FLDOE - VAM	ELA - FSA
1001040	M/J LANG ARTS 2	FLDOE - VAM	ELA - FSA
1001050	M/J LANG ARTS 2, ADV	FLDOE - VAM	ELA - FSA
1001060	M/J IB LANG & LIT 2	FLDOE - VAM	ELA - FSA
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
1001070	M/J LANG ARTS 3	FLDOE - VAM	ELA - FSA
1001080	M/J LANG ARTS 3, ADV	FLDOE - VAM	ELA - FSA
1001090	M/J IB LANG & LIT 3	FLDOE - VAM	ELA - FSA
1001310	ENG 1	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001315	ENG 1 CR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1001320	ENG HON 1	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001340	ENG 2	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001345	ENG 2 CR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1001350	ENG HON 2	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001370	ENG 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1001375	ENG 3 CR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1001380	ENG HON 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1001400	ENG 4	District Created EOY	ELA - FSA/PERT/ACT/SAT
1001405	ENG 4: FL COLL PREP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1001410	ENG HON 4	District Created EOY	ELA - FSA/PERT/ACT/SAT
1001420	AP ENG COMPO	AP	ELA - FSA/PERT/ACT/SAT
1001430	AP ENG LIT COMPO	AP	ELA - FSA/PERT/ACT/SAT
1001550	AICE ENG LANG AS	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001560	PRE-AICE ENG LANG IG	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001800	FL PRE-IB ENG 1	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001810	FL PRE-IB ENG 2	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001820	IB ENGLISH LIT 3	IB	ELA - FSA/PERT/ACT/SAT
1001830	IB ENGLISH LIT 4	IB	ELA - FSA/PERT/ACT/SAT
1002000	M/J LANG ARTS 1 ESOL	FLDOE - VAM	ELA - FSA
1002010	M/J LANG ARTS 2 ESOL	FLDOE - VAM	ELA - FSA
1002020	M/J LANG ARTS 3 ESOL	FLDOE - VAM	ELA - FSA
1002180	M/J DE LANG ART ESOL	FLDOE - VAM	ELA - FSA
1002181	M/J DE LA ESOL-READ	FLDOE - VAM	ELA - FSA
1002300	ENG 1 THROUGH ESOL	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1002310	ENG 2 THROUGH ESOL	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1002320	ENG 3 THROUGH ESOL	District Created EOY	ELA - FSA/PERT/ACT/SAT
1002380	DEV LANG ARTS ESOL	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1002381	DEV LANG ARTS ESOL- R	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1002520	ENG 4 THROUGH ESOL	District Created EOY	ELA - FSA/PERT/ACT/SAT
1006000	M/J JOURN 1	District Created EOY	ELA - FSA
1006010	M/J JOURN 2	ELA - FSA	Math - FSA
1006020	M/J JOURN 3	ELA - FSA	Math - FSA
1006300	JOURN 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
1006310	JOURN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1006320	JOURN 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1006330	JOURN 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1006331	JOURN 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1006332	JOURN 6 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1007000	M/J SPEECH-DEBATE 1	ELA - FSA	Math - FSA
1007300	SPEECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1008010	M/J READ 1	FLDOE - VAM	ELA - FSA
1008020	M/J READ 1 ADV	FLDOE - VAM	ELA - FSA
1008050	M/J READ 2 ADV	FLDOE - VAM	ELA - FSA
1008070	M/J READ 3	FLDOE - VAM	ELA - FSA
1008080	M/J READ 3 ADV	FLDOE - VAM	ELA - FSA
1008300	READ 1	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1009000	M/J CREATIVE WRIT 1	ELA - FSA	Math - FSA
1009320	CREATIVE WRIT 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1009330	CREATIVE WRIT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1009331	CREATIVE WRIT 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1009332	CREATIVE WRIT 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1009333	CREATIVE WRIT 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1009360	AICE GEN PAPER AS	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1020860	GREAT BOOKS HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1100000	M/J LIB SKLS/IL (MC)	ELA - FSA	Math - FSA
1200310	ALG 1	FLDOE - VAM	Math - EOC/PERT/ACT/SAT
1200320	ALG 1 HON	FLDOE - VAM	Math - EOC/PERT/ACT/SAT
1200330	ALG 2	Math - EOC	Math - EOC/PERT/ACT/SAT
1200335	ALG 2 CR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1200340	ALG 2 HON	Math - EOC	Math - EOC/PERT/ACT/SAT
1200370	ALG 1-A	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1200380	ALG 1-B	FLDOE - VAM	Math - EOC/PERT/ACT/SAT
1200390	IB MYP ALG 1	FLDOE - VAM	Math - EOC/PERT/ACT/SAT
1200400	INTENS MATH	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1200410	MATH COLL. SUCCESS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1200700	MATH COLL. READINESS	Math - EOC/PERT/ACT/SAT	ELA - FSA/PERT/ACT/SAT
1201315	ANALYSIS OF FUNC HON	District Created EOY	Math - FSA/PERT/ACT/SAT
1202300	CALCULUS HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1202310	AP CALCULUS AB	AP	Math - EOC/PERT/ACT/SAT
1202320	AP CALCULUS BC	AP	Math - EOC/PERT/ACT/SAT
1202340	PRE-CALCULUS HON	District Created EOY	Math - FSA/PERT/ACT/SAT
1202352	AICE MATH 1 AS	Math - EOC/PERT/ACT/SAT	ELA - FSA/PERT/ACT/SAT
1202375	IB PRE-CALCULUS	Math - EOC/PERT/ACT/SAT	ELA - FSA/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
1204000	M/J INTENS MATH (MC)	Math - FSA	ELA - FSA
1205010	M/J GRADE 6 MATH	FLDOE - VAM	Math - FSA
1205020	M/J GRADE 6 MATH ADV	FLDOE - VAM	Math - FSA
1205040	M/J GRADE 7 MATH	FLDOE - VAM	Math - FSA
1205050	M/J GRADE 7 MATH ADV	FLDOE - VAM	Math - FSA
1205070	M/J GRADE 8 PRE-ALG	FLDOE - VAM	Math - FSA
1205090	M/J IB MYP MATH 1	FLDOE - VAM	Math - FSA
1205100	M/J IB PRE-ALGEBRA	FLDOE - VAM	Math - FSA
1206310	GEO	Math - EOC	Math - EOC/PERT/ACT/SAT
1206320	GEO HON	Math - EOC	Math - EOC/PERT/ACT/SAT
1206810	IB MYP GEOM	Math - EOC	Math - EOC/PERT/ACT/SAT
1207300	LIB ARTS MATH 1	District Created EOY	Math - FSA/PERT/ACT/SAT
1207310	LIB ARTS MATH 2	District Created EOY	Math - FSA/PERT/ACT/SAT
1209800	IB MATH STUDIES	Math - EOC/PERT/ACT/SAT	ELA - FSA/PERT/ACT/SAT
1209825	PRE-AICE MATH 3 IG	FLDOE - VAM	Math - FSA
1210300	PROB, STAT W/APPLS H	District Created EOY	Math - FSA/PERT/ACT/SAT
1210310	IB STAT/INT DIFF CAL	Math - EOC/PERT/ACT/SAT	ELA - FSA/PERT/ACT/SAT
1210320	AP STAT	AP	Math - EOC/PERT/ACT/SAT
1211300	TRIG HON	District Created EOY	Math - FSA/PERT/ACT/SAT
1300080	M/J EXPL MUS PERF	ELA - FSA	Math - FSA
1300300	MUS THEORY 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1300310	MUS THEORY 2 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1300330	AP MUS THEORY	AP	ELA - FSA/PERT/ACT/SAT
1300340	MUSIC WORLD	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1300800	FL PRE-IB MUSIC 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1300810	FL PRE-IB MUSIC 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1300816	IB MUSIC 1	IB	ELA - FSA/PERT/ACT/SAT
1300818	IB MUSIC 2	IB	ELA - FSA/PERT/ACT/SAT
1300820	IB MUSIC 3	IB	ELA - FSA/PERT/ACT/SAT
1301030	M/J KEYBD 1	District Created EOY	ELA - FSA
1301040	M/J KEYBD 2	ELA - FSA	Math - FSA
1301050	M/J KEYBD 3	ELA - FSA	Math - FSA
1301060	M/J GUITAR 1	District Created EOY	ELA - FSA
1301070	M/J GUITAR 2	District Created EOY	ELA - FSA
1301080	M/J GUITAR 3	ELA - FSA	Math - FSA
1301090	M/J EXPL MUSIC 1	District Created EOY	ELA - FSA
1301100	M/J EXPL MUSIC 2	ELA - FSA	Math - FSA
1301110	M/J EXPL MUSIC 3	ELA - FSA	Math - FSA
1301320	GUITAR 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
1301330	GUIAR 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1301340	GUIAR 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1301350	GUIAR 4 HONORS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1301360	KEYBD 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1301370	KEYBD 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1301380	KEYBD 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1301390	KEYBD 4 HONORS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302000	M/J BAND 1	District Created EOY	ELA - FSA
1302010	M/J BAND 2	District Created EOY	ELA - FSA
1302020	M/J BAND 3	District Created EOY	ELA - FSA
1302030	M/J BAND 4	ELA - FSA	Math - FSA
1302040	M/J ORCH 1	District Created EOY	ELA - FSA
1302050	M/J ORCH 2	District Created EOY	ELA - FSA
1302060	M/J ORCH 3	District Created EOY	ELA - FSA
1302080	M/J INSTRU TECNQS 1	ELA - FSA	Math - FSA
1302090	M/J INSTRU TECNQS 2	ELA - FSA	Math - FSA
1302110	M/J INSTRU ENS 1	District Created EOY	ELA - FSA
1302120	M/J INSTRU ENS 2	ELA - FSA	Math - FSA
1302130	M/J INSTRU ENS 3	ELA - FSA	Math - FSA
1302300	BAND 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302310	BAND 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302320	BAND 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302330	BAND 4	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302340	BAND 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302350	BAND 6 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302360	ORCH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302370	ORCH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302380	ORCH 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302390	ORCH 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302400	ORCH 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302410	ORCH 6 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302420	INSTRU TECNQS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302430	INSTRU TECNQS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302440	INSTRU TECNQS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302450	INSTRU TECNQS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302460	INSTRU ENS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302470	INSTRU ENS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302480	INSTRU ENS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302490	INSTRU ENS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302500	JAZZ ENS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302510	JAZZ ENS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302520	JAZZ ENS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
1302530	JAZZ ENS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303000	M/J CHORUS 1	District Created EOY	ELA - FSA
1303010	M/J CHORUS 2	District Created EOY	ELA - FSA
1303020	M/J CHORUS 3	District Created EOY	ELA - FSA
1303080	M/J VOCAL TECNQS 2	ELA - FSA	Math - FSA
1303090	M/J VOCAL TECNQS 3	ELA - FSA	Math - FSA
1303100	M/J VOCAL ENS 1	ELA - FSA	Math - FSA
1303110	M/J VOCAL ENS 2	ELA - FSA	Math - FSA
1303120	M/J VOCAL ENS 3	ELA - FSA	Math - FSA
1303150	M/J MUSIC TECH	ELA - FSA	Math - FSA
1303300	CHORUS 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1303310	CHORUS 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1303320	CHORUS 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1303330	CHORUS 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303340	CHORUS 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303350	CHORUS 6 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303360	CHORUS REG-SPEC 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303370	CHORUS REG-SPEC 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303380	CHORUS REG-SPEC 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303390	CHORUS REG-SPEC 4 H	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303400	VOCAL TECNQS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303410	VOCAL TECNQS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303420	VOCAL TECNQS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303430	VOCAL TECNQS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303440	VOCAL ENS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303450	VOCAL ENS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303460	VOCAL ENS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303470	VOCAL ENS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1304300	MUS TECH & SO ENG 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1305300	EURHY 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1305310	EURHY 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1305320	EURHY 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1305330	EURHY 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1400000	M/J PEER COUN 1	ELA - FSA	Math - FSA
1400010	M/J PEER COUN 2	ELA - FSA	Math - FSA
1400300	PEER COUN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1400310	PEER COUN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1500000	M/J ADAP PE IEP/504	ELA - FSA	Math - FSA
1501130	M/J IB MYP COMP PE 1	ELA - FSA	Math - FSA
1501131	M/J IB MYP COMP PE 2	ELA - FSA	Math - FSA

Course ID	Course Name	Primary Data Source	Secondary Data Source
1501132	M/J IB MYP COMP PE 3	ELA - FSA	Math - FSA
1501300	PERS FIT	District Created EOY	ELA - FSA/PERT/ACT/SAT
1501310	FIT LIFST DESIGN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1501340	WEIGHT TRAIN 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1501350	WEIGHT TRAIN 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1501360	WEIGHT TRAIN 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1501390	COMPRE FIT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1501410	POWER WEIGHT TRAIN 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1502410	INDIV/DUAL SPRTS 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1502470	REC	District Created EOY	ELA - FSA/PERT/ACT/SAT
1502480	OUTDOOR ED	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1502490	CARE/PREV OF ATH INJ	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1502500	SPRTS OFFICIATING	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1503310	BASKETBALL	District Created EOY	ELA - FSA/PERT/ACT/SAT
1503315	BASKETBALL 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1503350	TEAM SPRTS 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1503360	TEAM SPRTS 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1503400	AEROBICS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1504490	WATER SAFETY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1505500	VOLLEYBALL 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1505510	VOLLEYBALL 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1506320	HOPE-PE V	District Created EOY	ELA - FSA/PERT/ACT/SAT
1508000	M/J FITNESS GRADE 6	District Created EOY	ELA - FSA
1508200	M/J TEAM SPORTS GRD7	District Created EOY	ELA - FSA
1508300	M/J OUTDR PRSTS GRD7	District Created EOY	ELA - FSA
1508500	M/J IND/DUAL SPT GD8	District Created EOY	ELA - FSA
1508600	M/J COMPRE GRDE 6/7	District Created EOY	ELA - FSA
1508700	M/J COMPRE GDE 7/8	District Created EOY	ELA - FSA
1700000	M/J RESEARCH 1	ELA - FSA	Math - FSA
1700010	M/J RESEARCH 2	ELA - FSA	Math - FSA
1700020	M/J RESEARCH 3	ELA - FSA	Math - FSA
1700060	M/J CAREER RES & DEC	ELA - FSA	Math - FSA
1700100	M/J CRIT THINK	FSA ELA	FSA Math
1700300	RESEARCH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1700320	RESEARCH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1700364	AICE GLBL PERSP 1 AS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
1700370	CRIT THINK ST SKLS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1700380	CAR RESA&DECI MAK	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1700500	AP CAPSTONE SEMINAR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800300	AF AERO SCI 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800310	AF AERO SCI 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800320	AF AERO SCI 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800330	AF AEROSCI 4 LEADDEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800350	AF AERO SCI 4 TRANSP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800360	AF AERO SCI 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1801300	AR LEAD ED/TRAIN 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1801310	AR LEAD ED/TRAIN 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1801320	AR LEAD ED/TRAIN 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1801330	AR LEAD ED/TRAIN 4	District Created EOY	ELA - FSA/PERT/ACT/SAT
1802300	NAVAL SCI 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1802310	NAVAL SCI 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1802320	NAVAL SCI 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1802330	NAVAL SCI 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1803300	MC LEAD ED 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1803310	MC LEAD ED 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1803320	MC LEAD ED 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1803330	MC LEAD ED 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1900300	DRIVER ED CLASS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2000310	BIO 1	EOC	ELA - FSA/PERT/ACT/SAT
2000320	BIO 1 HON	EOC	ELA - FSA/PERT/ACT/SAT
2000321	AICE BIO 1 AS	EOC	ELA - FSA/PERT/ACT/SAT
2000322	PRE-AICE BIO IG	EOC	ELA - FSA/PERT/ACT/SAT
2000340	AP BIO	AP	EOC - Biology
2000350	ANAT PHYSIO	District Created EOY	ELA - FSA/PERT/ACT/SAT
2000360	ANAT PHYSIO HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2000800	FL PRE-IB BIO 1	EOC	ELA - FSA/PERT/ACT/SAT
2000805	IB BIOLOGY 1	IB	EOC
2000810	IB BIOLOGY 2	IB	ELA - FSA/PERT/ACT/SAT
2000820	IB BIOLOGY 3	IB	ELA - FSA/PERT/ACT/SAT
2001310	ERTH/SPA SCI	District Created EOY	ELA - FSA/PERT/ACT/SAT
2001320	ERTH/SPA SCI HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2001340	ENV SCI	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2001380	AP ENV SCI	AP	ELA - FSA/PERT/ACT/SAT
2001381	AICE ENV MGMNT AS	AICE	ELA - FSA/PERT/ACT/SAT
2002040	M/J COMPRE SCI 1	District Created EOY	ELA - FSA
2002050	M/J COMPRE SCI 1 ADV	District Created EOY	ELA - FSA
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
2002055	M/J COMPSCI1 ACC HON	District Created EOY	ELA - FSA
2002060	M/J IB MYP COMP SCI1	District Created EOY	ELA - FSA
2002070	M/J COMPRE SCI 2	District Created EOY	ELA - FSA
2002080	M/J COMPRE SCI 2 ADV	District Created EOY	ELA - FSA
2002085	M/J COMPSCI2 ACC HON	District Created EOY	ELA - FSA
2002090	M/J IB MYP COMP SCI2	District Created EOY	ELA - FSA
2002100	M/J COMPRE SCI 3	SSA	ELA - FSA
2002110	M/J COMPRE SCI 3 ADV	SSA	ELA - FSA
2002120	M/J IB MYP COMP SCI3	SSA	ELA - FSA
2002400	INTEG SCI 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2002480	FORC SCI 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2002500	MARINE SCI 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2003310	PHY SCI	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003340	CHEM 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003350	CHEM 1 HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003370	AP CHEM	AP	ELA - FSA/PERT/ACT/SAT
2003380	PHYS 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003390	PHYS 1 HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003421	AP PHYSICS 1	AP	ELA - FSA/PERT/ACT/SAT
2003430	AP PHYSICS C: ME	AP	ELA - FSA/PERT/ACT/SAT
2003800	FL PRE-IB CHEM 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003810	IB CHEMISTRY 2	IB	ELA - FSA/PERT/ACT/SAT
2003820	IB CHEMISTRY 3	IB	ELA - FSA/PERT/ACT/SAT
2003850	IB PHYSICS 3	IB	ELA - FSA/PERT/ACT/SAT
2003870	IB MYP DES TECH	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2100015	M/J US HIST&CAR PLAN	District Created EOY	ELA - FSA
2100025	M/J US HIS ADV & C/P	District Created EOY	ELA - FSA
2100310	US HIST	EOC	ELA - FSA/PERT/ACT/SAT
2100320	US HIST HON	EOC	ELA - FSA/PERT/ACT/SAT
2100330	AP U.S. HIST	AP	EOC - US History
2100370	EAST & WEST HERITAGE	District Created EOY	ELA - FSA/PERT/ACT/SAT
2100800	IB HISTORY OF AMER	EOC	ELA - FSA/PERT/ACT/SAT
2102335	ECON FIN LIT	District Created EOY	ELA - FSA/PERT/ACT/SAT
2102345	ECON FIN LIT HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2102360	AP MICROECON	AP	ELA - FSA/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
2102370	AP MACROECON	AP	ELA - FSA/PERT/ACT/SAT
2102440	IB BUS MGMT 2	IB	ELA - FSA/PERT/ACT/SAT
2103400	AP HUMAN GEOG	AP	ELA - FSA/PERT/ACT/SAT
2104010	M/J ENG CIT SERVLRN1	ELA - FSA	Math - FSA
2104600	MULTICLTRL STUDIES	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2105040	M/J IB MYP WRLD CLTR	IB	ELA - FSA
2105860	IB PHILOSOPHY 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2105890	IB WORLD RELIGIONS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2106016	M/J CIVICS & CAR PL	EOC	ELA - FSA
2106020	M/J CIVICS ADV	EOC	ELA - FSA
2106026	M/J CIVICS ADV&CAR P	EOC	ELA - FSA
2106310	US GOVT	District Created EOY	ELA - FSA/PERT/ACT/SAT
2106320	US GOVT HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2106350	LAW STUDIES	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2106360	COMPA POLI SYSTEMS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2106370	COMPRE LAW STUDIES	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2106420	AP US GOVT/POL	AP	ELA - FSA/PERT/ACT/SAT
2106430	AP COMP GOVT/POL	AP	ELA - FSA/PERT/ACT/SAT
2106810	IB WORLD POLITICS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2107300	PSYCH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
2107310	PSYCH 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
2107350	AP PSYCH	AP	ELA - FSA/PERT/ACT/SAT
2107800	IB PSYCHOLOGY 1	IB	ELA - FSA/PERT/ACT/SAT
2107810	IB PSYCHOLOGY 2	IB	ELA - FSA/PERT/ACT/SAT
2107820	IB PSYCHOLOGY 3	IB	ELA - FSA/PERT/ACT/SAT
2108300	SOCIOLOGY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2109010	M/J WORLD HIST	District Created EOY	ELA - FSA
2109020	M/J WORLD HIST ADV	District Created EOY	ELA - FSA
2109310	WORLD HIST	District Created EOY	ELA - FSA/PERT/ACT/SAT
2109315	WORLD HIST CR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2109320	WORLD HIST HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2109350	CONTEMP HIST	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2109380	AP EURO HIST	AP	ELA - FSA/PERT/ACT/SAT
2109420	AP WORLD HIST	AP	ELA - FSA/PERT/ACT/SAT
2109430	HOLOCAUST	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2109805	IB CONTEMP HISTORY 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2120910	PHILOS HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2200300	NC STUDY HALL 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
2400300	LEAD SKLS DEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2400310	LEAD TECNQS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
3027010	BIOTECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
3027020	BIOTECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
5001010	ART - GRADE K	ELA - EOY	Student grades
5001020	ART - GRADE 1	ELA - EOY	Math - EOY
5001030	ART - GRADE 2	ELA - EOY	Math - EOY
5001040	ART - INTERM 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
5001050	ART - INTERM 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
5001060	ART - INTERM 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
5002000	INTROD TO CPTRS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
5003010	DANCE - GRADE K	ELA - EOY	Student grades
5003020	DANCE - GRADE 1	ELA - EOY	Math - EOY
5003030	DANCE - GRADE 2	ELA - EOY	Math - EOY
5003040	DANCE - INTERM 1	ELA - FSA	Math - FSA
5003050	DANCE - INTERM 2	ELA - FSA	Math - FSA
5003060	DANCE - INTERM 3	ELA - FSA	Math - FSA
5007020	SPANISH E	District Created EOY	ELA - FSA/PERT/ACT/SAT
5010041	LANG ARTS GRADE K	District Created EOY	ELA - FSA/PERT/ACT/SAT
5010042	LANG ARTS GRADE 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
5010043	LANG ARTS GRADE 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
5010044	LANG ARTS GRADE 3	FSA ELA	FSA Math
5010045	LANG ARTS GRADE 4	FLDOE - VAM	ELA - FSA
5010046	LANG ARTS GRADE 5	FLDOE - VAM	ELA - FSA
5010200	THEATRE - GRADE K	ELA - EOY	Student grades
5010210	THEATRE - GRADE 1	ELA - EOY	Math - EOY
5010220	THEATRE - GRADE 2	ELA - EOY	Math - EOY
5010230	THEATRE-INTERM 1	ELA - FSA	Math - FSA
5010240	THEATRE-INTERM 2	ELA - FSA	Math - FSA
5010250	THEATRE-INTERM 3	ELA - FSA	Math - FSA
5012020	MATH GRADE K	ELA - EOY	Student grades
5012030	MATH GRADE ONE	Math - EOY	ELA - EOY
5012040	MATH GRADE TWO	Math - EOY	ELA - EOY
5012050	MATH GRADE THREE	Math - FSA	FSA ELA
5012060	MATH GRADE FOUR	FLDOE - VAM	Math - FSA
5012070	MATH GRADE FIVE	FLDOE - VAM	Math - FSA
5013010	ELEM CHORUS	ELA - FSA	Math - FSA
5013020	ELEM BAND	ELA - FSA	Math - FSA
5013030	ELEM ORCHESTRA	ELA - FSA	Math - FSA
5013060	MUSIC - GRADE K	ELA - EOY	Student grades
5013070	MUSIC - GRADE 1	ELA - EOY	Math - EOY
5013080	MUSIC - GRADE 2	ELA - EOY	Math - EOY
5013090	MUSIC-INTERM 1	District Created EOY	ELA - FSA
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
5013100	MUSIC-INTERM 2	District Created EOY	ELA - FSA
5013110	MUSIC-INTERM 3	District Created EOY	ELA - FSA
5015000	E ADAP PE IEP/504	Student grades	
5015020	PHYSICAL EDUCATION K	ELA - EOY	Student grades
5015030	PHYSICAL EDUCATION 1	ELA - EOY	Math - EOY
5015040	PHYSICAL EDUCATION 2	ELA - EOY	Math - EOY
5015050	PHYSICAL EDUCATION 3	District Created EOY	ELA - FSA
5015060	PHYSICAL EDUCATION 4	District Created EOY	ELA - FSA
5015070	PHYSICAL EDUCATION 5	District Created EOY	ELA - FSA
5020010	SCIENCE GRADE K	ELA - EOY	Student grades
5020020	SCIENCE GRADE ONE	ELA - EOY	Math - EOY
5020030	SCIENCE GRADE TWO	ELA - EOY	Math - EOY
5020040	SCIENCE GRADE THREE	ELA - FSA	Math - FSA
5020050	SCIENCE GRADE FOUR	ELA - FSA	Math - FSA
5020060	SCIENCE GRADE FIVE	Science - SSA	FSA ELA
5021020	SOC STUDIES K	ELA - EOY	Student grades
5021030	SOC STUDIES 1	ELA - EOY	Math - EOY
5021040	SOC STUDIES 2	ELA - EOY	Math - EOY
5021050	SOC STUDIES 3	ELA - FSA	Math - FSA
5021060	SOC STUDIES 4	ELA - FSA	Math - FSA
5021070	SOC STUDIES 5	ELA - FSA	Math - FSA
5022000	STUDY HALL E	ELA - FSA/EOY	Math - FSA/EOY
5100520	DIST HEAD START	Teaching Strategies Gold	
5100530	DIST TITLE 1 PK	Teaching Strategies Gold	
5100560	PK OTHER	Teaching Strategies Gold	
5100570	SCHOOL READINESS	Teaching Strategies Gold	
5100580	VPK-SCH YEAR PROG	Teaching Strategies Gold	
7650030	PK DISABS: 0-2		
7650130	PK DISABS: 3-5	BDI	
7710011	ACCESS LANG ART - K	Student grades	
7710012	ACCESS LANG ART - 1	Student grades	
7710013	ACCESS LANG ART - 2	Student grades	
7710014	ACCESS LANG ART - 3	ELA - FSAA/FSA	Math - FSAA/FSA
7710015	ACCESS LANG ART - 4	FLDOE - VAM	ELA - FSA/FSAA
7710016	ACCESS LANG ART - 5	FLDOE - VAM	ELA - FSA/FSAA
7712015	ACCESS MATH GRADE K	Student grades	
Course	Course Name	Primary Data Source	Secondary Data Source

ID	Course Name	Primary Data Source	Secondary Data Source
7712020	ACCESS MATH GRADE 1	Student grades	
7712030	ACCESS MATH GRADE 2	Student grades	
7712040	ACCESS MATH GRADE 3	Math - FSAA/FSA	ELA - FSAA/FSA
7712050	ACCESS MATH GRADE 4	FLDOE - VAM	Math - FSA/FSAA
7712060	ACCESS MATH GRADE 5	FLDOE - VAM	Math - FSA/FSAA
7715010	PE: K-5	ELA - FSAA/FSA	Math - FSAA/FSA
7720015	ACCESS SCI GRADE K	Student grades	
7720020	ACCESS SCI GRADE 1	Student grades	
7720030	ACCESS SCI GRADE 2	Student grades	
7720040	ACCESS SCI GRADE 3	ELA - FSAA/FSA	Math - FSAA/FSA
7720050	ACCESS SCI GRADE 4	ELA - FSAA/FSA	Math - FSAA/FSA
7720060	ACCESS SCI GRADE 5	SSA	ELA - FSAA/FSA
7721011	ACCESS SOC ST - K	Student grades	
7721012	ACCESS SOC ST - 1	Student grades	
7721013	ACCESS SOC ST - 2	Student grades	
7721014	ACCESS SOC ST - 3	ELA - FSAA/FSA	Math - FSAA/FSA
7721015	ACCESS SOC ST - 4	ELA - FSAA/FSA	Math - FSAA/FSA
7721016	ACCESS SOC ST - 5	ELA - FSAA/FSA	Math - FSAA/FSA
7721020	U SKLS SOC&EMOT:PK-5	ELA - FSA/FAA/EOY	Math - FSAA/FSA/EOY
7755020	H/H ACAD U SKLS:PK-5	ELA - FSA/FAA/EOY	Math - FSAA/FSA/EOY
7755040	ADV ACAD: K-5 GIFTED	ELA - FSA/EOY	Math - FSA/EOY
7763020	SPEECH AUD: PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763030	SPEECH THRPY: PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763040	LANG THRPY: PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763050	OCCU THRPY: PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763080	EXP CORE COMPET:PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763090	EXP SKLS:PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763120	U SKLS COMMUNIC:PK-5	ELA - FSA/EOY	Math - FSA/EOY
7801010	ACCESS V/P ARTS: 6-8	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
7810011	ACCESS M/J LA 1	FLDOE - VAM	ELA - FSA/FSAA
7810012	ACCESS M/J LA 2	FLDOE - VAM	ELA - FSA/FSAA
7810013	ACCESS M/J LA 3	FLDOE - VAM	ELA - FSA/FSAA
7812015	ACCESS M/J GR 6 MATH	FLDOE - VAM	ELA - FSA/FSAA
7812020	ACCESS M/J GR 7 MATH	FLDOE - VAM	ELA - FSA/FSAA
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
7812030	ACC M/J GR8 PRE-ALG	FLDOE - VAM	ELA - FSA/FSAA
7813010	MUS: 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7815010	PE: 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7820015	ACCESS M/J COMPSCI 1	ELA - FSA/FSAA	Math - FSA/FSAA
7820016	ACCESS M/J COMPSCI 2	ELA - FSA/FSAA	Math - FSA/FSAA
7820017	ACCESS M/J COMPSCI 3	SSA	ELA - FSA/FSAA
7821021	ACCESS M/J CIVICS	ELA - FSA/FSAA	Math - FSA/FSAA
7821022	ACCESS M/J WRLD HIST	ELA - FSA/FSAA	Math - FSA/FSAA
7821023	ACCESS M/J CIV & CP	ELA - FSA/FSAA	Math - FSA/FSAA
7821025	ACCESS M/J US HIST	ELA - FSA/FSAA	Math - FSA/FSAA
7821026	ACCESS M/J USHI & CP	ELA - FSA/FSAA	Math - FSA/FSAA
7821030	CAR ED PLAN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
7855020	HH INST SER: 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7855040	ADV ACAD: 6-8 GIFTED	ELA - FSA	Math - FSA
7855042	ADV ACAD:6-8&CP GIFT	ELA - FSA	Math - FSA
7863000	U SKLS: SOC&EMO 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7863010	U SKLS: 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7863080	EXP CORE COMP: 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7863090	LRNG STR: 6-8	ELA - FSA	Math - FSA
7866030	SPEECH THRPY: 6-8	ELA - FSA	Math - FSA
7900030	H/H INSTR SERVS	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7910111	ACCESS ENGLISH 1/2	ELA - FSAA/FSA	Math - FSAA/FSA
7910112	ACCESS ENGLISH 3/4	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7910115	FUND ENG 1	ELA - FSAA/FSA	Math - FSAA/FSA
7910125	FUND ENG 3	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7912065	ACCESS GEOMETRY	Geometry - EOC	Math - FSA/FSAA/EOC
7912070	ACCESS LIB ARTS MATH	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7912075	ACCESS ALGEBRA 1	FLDOE - VAM	Math - FSA/FSAA/EOC
7912080	ACCESS ALGEBRA 1A	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7912090	ACCESS ALGEBRA 1B	FLDOE - VAM	Math - FSA/FSAA/EOC
7912100	FUND ALGEBRA SKLS	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7912105	FUND CONSUMER MATH	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
7912110	FUND EXPLORS MATH 1	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7915010	SPECI DESIGN PE	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7915015	ACCESS HOPE 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920011	ACCESS CHEMISTRY 1	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920015	ACCESS BIOLOGY 1	EOC	ELA - FSAA/FSA
7920020	ACCESS E/S SCI	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920025	ACCESS INTEG SCI 1	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920030	FUND INTEG SCI 1	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920035	FUND INTEG SCI 2	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920040	FUND INTEG SCI 3	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920050	ACCESS HEALTH/SAFETY	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921015	ACCESS US GOVT	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921022	ACCESS ECON FIN LIT	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921025	ACCESS US HIST	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921027	ACCESS WORLD HISTORY	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921030	FUND WORLD HISTORY	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921035	FUND US HISTORY	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921042	FUND ECON W/FIN LIT	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921045	FUND US GOVT	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7960010	TRAN PLAN: 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7963010	PREP AD LIV	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7963070	U SKLS: SOC&EMO 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7963080	LRNG STRATEGIES 9-12	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
7963130	U SKLS: 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7963140	SELF-DETERMINATION	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7963160	U SKLS: IND FUN 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7965040	STUDIES STUS GIFTED	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7966030	SPEECH THRPY	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7967010	ACCESS VIS/PERF ARTS	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7980110	CAR PREP: 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7980120	CAR EXERIENCES: 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7980130	CAR PLACEMENT: 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
8000400	OR TO CAREER CLUST	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8005110	TECHNICAL AG OPS 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
8005120	TECHNICAL AG OPS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8005130	TECHNICAL AG OPS 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8006110	ENERGY INDUSTRY FUND	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8006120	INTRO TO ALT ENERGY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8006220	INTRO TO NAT RES 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8021100	INTRO TO AG,FOOD,NR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8021110	INTRO TO AG & CP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8021300	FUND OF AG SYSTEMS	District Created EOY	ELA - FSA/PERT/ACT/SAT
8021400	FUND OF AG SERVICES	District Created EOY	ELA - FSA/PERT/ACT/SAT
8100100	AGRI, FOOD, NR DS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8100110	ORIEN TO AGSCI & C P	District Created EOY	ELA - FSA/PERT/ACT/SAT
8100120	INTROD TO AGSCI	District Created EOY	ELA - FSA/PERT/ACT/SAT
8100210	EX OF AGRISCI	District Created EOY	ELA - FSA/PERT/ACT/SAT
8100310	ORIEN TO AGSCI	District Created EOY	ELA - FSA/PERT/ACT/SAT
8100330	ADV CONCS AGSCI	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8100410	AGRI,FOOD,NR - OJT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8104410	CABINETMAKING 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8104420	CABINETMAKING 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8104430	CABINETMAKING 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8106210	ANIM SCI & SERS 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
8106220	ANIM SCI & SERS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8106230	ANIM SCI & SERS 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
8106240	ANIM SCI & SERS 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8106810	AGRISCI FOUND 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
8106820	AGRITECH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
8106830	AGRITECH 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
8106850	AG BIOTECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8109350	INTRO ARCH & CONST	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8111510	VET ASSIST 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8111520	VET ASSIST 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8111540	VET ASSIST 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8111550	VET ASSIST 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8112010	AQUACULTURE 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8112020	AQUACULTURE 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8117010	AG COMM 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8117020	AG COMM 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8118310	FORESTRY & NAT RES 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8118320	FORESTRY & NAT RES 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8118330	FORESTRY 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8121510	INTROD HORT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8121520	HORT SCI 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8121610	HORT SCI & SERS 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200100	BUSINESS DIR STUDY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200110	BUSINESS KEYBD	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200210	CPTR APPL BUSINESS 2	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8200211	CPTR APPL BUSINESS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200212	CPTR APPL BUSINESS 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200220	CPTR APPL BUS 1 & CP	District Created EOY	ELA - FSA/PERT/ACT/SAT
8200400	ARTS, A/V DIR STUDY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200410	BUSINESS COOP ED OJT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200520	CPTR APPL BUS 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
8201020	DIG CINEMA PROD 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8201210	DIG MEDIA/MM FOUND 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8201220	DIG MEDIA/MM FOUND 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8203310	ACCT APPL 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8203320	ACCT APPL 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8203330	ACCT APPL 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207020	NETWK 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207030	NETWK 2 INFRAS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207040	NETWK 3 INFRAS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course ID	Course Name	Primary Data Source	Secondary Data Source

8207050	NETWK 4 INFRAS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207060	NETWKG 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207070	NETWKG 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207310	INTROD TO INFO TECH	Industry Cert: Microsoft MOS	ELA - FSA/PERT/ACT/SAT
8208110	GAME & SIM FOUND	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8208120	GAME & SIM DSN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8208130	GAME & SIM 2D GR DEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8208140	GAME & SIM 3D GR ANI	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209350	INTRO ARTS, A/V	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8209360	INTRO ARTS, A/V & CP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209510	DIGITAL DESIGN 1	Industry Cert: Adobe Indesign	ELA - FSA/PERT/ACT/SAT
8209520	DIGITAL DESIGN 2	Industry Cert: Adobe Illustrator	ELA - FSA/PERT/ACT/SAT
8209530	DIGITAL DESIGN 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209540	DIGITAL DESIGN 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209550	DIGITAL DESIGN 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209560	DIGITAL DESIGN 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209570	DIGITAL DESIGN 7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212110	ADM OFF TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212120	BUSINESS SOFTWARE 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212160	BUSINESS SOFTWARE 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212201	MED OFF TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212202	MED OFF TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212203	MED OFF TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212230	LEGAL OFFICE TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212240	LEGAL OFFICE TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212250	LEG OFFICE TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212410	ADM OFFICE TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212420	ADM OFFICE TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8215120	BUSINESS ENTREP PRIN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8215130	LEG ASPECTS BUSINESS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8218010	CUSTOMER ASST 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8260300	FUND OF A/V,PRINT TE	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8260500	FUND OF VIS & PA	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8300310	WKPL ESSENTIALS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8300320	PRACTICAL ARTS GEN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8300330	WKPL TECH APPL	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8300410	DIV CAR TECH-OJT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course ID	Course Name	Primary Data Source	Secondary Data Source

8300420	COOP DIV ED-OJT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8300430	GUIDED WKPL LEARN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8301110	MGMT & HUMAN RESOURC	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8303010	DIV CAR TECH PRIN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8370360	INTRO BUSINESS & CP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8400100	HSE DIR STUDY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8400110	ORIEN TO HEALTH OCCS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8400210	EXPL HLTH OCCS & C P	District Created EOY	ELA - FSA/PERT/ACT/SAT
8400310	EXPL HLTH OCCS	District Created EOY	ELA - FSA/PERT/ACT/SAT
8400320	MEDICAL SKLS SERS	District Created EOY	ELA - FSA/PERT/ACT/SAT
8401110	APPLD ENG TECH I	Industry Cert: MSSC	ELA - FSA/PERT/ACT/SAT
8401120	APPLD ENG TECH II	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8405110	EARLY CHILD 1 NEW	District Created EOY	ELA - FSA/PERT/ACT/SAT
8405120	EARLY CHILD 2 NEW	District Created EOY	ELA - FSA/PERT/ACT/SAT
8405130	EARLY CHILD 3 NEW	District Created EOY	ELA - FSA/PERT/ACT/SAT
8405140	EARLY CHILD 4 NEW	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8409100	FUND OF CAREER IN ED	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8417100	HEALTH SCI 1/A & P	District Created EOY	ELA - FSA/PERT/ACT/SAT
8417106	ORIEN NUR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8417110	HEALTH SCI 2/FOUND	District Created EOY	ELA - FSA/PERT/ACT/SAT
8417120	HEALTH & WELLNESS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8417131	ALLIED HEALTH ASSIS3	District Created EOY	ELA - FSA/PERT/ACT/SAT
8417171	EMERG MED RESP 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8417191	HME HEALTH AIDE 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8417211	NURSE AST 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8418210	PHARM TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8418220	PHARM TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8418230	PHARM TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8418240	PHARM TECH 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8427130	ELECTROCARDIO TECH 3	Industry Cert: Certified EKG Technician	ELA - FSA/PERT/ACT/SAT
8500120	PERS & FAM FIN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500140	CAR DISC	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500230	PERSONAL DEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500300	PARENT SKLS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500310	CHILD DEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500345	FAMILY DYNAMICS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500355	NUTRITION & WELLNESS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500390	PRIN FOOD PREPR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course ID	Course Name	Primary Data Source	Secondary Data Source

8500410	ED & TRAIN - OJT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8502000	LIF MGMT SKL	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8506405	DESIGN SERVS CORE	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8506410	PRIN FASH DESIGN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8506420	PATTERN DESIGN TECNO	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8506430	FASH DESIGN SPEC	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600010	INTROD TO TECH	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8600020	EXPLO TECH	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8600030	EXPLOR COMM TECH	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600040	EXPLOR OF PROD TECH	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8600042	EX OF PDCT TECH & CP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600050	EXPLOR AEROSPACE TEC	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600220	EXPLO TECH & CAR PLA	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600250	EX POWER & ENGR TECH	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600540	PRODUCTION TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600550	INTROD ENGR DESIGN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600580	AEROSPACE TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600650	ENGR DESIGN & DEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600670	ENGINEERING TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600680	AEROSPACE TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601010	COMM TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601020	COMM TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601030	COMM TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601110	MAT & PROCS TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601120	MAT & PROCS TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601130	MAT & PROCS TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601770	ENGINEERING TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601780	AEROSPACE TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601900	ADV TECH APPL	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8700100	ARCH & CONST DS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709010	AUTO COLL RPR & REF1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709020	AUTO COLL RPR & REF2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709030	AUTO COLL RPR & REF3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709040	AUTO COLL RPR & REF4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
8709050	AUTO COLL RPR & REF5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709060	AUTO COLL RPR & REF6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709070	AUTO COLL RPR & REF7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709080	AUTO COLL RPR & REF8	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709090	AUTO COLL RPR & REF9	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709350	INTRO HEALTH SCI	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709410	AUTO SERV TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709420	AUTO SERV TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709430	AUTO SERV TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709440	AUTO SERV TECH 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713010	A/C, REFG &HT TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713020	A/C&REFG & HT TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713030	A/C, REFG &HT TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713040	A/C, REFG &HT TECH 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713050	A/C&REFG & HT TECH 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713060	A/C&REFG & HT TECH 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713070	A/C&REFG & HT TECH 7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8715110	AVIATION MAINT GEN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8715120	AVIATION MAINT GEN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8715130	AVIATION MAINT GEN 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8720140	CABINETMAKING 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8725010	DRAFT 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8725020	DRAFT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8725030	DRAFT 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8725040	DRAFT 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727210	ELECTRICITY 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727220	ELECTRICITY 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727230	ELECTRICITY 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727240	ELECTRICITY 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727250	ELECTRITICY 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727260	ELECTRICITY 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727270	ELECTRICITY 7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
8732120	CPTR SYSS TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8736030	BIOTECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742010	DIESEL ENGN SERV 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742020	DIESEL ENGN SERV 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742030	DIESEL ENGN SERV 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742040	DIESEL ENGN SERV 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742050	DIESEL ENGN SERV 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742060	DIESEL ENGN SERV 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742070	DIESEL ENGN SERV 7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742080	DIESEL ENGN SERV 8	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742090	DIESEL ENGN SERV 9	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742091	DIESEL ENGN SERV 10	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754510	WELDING TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754520	WELDING TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754530	WELDING TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754540	WELDING TECH 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754550	WELDING TECH 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754560	WELDING TECH 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754570	WELDING TECH 7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754580	WELDING TECH 8	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8757210	GROOM & SAL SERS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8757310	NAILS SPECT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8757320	NAILS SPECT 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8757410	FACIALS SPECT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8757420	FACIALS SPECT 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8766010	GAS ENGN SERV 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8766020	GAS ENGN SERV 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8766030	GAS ENGN SERV 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8766040	GAS ENGN SERV 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8771110	INDUS COMM	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772110	TV PRODUCTION 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772120	TV PRODUCTION 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772130	TV PRODUCTION 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772140	TV PRODUCTION 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772310	DIG AUD PROD 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772320	DIG AUD PROD 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772330	DIG AUD PROD 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772340	DIG AUD PROD 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772410	DIG VID PROD 1	Industry Cert: Adobe Premiere Pro	ELA - FSA/PERT/ACT/SAT
8772420	DIG VID PROD 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772430	DIG VID PROD 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772440	DIG VID PROD 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

*This list may change due to course enrollment or data availability.

Appendix C: Observation Rubrics

Classroom Teacher Observation Rubric

EPC: 1a. Demonstrating Knowledge of Content and Pedagogy	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 1: Instructional Design, Lesson Planning, and Assessment				
<p><u>Little or no</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices display a lack of knowledge of the state standards, content, or the instructional practices specific to that discipline.</p>	<p><u>Partial</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect an inconsistent level of awareness of the state standards, content, and the instructional practices specific to that discipline.</p>	<p><u>Adequate</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect essential knowledge of the state standards, content, and the instructional practices specific to that discipline. The teacher is aware of research areas, new methods, and often incorporates them into instructional plans and practices.</p>	<p><u>Significant and varied</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect extensive knowledge of the state standards, content, the structure of the discipline and instructional practices. The teacher is aware of research areas, new methods, and consistently incorporates them into instructional plans and practices.</p>	
<p>Florida Educator Accomplished Practices: Foundational Principle 2 - The effective educator demonstrates deep and comprehensive knowledge of the subject taught. Instructional Design and Lesson Planning</p>	<p>Possible evidence may include sources such as: Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, implementation of professional development, observations, compliance of content standards and curriculum maps.</p>			

EPC: 1b. Demonstrating Knowledge of Students.	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 1: Instructional Design, Lesson Planning, and Assessment				
	<p>Little or no evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate a lack of knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction lacks differentiation based on student needs.</p>	<p>Partial evidence exists that the teacher demonstrates a growing knowledge of students.</p> <p>Instructional practices demonstrate an inconsistent level of knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction is inconsistently differentiated based on student needs.</p>	<p>Adequate evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate a consistent knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction is differentiated based on student needs.</p>	<p>Significant and varied evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate extensive knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs from a variety of sources. Instruction is consistently differentiated based on student needs.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation Foundational Principle 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</p>		<p>Possible evidence may include sources such as: Lesson plans, administrative conversations with the teacher, implementation of professional development, TARGET plan, data chat records, differentiated assignments, progress monitoring records, observations, action research.</p>		

EPC: 1c. Setting Instructional Outcomes	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
<p>Little or no evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans lack alignment to state standards. Instructional outcomes lack rigorous learning and do not permit valid, reliable assessment. Instructional outcomes offer little or no opportunity for application or integration of learning and are unsuitable for many students. Goals for student achievement are general or not developed at all.</p>	<p>Partial evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are inconsistently aligned with state standards. Instructional outcomes inconsistently reflect rigor and may sometimes permit valid, reliable assessment. Instructional outcomes are limited and only suitable for some students. Few opportunities are offered for application or integration of learning.</p>	<p>Adequate evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are aligned with state standards. Instructional outcomes reflect rigorous learning and permit valid, reliable assessment. Instructional outcomes offer frequent opportunities for application and integration of learning, are suitable for the majority of students, and represent different types of learning.</p>	<p>Significant and varied evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are aligned with state standards. Instructional outcomes consistently reflect rigorous and relevant learning which build connections between curriculum and students' daily lives and permit valid, reliable assessment. Instructional outcomes offer extensive opportunities for both application and integration of learning and take into account the needs of nearly all students.</p>	
<p>Florida Educator Accomplished Practices: Instructional Design and Lesson Planning Foundational Principle 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.</p>	<p>Possible evidence may include sources such as: Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, student work samples, data chat records, progress monitoring records, observations, compliance of content standards and curriculum maps.</p>			

EPC: 1d. Demonstrating Knowledge of Resources and Technology	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<u>Little or no</u> evidence exists that the teacher demonstrates knowledge of resources and technology. Technology and resources are lacking as an enhancement of teacher knowledge or as part of the instructional process. The teacher does not seek such knowledge.	<u>Partial</u> evidence exists that the teacher demonstrates a growing knowledge of resources and technology. Technology and resources are inconsistently used to enhance teacher knowledge and as part of the instructional process. The teacher is making attempts to incorporate technology.	<u>Adequate</u> evidence exists that the teacher demonstrates knowledge of resources and technology. Technology and resources are consistently used to enhance teacher knowledge, as part of the instructional process, as well as, for student productivity.	<u>Significant and varied</u> evidence exists that the teacher demonstrates knowledge of resources and technology. Technology and resources are extensively used to enhance teacher knowledge, as part of the instructional process, as well as for student productivity. The teacher seeks out innovative ways to integrate technology in the classroom.
	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation		Possible evidence may include sources such as: Lesson plans, administrative conversations with the teacher, implementation of professional development, observations.	
EPC: 1e. Designing Coherent Instruction	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<u>Little or no</u> evidence exists that the teacher designs coherent instruction. Lesson design lacks structure and student engagement. Knowledge of content, instructional strategies and resources are not coordinated in the creation of learning experiences. These experiences lack alignment to instructional outcomes for student mastery of state standards.	<u>Partial</u> evidence exists that the teacher is striving to design coherent instruction. Lesson design is inconsistent in its structure and plan for student engagement. Knowledge of content, instructional strategies and resources are poorly coordinated in the creation of learning experiences. These experiences are insufficiently aligned to instructional outcomes for student mastery of state standards.	<u>Adequate</u> evidence exists that the teacher designs coherent instruction. Lesson design is structured and student engagement is planned. Knowledge of content, instructional strategies and resources are coordinated in the creation of learning experiences. These experiences are aligned to instructional outcomes for student mastery of state standards.	<u>Significant and varied</u> evidence exists that the teacher designs coherent instruction. Lesson design is purposefully structured with embedded, active student engagement. Knowledge of content, instructional strategies and resources are coordinated in the creation of student-driven, relevant learning experiences. These experiences are strategically aligned to instructional outcomes for student mastery of state standards.
	Florida Educator Accomplished Practices: Instructional Design and Lesson Planning		Possible evidence may include sources such as: Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, implementation of professional development, observations, differentiated assignments, progress monitoring records, compliance of content standards and curriculum maps.	

EPC: 1f. Designing Student Assessments	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 1: Instructional Design, Lesson Planning, and Assessment				
	<p>Little or no evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments lack alignment with instructional outcomes and state standards. Multiple assessments, both formative and summative, are seldom used to diagnose learning needs. Assessments rarely contribute to the learning needs of students or influence instruction.</p>	<p>Partial evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are partially aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are inconsistently used to diagnose learning needs. Assessments occasionally contribute to the learning needs of students or influence instruction.</p>	<p>Adequate evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are used to diagnose learning needs. Assessments exhibit criteria, are appropriate to the learning needs of students, and influence instruction.</p>	<p>Significant and varied evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are consistently aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are used to diagnose individual learning needs. Assessments exhibit clear criteria, and are appropriate to the learning needs of students. Performance outcomes are pervasively integrated to adapt instruction.</p>
Florida Educator Accomplished Practices: Instructional Design and Lesson Planning. Assessment	Possible evidence may include sources such as: Use of appropriate researched-based best practices, lesson plans, administrative conversations with the teacher, implementation of professional development, observations, differentiated assignments, progress monitoring records, assessments, formative assessments, compliance of content standards and curriculum maps.			

EPC: 2a. Communicating with Students	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 2: Instructional Delivery and Facilitation			
	<p><u>Little or no</u> evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect a lack of developing students' understanding of the lesson by rarely communicating what students will know or be able to do.</p>	<p><u>Partial</u> evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect an insufficient level of developing students' understanding of the lesson by inconsistently communicating what students will know or be able to do. The teacher may infrequently refer to the lesson essential question to check for student understanding during the lesson.</p>	<p><u>Adequate</u> evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect intentional development of students' understanding of the lesson by consistently communicating what students will know or be able to do and referring to the lesson essential question to check for student understanding at key points throughout each lesson.</p>	<p><u>Significant and varied</u> evidence exists that the teacher's communication with students is interwoven throughout the entire lesson.</p> <p>Instructional practices reflect extensive development of students' understanding of each lesson by seamlessly communicating what students will know or be able to do, connecting each lesson essential question to prior knowledge, conveying the relevance, and referring to the lesson essential question to check for student understanding at key points throughout each lesson.</p>
Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation	Possible evidence may include sources such as: Observation, Written Communication Artifacts, Administrator Conversation, Oral Communication, Student Work Samples, Lesson Plans, and Graphic Organizers.			

EPC: 2b. Using Strategies to Evoke High-order Thinking and Discussions	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 2: Instructional Delivery and Facilitation				
<p><u>Little or no</u> evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are not used when asking students questions. Students are not provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions are low order and/or posed in rapid succession.</p>	<p><u>Partial</u> evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are inconsistently used when asking students questions. Students are occasionally provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Many questions are low order and/or posed in rapid succession.</p>	<p><u>Adequate</u> evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are intentionally used when asking students questions. Students are often provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions elicit thoughtful responses and wait time is utilized for students to answer.</p>	<p><u>Significant</u> evidence exists that the teacher uses varied strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are consistently used when asking students questions. Students are provided extensive opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions elicit thoughtful responses and sufficient wait time is utilized for students to reflect and answer.</p>	
<p>Florida Educator Accomplished Practices: Instructional Delivery and Facilitation</p>	<p>Possible evidence may include sources such as: Observation, Conversation, Extending Thinking Lessons, Wait Time, Student Engagement, Verbatim Questions.</p>			

EPC: 2c. Lesson Delivery and Engaging Students in Learning	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 2: Instructional Delivery and Facilitation			
	Little or no evidence exists that the teacher actively engages students in order to maximize instructional outcomes. Intellectual student engagement is not evident. Lesson delivery does not include collaborative structures, distributive practice, and distributive summarizing. The lesson lacks pacing to promote student learning.	Partial evidence exists that the teacher actively engages students in order to maximize instructional outcomes. Intellectual student engagement is inconsistent . Lesson delivery infrequently includes collaborative structures, distributive practice, and distributive summarizing. The lesson pacing does little to promote to student learning.	Adequate evidence exists that the teacher actively engages students in order to maximize instructional outcomes. Intellectual student engagement is often evident . Lesson delivery includes collaborative structures, distributive practice, and distributive summarizing. The lesson is paced to promote student learning.	Significant and varied evidence exists that the teacher actively engages all students in order to maximize instructional outcomes. Intellectual student engagement is pervasive . Lesson delivery consistently includes collaborative structures, distributive practice, and distributive summarizing. The lesson is seamlessly paced to promote optimal student learning.
	Florida Educator Accomplished Practices: Instructional Delivery and Facilitation	Possible evidence may include sources such as: Observation, Lesson Design, Conversation, Collaborative Learning Structures, Advance Organizers, Assessment Prompts, Graphic Organizers, Distributed Summarization, Use of Gradual Release Model.		

EPC: 2d. Using Assessment in Instruction	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 2: Instructional Delivery and Facilitation				
	<p><u>Little or no evidence exists</u> that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor do not support student learning due to lack of progress monitoring of learning goals.</p>	<p><u>Partial evidence</u> exists that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect inconsistent use of progress monitoring of learning goals as evidenced by limited checks for understanding, feedback, and summarization.</p>	<p><u>Adequate evidence</u> exists that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect consistent use of progress monitoring of learning goals as evidenced by one or more of the following: checks for understanding, appropriate feedback, summarization, or use of scoring rubrics to establish student expectations.</p>	<p><u>Significant and varied evidence exists</u> that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect pervasive use of progress monitoring which extends the defined learning goals as evidenced by checks for understanding, high-quality feedback, summarization, and use of scoring rubrics to establish high student expectations.</p>
Florida Educator Accomplished Practices: Assessment	<p>Possible evidence may include sources such as: Lesson Design, Assessment Artifacts, Conversations, Extended Thinking Lessons, Progress Monitoring, Use of Formative Assessments, Summative Assessments, Performance-Based Assessments, Accurate and Updated Documentation of Student Data, Student Portfolios, Scoring Rubrics, Use of Gradual Release Model, Data Chat Records.</p>			

EPC: 2e. Demonstrating Flexibility and Responsiveness	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 2: Instructional Delivery and Facilitation			
	<p><u>Little or no evidence exists</u> that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>No facilitation of learning is occurring due to the lack of instructional strategies in response to student learning needs.</p>	<p><u>Partial evidence</u> exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is characterized by missed opportunities for targeted interventions, re-teaching, or seizing opportunities to enhance learning due to limited flexibility in adjusting instructional strategies in response to student learning needs.</p>	<p><u>Adequate evidence</u> exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is occurring due to the flexible use of instructional strategies in response to student learning needs. Modifications of instructional strategies may include targeted interventions, and re-teaching.</p>	<p><u>Significant and varied evidence</u> exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is seamless due to an extensive repertoire of instructional strategies utilized in response to student learning needs. Consistent modifications of instructional strategies include targeted interventions, re-teaching and seizing opportunities to enhance learning.</p>
Florida Educator Accomplished Practices: Instructional Delivery and Facilitation	Possible evidence may include sources such as: Observation, Conversations, Lesson Design/Practices, Mandated Student Learning Accommodations, Student Data Records, Documented Lesson Reflections, Differentiated Instruction.			

EPC: 2f. Integrating Cross Content Reading and Writing Instruction	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 2: Instructional Delivery and Facilitation				
	<p><u>Little or no evidence exists</u> that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading and writing strategies across content areas for students to develop connections to the text are not utilized to support student comprehension. Vocabulary instruction of content area terms is not evident. Writing is seldom used to respond to new learning.</p>	<p><u>Partial evidence</u> exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are inconsistently incorporated to enhance student comprehension. Limited vocabulary instruction of content area terms is evident. Writing is infrequently used to respond to new learning.</p>	<p><u>Adequate evidence</u> exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are consistently incorporated to enhance student comprehension. Appropriate vocabulary instruction of content area terms is evident. Writing is frequently used to respond to new learning.</p>	<p><u>Significant and varied evidence exists</u> that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Extensive reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are consistently incorporated to enhance student comprehension. Explicit and pervasive vocabulary instruction of content area terms is evident. Writing is frequently used in an authentic manner to respond to new learning.</p>
Florida Educator Accomplished Practices: Instructional Delivery and Facilitation	Possible evidence may include sources such as: Observation, Conversations, Lesson Design, Documentation of Reading Comprehension and Writing, Student Assignments, Work Samples, and Data Records, Portfolios, Journals, Graphic Organizers...			

EPC: 3a. Creating an Environment of Respect and Rapport	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 3: The Learning Environment				
	<p><u>Little or no evidence exists</u> that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions exhibit a lack of sensitivity, responsiveness, regard, and consideration.</p>	<p><u>Partial evidence exists</u> that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions seldom exhibit sensitivity, responsiveness, regard, and consideration.</p>	<p><u>Adequate evidence exists</u> that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions often exhibit sensitivity, responsiveness, regard, and consideration between teacher and students.</p>	<p><u>Significant and varied evidence exists</u> that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions exhibit embedded sensitivity, responsiveness, regard, and consideration between the teacher and students. Interactions among students are characteristically considerate.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment Foundational Principle 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</p>	<p>Possible evidence may include sources such as: Observation, Administrative conversations with the teacher, classroom discipline plan, discipline referral data.</p>			

EPC: 3b. Establishing a Culture for Learning	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 3: The Learning Environment			
	<p>Little or no evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications lack evidence of high expectations for learning. Lessons are characterized by a lack of specific and appropriate feedback.</p>	<p>Partial evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications reveal inconsistent evidence of high expectations for learning. Lessons are characterized by inconsistent use of specific and appropriate feedback.</p>	<p>Adequate evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications often show evidence of high expectations for learning. Lessons are characterized by use of specific and appropriate feedback.</p>	<p>Significant and varied evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications show consistent evidence of high expectations for learning. Specific and appropriate feedback is embedded throughout lessons.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation Foundational Principle 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</p>	<p>Possible evidence may include sources such as: Observation, administrative conversations with the teacher, use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), student learning maps, and exemplary student work samples.</p>			

EPC: 3c. Managing Classroom Procedures	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 3: The Learning Environment			
	<p><u>Little or no</u> evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is lost due to the lack of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p><u>Partial</u> evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is lost due to the inconsistent use of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p><u>Adequate</u> evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is well managed due to the use of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p><u>Significant and varied</u> evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is maximized due to the consistent use of procedures for transitions, handling of supplies, and performance of non-instructional tasks to the point that they have become routine.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation</p>	<p>Possible evidence may include sources such as: Observation, procedures list, Administrative conversations with the teacher, time on task.</p>			

EPC: 3d. Managing Student Behavior	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 3: The Learning Environment				
	<p>Little or no evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are not defined or are poorly defined; monitoring of student behavior is inconsistent and/or ineffective. The classroom environment is characterized by off-task student behavior. Responses to student misbehaviors are inappropriate.</p>	<p>Partial evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is inconsistent and/or the classroom environment is characterized by off-task student behavior. Responses to student misbehaviors may at times be inappropriate, but improvements in responses are being made. Positive behavior is seldom encouraged or reinforced.</p>	<p>Adequate evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is consistent and classroom interactions are characterized by on-task student behavior. Responses to student misbehaviors are appropriate. Positive behavior is encouraged and reinforced.</p>	<p>Significant and varied evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are clearly defined; monitoring of student behavior is consistent and preventative. Classroom interactions are characterized by on-task student behavior. Responses to student misbehaviors are appropriate and subtle. Positive behavior is pervasively encouraged and reinforced.</p>
Florida Educator Accomplished Practices: The Learning Environment	Possible evidence may include sources such as: Observation, administrative conversations with the teacher, appropriateness of discipline referrals, teacher discipline plan.			

EPC: 3e. Organizing Physical Space	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 3: The Learning Environment				
	<p><u>Little or no</u> evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is unsafe or the learning environment is inaccessible for many students. The organization of the physical space impedes the learning process.</p>	<p><u>Partial</u> evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible for students. The organization of the physical space does little to facilitate the learning process.</p>	<p><u>Adequate</u> evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible and inclusive for most students. Physical space is organized to facilitate the learning process.</p>	<p><u>Significant and varied</u> evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible and inclusive for all students. Physical space is organized in a purposeful, flexible manner to maximize the learning process by accommodating a variety of learning experiences.</p>
Florida Educator Accomplished Practices: The Learning Environment	Possible evidence may include sources such as: Observations, etc.			

EPC: 4a. Attention to Equity and Diversity	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 4: Professional Responsibilities and Ethical Conduct				
	<p><u>Little or no</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities or student management actions are not equitably distributed. Interactions between students and the teacher are inappropriate and/or lacking. An absence of understanding or awareness of cultural differences exists.</p>	<p><u>Partial</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities or student management actions are somewhat equitably distributed. Interactions between students and the teacher may sometimes be inappropriate. An absence of understanding or awareness of cultural differences may exist.</p>	<p><u>Adequate</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably. Positive interactions between most students and the teacher are evident. Cultural differences are recognized and respected.</p>	<p><u>Significant and varied</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences. Positive interactions between all students and the teacher are evident. Cultural differences are recognized, respected, and used to enrich instruction.</p>
Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct The Learning Environment	Possible evidence may include sources such as: Conversation, Observation, Reflection, Continuous Improvement, Discipline Records.			

EPC: 4b. Maintaining Accurate Records	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the teacher maintains accurate records.</p> <p>Records are characterized by a lack of organization and/or updates. Systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.</p>	<p><u>Partial</u> evidence exists that the teacher maintains accurate records.</p> <p>Records are characterized by inconsistent organization and/or updates. Systems for maintaining both instructional and non-instructional records are rudimentary.</p>	<p><u>Adequate</u> evidence exists that the teacher maintains accurate records.</p> <p>Records are organized and updated in a timely manner. Systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.</p>	<p><u>Significant and varied</u> evidence exists that the teacher maintains accurate records.</p> <p>Records are consistently organized and updated in a timely manner. Systems for maintaining both instructional and non-instructional records are accurate, efficient, and continually refined for effectiveness.</p>
<p>Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct</p>	<p>Possible evidence may include sources such as: Lesson Plan Design, Grading System, PS/RTI Documentation, Attendance Records, IEP Documentation, Progress Monitoring, Complying with Deadlines.</p>			

EPC: 4c. Communicating with Families	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no evidence</u> exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Appropriate communication with families about the instructional program or about individual students is lacking.</p>	<p><u>Partial evidence</u> exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Appropriate communication with families about the instructional program or individual students is inconsistent.</p>	<p><u>Adequate evidence</u> exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Appropriate communication with families about the instructional program or about individual students is consistent.</p>	<p><u>Significant and varied evidence</u> exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Consistent initiation of appropriate and varied communication with families about the instructional program or about individual students is comprehensive.</p>
<p>Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct</p>	<p>Possible evidence may include sources such as: Conversations, Documentation Logs, Agenda Artifacts, Emails, Parent Conference Documentation.</p>			

EPC: 4d. Participating in a Professional Community	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the teacher participates in a professional community. Professional interactions display a lack of collaboration and active participation in support of school and district initiatives. Relationships with colleagues may impede the progress of school and district initiatives.</p>	<p><u>Partial</u> evidence exists that the teacher participates in a professional community. Professional interactions display an inconsistent level of collaboration and participation in support of school and district initiatives. Relationships with colleagues are generally cooperative.</p>	<p><u>Adequate</u> evidence exists that the teacher participates in a professional community. Professional interactions support collaboration, active participation, and productive relationships with colleagues, which assist with the progress of school and district initiatives.</p>	<p><u>Significant and varied</u> evidence exists that the teacher participates in a professional community. Professional interactions promote consistent collaboration and active participation to sustain productive relationships with colleagues, which contribute to the progress of school and district initiatives.</p>
<p>Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct</p>	<p>Possible evidence may include sources such as: Observation, Conversation with teachers, Leadership Roles in School or District, Lesson Study process, participation in professional organizations and committee.</p>			

EPC: 4e. Individual Continuous Professional Improvement	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<u>Little or no evidence</u> exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices. Completion or implementation of professional learning is lacking .	<u>Partial evidence</u> exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices. Completion or implementation of professional learning is inconsistent .	<u>Adequate evidence</u> exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices. Completion and implementation of professional learning with fidelity and quality is consistent.	<u>Significant and varied evidence</u> exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices. Completion and implementation of professional learning with fidelity and high quality is consistent. The teacher initiates activities that contribute to the learning of peers.
Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct		Possible evidence may include sources such as: TARGET Plan and ARROW Documentation, PD Records, Learning Community Documentation Artifacts, Observed Application of Learning in the Classroom, Conversation with teachers, Lesson Plans, mentoring peers, serving as a resource, Collaborative Planning.		

EPC: 4f. Professional Responsibilities	Performance Rating	
	Ineffective/Needs Improvement or Developing	Effective/Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct	
<u>Little or no evidence</u> exists that the teacher meets professional responsibilities. There is a lack of adherence to professional standards, ethics, and practices for educators.	<u>Evidence exists</u> that the teacher meets professional responsibilities. Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.	
Florida Educator Accomplished Practices: Foundational Principle 3 - The effective educator exemplifies the standards of the profession Professional Responsibility and Ethical Conduct	Possible evidence may include sources such as: Observation, Conversation with teachers, "The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida."	

Library/Media Specialists Evaluation Rubric

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Fostering a culture of inquiry, independent reading, and lifelong learning	Domain 1: Learning Environment			
	<p>Little or no evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS lacks positive interactions or does not interact with media patrons.</p>	<p>Partial evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS inconsistently interacts with media patrons and seldom conveys a sense of inquiry and lifelong learning.</p>	<p>Adequate evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS frequently interacts with media patrons and conveys a sense of inquiry and lifelong learning.</p>	<p>Significant and varied evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS extensively interacts with media patrons and conveys a sense of inquiry and lifelong learning beyond the walls of the media center.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: Observation, library website, open houses, newsletters, bulletin boards, displays, promotion calendar, reading lists, book clubs, book talks, teacher/L/MS collaborative promotions...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Climate</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Providing an inviting and accessible environment	Domain 1: Learning Environment			
	<p>Little or no evidence exists that the L/MS has created an inviting and accessible learning environment for individual and group use.</p> <p>The L/MS does not use physical space that is purposeful, organized, attractive, or inviting.</p>	<p>Partial evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS seldomly uses physical space that is organized, attractive, or inviting.</p>	<p>Adequate evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS appropriately uses physical space that is organized, attractive, and inviting.</p>	<p>Significant and varied evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS maximizes the purposeful use of physical space that is organized, attractive and inviting.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 		<p>Possible evidence may include sources such as: clear signage, accessible computer workstations and shelving, clutter free, adequate space and traffic flow, small and large group work areas ...</p>		
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Facility, Furniture</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Creating an environment of respect and rapport	Domain 1: Learning Environment			
	<p><u>Little or no</u> evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions exhibit a lack of sensitivity, responsiveness regard, and consideration.</p>	<p><u>Partial</u> evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions seldom exhibit sensitivity, responsiveness, regard, and consideration.</p>	<p><u>Adequate</u> evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions often exhibit sensitivity, responsiveness, regard, and consideration between L/MS and patrons.</p>	<p><u>Significant and varied</u> evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions exhibits embedded sensitivity, responsiveness, regard, and consideration between L/MS and patrons. Interactions among patrons are characteristically considerate.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Foundational Principle 1 	<p>Possible evidence may include sources such as: observation, administrative conferences with L/MS, patron surveys, emails, communication logs...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Climate</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1d. Managing student behavior	Domain 1: Learning Environment			
	<p>Little or no evidence exists that the L/MS has established standards expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are not defined or are poorly defined; monitoring of student behavior is inconsistent and/or ineffective.</p> <p>Responses to student misbehaviors are inappropriate.</p>	<p>Partial evidence exists that the L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies may be defined; monitoring of student behavior is inconsistent and/or ineffective.</p> <p>Positive behavior is seldom encouraged or reinforced.</p>	<p>Adequate evidence exists that the media specialist L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is consistent.</p> <p>Responses to student misbehaviors are appropriate.</p> <p>Positive behavior is often encouraged and reinforced.</p>	<p>Significant and varied evidence exists that the L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are clearly defined; monitoring of student behavior is consistent and preventative.</p> <p>Responses to student misbehaviors are appropriate and subtle.</p> <p>Positive behavior is pervasively encouraged and reinforced.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 		<p>Possible evidence may include sources such as: observation, policy and procedures manuals or handouts, mission/vision statement, positive behavior systems (i.e. PBS), recognition program, program evaluation, administrative conversations with media specialist, in-service training, discipline referrals...</p>		
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Not Addressed</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1e. Establishing library procedures	Domain 1: Learning Environment			
	<p>Little or no evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Lack of routines and procedures result in patron confusion.</p>	<p>Partial evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Routines and procedures are poorly managed and inconsistent.</p>	<p>Adequate evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Routines and procedures are well managed and function smoothly.</p>	<p>Significant and varied evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Routines and procedures are pervasive in the media environment result in independent patron usage.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: observation, Policy and Procedures Manual or pamphlet, library orientation presentation, patron surveys, samples, administrative conversations with media specialist...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Not Addressed</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a. Demonstrating knowledge of the curriculum	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect a lack of knowledge of national and state standards.</p> <p>The L/MS rarely incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Partial evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect an inconsistent knowledge of national and state standards.</p> <p>The L/MS infrequently incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Adequate evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect knowledge of national and state standards.</p> <p>The L/MS often incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Significant and varied evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect extensive knowledge of national and state standards.</p> <p>The L/MS consistently incorporates emerging trends, research, and new methods into curriculum practices.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include sources such as: collaborative instructional units, media center lesson plans, informational tools (e.g. informational literacy one-shots or pathfinders, Web 2.0) ...</p>		
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Information Literacy and Inquiry-Based Instruction, Trans-literacy Instruction, Instructional Partnership</p> <p>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Providing instruction to engage students in learning	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS does not embed instruction into the media program. Students are not engaged in instruction.</p>	<p>Partial evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS partially embeds instruction into the media program.</p> <p>The L/MS' instruction infrequently facilitates student learning, including communication and collaboration across multiple platforms. Student engagement is inconsistent.</p>	<p>Adequate evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction into the media program.</p> <p>The L/MS' instruction facilitates student learning, including communication and collaboration across multiple platforms, Student engagement is often evident.</p>	<p>Significant and varied evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction systematically into the media program.</p> <p>The L/MS' instruction maximizes student learning, including communication and collaboration across multiple platforms. Student engagement is pervasive.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: Instructional units, lesson plans, lesson logs, instructional samples, student-created products, L/MS created instructional videos, pathfinders, blogs, wikis, media center website, program evaluation, School Improvement Plan (SIP), strategic plan...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Information literacy and Inquiry-Based Instruction, Trans-literacy Skills Instruction, Literature Appreciation and Literature-Based Instruction</p> <p>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2c. Incorporating literacy Instruction	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p><u>Little or no</u> evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS lacks an approach to literacy instruction.</p> <p>The L/MS does not provide school-wide reading motivation programming.</p>	<p><u>Partial</u> evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS inconsistently executes an approach to literacy instruction.</p> <p>The L/MS provides limited school-wide reading motivation programming.</p>	<p><u>Adequate</u> evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS consistently executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS facilitates school-wide reading motivation programming.</p>	<p><u>Significant and varied</u> evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS systematically executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS, supported by collaboration with stakeholders, facilitates highly effective school-wide reading motivation programming.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> · Instructional Design and Lesson Planning · Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: reading promotion schedules, reading progress-monitoring software such as AR or other reading reports, programming notes, reading lists, book clubs, displays, posters, bulletin boards, book talks, lesson plans, lesson logs, newsletters, surveys, photographs, website, wikis, teacher feedback, participation statistics...</p>			
<p style="color: red;">Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Reading promotion and guidance</p> <p>The library media program enhances student achievement by supporting all facets of the instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2d. Supporting the instructional program	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS does not support the curriculum.</p>	<p>Partial evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS inconsistently supports the curriculum.</p>	<p>Adequate evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.</p>	<p>Significant and varied evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS extensively supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Lesson Delivery and Facilitation 		<p>Possible evidence may include sources such as: collaboration logs, planning sheets, media center website, website statistics, database links, pathfinders, student-created products, professional development...</p>		
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Reading promotion and guidance, Professional Development</p> <p>The library media program enhances student achievement by supporting all facets of the instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2e. Using data to enhance learning	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS fails to use data to enhance learning.</p>	<p>Partial evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS inconsistently uses data to enhance learning.</p>	<p>Adequate evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS frequently uses data to develop programs, assist in instructional design, and enhance learning.</p>	<p>Significant and varied evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS maximizes use of data to develop programming, assist in instructional design, and enhance learning.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Lesson Delivery and Facilitation 	<p>Possible evidence may include sources such as: program evaluation, needs surveys, usage statistics, state and local assessment data, formative and summative rubrics, student portfolios...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Program Evaluation</p> <p>Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well-funded library media program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2f. Providing professional development based upon school data	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS fails to develop and provide professional learning opportunities based upon school data.</p>	<p>Partial evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS occasionally develops and provides professional learning opportunities based upon school data.</p>	<p>Adequate evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS frequently develops and provides professional learning opportunities based upon school data.</p>	<p>Significant and varied evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS consistently initiates, develops, and provides varied learning opportunities based upon school data.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Lesson Delivery and Facilitation 		<p>Possible evidence may include sources such as: professional development logs, training resources, collaboration logs, planning calendars, School Improvement Plan (SIP), emails, presentations, in-service agendas, webinars, survey feedback...</p>		
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Professional development</p> <p>The library media program enhances student achievement by supporting all facets of the instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Managing the library collection	Domain 3: Administration of Service			
	<p>Little or no evidence exists that the L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials not in accordance with district and professional guidelines. The collection is unbalanced and outdated materials are not purged periodically.</p>	<p>Partial evidence exists that the L/MS attempts to adhere to district or professional guidelines in selecting materials.</p> <p>The L/MS selects materials for the media collection. The collection is seldom weeded and balance has been inconsistently established in the collection. Limited attempt has been made to update the collection.</p>	<p>Adequate evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials in accordance with district and professional guidelines. The collection is periodically purged of outdated material. Collection is balanced and updated within budgetary limits.</p>	<p>Significant and varied evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials for the collection thoughtfully and in consultation with teaching colleagues and according to district and professional guidelines. The L/MS frequently purges the collection of outdated material and extends the library collection in accordance with the school's needs and within budget limitations.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment & Assessment 	<p>Possible evidence may include sources such as: annual budget report, Destiny Collection Summary Report, Dewey Shelf List, District Selection Policy and Procedure Manual, strategic plan, faculty requests, student wish lists, professional selection aids, order consideration file, Library Media Materials guidelines (LMM), collection evaluation reports, weeding reports...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Component: Resource Management The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Demonstrating knowledge of collection development	Domain 3: Administration of Service			
	<p>Little or no evidence exists that the L/MS has used knowledge of collection development to enhance the media collection.</p> <p>The L/MS lacks knowledge of collection development practices.</p> <p>The L/MS does not use professional resources in library science to update the collection.</p>	<p>Partial evidence exists that the L/MS has knowledge of collection development to enhance the media collection.</p> <p>The L/MS inconsistently uses knowledge of collection development practices.</p> <p>The L/MS limitedly uses review resources, collection consideration files, or standards to update the collection.</p>	<p>Adequate evidence exists that the L/MS has used appropriate knowledge of collection development practices to enhance the media collection.</p> <p>The L/MS consistently uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection.</p> <p>The collection development has been appropriately applied to achieve alignment with current standards.</p>	<p>Significant and varied evidence exists that the L/MS has used extensive knowledge of collection development practices to enhance the media collection.</p> <p>The L/MS explicitly and pervasively uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection.</p> <p>The collection development has been extensively applied to achieve alignment with current standards.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: needs survey, collection development plan, program evaluation, circulation reports, consideration file; review materials (e.g. <i>VOYA</i>, <i>Library Journal</i>, <i>The Horn Book</i>, <i>School Library Journal</i>, <i>Library Media Connection</i>), websites (e.g. American Library Association, YALSA and AASL), professional development, FAME, wish lists, collection policies, curriculum standards...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Resource Management</p> <p>The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3c. Establishing media programming	Domain 3: Administration of Service			
	<p>Little or no evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS lacks flexibility and responsiveness; media programming does not reflect SIP goals or respond to the needs of the learning community.</p> <p>Lack of themes and displays. Few curricular connections.</p>	<p>Partial evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS limitedly uses flexibility and responsiveness; media programming seldom reflects SIP goals or addresses the curriculum and literacy needs of the learning community.</p> <p>Limited use of themes and displays, inconsistent curricular connections.</p>	<p>Adequate evidence exists that L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Appropriate use of themes, high-interest displays, and curricular connections.</p>	<p>Significant and varied evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses extensive flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Pervasive use of well-developed themes, high-interest displays, and authentic curricular connections.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: open houses, surveys, calendars, schedules, program requests, lesson plans, curriculum guides, photographs, locally created posters, bulletin boards, book marks, program evaluation, collaboration logs, newsletters, theme calendars from <i>School Librarian's Workshop</i>, <i>School Library Monthly</i>, <i>Library Sparks...</i></p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Instruction</p> <p>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3d. Demonstrating knowledge of technological processes and resources	Domain 3: Administration of Service			
	<p><u>Little or no evidence</u> exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS inaccurately uses the library management system. New resources are rarely cataloged.</p> <p>Little or no applicable knowledge of information databases, software, and web tools.</p>	<p><u>Partial evidence</u> exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS ineffectively uses the library management system to provide media services to the learning community. Delays cataloging of new resources into the library management system.</p> <p>Limited knowledge of information databases, software, and web tools.</p>	<p><u>Adequate evidence</u> exists that L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS effectively uses the library management system to provide media services to the learning community. Catalogs new resources in a timely manner into the library management system.</p> <p>Adequately uses information databases, software, and web tools, and serves as a technological resource specialist for the learning community.</p>	<p><u>Significant and varied evidence</u> exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS is pervasively knowledgeable and accurately uses the library management system to provide seamless media services to the learning community. Efficiently catalogs new resources in a timely manner into the library management system.</p> <p>The L/MS demonstrates mastery of information databases, software, and web tools, and is recognized as a technological resource specialist for the learning community.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: library management system reports, lesson plans, professional development, sign-in sheets, observations, student products, ITV productions, photographs, Shining Star, communication logs, parent technology night, Home Connect, Destiny Quest, school website...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>ISTE NETS-T</p> <p>Component: Resource Management</p> <p>The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Promoting the library/media program throughout both the learning community and the public	Domain 4: Professional Responsibility and Ethical Conduct			
	<p>Little or no evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS makes no outreach efforts.</p>	<p>Partial evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS seldomly engages in outreach efforts throughout the learning community.</p>	<p>Adequate evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS engages in outreach efforts throughout the learning community, maintains contacts with outside libraries.</p>	<p>Significant and varied evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS proactively engages in outreach efforts throughout the learning community, establishes contacts with outside libraries, and coordinates efforts for mutual benefit.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: school and media newsletters, collaboration logs, emails, newspaper articles, flyers...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Advocacy</p> <p>The library media program and its initiatives are promoted throughout the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4b. Extracting, interpreting, and sharing data relevant to the media program	Domain 4: Professional Responsibility and Ethical Conduct			
	<p>Little or no evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS extracts little or no data from the library management systems and other data sources.</p> <p>The L/MS does not interpret nor share data.</p>	<p>Partial evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS infrequently extracts data from library management systems and other data sources.</p> <p>The L/MS seldomly interprets data.</p> <p>Data is rarely shared with administration and/or the learning community.</p>	<p>Adequate evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS often extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community.</p>	<p>Significant and varied evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS consistently extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community on a regular basis.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: program records, scheduling log, library management system reports, reading assessment program reports (AR), financial records, professional development, media advisory committee minutes, email, collaboration logs...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Advocacy</p> <p>The library media program and its initiatives are promoted throughout the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4c. Participating in professional learning	Domain 4: Professional Responsibility and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS rarely attends professional learning opportunities and seldomly applies professional learning within the media program.</p>	<p><u>Partial</u> evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS attends mandated professional learning opportunities and inconsistently applies professional learning within the media program.</p>	<p><u>Adequate</u> evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities, participates in county and school initiatives, and applies professional learning within the media program.</p>	<p><u>Significant and varied</u> evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities based upon the L/MS's professional needs and/or interests, participates in county and school initiatives, and consistently applies professional learning within the media program.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: webinars, professional development, Library Media Services training, ITV training, tech training, observation, meeting agendas, conference portfolios, conference programs, conversations with teachers, membership and participation in professional organizations, and participation on district and/or school committees...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Component: Advocacy The library media program and its initiatives are promoted throughout the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4d. Attending to equity and diversity	Domain 4: Professional Responsibility and Ethical Conduct			
	<p><u>Little or no</u> evidence exist that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities for student management actions are not equitably distributed.</p> <p>Interactions between students and the L/MS are insensitive and/or lacking.</p> <p>An absence of understanding or awareness of cultural differences exists.</p>	<p><u>Partial</u> evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities or student management actions are somewhat equitably distributed.</p> <p>Interactions between students and the L/MS may sometimes be insensitive.</p> <p>An absence of understanding or awareness of cultural differences may exist.</p>	<p><u>Adequate</u> evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably.</p> <p>Positive interactions between most students and the L/MS are evident.</p> <p>Cultural differences are recognized and respected.</p>	<p><u>Significant and varied</u> evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences.</p> <p>Positive interactions between all students and the L/MS are evident.</p> <p>Cultural differences are recognized, respected, and used to enrich instruction.</p>
Florida Educator Accomplished Practices: · Professional Responsibility and Ethical Conduct		Possible evidence may include sources such as: conversations, observation, program records, scheduling log, desk log, discipline records...		
Relationship to Exc3el Rubric for Library Program Evaluation: Not referenced				

	Unsatisfactory	Highly Effective
4e. Professional responsibilities	Domain 4: Professional Responsibility and Ethical Conduct	
	<p><u>Little or no</u> evidence exists that the L/MS meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p><u>Evidence</u> exists that the L/MS meets professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: observations, conversations, "The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida," discourages plagiarism, and promotes adherence to copyright law, logs, communications ...</p>	
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Not referenced</p>		

School Counselors Evaluation Rubric

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
1a. Demonstrating knowledge of theory, techniques, and child and adolescent development	<p><u>Little or no</u> evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor exhibits lack of understanding of counseling theory and techniques, demonstrates little or no awareness of research-based practices, and does not seek to improve guidance program and services.</p> <p>The school counselor rarely uses knowledge or skill application to meet the needs of students, school staff, and the community.</p>	<p><u>Partial</u> evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor sporadically displays limited knowledge of counseling theory and techniques.</p> <p>The school counselor rarely utilizes research-based practices to improve the guidance program and services.</p> <p>The school counselor exhibits little knowledge in the application of skills to meet the needs of students, school staff, and the community.</p>	<p><u>Adequate</u> evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor applies a solid understanding of counseling theory and techniques by applying skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor has an awareness of current research and strives to improve the guidance program and services.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor consistently applies a thorough understanding of counseling theory and techniques by demonstrating the ability to continuously utilize skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor consistently applies research-based practices to enhance or improve guidance program and services.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundation Principle 2 • Instructional Design & Lesson Planning 	<p>Possible evidence may include sources such as: Informal observations, conversations between administrator and counselor, department/leadership team meetings, review of documents, feedback from stakeholders...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> • Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 141, 1a • American School Counseling Association (ASCA) Competencies: I-A-8; I-B-1; III-A-2 • Polk County Developmental Guidance Plan-PSD-5 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • What counseling practices have you applied to enhance your comprehensive guidance program? Are there any evidenced-based practices that you are utilizing in your developmental guidance program? • Describe a situation in your guidance program where you applied a targeted theory or approach (academic or behavioral) to assist a student or staff member. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor exhibits little or no evidence of developing and/or implementing a guidance plan that has appropriate goals for the academic setting.</p> <p>The school counselor fails to meet the needs of the students.</p> <p>No utilization of comprehensive evaluative process is evident.</p>	<p>Partial evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor inconsistently develops and/or implements a guidance plan that has achievable goals for guidance program and services that are appropriate to the academic setting.</p> <p>The school counselor infrequently meets student needs.</p> <p>Limited utilization of comprehensive evaluative process.</p>	<p>Adequate evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor develops and implements annual goals for guidance program and services that are appropriate to the academic setting and student needs.</p> <p>The school counselor utilizes data for a comprehensive evaluation.</p>	<p>Significant and varied evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor consistently develops and implements clear goals for guidance program and services that are appropriate to the academic setting, student needs, and the school improvement plan.</p> <p>The school counselor creates and utilizes an ongoing evaluation component and uses data to revise the guidance program.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design & Lesson Planning Foundation Principle 1 	<p>Possible evidence may include sources such as: Resource files/directories, referral records, informal observations, evaluative instrument, feedback from families/students/school staff, conversations between administrator and counselor...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 141, 1c ASCA Competencies: III-B-1; III-B-1b; III-B-4b; IV-C-2; V-A-1; V-B-1; V-B-1b; V-B-1b ASCA National Model -Standard 10 Florida's School Counseling Framework-Florida Department of Education (DOE)-2010, Chapter 2, p. 13-15 	<p>EPC Questions:</p> <ul style="list-style-type: none"> What strategies have you developed for implementation of the District Developmental Guidance Plan? How did you evaluate the outcome of your counseling services and/or program? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Demonstrating knowledge of resources	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor demonstrates little or no knowledge of available resources for students and families.</p>	<p>Partial evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor rarely researches resources based on specific student, family, school needs and occasionally assists students, families, and school staff to access and use these resources.</p>	<p>Adequate evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor often researches resources based on specific student, family, school needs and empowers students, families, and school staff to access and effectively use these resources.</p>	<p>Significant and varied evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.</p> <p>The school counselor collaborates with community agencies and actively participates in helping students, parents and school staff access relevant community resources/services.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> • Foundation Principle 2 • Instructional Design & Lesson Planning • Instructional Delivery & Facilitation 	<p>Possible evidence may include sources such as: Resource files/directories, referral records, informal observations, feedback from families/students/school staff, conversations between administrator and counselor...</p>			
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> • Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p.142, 1d • ASCA Competencies: III-B-3; III-B-3a; III-3-3b; III-B-3c; III-B-3f; III-B-3h; III-B-3i • Polk Developmental Guidance Plan--PSD-9 • Florida's School Counseling Framework- Standard 4 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • What resources and/or research-based interventions have you used to meet the needs of students, staff members, and families? • Describe a situation in which you collaborated or linked a family or student with community resources. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning	Domain 2: Environment			
	<p>Little or no evidence exists that the school counselor creates an environment of respect and rapport.</p> <p>The school counselor demonstrates behaviors that create a negative climate.</p>	<p>Partial evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor demonstrates positive and negative interactions and displays limited accessibility to students and/or parents, school staff, administration, and the community.</p>	<p>Adequate evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor is accessible to students, parents, school staff, administration, and the community.</p>	<p>Significant and varied evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor consistently models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor promotes accessibility to students, parents, school staff, administration, and the community.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>The counselor’s calendar, a communication notebook, formal/informal observations, sign-in sheets for teachers and students, email to school staff and/or parents regarding meetings, notes in student agendas or folders, telephone log sheets...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 143 ASCA National Competencies 1.A.6 ASCA National Polk Developmental Guidance Plan-AD-1, PSD-4 Florida’s School Counseling Framework- Standard 1 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe the ways you support the faculty, staff, and students that helps to facilitate a positive climate that enhances student learning. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Managing procedures: record keeping, time management, organization, following district policies	Domain 2: Environment			
	<p>Little or no evidence exists of that the school counselor utilizes management skills in the fulfillment of the guidance functions...</p> <p>The school counselor lacks basic organization, time management skills, and knowledge of district procedures. The school counselor's reports, records, and documentation are consistently missing, late, or inaccurate.</p>	<p>Partial evidence that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills.</p>	<p>Adequate evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains accurate records, reports, and documentation in a timely manner. The school counselor is aware of reporting and documenting, applying district procedures consistently.</p> <p>The school counselor displays adequate time management within the school day.</p>	<p>Significant and varied evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains exemplary records (as related to district procedures), reports, and documentation in a timely manner and develops and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school counselor displays flexible time management that is seamless within the school day.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: Calendar, email, informal observations, records, participation in district committees and training...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Standards 7.1.1-F & J; 7.1.2E Florida's School Counseling Framework-Standard 9 	<p>EPC Questions:</p> <ul style="list-style-type: none"> What strategies have you used to effectively manage time? How do you prepare for each day? Do you feel you are punctual for meetings and with accountability paperwork? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2c. Managing behavior and compliance	Domain 2: Environment			
	<p>Little or no evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor does not establish standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor displays little or no awareness of developmental characteristics of students.</p>	<p>Partial evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor inconsistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor inconsistently applies appropriate knowledge of developmental techniques.</p>	<p>Adequate evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students.</p>	<p>Significant and varied evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes effective standards of conduct for counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students and seeks new knowledge pertaining to behavioral research and techniques.</p> <p>The school counselor is a collaborative partner and provides resources for colleagues.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Professional development on behavior management, faculty presentations, informal observation, crisis intervention logs, group expectations, social skills groups/training, participation in groups, {i.e. District Crisis Team, Problem Solving/Response to Intervention (PS/Rtl), Positive Behavior Support (PBS)}...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Standards 7.2.1 D, Polk Developmental Guidance Plan-PSD-5 Danielson, C., <i>Enhancing Professional Practice- A Framework for Teaching</i>, p. 144 Florida's School Counseling Framework, Standard 8 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe a situation in which you used a technique(s) to address a behavioral issue. What was the outcome? How have you used techniques from professional development to enhance your comprehensive guidance program? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2d. Organizing work environment and resources	Domain 2: Environment			
	<p>Little or no evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits little to no organization and time management when conducting activities.</p> <p>The school counselor displays little to no understanding of available resources or suitable practices.</p>	<p>Partial evidence that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits limited skills in organization and time management when conducting planned and documented activities.</p> <p>The school counselor has a limited understanding of available resources or suitable practices.</p>	<p>Adequate evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an understanding of available resources and models suitable practice.</p>	<p>Significant and varied evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits exemplary skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an expert understanding of available resources and models suitable practice.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Instructional Design and Lesson Planning 	<p>Possible evidence may include sources such as:</p> <p>Informal observations by administrators, conversations with administrators, in-service agendas, professional development, local resource guides/files, community feedback, Outlook calendar notices...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Competencies IVA-4, IV B-1 Florida's School Counseling Framework, Standard 1, 5, 9 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe your organizational mechanisms/techniques that relate to the school's counseling program. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Demonstrating flexibility and responsibility	Domain 3: Service Delivery and Instruction			
	<p><u>Little or no</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows little or no recognition of the needs of students, parents, and staff members and does not modify the counseling program to work toward success for all students.</p>	<p><u>Partial</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows limited recognition of the needs of students, parents, and staff members and may modify the counseling program to work toward success for all students.</p>	<p><u>Adequate</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor recognizes the needs of students, parents, and staff members and modifies the counseling program to work toward success for all students.</p> <p>The school counselor seeks changes to the comprehensive school counseling program to improve its effectiveness when necessary.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor consistently recognizes the needs of students, parents, and staff members and actively modifies counseling program to work toward success for all students.</p> <p>The school counselor actively seeks ways to make changes to the comprehensive school counseling program to improve its effectiveness.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundation Principle 3 • The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Pre/post surveys, Informal observations, conversations, student data records, staff surveys and consultations, Comprehensive Guidance Plan...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> • Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 146, 3 e • ASCA Competencies: 1-B-1, 1-B-1d • Florida School Counseling Framework: Standard 2 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • How do you use your needs assessment data to improve your school counseling program? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Needs assessment gathering information to develop a school counseling program	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor does not review data, or seek input from students, parents, or staff members, and/or assess needs to develop and implement a school counseling program.</p>	<p>Partial evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor may not review data, or seek input from students, parents, or staff members, and/or thoroughly assess needs to develop and implement a school counseling program.</p>	<p>Adequate evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive school counseling program.</p>	<p>Significant and varied evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor continually reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive adaptive school counseling program.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Assessment Instructional Design and Lesson Planning 	<p>Possible evidence may include sources such as:</p> <p>Needs assessment sample, needs assessment data, pre/post surveys, informal observations, conversations, student data records, staff surveys and consultations...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 145, 3 a ASCA Competencies: V-B-1 through V-B-1i Florida School Counseling Framework: Standard 7 Gysbers, Norman C. & Henderson, Patricia, <i>Developing and Managing Your School Guidance Program</i>. 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe how you have used data (generated from a school wide needs assessment) to develop and assess your school counseling program. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment</p>	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor rarely analyzes or disaggregates data to develop, implement, or evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor does not make recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Partial evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor inconsistently analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor may make recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Adequate evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Significant and varied evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor continually analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes appropriate and timely recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Assessment 	<p>Possible evidence may include sources such as: Needs assessment sample, needs assessment data, Comprehensive Guidance Plan, pre/post surveys, observations, conversations, student data records, staff surveys, consultations, counselor internal records, counselor calendar, student sign-in sheet, parent phone log, "Mission, Elements, Analyze, Stakeholders-Unite, Educate" (MEASURE)...</p>		
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA Competencies: V-B-1 through V-B-1i Florida School Counseling Framework: Standard 7 Mission, Elements, Analyze, Stakeholders-Unite, Educate (MEASURE)-Dahir, C. & Stone, C., <i>School Counselor Accountability: A MEASURE of Success</i>. 	<p>EPC Questions:</p> <ul style="list-style-type: none"> How do you use data to evaluate the outcome of your school counseling program and services? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3d. Assisting students in the formulation of age-appropriate academic, personal/ social, and career plans/ awareness based on knowledge of student needs	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor does not assist students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Partial evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor inconsistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Adequate evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Significant and varied evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor consistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p> <p>The school counselor recognizes and seeks out students who are in need of additional services.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation Foundation Principle 3 	<p>Possible evidence may include sources such as:</p> <p>Informal observations, conversations, student data records, staff surveys and consultations, e-PEP 4-year plans, choices, registration information and handouts, counselor logs, newsletter, website, Great American Teach-In, career exploration programs...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 145 ASCA competencies IV-B – 3 Florida School Counseling Framework, Standard 2 & 3 Polk Developmental Guidance Plan-CD-3 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe a situation / example in which you facilitated the age-appropriate services (1. Academic, 2. Personal/Social, 3. Career) for students based upon their learning style, needs, and developmental levels. What type of management tools do you utilize in your guidance program? What procedures and/or methods do you use to customize plans/awareness for the needs of students? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Growing and developing professionally	Domain 4: Professional Responsibility and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor rarely learns about innovations and trends in the profession of school counseling as well as in the field of education and does not apply new knowledge.</p>	<p><u>Partial</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor occasionally learns about innovations and trends in the profession of school counseling as well as in the field of education and rarely applies new knowledge.</p>	<p><u>Adequate</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence by learning about innovations and trends in the profession of school counseling as well as in the field of education and frequently applies new knowledge.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence and seeks to grow professionally by learning about innovations and trends in the profession of school counseling as well as in the field of education and seeks opportunities to apply new knowledge.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundation Principle 3 Continuous Professional Improvement 	<p>Possible evidence may include sources such as:</p> <p>Workshop/seminar registrations, certificates of completion of coursework, advanced certifications/licensure, webinars, sign-in sheets from workshop presentations, professional readings, proof of membership in professional organizations (e.g., American Counselor Association (ACA), American School Counselor Association (ASCA), Florida School Counselor Association (FSCA), Polk County Counselor Association (PCCA), informal observations in applying new skills...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA competencies IIIB1a, IIIB1g, V-B Florida School Counseling Framework, Standard 7 & 13 Polk Developmental Guidance Plan-p. 103, 104 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Share personal and/or professional growth activities you have been involved with this year. How have you applied the content in your position? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4b. Knowledge, application, and sharing of resources to meet student needs	Domain 4: Professional Responsibility and Ethical Conduct			
	<p>Little or no evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor does not establish rapport with stakeholders nor provide information about counseling programs and services.</p> <p>The school counselor does not make appropriate referrals.</p>	<p>Partial evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor establishes rapport with stakeholders on a limited basis.</p> <p>The school counselor occasionally responds to feedback on needs of students and does not always make referrals and/or provide accurate information when making referrals.</p> <p>The school counselor provides limited information to stakeholders about counseling programs and services.</p>	<p>Adequate evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor establishes rapport with stakeholders.</p> <p>The school counselor responds to feedback on pertinent and emerging needs of students and provides accurate information when making referrals.</p> <p>The school counselor provides thorough and accurate information to stakeholders about counseling programs and services.</p>	<p>Significant and varied evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor consistently establishes rapport with stakeholders.</p> <p>The school counselor encourages and responds to feedback on pertinent and emerging needs of students and is a knowledgeable resource, sharing appropriate information when making referrals.</p> <p>The school counselor is proactive in providing thorough and accurate information to stakeholders about counseling programs and services.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: Observations, written and/or electronic artifacts/agendas, administrator conversations with counselor, oral communication, work samples, calendars and graphic organizers, documentation logs (quarterly guidance logs, etc.), emails, parent conference documentation, interviews with stakeholders, leadership roles in school and/or district, facilitation of problem solving team, brokering community resources to assist students...</p>			
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> ASCA competencies I-A-6; I-B-1e; I-B-4; III-C-2; III-C-4 	<p>EPC Questions</p> <ul style="list-style-type: none"> Describe some ways you have shared your guidance services knowledge with others. How do you use problem solving to address student or school issues? What procedures and/or methods do you use to customize plans/awareness for the needs of students 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4c. Contributing and participating in school, district, professional community, and community initiatives	Domain 4: Professional Responsibility and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor does not participate in school and/or district committees.</p> <p>The school counselor does not participate in joint projects and programs with colleagues and other professionals.</p>	<p><u>Partial</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor rarely participates in school and/or district committees.</p> <p>The school counselor rarely participates in joint projects and programs with colleagues and other professionals.</p>	<p><u>Adequate</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor participates in school and/or district committees.</p> <p>The school counselor is professional, constructive, and knowledgeable about issues affecting the school and/or district, and seeks opportunities to establish professional relationships and to collaborate with colleagues.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor advocates for the implementation of school and/or district projects and initiatives.</p> <p>The school counselor is professional, constructive, and knowledgeable about complex issues affecting the school and/or district, and seeks opportunities to work in collaboration with other professionals and continues to promote initiatives.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible evidence may include sources such as: Communication logs, parent conference logs, attending professional conferences, presentations at professional conferences or meetings, holding an elective office in a professional group, counselor’s calendar, information observations...</p>			
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> ASCA National Standards, I-A-6; I-B-2; I-B-4; I-C-5; IIB-4, II-B4a, 11-B4c, II-B4e, IIB-4f; IV-B-1d 	<p>EPC Questions</p> <ul style="list-style-type: none"> Please share about the personal and/or professional growth activities you have been involved with this year. Describe your role in district, professional community, and community initiatives and how this has impacted student achievement. 			

4d. Demonstrating adherence to ethical standards	Unsatisfactory/Needs Improvement or Developing	Effective/Highly Effective
	Domain 4: Professional Responsibility and Ethical Conduct	
	<p>Little or no evidence exists that the school counselor meets ethical standards. The school counselor does not adhere to professional standards, ethics and practices for school counselors. The school counselor does not maintain accurate records, fails to comply appropriately with situations governed by the law, and does not adhere to standards of confidentiality.</p>	<p>Significant and varied evidence exists that the school counselor meets ethical standards. The school counselor adheres to professional standards, ethics and practices for school counselors. The school counselor maintains accurate records, complies appropriately with situations governed by the law, and adheres to standards of confidentiality.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> • Foundation Principle 3 • Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: Observations, conversations with teachers and/or students, electronic transmissions to parents, staff, administration and/or students, counseling notes, student cumulative folders (release of information forms), group work documentation, research and/or presentations within the profession, notes of consultation with interested parties or service providers...</p>	
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> • ASCA Ethical Standards for School Counselors, revised 2010 (Subsections of ASCA Ethical Standards: B. Responsibilities to Parents/Guardians; C. Responsibilities to Colleagues and Professional Associates; D. Responsibilities to School, Communities and Families; F. Responsibilities to the Profession; G. Maintenance of Standards) • ACA Code of Ethics, revised 2005. • ASCA National Model, I.A.7; II.A.7; II-B-4a; II-B-4f; II-B-4g; II-B-4j; II-B-4k; II-C-4 • 6B-1.001 <i>Code of Ethics of the Education Profession in Florida</i>. 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida. • Florida's School Counseling Framework-(DOE), Appendix D, p. 85-93 	<p>EPC Questions</p> <ul style="list-style-type: none"> • As determined by code of ethics, this dimension is necessary and non-negotiable in application. 	

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
5a. Facilitating productive verbal and nonverbal communication	Domain 5: Communication			
	<p>Little or no evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor does not effectively use communication styles and techniques to facilitate collaboration.</p> <p>The school counselor does not effectively listen, communicate, or provide feedback to others to elicit dialogue between parties.</p>	<p>Partial evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor inconsistently uses communication styles and techniques to facilitate collaboration.</p> <p>The school counselor listens, communicates, and provides feedback to others to elicit dialogue between parties.</p>	<p>Adequate evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor uses communication styles and techniques to facilitate productive collaboration.</p> <p>The school counselor uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.</p>	<p>Significant and varied evidence exists that the school counselor facilitates productive verbal and nonverbal communication...</p> <p>The school counselor consistently uses varied communication styles and techniques to facilitate productive collaboration.</p> <p>The school counselor consistently uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Informal observations of interaction with others, demonstrating effective leadership ability, feedback from community, parents, and staff members, positive meeting outcomes...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Standards – I.B-4d, I.B- 4e, I.B- 5 Florida’s School Counseling Framework-DOE, Standard 2, 3, 4, & 13 	<p>EPC Questions:</p> <ul style="list-style-type: none"> What are some specific, effective communication techniques you have applied this year with students, parents, or staff? Tell me about a time when you effectively communicated with a student, parent, or staff member to ensure student needs were addressed promptly. Describe an example of how you have invited stakeholder involvement with students. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
5b. Communicating with Stakeholders	Domain 5: Communication			
	<p>Little or no evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor rarely uses written and verbal communication with families, students, school staff, and stakeholders.</p>	<p>Partial evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor inconsistently uses written and verbal communication with families, students, school staff, and stakeholders.</p> <p>The school counselor inconsistently provides communication to keep families, students, and stakeholders informed of student progress as outlined in the school counseling plan.</p>	<p>Adequate evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor uses written and verbal communication with families, students, school staff, and appropriate stakeholders.</p> <p>The school counselor provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan.</p> <p>The school counselor's communications may invite stakeholder involvement.</p>	<p>Significant and varied evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor consistently uses written and verbal communication with families, students, school staff, and appropriate stakeholders.</p> <p>The school counselor actively provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan.</p> <p>The school counselor's communications encourage active stakeholder involvement.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 		<p>Possible evidence may include sources such as: As newsletters, <i>connect ed. telephone messaging</i>, emails, phone log, student folder/agendas, parent conference notes, informal observations, website...</p>		
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> NBCT – Standard 7 ASCA National Standards: I.B.3, I.B.3c, I.B.4 Florida's School Counseling Frameworks-DOE: Standards 3, 4, 9, 12, 13 		<p>EPC Questions:</p> <ul style="list-style-type: none"> What are some communication techniques (written and/or verbal) you have used this year with students, parents, and/or staff? Describe an example of how you have invited stakeholder involvement with students, parents, and/or staff. 		

School Psychologists Evaluation Instrument

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist rarely applies the theories or techniques of child and adolescent development that are appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist rarely utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Partial evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies theories or techniques of child and adolescent development that may not be appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist inconsistently utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Adequate evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies the theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Significant and varied evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies traditional and innovative theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 Instructional Design and Lesson Planning 	<p>Possible evidence may include sources such as:</p> <p>Behavior plans, comprehensive services, contributions to Problem Solving Leadership Team (PSLT), School Improvement Plan (SIP), and/or Problem-Solving Team (PST), counseling, gap analysis, information from principals/staff/parents, intervention plan forms, observation, Professional Learning Communities (PLC) activities, progress monitoring graphs, psychological reports, resources shared with staff/parents, Section 504 Plans, and/ or written communication...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domains 1, 2 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved achievement. How have you developed goals for a student using the problem-solving model? What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Using a consultative, problem-solving framework as the basis for all professional activities	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist rarely utilizes information or technological resources during data collection and decision-making.</p> <p>The school psychologist rarely consults with others to develop, monitor, support, and evaluate programs that do not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Partial evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist inconsistently utilizes information or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist may consult with others to develop, monitor, support, and evaluate programs that may not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Adequate evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes information and/or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist consults with others to effectively develop, monitor, support, and evaluate programs that improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Significant and varied evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes a wide variety of data collection methods, information, and technological resources to enhance decision-making.</p> <p>The problem-solving framework is used cyclically to modify each plan as appropriate.</p> <p>The school psychologist consults with others to effectively develop, monitor, support, and evaluate programs that improve academic, behavioral, social-emotional development, and mental health services.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Foundational Principle 1 	<p>Possible evidence may include sources such as:</p> <p>Comprehensive services, Essential Performance Criteria (EPC) guide, information from consultees, intervention planning forms, Individual Performance Plan (IPP) and documentation, meets with administration to plan for school services, observations, psychological reports, use of data, and/or written communication...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domains 1, 2, 3, 5, 9 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> How have you developed goals for a student using the problem-solving model? How have you used technology to address the needs of students, parents, and schools? How do you use problem solving to address student or school issues? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist rarely seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist rarely responds to requests for additional information from staff, parents, and/or students.</p>	<p>Partial evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist inconsistently seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist may respond to requests for additional information from staff, parents, and/or students on a variety of issues.</p>	<p>Adequate evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist seeks out resources to address systemic problems at their assigned schools .such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist responds to requests for additional information from staff, parents, and/or students on a variety of issues in a timely manner.</p>	<p>Significant and varied evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist utilizes and seeks out resources to address multiple systemic problems at their assigned schools such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist promptly responds to requests for additional information from staff, parents, and/or students on a wide variety of issues in a timely manner.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 Instructional Design and Lesson Planning Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Application of knowledge gained through webinars/workshops, Essential Performance Criteria (EPC) guide, evidence of participation on School Intervention Plan (SIP) and Problem Solving Leadership Team (PSLT), Individual Education Plans (IEPs), Individual Performance Plan (IPP) and documentation, Problem Solving Team (PST) meetings, recommendations, Tier 2/3 intervention plans, and/or written resources...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 5, 6, 7 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved achievement. Describe some ways you have shared your content knowledge with others? What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>2a. Demonstrating a respect for individual differences when interacting with others</p>	Domain 2: The Learning Environment			
	<p>Little or no evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist rarely demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p>	<p>Partial evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist inconsistently demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist may model strategies that result in a positive school environment that enhances student learning.</p>	<p>Adequate evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>	<p>Significant and varied evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics. The school psychologist is adept at identifying and responding appropriately to verbal and non-verbal cues.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Consultation with other professionals, counseling, ecological assessments, email communication, intervention plans, observations, presentations/trainings, Positive Behavior Support (PBS) activities, Problem Solving Team (PST) meetings, recommendations, reports, Problem Solving Leadership Team (PSLT) agendas/notes/outcomes, School Improvement Plans (SIP), school wide and individual behavior plans, Section 504 plans, and/or staffing plans...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 8 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> What strategies do you use to adjust for a student’s cultural background, developmental level, and learning style? Please provide specific examples. How have you applied your knowledge of students in crisis? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Applying appropriate ecological and behavioral theories	Domain 2: The Learning Environment			
	<p>Little or no evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist fails to identify the antecedents, consequences, and/or functions of behavior.</p>	<p>Partial evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist inaccurately identifies the antecedents, consequences, and/or functions of behavior and may develop and/or implement ineffective behavior programs.</p>	<p>Adequate evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual level.</p>	<p>Significant and varied evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual, group, classroom, and/or school levels.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> • The Learning Environment • Assessment 	Possible evidence may include sources such as: Classroom consultation notes/emails, ERASE notes, Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP), observation records, Positive Behavior Support (PBS) team participation, Problem Solving Team (PST) meetings, psychological reports, and/or trainings...			
Evidence Based Professional Standards: <ul style="list-style-type: none"> • NASP Domain 4 				
EPC Discussion Questions: <ul style="list-style-type: none"> • Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved behavior. • What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? • Describe both formal and informal assessment techniques you have used to assess a student’s needs. 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Fostering effective two-way communication	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist frequently utilizes ineffective communication strategies.</p> <p>The school psychologist uses limited communication approaches.</p>	<p>Partial evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist occasionally utilizes ineffective communication strategies.</p> <p>The school psychologist uses limited communication approaches.</p>	<p>Adequate evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist utilizes effective communication strategies.</p> <p>The school psychologist uses a variety of communication approaches.</p>	<p>Significant and varied evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist adapts communication style and content to a variety of audiences and settings.</p> <p>The school psychologist uses a variety of communication approaches.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: Audience feedback, E-mails, graphs, Individual Performance Plan (IPP), observation, presentation materials, and/or reports/documents...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 2 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> What are some specific, effective communication techniques you have applied this year with students, parents, or staff? What strategies do you use to adjust for a student's cultural background, developmental level, and learning style? Please provide specific examples. How do you adapt your communication style and content to a variety of audiences and settings? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Gathering information, evaluating needs, and conducting assessments to determine student services	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, may not collect or analyzes data, uses inappropriate assessment tools.</p> <p>The school psychologist shares data and recommendations that have limited or no utility.</p>	<p>Partial evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from limited sources, and may use assessment tools, provides limited GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs.</p> <p>The school psychologist shares data and recommendations that have limited utility.</p>	<p>Adequate evidence exists that that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from a variety of sources, and uses assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs.</p> <p>The school psychologist shares data and recommendations to assist in educational decision-making.</p>	<p>Significant and varied evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes a broad spectrum of data from a variety of sources, , and uses multiple assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs across all levels of support.</p> <p>The school psychologist effectively shares data and recommendations to assist in educational decision-making.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Assessment • Instructional Design and Lesson Planning • Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Comprehensive Services Log including number of eligibility staffings, gap analysis, collecting group data for Problem Solving Team/Problem Solving Leadership Team (PST/PSLT) meetings, Individual Education Plans (IEPs), intervention plans, reports showing a range of assessment tools and sources of information, and/or Review-Interview-Observe-Test/Instruction-Curriculum-Environment-Learner (RIOT/ICEL) documentation...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> • NASP Domain 1 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> • Describe both formal and informal assessment techniques you have used to assess a student's needs. • Are you involved with the implementation of FLPBS? If so, how? If not, how are your teachers assisting with behavior interventions? • How do you use problem solving to address student or school issues? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Growing and developing professionally	Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist inconsistently attends professional development activities.</p> <p>The school psychologist rarely applies knowledge gained to their professional practice.</p>	<p>Partial evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist attends professional development activities.</p> <p>The school psychologist inconsistently applies knowledge gained to their professional practice.</p>	<p>Adequate evidence exists that that the school psychologist grows and develops professionally.</p> <p>The school psychologist participates in professional development activities.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>	<p>Significant and varied evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist proactively seeks and participates in professional development activities based on self-identified individual needs.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> • Foundational Principal 3 • Continuous Professional Improvement 	Possible evidence may include sources such as: Continuing Education (CE) certificates, departmentally initiated trainings, Essential Performance Criteria (EPC) guide, Individual Performance Plan (IPP), Nationally Certified School Psychologist (NCSP) documentation for renewal, observations, professional development through conference/webinar/workshop participation, Professional Learning Communities (PLC) activities, professional product, recertification points, and/or shared presentation with staff/colleagues...			
Evidence Based Professional Standards: <ul style="list-style-type: none"> • NASP Domain 10 				
EPC Discussion Questions: <ul style="list-style-type: none"> • Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role? • How have those activities matched the needs of the student population you serve? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4b. Contributing to and participating in school, district, professional, and community initiatives	Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist rarely serves as a participant in school, district, or professional communities.</p> <p>The school psychologist rarely contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p><u>Partial</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist sometimes serves as a participant in school, district, or professional communities.</p> <p>The school psychologist sometimes contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p><u>Adequate</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist serves as an active participant in school, district, and/or professional communities.</p> <p>The school psychologist contributes relevant knowledge to support initiatives at the local and/or district levels.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist consistently serves as an active participant in school, district, and professional communities.</p> <p>The school psychologist consistently contributes relevant knowledge to support initiatives at the local, district and/or state levels.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible evidence may include sources such as: Participation in: community organizations, Crisis Intervention Team, professional organizations, Positive Behavior Support (PBS), professional committees/teams, Professional Learning Communities (PLC), Response to Intervention (RtI), other school-based activities, Problem Solving Leadership Team (PSLT), mental health initiatives... Activities beyond contract hours are optional and not required in any way</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 6 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role? How have those activities matched the needs of the student population you serve? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4c. Prioritizing work and responding to student, family, school, and/or district needs	Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist does not maintain, update, or submit required documents in a timely manner.</p> <p>The school psychologist does not adapt his or her schedule to assist with student or school concerns.</p>	<p>Partial evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist infrequently maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist may adapt his or her schedule to assist with student or school concerns and infrequently resumes his or her scheduled activities.</p>	<p>Adequate evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist accurately maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist adapts his or her schedule as appropriate to assist with student or school concerns and resumes his or her scheduled activities.</p>	<p>Significant and varied evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist organizes, accurately maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist proactively adapts his or her schedule as appropriate to assist with student or school concerns and seamlessly resumes his or her scheduled activities.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: 60-Day Timeline, attending required meetings at school and district levels, completing monthly paperwork on time, maintaining Outlook calendar, and/or maintaining personal files for 3 years...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 10 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> What strategies have you used to effectively manage time? Are assessments completed within the 60-day timeline and are unavoidable delays documented? 				

	Unsatisfactory/Needs Improvement or Developing	Effective/Highly Effective
4d. Demonstrating professional responsibility and ethical conduct	Domain 4: Professional Responsibilities and Ethical Conduct	
	<p>Evidence exists that the school psychologist does not consistently meet professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for school psychologists.</p>	<p>Evidence exists that the school psychologist consistently strives to meet professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for school psychologists.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principal 3 • Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include, but is not limited to sources such as:</p> <p>Communication with others, observations, Polk County Code of Ethics and Principles of Professional Conduct, and/or The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida,, policies and procedures for accurate, efficient, and confidential record keeping....</p>	
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> • NASP Domain 2, 5, 10 		
<p>EPC Questions</p> <ul style="list-style-type: none"> • As determined by code of ethics, this dimension is necessary and non-negotiable in application. 		

School Social Workers Evaluation Rubric

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	Domain 1: Planning and Preparation			
	<p><u>Little or no</u> evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker displays a lack of research informed interventions appropriate to specific student and family needs and a lack of compliance with the district, state, and federal regulations.</p>	<p><u>Partial</u> evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker inconsistently identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>	<p><u>Adequate</u> evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker identifies and prepares to implement a broad range of research informed interventions to specific student and family needs that comply with current district, state, and federal regulations.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 17, 18, 20, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe evidence-based interventions you have used to address student or family needs. Include any adaptations to ensure interventions were more appropriate to the needs of the student or family. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school social worker appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker rarely consults with stakeholders when designing service delivery goals. Service delivery goals lack appropriateness to the program and to the specific needs of students.</p> <p>The goals are seldom SMART.</p>	<p>Partial evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker inconsistently consults with stakeholders when designing service delivery goals. Service delivery goals are occasionally appropriate to the program and to the specific needs of students.</p> <p>The goals are occasionally SMART.</p>	<p>Adequate evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker consults with stakeholders when designing service delivery goals. Service delivery goals are appropriate to the program and to the specific needs of students.</p> <p>The goals are often SMART.</p>	<p>Significant and varied evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker consistently consults with stakeholders when designing service delivery goals. Service delivery goals are clearly defined and appropriate to the program and to the specific needs of students.</p> <p>The goals are consistently SMART.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 2, 3, 9, 23, 24 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Provide example of how you consulted with stakeholders to develop SMART goals in order to address program and student needs. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Demonstrating the skills to access and utilize appropriate resources	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the Social Worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker rarely utilizes appropriate or relevant resources to provide others with access to services and does not develop partnership with family and school.</p>	<p>Partial evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker inconsistently utilizes a range of resources by occasionally participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes limited partnership with family and school and helps others develop the skills to access resources and services.</p>	<p>Adequate evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker utilizes a range of resources by participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes partnership with family and school and helps others develop the skills to access relevant resources and services.</p>	<p>Significant and varied evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker consistently utilizes a broad range of resources by participating, accessing, networking, and collaborating with community agencies to provide seamless services to the child, family, and school.</p> <p>The school social worker promotes partnership with family and school and helps others develop the skills to access relevant resources and services.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 3, 6, 19, 26, 40 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Give examples of strategies you used to access appropriate resources for students and families. Provide an example of how you filled your role as a home/school/community liaison. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a. Creating an environment of respect and rapport	Domain 2: The Learning Environment			
	<p>Little or no evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker does not facilitate an environment that is conducive to respect and rapport.</p>	<p>Partial evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker rarely expresses interest and concern for individuals' needs and inconsistently facilitates an environment that is respectful.</p>	<p>Adequate evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p>	<p>Significant and varied evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p> <p>The school social worker models and promotes reflective comments and employs active listening skills.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services</p> <ul style="list-style-type: none"> Standards 1, 9, 19, 20, 40 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe the communication skills that you use to build respect and rapport. How do these skills affect the school climate? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Managing processes and procedures	Domain 2: The Learning Environment			
	<p><u>Little or no</u> evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker lacks basic organization, time management skills, and knowledge of district procedures.</p> <p>The school social worker's reports, records, and documentation are consistently missing, late, and/or inaccurate.</p>	<p><u>Partial</u> evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills</p>	<p><u>Adequate</u> evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains accurate records, reports, and documentation in a timely manner, is aware of reporting, documenting, and applying district procedures consistently.</p> <p>The school social worker displays adequate time management within the school day.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains exemplary records, reports, and documentation in a timely manner, develops, and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school social worker displays flexible time management that is seamless within the school day.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 2, 11 	<p>EPC Questions:</p> <ul style="list-style-type: none"> List strategies that you have used to effectively manage time and/or prepare for the workday. Describe how you prioritize your work to meet deadlines and provide relevant feedback to stakeholders. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2c. Utilizing behavior management techniques	Domain 2: The Learning Environment			
	<p><u>Little or no</u> evidence exists that the school social worker utilizes behavior management techniques...</p> <p>The school social worker rarely applies behavior management techniques.</p>	<p><u>Partial</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker inconsistently applies behavior management techniques and may adjust to situations based on clear standards of conduct.</p>	<p><u>Adequate</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker reactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker proactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 15, 22, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe a situation in which you have used a technique(s) to address a behavioral issue (include outcomes). 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Communicating clearly and accurately	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker rarely identifies stakeholders or does not communicate expectations, directions, and procedures regarding identified objectives. Use of language lacks professionalism or relevance to the situation.</p>	<p>Partial evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker inconsistently Identifies stakeholders and infrequently communicates expectations, directions, and procedures regarding identified objectives. Use of language may not be professional or relevant to the situation.</p>	<p>Adequate evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker identifies relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>	<p>Significant and varied evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker consistently identifies all relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Instructional Delivery and Facilitation 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 9, 24 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe some communication strategies (written and/or verbal) you have used with students, parents and/or staff that were appropriate for the situation. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Demonstrating flexibility and responsibility	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker rarely implements methods to improve service delivery nor adapts responses to stakeholders' needs. Consistently misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p>Partial evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker inconsistently implements methods that may improve service delivery; rarely adapts responses to stakeholders' needs. Misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p>Adequate evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker implements methods that improve service delivery; adapts responses to stakeholders' needs. Is a liaison or advocate for students and/or families.</p>	<p>Significant and varied evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker consistently seeks and implements varied methods that improve service delivery; adapts responses to stakeholders' needs. Is a liaison or advocate for students and/or families.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 8, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe strategies you use to advocate for students and/or families. Provide examples of any adaptations made to implement interventions. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3c. Gathering data to assess student needs and Implementing Interventions	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker rarely gathers data through assessments and/or interviews in regards to the student’s intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker seldom implements interventions, which may promote student achievement.</p> <p>The school social worker does not collect data to monitor progress nor adapts interventions or consult with stakeholders for accountability.</p>	<p>Partial evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker inconsistently gathers data through assessments and/or interviews in regards to the student’s intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker implements interventions, which may promote student achievement.</p> <p>The school social worker infrequently collects data to monitor progress nor adapts interventions and rarely consults with stakeholders for accountability.</p>	<p>Adequate evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers data through assessments and/or interviews in regards to the student’s intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker implements evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>	<p>Significant and varied evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers comprehensive data through assessments and/or interviews in regards to the student’s intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker consistently implements a broad range of evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects comprehensive data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 5, 6, 9, 12, 13, 21. 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe how you have collaborated with your schools to promote student achievement. Describe how you have progress monitored and consulted with stakeholders for accountability. Describe how you have used data to evaluate the outcome of your school social work services. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3d. Advocating for programs/services that promote a healthy school climate	Domain 3: Service Delivery and Instruction			
	<p><u>Little or no</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker rarely facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker does not interact with stakeholders to enhance school climate.</p>	<p><u>Partial</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker inconsistently facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker infrequently interacts with stakeholders to enhance school climate; may advocate for the continuation or improvement of programs that promote a healthy school climate.</p>	<p><u>Adequate</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker interacts with stakeholders to enhance school climate; advocates for the continuation or improvement of programs that promote a healthy school climate.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker consistently interacts with stakeholders to enhance school climate; advocates for the continuation, improvement, or creation of programs that promote a healthy school climate.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Instructional Delivery and Facilitation • Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> • Standards 1, 9, 19, 20, 22, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • Describe your involvement with school programs/services that promote healthy school climate. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Growing and Developing Professionally	Domain 4: Professional Responsibility and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker rarely learns about innovations and trends in social work as well as in the field of education and does not apply new knowledge.</p> <p>The school social worker fails to utilize feedback given by supervisor and/or colleagues for professional growth.</p>	<p><u>Partial</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker occasionally learns about innovations and trends in social work as well as in the field of education and rarely applies new knowledge.</p> <p>The school social worker may accept feedback from supervisor and/or colleagues and inconsistently utilize it for professional growth.</p>	<p><u>Adequate</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence by learning about innovations and trends in social work as well as in the field of education and frequently applies new knowledge.</p> <p>The school social worker accepts feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence, seeks to grow professionally by learning about innovations and trends in social work as well as in the field of education, and seeks opportunities to apply new knowledge.</p> <p>The school social worker seeks out feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 17 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe how you have shared your professional development activities with others. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 4: Professional Responsibility and Ethical Conduct			
4b. Communicating with families, students, staff, community agencies, etc.	<p>Little or no evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker rarely promotes partnerships between families, school staff, and/or community stakeholders. The school social worker fails to encourage parental involvement.</p>	<p>Partial evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker infrequently promotes partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker inconsistently communicates with stakeholders.</p> <p>The school social worker may encourage parental involvement.</p>	<p>Adequate evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker implements partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders.</p> <p>The school social worker encourages active parental involvement.</p>	<p>Significant and varied evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker identifies and initiates purposeful partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders. The school social worker encourages active parental involvement.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>		
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 14, 25, 26 	<p>EPC Questions:</p> <p>What strategies did you use to build partnerships between families, school staff, and/or community stakeholders?</p>			

4c. Demonstrating professional responsibility	Unsatisfactory/Needs Improvement or Developing	Effective/Highly Effective
	Domain 4: Professional Responsibility and Ethical Conduct	
	<p><u>Little or no</u> evidence exists that the school social worker meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for social workers.</p>	<p><u>Adequate</u> evidence exists that the school social worker meets professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>	
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standard 1 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Determined by the NASW Code of Ethics, this dimension is necessary and non-negotiable in application. 	

Non-Classroom Teacher Evaluation Rubric

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
1a. Demonstrating knowledge of current trends in specialty area and professional development	<p><u>Little or no</u> evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect a lack of application of current trends in specialty area and research based protocols for professional development.</p>	<p><u>Partial</u> evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect inconsistent application of current trends in specialty area and research based protocols for professional development.</p>	<p><u>Adequate</u> evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect frequent application of current trends in specialty area and research based protocols for professional development.</p> <p>The NCT is aware of contemporary research and often incorporates research-based practices into adult education.</p>	<p><u>Significant and varied</u> evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect embedded application of current trends in specialty area and research based protocols for professional development.</p> <p>The NCT is aware of contemporary research and consistently incorporates research-based practices into adult education.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 	<p>Possible Evidence:</p> <p>Professional development plans, Professional development agendas, Professional development evaluations, administrative conversations with the NCT, implementation of Professional development, observation of Professional development, PLCs...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs.</p> <p>Time allocation reflects a lack of familiarity with the school's/district's programs and priorities. Schedule rarely reflects flexibility in response to changing priorities.</p> <p>The NCT does not seek to understand the skills required in implementing the school's/district's priorities.</p>	<p>Partial evidence exists that the NCT demonstrates knowledge to implement of the school's/district's programs.</p> <p>Time allocation reflects inconsistent familiarity with the school's/district's programs and priorities. Schedule reflects insufficient flexibility in response to changing priorities.</p> <p>The NCT seldom seeks to understand the skills required in implementing the school's/district's priorities.</p>	<p>Adequate evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs.</p> <p>Time allocation reflects familiarity with the school's/district's programs and priorities. Schedule reflects frequent flexibility in response to changing priorities.</p> <p>The NCT consistently works to influence the implementation of the school /district programs and seeks to understand the skills required in implementing the school's/district's priorities.</p>	<p>Significant and varied evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs.</p> <p>Time allocation reflects extensive familiarity with the school's/district's programs and priorities. Schedule reflects purposeful flexibility in response to changing priorities.</p> <p>The NCT maximizes their opportunity to influence the future direction of the school /district programs and intentionally seeks to understand the skills required in implementing the school's/district's priorities.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 	<p>Possible Evidence: Mentoring log, coach's log, daily calendar, evidence of data analysis, data chat records, administrative conversation with NCT, School Improvement Plan, District Strategic Plan...</p>			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served	Domain 1: Planning and Preparation			
	<p><u>Little or no</u> evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect a lack of alignment to the needs of the situation and/or the teachers/stakeholders served.</p> <p>The NCT does not consult with administrators and colleagues in the development of instructional support goals.</p>	<p><u>Partial</u> evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect limited alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT seldom consults with administrators and colleagues in the development of instructional support goals.</p>	<p><u>Adequate</u> evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect intentional alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT consults with administrators and colleagues in the development of instructional support goals.</p>	<p><u>Significant and varied</u> evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect extensive alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT purposefully consults with administrators and colleagues in the development of instructional support goals.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible Evidence: NCT goal form, administrative conversation with NCT, School Improvement Plan, District Strategic Plan...</p>			

1d. Demonstrating knowledge and application of resources	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation				
	<p><u>Little or no</u> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support lacks use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT does not seek out resources based on the applicability to a need.</p>	<p><u>Partial</u> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes limited use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT misses opportunities to provide resources based on the applicability to a need.</p>	<p><u>Adequate</u> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes appropriate use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT frequently seeks out resources based on the applicability to a need.</p>	<p><u>Significant and varied</u> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes purposeful use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT strategically seeks out resources based on the applicability to a need.</p>
<p>Florida Educator Accomplished Practices: Foundational Principal 2</p>		<p>Possible Evidence: NCT goal form, Use of current technology, administrative conversation with NCT, oral/written communication, coach's log, training materials...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1e. Planning and integrating the instructional support program with the overall school/district priorities	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program lacks integration between school/district priorities and changing circumstances.</p>	<p>Partial evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits limited integration between school/district priorities and changing circumstances.</p>	<p>Adequate evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits integration between school/district priorities and changing circumstances.</p> <p>The NCT consults with appropriate stakeholders in order to reprioritize the support plan based on shifting needs.</p>	<p>Significant and varied evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits purposeful integration between school/district priorities and changing circumstances.</p> <p>The NCT consults with appropriate stakeholders in order to strategically reprioritize the support plan based on shifting needs.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 		<p>Possible Evidence:</p> <p>NCT goal form, School Improvement Plan, District Strategic Plan, administrative conversation with NCT, written/oral communications, calendar, coach's log...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1f. Developing a plan to evaluate the instructional support program	Domain 1: Planning and Preparation			
	<p><u>Little or no</u> evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program lacks sources of evidence.</p>	<p><u>Partial</u> evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has insufficient sources of evidence.</p>	<p><u>Adequate</u> evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has sources of evidence.</p> <p>The NCT has periodic progress checks in order to initiate support program adjustments.</p>	<p><u>Significant and varied</u> evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has multiple and defined sources of evidence.</p> <p>The NCT has strategically planned for periodic progress checks in order to initiate support program adjustments.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 		<p>Possible Evidence:</p> <p>NCT goal form, District Strategic Plan, School Improvement Plan, administrative conversation with NCT, administrator/NCT data chat, reflection journal...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a. Creating an environment of trust, respect, and rapport	Domain 2: The Learning Environment			
	<p><u>Little or no</u> evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions lack sensitivity, responsiveness, regard, and consideration of others.</p>	<p><u>Partial</u> evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions inconsistently model sensitivity, responsiveness, regard, and consideration of others.</p>	<p><u>Adequate</u> evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions consistently model sensitivity, responsiveness, regard, and consideration of others.</p>	<p><u>Significant and varied</u> evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions consistently model sensitivity, responsiveness, regard, and consideration of others.</p> <p>The NCT actively promotes a positive workplace environment.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Foundational Principle 1 		<p>Possible Evidence:</p> <p>Administrative conversations with the NCT, observation, feedback forms, oral/written communication, NCT goal form...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Promoting a culture for continuous professional learning	Domain 2: The Learning Environment			
	<p>Little or no evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is rarely encouraged.</p>	<p>Partial evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is occasionally encouraged.</p> <p>The NCT seldom engages in professional learning and inconsistently communicates professional learning opportunities for others.</p>	<p>Adequate evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is consistently encouraged.</p> <p>The NCT engages in professional learning, identifies and communicates professional learning opportunities for others, and recognizes accomplishments.</p>	<p>Significant and varied evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is consistently encouraged.</p> <p>The NCT actively seeks and engages in professional learning, identifies and communicates professional learning opportunities for others, and celebrates accomplishments.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation • Foundational Principle 1 	<p>Possible Evidence:</p> <p>Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form ...</p>			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2c. Managing procedures and routines in the job related environment	Domain 2: The Learning Environment			
	<p><u>Little or no</u> evidence exists that the NCTs has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is lost due to the lack of procedures and routines needed to complete job related tasks properly.</p>	<p><u>Partial</u> evidence exists that the NCT has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is often lost due to inconsistent use of procedures and routines needed to complete job related tasks properly.</p>	<p><u>Adequate</u> evidence exists that the NCT has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is managed due to the use of procedures and routines needed to complete job related tasks properly.</p>	<p><u>Significant and varied</u> evidence exists that the NCT has established procedures and routines for managing the job related environment.</p> <p>Productivity is maximized due to the consistent use of procedures and routines needed to complete job related tasks properly.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation • Foundational Principle 1 	<p>Possible Evidence: Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form ...</p>			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2d. Organizing and managing physical space	Domain 2: The Learning Environment			
	<p><u>Little or no</u> evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space impedes the learning process or activity.</p>	<p><u>Partial</u> evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space does little to facilitate the learning process or activity.</p>	<p><u>Adequate</u> evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space is accessible and inclusive for the learning process.</p> <p>The physical space is organized to facilitate the learning process or activity.</p>	<p><u>Significant and varied</u> evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space is accessible and inclusive for all participants involved in the learning process or activity.</p> <p>The physical space is organized in a purposeful, flexible manner to maximize the learning process or activity to accommodate a variety of needs.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Foundational Principle 1 		<p>Possible Evidence:</p> <p>Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Delivery of Service				
3a. Collaborating with the purpose of improving student, school, or district performance	<p>Little or no evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is lacking for the purpose of improving performance.</p>	<p>Partial evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is occasionally used for the purpose of improving performance.</p>	<p>Adequate evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is frequently used for the purpose of improving performance.</p>	<p>Significant and varied evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is varied and consistent with the purpose of improving performance.</p>
Florida Educator Accomplished Practices <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	Possible Evidence: Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms....			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Locating resources for others to enhance the instructional support program	Domain 3: Delivery of Service			
	<p><u>Little or no</u> evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are not sought to meet the needs of the stakeholders.</p>	<p><u>Partial</u> evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources to meet the needs of stakeholders are inconsistently sought.</p>	<p><u>Adequate</u> evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are sought to meet the needs of stakeholders.</p> <p>The NCT provides resources upon request.</p>	<p><u>Significant and varied</u> evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>A wide variety of resources are sought to anticipate the needs of stakeholders.</p> <p>The NCT uses evidence to support differentiated needs.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	<p>Possible Evidence:</p> <p>Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms...</p>			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3c. Demonstrating flexibility and responsiveness	Domain 3: Delivery of Service			
	<p><u>Little or no</u> evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders lack flexibility and responsiveness and do not improve the efficacy of the support program.</p>	<p><u>Partial</u> evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are inconsistently flexible and responsive and may not improve the efficacy of the support program.</p>	<p><u>Adequate</u> evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT revises support for stakeholders as needed.</p>	<p><u>Significant and varied</u> evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT intentionally seeks information and purposefully monitors data to revise support for stakeholders.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 		<p>Possible Evidence:</p> <p>Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Generating and submitting reports following established procedures	Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are rarely submitted on time.</p> <p>Data is not maintained accurately.</p>	<p><u>Partial</u> evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are infrequently submitted in a timely manner.</p> <p>Data is maintained with some degree of accuracy.</p>	<p><u>Adequate</u> evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are submitted in a timely manner.</p> <p>Data is maintained accurately.</p>	<p><u>Significant and varied</u> evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are submitted in a timely manner.</p> <p>Data is maintained accurately. Initiates data analysis for the purpose of continuous school/district improvement.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 3 Continuous Professional Improvement 		<p>Possible Evidence:</p> <p>Job appropriate reports, assessment data, applicable logs, School Improvement Plan, narrative reports, surveys, administrative conversations with the NCT and applicable meeting notes...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4b. Collaborating work with external stakeholders to improve student, school, or district performance	Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration rarely results in improved efficacy of the instructional support program or process.</p>	<p>Partial evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration seldom results in improved efficacy of the instructional support program or process.</p>	<p>Adequate evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and sustained relationships with external stakeholders.</p>	<p>Significant and varied evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and initiate and sustain relationships with external stakeholders.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 		<p>Possible Evidence:</p> <p>Appropriate logs, oral/written communication, administrative conversations with the NCT, applicable programmatic data, observations, and meeting minutes...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 4: Professional Responsibilities and Ethical Conduct			
4c. Communicating clearly and accurately with internal and external stakeholders	<p>Little or no evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are rarely adapted to the needs of stakeholders.</p> <p>Communications often reflect insufficient or inaccurate information.</p>	<p>Partial evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are inconsistently adapted to the needs of stakeholders.</p> <p>Communications reflect insufficient or inaccurate information.</p>	<p>Adequate evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>	<p>Significant and varied evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are initiated and consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Continuous Professional Improvement 	<p>Possible Evidence: Stakeholder feedback forms, appropriate logs, oral/written communication, observations, administrative conversations with the NCT, meeting minutes, and presentation materials...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4d. Individual continuous professional improvement	Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are rarely taken advantage of.</p> <p>Completion or implementation of professional learning is lacking.</p>	<p>Partial evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are participated in when directed.</p> <p>Completion or implementation of professional learning is inconsistent.</p>	<p>Adequate evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are sought in order to stay current with related content and pedagogy.</p> <p>Completion and implementation of professional learning with fidelity and quality is consistent.</p>	<p>Significant and varied evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are independently sought in order to stay current with related content and pedagogy.</p> <p>Completion and implementation of professional learning with fidelity and quality is consistent.</p> <p>The NCT initiates activities that contribute to the learning of peers.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Continuous Professional Improvement 	<p>Possible Evidence:</p> <p>Appropriate logs, documentation of Professional development, oral/written communication, observations, applicable programmatic data, administrative conversations with the NCT, meeting minutes, certificates of completion and presentation materials...</p>			

	Unsatisfactory/Needs Improvement	Effective/Highly Effective
4e. Professional responsibilities	Domain 4: Professional Responsibilities and Ethical Conduct	
	<p><u>Little or no</u> evidence exists that the designated non-classroom teacher meets professional responsibilities as related to “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.”</p> <p>Conduct reflects a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p><u>Evidence</u> exists that the designated non-classroom teacher meets professional responsibilities as related to “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.”</p> <p>Conduct reflects consistent adherence to professional standards, ethics, and practices for educators.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Professional Responsibility and Ethical Conduct 	<p>Possible Evidence:</p> <p>Observation, conversation with teachers, “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida” ...</p>	

Appendix D: Florida Educator Accomplished Practices (FEAPs) Crosswalk

Classroom Teacher Evaluation EPC Rating Rubrics

Domain 1: Instructional Design, Lesson Planning, and Assessment	
Essential Performance Criteria	FEAPS
EPC: 1a. Demonstrating Knowledge of Content and Pedagogy	Florida Educator Accomplished Practices: Foundational Principle 2 - The effective educator demonstrates deep and comprehensive knowledge of the subject taught. Instructional Design and Lesson Planning
EPC: 1b. Demonstrating Knowledge of Students.	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation Foundational Principle 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
EPC: 1c. Setting Instructional Outcomes	Florida Educator Accomplished Practices: Instructional Design and Lesson Planning Foundational Principle 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.
EPC: 1d. Demonstrating Knowledge of Resources and Technology	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation
EPC: 1e. Designing Coherent Instruction	Florida Educator Accomplished Practices: Instructional Design and Lesson Planning
EPC: 1f. Designing Student Assessments	Florida Educator Accomplished Practices: Instructional Design and Lesson Planning. Assessment
Domain 2: Instructional Delivery and Facilitation	
EPC: 2a. Communicating with Students	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation
EPC: 2b. Using Strategies to Evoke High-order Thinking and Discussions	Florida Educator Accomplished Practices: Instructional Delivery and Facilitation
EPC: 2c. Lesson Delivery and Engaging Students in Learning	Florida Educator Accomplished Practices: Instructional Delivery and Facilitation
EPC: 2d. Using Assessment in Instruction	Florida Educator Accomplished Practices: Assessment
EPC: 2e. Demonstrating Flexibility and Responsiveness	Florida Educator Accomplished Practices: Instructional Delivery and Facilitation

EPC: 2f. Integrating Cross Content Reading and Writing Instruction	Florida Educator Accomplished Practices: Instructional Delivery and Facilitation
Domain 3: The Learning Environment	
EPC: 3a. Creating an Environment of Respect and Rapport	Florida Educator Accomplished Practices: The Learning Environment Foundational Principle 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
EPC: 3b. Establishing a Culture for Learning	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation Foundational Principle 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
EPC: 3c. Managing Classroom	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation
EPC: 3d. Managing Student Behavior	Florida Educator Accomplished Practices: The Learning Environment
EPC: 3e. Organizing Physical Space	Florida Educator Accomplished Practices: The Learning Environment
Domain 4: Professional Responsibilities and Ethical Conduct	
EPC: 4a. Attention to Equity and Diversity	Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct The Learning Environment
EPC: 4b. Maintaining Accurate Records	Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct
EPC: 4c. Communicating with Families	Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct
EPC: 4d. Participating in a Professional Community	Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct
EPC: 4e. Individual Continuous Professional Improvement	Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct
EPC: 4f. Professional Responsibilities	Florida Educator Accomplished Practices: Foundational Principle 3 - The effective educator exemplifies the standards of the profession Professional Responsibility and Ethical Conduct

Library Media Specialists	
<u>Essential Performance Criteria EPC</u>	<u>FEAPS Florida Educator Accomplished Practices:</u>
<u>1a. Fostering a culture of inquiry, independent reading, and lifelong learning</u>	<u>The Learning Environment</u>
<u>1b. Providing an inviting and accessible environment</u>	<u>The Learning Environment</u>
<u>1c. Creating an environment of respect and rapport</u>	<u>The Learning Environment</u> <u>Foundational Principle 1</u>
<u>1d. Managing student behavior</u>	<u>The Learning Environment</u>
<u>1e. Establishing library procedures</u>	<u>The Learning Environment</u>
<u>2a. Demonstrating knowledge of the curriculum</u>	<u>Instructional Design and Lesson Planning</u>
<u>2b. Providing instruction to engage students in learning</u>	<u>Instructional Design and Lesson Planning</u> <u>Instructional Delivery and Facilitation</u>
<u>2c. Incorporating literacy instruction</u>	<u>Instructional Design and Lesson Planning</u> <u>Instructional Delivery and Facilitation</u>
<u>2d. Supporting the instructional program</u>	<u>Instructional Design and Lesson Planning</u> <u>Lesson Delivery and Facilitation</u>
<u>2e. Using data to enhance learning</u>	<u>Instructional Design and Lesson Planning</u> <u>Lesson Delivery and Facilitation</u>
<u>2f. Providing professional development based upon school data</u>	<u>Instructional Design and Lesson Planning</u> <u>Lesson Delivery and Facilitation</u>
<u>3a. Managing the library collection</u>	<u>The Learning Environment & Assessment</u>
<u>3b. Demonstrating knowledge of collection development</u>	<u>The Learning Environment</u>
<u>3c. Establishing media programming</u>	<u>The Learning Environment</u> <u>Instructional Delivery and Facilitation</u>
<u>3d. Demonstrating knowledge of technological processes and resources</u>	<u>The Learning Environment</u>
<u>4a. Promoting the library/media program throughout both the learning community and the public</u>	<u>Continuous Professional Improvement</u> <u>Professional Responsibility and Ethical Conduct</u>
<u>4b. Extracting, interpreting, and sharing data relevant to the media program</u>	<u>Professional Responsibility and Ethical Conduct</u>
<u>4c. Participating in professional learning</u>	<u>Continuous Professional Improvement</u> <u>Professional Responsibility and Ethical Conduct</u>
<u>4d. Attending to equity and diversity</u>	<u>Professional Responsibility and Ethical Conduct</u>
<u>4e. Professional responsibilities</u>	<u>Foundational Principle 3</u> <u>Professional Responsibility and Ethical Conduct</u>

School Counselors

<u>Essential Performance Criteria EPC</u>	<u>FEAPS Florida Educator Accomplished Practices:</u>
<u>1a. Demonstrating knowledge of theory, techniques, and child and adolescent development</u>	<u>Foundation Principle 2</u> <u>Instructional Design & Lesson Planning</u>
<u>1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component</u>	<u>Instructional Design & Lesson Planning</u> <u>Foundation Principle 1</u>
<u>1c. Demonstrating knowledge of resources</u>	<u>Foundation Principle 2</u> <u>Instructional Design & Lesson Planning</u> <u>Instructional Delivery & Facilitation</u>
<u>2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning</u>	<u>The Learning Environment</u>
<u>2b. Managing procedures: record keeping, time management, organization, following district policies</u>	<u>The Learning Environment</u>
<u>2c. Managing behavior and compliance</u>	<u>The Learning Environment</u>
<u>2d. Organizing work environment and resources</u>	<u>The Learning Environment</u> <u>Instructional Design and Lesson Planning</u>
<u>3a. Demonstrating flexibility and responsibility</u>	<u>Foundation Principle 3</u> <u>The Learning Environment</u>
<u>3b. Needs assessment gathering information to develop a school counseling program</u>	<u>Assessment</u> <u>Instructional Design and Lesson Planning</u>
<u>3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment</u>	<u>Assessment</u>
<u>3d. Assisting students in the formulation of age-appropriate academic, personal/ social, and career plans/ awareness based on knowledge of student needs</u>	<u>Instructional Delivery and Facilitation</u> <u>Foundation Principle 3</u>
<u>4a. Growing and developing professionally</u>	<u>Foundation Principle 3</u> <u>Continuous Professional Improvement</u>
<u>4b. Knowledge, application, and sharing of resources to meet student needs</u>	<u>Continuous Professional Improvement</u> <u>Professional Responsibility and Ethical Conduct</u>
<u>4c. Contributing and participating in school, district, professional community, and community initiatives</u>	<u>Continuous Professional Improvement</u>
<u>4d. Demonstrating adherence to ethical standards</u>	<u>Foundation Principle 3</u> <u>Professional Responsibility and Ethical Conduct</u>

Non-Classroom Teachers	
Essential Performance Criteria EPC	FEAPS Florida Educator Accomplished Practices:
<u>1a. Demonstrating knowledge of current trends in specialty area and professional development</u>	<u>Florida Educator Accomplished Practices: Foundational Principle 2</u>
<u>1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program</u>	<u>Florida Educator Accomplished Practices: Foundational Principle 2</u>
<u>1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served</u>	<u>Continuous Professional Improvement</u>
<u>1d. Demonstrating knowledge and application of resources</u>	<u>Foundational Principle 2</u>
<u>1e. Planning and integrating the instructional support program with the overall school/district priorities</u>	<u>Continuous Professional Improvement</u>
<u>1f. Developing a plan to evaluate the instructional support program</u>	<u>Continuous Professional Improvement</u>
<u>2a. Creating an environment of trust, respect, and rapport</u>	<u>The Learning Environment</u> <u>Foundational Principle 1</u>
<u>2b. Promoting a culture for continuous professional learning</u>	<u>The Learning Environment</u> <u>Instructional Delivery and Facilitation</u> <u>Foundational Principle 1</u>
<u>2c. Managing procedures and routines in the job related environment</u>	<u>The Learning Environment</u> <u>Instructional Delivery and Facilitation</u> <u>Foundational Principle 1</u>
<u>2d. Organizing and managing physical space</u>	<u>The Learning Environment</u> <u>Foundational Principle 1</u>
<u>3a. Collaborating with the purpose of improving student, school, or district performance</u>	<u>Instructional Delivery and Facilitation</u>
<u>3b. Locating resources for others to enhance the instructional support program</u>	<u>Instructional Delivery and Facilitation</u>
<u>3c. Demonstrating flexibility and responsiveness</u>	<u>Instructional Delivery and Facilitation</u>
<u>4a. Generating and submitting reports following established procedures</u>	<u>Foundational Principle 3</u> <u>Continuous Professional Improvement</u>
<u>4b. Collaborating work with external stakeholders to improve student, school, or district performance</u>	<u>Instructional Delivery and Facilitation</u>
<u>4c. Communicating clearly and accurately with internal and external stakeholders</u>	<u>Foundational Principle 3</u> <u>Continuous Professional Improvement</u>
<u>4d. Individual continuous professional improvement</u>	<u>Foundational Principle 3</u> <u>Continuous Professional Improvement</u>
<u>4e. Professional responsibilities</u>	<u>Foundational Principle 3</u> <u>Professional Responsibility and Ethical Conduct</u>
Individual Goal	<u>Continuous Professional Improvement</u>

School Psychologists	
Essential Performance Criteria EPC	FEAPS Florida Educator Accomplished Practices:
<u>1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process</u>	<u>Foundational Principle 2</u> <u>Instructional Design and Lesson Planning</u>
<u>1b. Using a consultative, problem-solving framework as the basis for all professional activities</u>	<u>Instructional Design and Lesson Planning</u> <u>Foundational Principle 1</u>
<u>1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems</u>	<u>Foundational Principle 2</u> <u>Instructional Design and Lesson Planning</u> <u>Instructional Delivery and Facilitation</u>
<u>2a. Demonstrating a respect for individual differences when interacting with others</u>	<u>The Learning Environment</u>
<u>2b. Applying appropriate ecological and behavioral theories</u>	<u>The Learning Environment</u> <u>Assessment</u>
<u>3a. Fostering effective two-way communication</u>	<u>The Learning Environment</u> <u>Instructional Delivery and Facilitation</u>
<u>3b. Gathering information, evaluating needs, and conducting assessments to determine student services</u>	<u>Assessment</u> <u>Instructional Design and Lesson Planning</u> <u>Instructional Delivery and Facilitation</u>
<u>4a. Growing and developing professionally</u>	<u>Foundational Principle 3</u> <u>Continuous Professional Improvement</u>
<u>4b. Contributing to and participating in school, district, professional, and community initiatives</u>	<u>Continuous Professional Improvement</u>
<u>4c. Prioritizing work and responding to student, family, school, and/or district needs</u>	<u>The Learning Environment</u>
<u>4d. Demonstrating professional responsibility and ethical conduct</u>	<u>Foundational Principle 3</u> <u>Professional Responsibility and Ethical Conduct</u>
<u>Individual Goal</u>	

School Social Workers	
<u>Essential Performance Criteria EPC</u>	<u>FEAPS Florida Educator Accomplished Practices:</u>
<u>1a. Demonstrating knowledge of theory, techniques, child and adolescent development</u>	<u>Instructional Design and Lesson Planning</u>
<u>1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component</u>	<u>Instructional Design and Lesson Planning</u>
<u>1c. Demonstrating the skills to access and utilize appropriate resources</u>	<u>Instructional Design and Lesson Planning</u>
<u>2a. Creating an environment of respect and rapport</u>	<u>The Learning Environment</u>
<u>2b. Managing processes and procedures</u>	<u>The Learning Environment</u>
<u>2c. Utilizing behavior management techniques</u>	<u>The Learning Environment</u>
<u>3a. Communicating clearly and accurately</u>	<u>The Learning Environment</u>
	<u>Instructional Delivery and Facilitation</u>
<u>3b. Demonstrating flexibility and responsibility</u>	<u>The Learning Environment</u>
<u>3c. Gathering data to assess student needs and Implementing Interventions</u>	<u>Instructional Delivery and Facilitation</u>
<u>3d. Advocating for programs/services that promote a healthy school climate</u>	<u>Instructional Delivery and Facilitation</u>
	<u>Instructional Design and Lesson Planning</u>
<u>4a. Growing and Developing Professionally</u>	<u>Continuous Professional Improvement</u>
<u>4b. Communicating with families, students, staff, community agencies, etc.</u>	<u>Professional Responsibility and Ethical Conduct</u>
<u>4c. Demonstrating professional responsibility</u>	<u>Professional Responsibility and Ethical Conduct</u>
<u>Individual Goal</u>	<u>Continuous Professional Improvement</u>

Appendix E: Summative Evaluation Forms

Classroom Teacher – Stage 1

SAPID	Fiscal Year	Date Updated	Evaluator	Evaluator SAPID
Teacher Local ID	School Year	Date of Completion	Evaluator's Name	Evaluator's Local ID
Student Learning Growth				
Evidence of Student Achievement – this section is not finalized until Stage 2				Points Earned
Points for Student Achievement (<i>Student Data Source: Student Performance Data Associated with Teacher</i>)				
Instructional Practice				
1. Instructional Design, Lesson Planning and Assessment				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
1a. Demonstrating Knowledge of Content and Pedagogy			1-4	
1b. Demonstrating Knowledge of Students			1-4	
1c. Setting Instructional Outcomes			1-4	
1d. Demonstrating Knowledge of Resources and Technology			1-4	
1e. Designing Coherent Instruction			1-4	
1f. Designing Student Assessments			1-4	
Average for this Domain (1-4 Possible)				Points for Domain 1
2. Instructional Delivery & Facilitation				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
2a. Communicating with Students			1-4	
2b. Using Strategies to Evoke High-order Thinking and Discussions			1-4	
2c. Lesson Delivery and Engaging Students in Learning			1-4	
2d. Using Assessment in Instruction			1-4	
2e. Demonstrating Flexibility and Responsiveness			1-4	
2f. Integrating Cross Content Reading and Writing Instruction			1-4	
Average for this Domain (1-4 Possible)				Points for Domain 2
3. The Learning Environment				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
3a. Creating an Environment of Respect and Rapport			1-4	
3b. Establishing a Culture for Learning			1-4	
3c. Managing Classroom Procedures			1-4	
3d. Managing Student Behavior			1-4	
3e. Organizing Physical Space			1-4	
Average for this Domain (1-4 Possible)				Points for Domain 3
4. Professional Responsibility and Ethical Conduct				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
4a. Attention to Equity and Diversity			1-4	
4b. Maintaining Accurate Records			1-4	
4c. Communicating with Families			1-4	

4d. Participating in a Professional Community			1-4	
4e. Individual Continuous Professional Improvement			1-4	
4f. Professional Responsibilities			1-4	
Average for this Domain (1-4 Possible)				Points for Domain 4
Stage 1 Overall Evaluation				
Employee Self Evaluation & Reflection				
			Completed & Finalized	Yes/No
Overall Rating		Rating from Table		Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective	
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00	
Teacher Signature		Administrator Signature		
Date		Date		

Classroom Teacher- Stage 2

SAPID	Fiscal Year	Date Updated	Evaluator	Evaluator SAPID
Teacher Local ID	School Year	Date of Completion	Evaluator's Name	Evaluator's Local ID

Student Learning Growth

Evidence of Student Achievement	Points Earned
Points for Student Achievement (<i>Student Data Source: Student Performance Data Associated with Teacher</i>)	

Instructional Practice

1. Instructional Design, Lesson Planning and Assessment

EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Average Points from Administrator
1a. Demonstrating Knowledge of Content and Pedagogy			1-4	
1b. Demonstrating Knowledge of Students			1-4	
1c. Setting Instructional Outcomes			1-4	
1d. Demonstrating Knowledge of Resources and Technology			1-4	
1e. Designing Coherent Instruction			1-4	
1f. Designing Student Assessments			1-4	

Average for this Domain (1-4 Possible) [Points for Domain 1](#)

2. Instructional Delivery & Facilitation

EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Average Points from Administrator
2a. Communicating with Students			1-4	
2b. Using Strategies to Evoke High- order Thinking and Discussions			1-4	
2c. Lesson Delivery and Engaging Students in Learning			1-4	
2d. Using Assessment in Instruction			1-4	
2e. Demonstrating Flexibility and Responsiveness			1-4	
2f. Integrating Cross Content Reading and Writing Instruction			1-4	

Average for this Domain (1-4 Possible) [Points for Domain 2](#)

3. The Learning Environment

EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Average Points from Administrator
3a. Creating an Environment of Respect and Rapport			1-4	
3b. Establishing a Culture for Learning			1-4	
3c. Managing Classroom Procedures			1-4	
3d. Managing Student Behavior			1-4	
3e. Organizing Physical Space			1-4	

Average for this Domain (1-4 Possible) [Points for Domain 3](#)

4. Professional Responsibility and Ethical Conduct

EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Average Points from Administrator
4a. Attention to Equity and Diversity			1-4	
4b. Maintaining Accurate Records			1-4	
4c. Communicating with Families			1-4	
4d. Participating in a Professional Community			1-4	

4e. Individual Continuous Professional Improvement			1-4	
4f. Professional Responsibilities			1-4	
Average for this Domain (1-4 Possible)				Points for Domain 4
Stage 2 Overall Evaluation				
Employee Self Evaluation & Reflection				
			Completed & Finalized	Yes/No
Overall Rating		Rating from Table		Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective	
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00	
Teacher Signature			Administrator Signature	
Date			Date	

LIBRARY MEDIA SPECIALIST (LMS) EVALUATION- Stage 1

Evidence of Student Achievement			Earned
Not available for Stage 1 Evaluation			N/A
Instructional Practice			
Domain 1. Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Fostering a culture of inquiry, independent reading, and lifelong learning	No Rating	No Rating	N/A
1b. Providing an inviting and accessible environment	No Rating	No Rating	N/A
1c. Creating an environment of respect and rapport	No Rating	No Rating	N/A
1d. Managing student behavior	No Rating	No Rating	N/A
1e. Establishing library procedures	No Rating	No Rating	N/A
Enter any comments related to Domain 1. Learning Environment in the box below:			
Domain 2. Instructional Design, Planning, Delivery, And Facilitation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Demonstrating knowledge of the curriculum	No Rating	No Rating	N/A
2b. Providing instruction to engage students in learning	No Rating	No Rating	N/A
2c. Incorporating literacy Instruction	No Rating	No Rating	N/A
2d. Supporting the instructional program	No Rating	No Rating	N/A
2e. Using data to enhance learning	No Rating	No Rating	N/A
2f. Providing professional development based upon school data	No Rating	No Rating	N/A
Enter any comments related to Domain 2. Instructional Design, Planning, Delivery, And Facilitation in the box below:			

Domain 3. Administration Of Service			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Managing the library collection	No Rating	No Rating	N/A
3b. Demonstrating knowledge of collection development	No Rating	No Rating	N/A
3c. Establishing media programming	No Rating	No Rating	N/A
3d. Demonstrating knowledge of technological processes and resources	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 3. Administration Of Service in the box below:</i>			
Domain 4. Professional Responsibility And Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Promoting the library/media program throughout both the learning community and the public	No Rating	No Rating	N/A
4b. Extracting, interpreting, and sharing data relevant to the media program	No Rating	No Rating	N/A
4c. Participating in professional learning	No Rating	No Rating	N/A
4d. Attending to equity and diversity	No Rating	No Rating	N/A
4e. Professional responsibilities	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 4. Professional Responsibility And Ethical Conduct in the box below:</i>			

Library / Media Specialist Absolutes Point Summary	
Percent of Absolutes Met	
Absolutes Form	
Last Updated on 00/00/00 by ADMINISTRATOR	
Activity 1. Attendance at required quarterly L/MS meetings	
Attended 1st Quarter Meeting	Yes/No
Attended 2nd Quarter Meeting	Yes/No
Attended 3rd Quarter Meeting	Yes/No
Attended 4th Quarter Meeting	Yes/No
Activity 2. Meeting Deadlines	
Barcode Range Report completed and submitted on-time	Yes/No
End of Year Inventory Report completed and submitted on-time	Yes/No
LMM Order completed and submitted on- time	Yes/No
Magazine Orders completed and submitted on-time (As appropriate)	Yes/No
Media Committee Verification Form completed and submitted on-time	Yes/No
Projected Budget Report completed and submitted on-time	Yes/No
Activity 3. Response to Mandatory Requests	
Online Surveys	Yes/No
Statistics submitted in a timely manner	Yes/No
Activity 4. Keeping Database up to date in Destiny	
Access levels kept up to date	Yes/No
Cataloging kept up to date	Yes/No
Set-up completed	Yes/No
Activity 5. In-service of School Media Advisory Committee	
In-service of School Media Advisory Committee conducted (As appropriate)	Yes/No

Stage 2 Overall Evaluation			
Employee Self Evaluation & Reflection			
		Completed & Finalized	Yes/No
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

LIBRARY MEDIA SPECIALIST (LMS) EVALUATION – Stage 2

Evidence of Student Achievement			Earned
Student Learning Growth Rating			
Instructional Practice			
Domain 1. Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Fostering a culture of inquiry, independent reading, and lifelong learning	No Rating	No Rating	N/A
1b. Providing an inviting and accessible environment	No Rating	No Rating	N/A
1c. Creating an environment of respect and rapport	No Rating	No Rating	N/A
1d. Managing student behavior	No Rating	No Rating	N/A
1e. Establishing library procedures	No Rating	No Rating	N/A
Enter any comments related to Domain 1. Learning Environment in the box below:			
Domain 2. Instructional Design, Planning, Delivery, And Facilitation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Demonstrating knowledge of the curriculum	No Rating	No Rating	N/A
2b. Providing instruction to engage students in learning	No Rating	No Rating	N/A
2c. Incorporating literacy Instruction	No Rating	No Rating	N/A
2d. Supporting the instructional program	No Rating	No Rating	N/A
2e. Using data to enhance learning	No Rating	No Rating	N/A
2f. Providing professional development based upon school data	No Rating	No Rating	N/A
Enter any comments related to Domain 2. Instructional Design, Planning, Delivery, And Facilitation in the box below:			
Domain 3. Administration Of Service			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation	Supervisor Rating	Average Points from
3a. Managing the library collection	No Rating	No Rating	N/A
3b. Demonstrating knowledge of collection development	No Rating	No Rating	N/A
3c. Establishing media programming	No Rating	No Rating	N/A

3d. Demonstrating knowledge of technological processes and resources	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 3. Administration Of Service in the box below:</i>			
Domain 4. Professional Responsibility And Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Promoting the library/media program throughout both the learning community and the public	No Rating	No Rating	N/A
4b. Extracting, interpreting, and sharing data relevant to the media program	No Rating	No Rating	N/A
4c. Participating in professional learning	No Rating	No Rating	N/A
4d. Attending to equity and diversity	No Rating	No Rating	N/A
4e. Professional responsibilities	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 4. Professional Responsibility And Ethical Conduct in the box below:</i>			

Library / Media Specialist Absolutes Point Summary

Percent of Absolutes Met

Absolutes Form

Last Updated on 00/00/00 by ADMINISTRATOR

Activity 1. Attendance at required quarterly L/MS meetings

Attended 1st Quarter Meeting Yes/No
Attended 2nd Quarter Meeting Yes/No
Attended 3rd Quarter Meeting Yes/No
Attended 4th Quarter Meeting Yes/No

Activity 2. Meeting Deadlines

Barcode Range Report completed and submitted on-time Yes/No
End of Year Inventory Report completed and submitted on-time Yes/No
LMM Order completed and submitted on- time Yes/No
Magazine Orders completed and submitted on-time (As appropriate) Yes/No
Media Committee Verification Form completed and submitted on-time Yes/No
Projected Budget Report completed and submitted on-time Yes/No

Activity 3. Response to Mandatory Requests

Online Surveys Yes/No
Statistics submitted in a timely manner Yes/No

Activity 4. Keeping Database up to date in Destiny

Access levels kept up to date Yes/No
Cataloging kept up to date Yes/No
Set-up completed Yes/No

Activity 5. In-service of School Media Advisory Committee

In-service of School Media Advisory Committee conducted (As appropriate) Yes/No

Stage 2 Overall Evaluation			
Employee Self Evaluation & Reflection			
			Completed & Finalized Yes/No
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

School Guidance Counselor – Stage 1

Evidence of Student Achievement			Earned
Not available for Stage 1 Evaluation			N/A
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	No Rating	No Rating	N/A
1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component	No Rating	No Rating	N/A
1c. Demonstrating knowledge of resources	No Rating	No Rating	N/A
Enter any comments related to Domain 1. Planning And Preparation in the box below:			
Domain 2. Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning	No Rating	No Rating	N/A
2b. Managing procedures: record keeping, time management, organization, and following district policies	No Rating	No Rating	N/A
2c. Managing behavior and compliance	No Rating	No Rating	N/A
2d. Organizing work environment and resources	No Rating	No Rating	N/A
Enter any comments related to Domain 2. Environment in the box below:			
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Demonstrating flexibility and responsibility	No Rating	No Rating	N/A
3b. Needs assessment gathering information to develop a school counseling program	No Rating	No Rating	N/A
3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment	No Rating	No Rating	N/A
3d. Assisting students in the formulation of age- appropriate academic, personal/ social, and career plans/ awareness based on knowledge of student needs	No Rating	No Rating	N/A

Enter any comments related to Domain 3. Service Delivery And Instruction in the box below:

Domain 4. Professional Responsibility And Ethical Conduct

EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	N/A
4b. Knowledge, application, and sharing of resources to meet student needs	No Rating	No Rating	N/A
4c. Contributing and participating in school, district, professional community, and community initiatives	No Rating	No Rating	N/A
4d. Demonstrating adherence to ethical standards	No Rating	No Rating	N/A

Enter any comments related to Domain 4. Professional Responsibility And Ethical Conduct in the box below:

Individual Goal Rating and Point Summary

The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

Is progress toward the goal being monitored?	No Rating
Are the strategies being implemented?	No Rating
Are the strategies being modified as appropriate?	No Rating
Is data related to the goal being monitored?	No Rating
Was the goal met or was the goal continued?	No Rating
Supervisor's Individual Goal Rating	No Rating

Enter any optional comments related to the Individual Goal in the box below:

Stage 1 Overall Evaluation			
Employee Self Evaluation & Reflection			
		Completed & Finalized	
		Yes	No
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

School Guidance Counselor – Stage 2

Evidence of Student Achievement			Earned
Student Learning Growth Rating			
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	No Rating	No Rating	N/A
1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component	No Rating	No Rating	N/A
1c. Demonstrating knowledge of resources	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 1. Planning And Preparation in the box below:</i>			
Domain 2. Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning	No Rating	No Rating	N/A
2b. Managing procedures: record keeping, time management, organization, and following district policies	No Rating	No Rating	N/A
2c. Managing behavior and compliance	No Rating	No Rating	N/A
2d. Organizing work environment and resources	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 2. Environment in the box below:</i>			
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Demonstrating flexibility and responsibility	No Rating	No Rating	N/A

3b. Needs assessment gathering information to develop a school counseling program	No Rating	No Rating	N/A
3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment	No Rating	No Rating	N/A
3d. Assisting students in the formulation of age- appropriate academic, personal/ social, and career plans/ awareness based on knowledge of student needs	No Rating	No Rating	N/A

Enter any comments related to Domain 3. Service Delivery And Instruction in the box below:

Domain 4. Professional Responsibility And Ethical Conduct

EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	N/A
4b. Knowledge, application, and sharing of resources to meet student needs	No Rating	No Rating	N/A
4c. Contributing and participating in school, district, professional community, and community initiatives	No Rating	No Rating	N/A
4d. Demonstrating adherence to ethical standards	No Rating	No Rating	N/A

Enter any comments related to Domain 4. Professional Responsibility And Ethical Conduct in the box below:

Individual Goal Rating and Point Summary

The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

Is progress toward the goal being monitored?	No Rating
Are the strategies being implemented?	No Rating
Are the strategies being modified as appropriate?	No Rating
Is data related to the goal being monitored?	No Rating
Was the goal met or was the goal continued?	No Rating
Supervisor's Individual Goal Rating	No Rating

Enter any optional comments related to the Individual Goal in the box below:

Stage 2 Overall Evaluation			
Employee Self Evaluation & Reflection			
		Completed & Finalized Yes/No	
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

School Psychologist – Stage 1

Evidence of Student Achievement			Earned
Student Learning Growth Rating			N/A
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process	No Rating	No Rating	
1b. Using a consultative, problem-solving framework as the basis for all professional activities	No Rating	No Rating	
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and socialemotional problems	No Rating	No Rating	
Average for this Section (1 - 4 Possible)	0.00	No Rating	
<i>Enter any comments related to Domain 1. Planning And Preparation in the box below:</i>			
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Demonstrating a respect for individual differences when interacting with others	No Rating	No Rating	
2b. Applying appropriate ecological and behavioral theories	No Rating	No Rating	
Average for this Section (1 - 4 Possible)	0.00	No Rating	
<i>Enter any comments related to Domain 2. The Learning Environment in the box below:</i>			
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Fostering effective two-way communication	No Rating	No Rating	
3b. Gathering information, evaluating needs, and conducting assessments to determine student services	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
<i>Enter any comments related to Domain 3. Service Delivery And Instruction in the box below:</i>			

Domain 4. Professional Responsibilities And Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	
4b. Contributing to and participating in school, district, professional, and community initiatives	No Rating	No Rating	
4c. Prioritizing work and responding to student, family, school, and/or district needs	No Rating	No Rating	
4d. Demonstrating professional responsibility and ethical conduct	No Rating	No Rating	
Average for this Section (1 -4 Possible)			0.00
<i>Enter any comments related to Domain 4. Professional Responsibilities And Ethical Conduct in the box below:</i>			
Individual Goal Rating and Point Summary			
<i>The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.</i>			
Is progress toward the goal being monitored?	No Rating		
Are the strategies being implemented?	No Rating		
Are the strategies being modified as appropriate?	No Rating		
Is data related to the goal being monitored?	No Rating		
Was the goal met or was the goal continued?	No Rating		
Supervisor's Individual Goal Rating	No Rating		

Stage 1 Overall Evaluation			
Employee Self Evaluation & Reflection (1 or 4 possible)			
			Completed & Finalized
			Yes/No
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

School Psychologist – Stage 2

Evidence of Student Achievement			Earned
Student Learning Growth Rating			
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process	No Rating	No Rating	
1b. Using a consultative, problem-solving framework as the basis for all professional activities	No Rating	No Rating	
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and socialemotional problems	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
<i>Enter any comments related to Domain 1. Planning And Preparation in the box below:</i>			
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Demonstrating a respect for individual differences when interacting with others	No Rating	No Rating	
2b. Applying appropriate ecological and behavioral theories	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
<i>Enter any comments related to Domain 2. The Learning Environment in the box below:</i>			
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Fostering effective two-way communication	No Rating	No Rating	
3b. Gathering information, evaluating needs, and conducting assessments to determine student services	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
<i>Enter any comments related to Domain 3. Service Delivery And Instruction in the box below:</i>			

Domain 4. Professional Responsibilities And Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	
4b. Contributing to and participating in school, district, professional, and community initiatives	No Rating	No Rating	
4c. Prioritizing work and responding to student, family, school, and/or district needs	No Rating	No Rating	
4d. Demonstrating professional responsibility and ethical conduct	No Rating	No Rating	
Average for this Section (1 -4 Possible)			0.00
<i>Enter any comments related to Domain 4. Professional Responsibilities And Ethical Conduct in the box below:</i>			
Individual Goal Rating and Point Summary			
<i>The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.</i>			
Is progress toward the goal being monitored?	No Rating		
Are the strategies being implemented?	No Rating		
Are the strategies being modified as appropriate?	No Rating		
Is data related to the goal being monitored?	No Rating		
Was the goal met or was the goal continued?	No Rating		
Supervisor's Individual Goal Rating	No Rating		

Stage 2 Overall Evaluation			
Employee Self Evaluation & Reflection (1 or 4 possible)			
			Completed & Finalized
			Yes/No
Overall Rating		Rating from Table	
		Average	
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

Social Worker – Stage 1

Evidence of Student Achievement			Earned
Student Learning Growth Rating			N/A
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	No Rating	No Rating	
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component	No Rating	No Rating	
1c. Demonstrating the skills to access and utilize appropriate resources	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating an environment of respect and rapport	No Rating	No Rating	
2b. Managing processes and procedures	No Rating	No Rating	
2c. Utilizing behavior management techniques	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Communicating clearly and accurately	No Rating	No Rating	
3b. Demonstrating flexibility and responsibility	No Rating	No Rating	
3c. Gathering data to assess student needs and implementing interventions	No Rating	No Rating	
3d. Advocating for programs/services that promote a healthy school climate	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Domain 4. Professional Responsibility And Ethical Conduct			

EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	
4b. Communicating with families, students, staff, community agencies, etc.	No Rating	No Rating	
4c. Demonstrating professional responsibility	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00

Individual Goal Rating and Point Summary

The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

Is progress toward the goal being monitored?	No Rating
Are the strategies being implemented?	No Rating
Are the strategies being modified as appropriate?	No Rating
Is data related to the goal being monitored?	No Rating
Was the goal met or was the goal continued?	No Rating
Supervisor's Individual Goal Rating	No Rating

Stage 1 Overall Evaluation

Employee Self Evaluation & Reflection (1 or 4 possible)

		Completed & Finalized		Yes/No
Overall Rating		Rating from Table		Average
Unsatisfactory	Needs Improvement/Developing	Effective		Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49		3.50 -4.00
Teacher Signature		Administrator Signature		
Date		Date		

Social Worker – Stage 2

Evidence of Student Achievement			Earned
Student Learning Growth Rating			
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	No Rating	No Rating	
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component	No Rating	No Rating	
1c. Demonstrating the skills to access and utilize appropriate resources	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating an environment of respect and rapport	No Rating	No Rating	
2b. Managing processes and procedures	No Rating	No Rating	
2c. Utilizing behavior management techniques	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Communicating clearly and accurately	No Rating	No Rating	
3b. Demonstrating flexibility and responsibility	No Rating	No Rating	
3c. Gathering data to assess student needs and implementing interventions	No Rating	No Rating	
3d. Advocating for programs/services that promote a healthy school climate	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00

Domain 4. Professional Responsibility And Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	
4b. Communicating with families, students, staff, community agencies, etc.	No Rating	No Rating	
4c. Demonstrating professional responsibility	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Individual Goal Rating and Point Summary			
<i>The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.</i>			
Is progress toward the goal being monitored?	No Rating		
Are the strategies being implemented?	No Rating		
Are the strategies being modified as appropriate?	No Rating		
Is data related to the goal being monitored?	No Rating		
Was the goal met or was the goal continued?	No Rating		
Supervisor's Individual Goal Rating	No Rating		

Stage 2 Overall Evaluation			
Employee Self Evaluation & Reflection			
		Completed & Finalized	
		Yes	No
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

Non-Classroom Teacher – Stage 1

Evidence of Student Achievement			Earned
Not available for Stage 1 Evaluation			N/A
Instructional Practice			
Domain 1. Planning and Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of current trends in specialty area and professional development	No Rating	No Rating	N/A
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program	No Rating	No Rating	N/A
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served	No Rating	No Rating	N/A
1d. Demonstrating knowledge and application of resources	No Rating	No Rating	N/A
1e. Planning and integrating the instructional support program with the overall school/district priorities	No Rating	No Rating	N/A
1f. Developing a plan to evaluate the instructional support program	No Rating	No Rating	N/A
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating an environment of trust, respect, and rapport	No Rating	No Rating	N/A
2b. Promoting a culture for continuous professional learning	No Rating	No Rating	N/A
2c. Managing procedures and routines in the job related environment	No Rating	No Rating	N/A
2d. Organizing and managing physical space	No Rating	No Rating	N/A

Domain 3. Delivery of Service			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Collaborating with the purpose of improving student, school, or district performance	No Rating	No Rating	N/A
3b. Locating resources for others to enhance the instructional support program	No Rating	No Rating	N/A
3c. Demonstrating flexibility and responsiveness	No Rating	No Rating	N/A
Domain 4. Professional Responsibilities and Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Generating and submitting reports following established procedures	No Rating	No Rating	N/A
4b. Collaborating work with external stakeholders to improve student, school, or district performance	No Rating	No Rating	N/A
4c. Communicating clearly and accurately with internal and external stakeholders	No Rating	No Rating	N/A
4d. Individual continuous professional improvement	No Rating	No Rating	N/A
4e. Professional responsibilities	No Rating	No Rating	N/A

Individual Goal Rating and Point Summary

The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

Is progress toward the goal being monitored?	No Rating
Are the strategies being implemented?	No Rating
Are the strategies being modified as appropriate?	No Rating
Is data related to the goal being monitored?	No Rating
Was the goal met or was the goal continued?	No Rating
Supervisor's Individual Goal Rating	No Rating

Stage 1 Overall Evaluation

Employee Self Evaluation & Reflection

		Completed & Finalized Yes/No	
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

Non Classroom Teacher – Stage 2

Student Learning Growth

Evidence of Student Achievement	Earned
Student Learning Data Source	

Instructional Practice

Domain 1. Planning and Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of current trends in specialty area and professional development	No Rating	No Rating	N/A
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program	No Rating	No Rating	N/A
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served	No Rating	No Rating	N/A
1d. Demonstrating knowledge and application of resources	No Rating	No Rating	N/A
1e. Planning and integrating the instructional support program with the overall school/district priorities	No Rating	No Rating	N/A
1f. Developing a plan to evaluate the instructional support program	No Rating	No Rating	N/A
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating an environment of trust, respect, and rapport	No Rating	No Rating	N/A
2b. Promoting a culture for continuous professional learning	No Rating	No Rating	N/A
2c. Managing procedures and routines in the job related environment	No Rating	No Rating	N/A
2d. Organizing and managing physical space	No Rating	No Rating	N/A

Domain 3. Delivery of Service			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Collaborating with the purpose of improving student, school, or district performance	No Rating	No Rating	N/A
3b. Locating resources for others to enhance the instructional support program	No Rating	No Rating	N/A
3c. Demonstrating flexibility and responsiveness	No Rating	No Rating	N/A
Domain 4. Professional Responsibilities and Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Generating and submitting reports following established procedures	No Rating	No Rating	N/A
4b. Collaborating work with external stakeholders to improve student, school, or district performance	No Rating	No Rating	N/A
4c. Communicating clearly and accurately with internal and external stakeholders	No Rating	No Rating	N/A
4d. Individual continuous professional improvement	No Rating	No Rating	N/A
4e. Professional responsibilities	No Rating	No Rating	N/A

Individual Goal Rating and Point Summary

The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

Is progress toward the goal being monitored? No Rating

Are the strategies being implemented? No Rating

Are the strategies being modified as appropriate? No Rating

Is data related to the goal being monitored? No Rating

Was the goal met or was the goal continued? No Rating

Supervisor's Individual Goal Rating No Rating

Stage 2 Overall Evaluation

Employee Self Evaluation & Reflection

		Completed & Finalized		Yes/No
Overall Rating		Rating from Table		Average
Unsatisfactory	Needs Improvement/Developing	Effective		Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49		3.50 -4.00
Teacher Signature		Administrator Signature		
Date		Date		

Appendix F – Student Achievement Objectives

Instructional Guide for Developing Student Achievement Objectives

Many states and districts are employing Student Achievement Objectives (SAOs) as one method to document the influence that educators have on student learning over a specific amount of time. SAOs are content- and grade/course-specific learning objectives that can be validly measured to document student learning over a defined and significant period of time (e.g., semester or year). SAOs can constitute an instructional improvement process, driven by teachers in all grades and subjects.

Student Achievement Objectives provide the opportunity for all teachers to be able to:

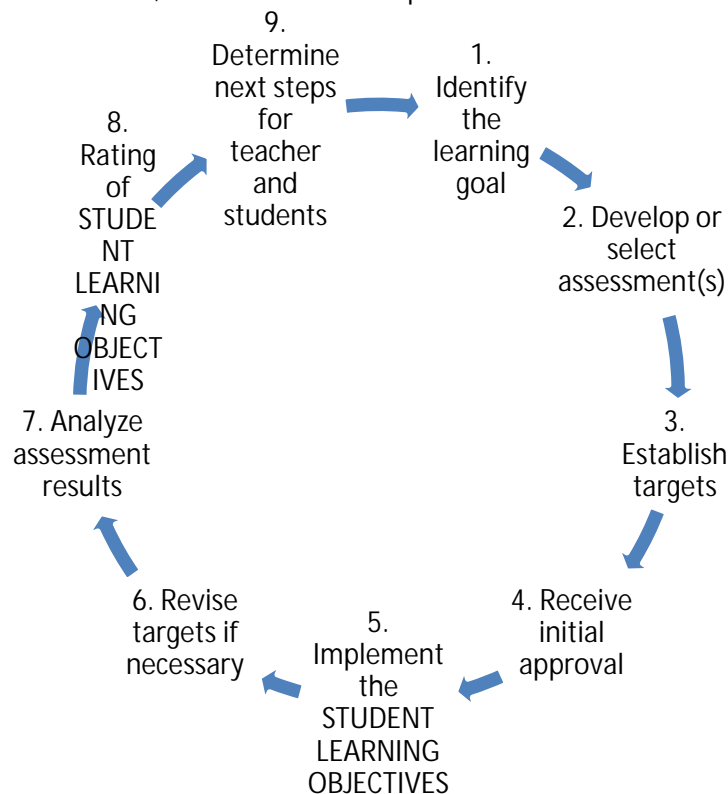
- set meaningful goals,
- collaborate with other educators around shared goals,
- monitor student and teacher progress toward goals,
- evaluate the extent to which goals were achieved.

In other words, SAOs encourage and support good teaching and learning!

Student Achievement Objectives comprises three key components that meet the expected criteria found on the SAO rubric. These three components consist of:

1. The Learning Goal: a description of what students will be able to do at the end of the course or grade;
2. The Assessment(s): measurement of students' understanding of the learning goal;
3. The Outcome: the expected student outcome by the end of the instructional period.

In order to develop and rate SAOs, we recommend the process described below.



This process includes reflecting on:

- enduring understandings and content standards
- instruction and strategies
- use of assessments
- monitoring student progress
- data to set outcomes and to determine next steps for student success.

The remainder of this document will provide guidance in understanding the SAO template, including the meaning of each question, the process for developing a cohesive and acceptable quality SAO, and successfully using the SAO rubric for evaluating and improving the different aspects of the SAO.

Instructional Guide for Developing SLOs. Part of the Center for Assessment's SLO Toolkit (2013). JThompson, Center for Assessment: www.ncica.org

Context and Authorship

The first page of the SAO template includes the information necessary to identify the context for the SAO.

The information includes the teacher name, school name, and district name. This repeating information will help to ensure that all pages of the document are included correctly with the corresponding teacher once it is printed.

Teacher Information	
Teacher Name	
SAP ID Number	
School Name	

The next section lists the course, grade level, or job assignment information. The purpose of this section is to provide what course, program, or class for which this SAO is written. A brief course or program description indicates what is taught or supported. A detailed description is vital here, so someone who is not familiar with what is taught or supported will have a solid understanding of the objectives of the course or program and then be able to understand how the standards and learning goal are correlated to student success. Specifying the grade level or job assignment is also important to be clear that the subject matter taught or supported and the included standards are appropriate for what is described. An SAO may only be written for Non-VAM courses. Support service positions would build an SAO appropriate to their job position and assignment. There will be a district web resource available for non-classroom positions to review sample SAO for their job assignment.

Course/Grade Level/Job Assignment Information	
Course Name/Job Assignment	
Brief Course or Program Description	
Grade Level(s)	

Some logistics included are important as part of the auditing and sign-off for SAO implementation. This information includes the names and current positions of those developing the SAO. This information will assist the person reviewing the SAO should there be a need to address the authors to gain additional clarity or information. The administrator's name and title that will be approving the SAO at the beginning of the year, as well as providing a teacher rating at the end of the year, should be included. The "sign-off" of the initial SAO requires the administrator's signature and the date to show that the SAO Rubric (see page 211) has been used to review the SAO and agrees that all aspects of it are rated as "acceptable" for use. The sign-off means that no more edits are needed to improve the SAO and thus, it can be used for a teaching effectiveness rating later on. This is called the initial SAO because it is the plan for what will be implemented at the beginning of the year.

Instructional Guide for Developing SLOs. Part of the Center for Assessment's SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

Process, Implementation Timeline, and Sign-Offs	
List the names and current job positions of those developing this SAO.	
Administrator Name & Title	
Administrator sign-off of initial SAO	

Learning Goal

An SAO comprises three aspects: a **learning goal**, assessment(s), and outcomes. A learning goal is:

- a description of what students will be able to do at the end of the course or grade,
- it is based on the intended standards and curriculum that are being taught and learned,
- shared expectations of standards and enduring understandings of a school or class for a group of students.

When developing a Learning Goal, big ideas and enduring understandings should be considered. Big ideas are the thread that links units, lessons, and year-to-year teaching. They provide a way to focus daily classroom activity on **meaningful** goals. They are a way to think about our curriculum that helps us answer the question: Why does it matter?

Important or “big ideas” are central to a discipline or course and have lasting value beyond the classroom. Big ideas synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.

The first section of the template begins with a description of the Learning Goal for this SAO. In order to ensure that the learning goal has the right size, detail, and depth necessary, use the planning information and the SMART review.

Learning Goal: A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.	
Learning Goal for this SAO:	
Describe the learning goal for this SAO.	

Instructional Guide for Developing SLOs. Part of the Center for Assessment’s SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

To help map out the different pieces of the Learning Goal section, it is necessary to understand the SMART acronym and which questions will help guide this review. The SMART approach stands for the following:

- S** is for **Specific**
- M** is for **Measurable**
- A** is for **Appropriate**
- R** is for **Realistic**
- T** is for **Time Limited**

Specific

The learning goal must be focused on specific expectations. For example, a learning goal can be specific by content standards, competencies, or by learners’ needs (e.g., a high level idea based on a pre-test that students are struggling with).

The issue with Specific is: *What’s the right grain size?* Also known as the Goldilocks Dilemma:

- If the learning goal is too broad, then it’s difficult to measure well because there is too much information to teach and too few items to truly measure the something that big.
- If the learning goal is too narrow, then it may not be measuring anything beyond a single standard or even one part of a standard. This could lead to teaching content in a piecemeal or fragmented ways, which won’t help students see connections in what they learn.

Writing a learning goal is getting past the *Goldilocks Dilemma* and finding out what is “just right”! Just as Goldilocks needed to find the right fit, it will be necessary to keep trying to refine the learning goal so that it is the right size, representing the most important learning in the course, but narrow enough to be measured through one or more summative assessments.

Specific is identified by the “big idea” and “content standards” sections of the SAO template.

Planning Information for Writing the Learning Goal:	
Which big idea is supported by the learning goal?	
Which content standards are associated with this big idea? <i>List all standards that apply, including the text of the standards (not just the code).</i>	

Instructional Guide for Developing SLOs. Part of the Center for Assessment’s SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

Measurable

Measurable relates to assessments. We want to know that there is something being used that can actually measure the goal. Not only that, but the instrument or measure selected to assess the learning goal must be appropriate and a high quality assessment. It is critical that valid tools to measure the degree to which students achieve the learning goal are identified.

[Determining high quality assessments that support and measure the learning goal will be discussed further in the Assessments section of the template.]

Appropriate

When thinking about Appropriate, it means making sure that the learning goal is within the teacher’s control to effect change and is a worthwhile focus for the students’ academic year. The learning goal must be designed in ways that the teacher feels that s/he has a fair chance to succeed, yet is ambitious enough to require high quality teaching to achieve.

Appropriate is addressed in the “important and meaningful” and “deep understanding” sections of the SAO template.

Planning Information for Writing the Learning Goal:	
Why is this learning goal important and meaningful for students to learn?	
In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?	

Instructional Guide for Developing SLOs. Part of the Center for Assessment’s SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

Realistic

Realistic ensures that the learning goal is feasible for the teacher to teach. While the learning goal should be ambitious, it must also be achievable, not just for the extraordinary teacher, but for all effective teachers.

Realistic is addressed by the “instruction and strategies” and “time span” sections of the SAO template.

Planning Information for Writing the Learning Goal:	
Describe the instruction and strategies you will use to teach this learning goal. <i>Be specific to the different aspects of the learning goal.</i>	
Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	

Time Limited

When thinking about time limited, it is to ensure that the learning goal is contained within a single school year or appropriate unit of time. For instance, a semester long course would have the time frame limited to when a teacher has students to teach. Similarly, the learning goal must be written so it can be summatively evaluated within the time under the teacher’s control. The Outcomes section will allow for the collected data to show the progress that students have made in this time span.

Time Limited is addressed in the two “time span” sections of the SAO template. Note: the first time span section of the template is used for evaluating whether the learning goal is both realistic as well as time limited.

Planning Information for Writing the Learning Goal:	
Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	
Explain how this time span is appropriate and sufficient for teaching the learning goal.	

Explaining the learning goal with enough specificity allows for a solid SAO, which is the foundation that the other two parts of the SAO are built on. Think of the learning goal as the foundation to the SAO. If that is done well, then everything built around it will have the potential to be stable and strong.

Assessments and Scoring

A SAO comprises three aspects: a learning goal, **assessment(s)**, and outcomes. Assessments should be:

- designed to best measure the knowledge and skills found in the Learning Goal
- accompanied by clear criteria or rubrics to determine student learning from the assessment
- high quality measures used to evaluate the degree to which students achieved the developed Learning Goal.

Assessments should be used to support and measure the Learning Goal, not vice versa. This section of the template asks for a description of the assessments and scoring criteria or rubric for this SAO.

<p>Assessments and Scoring: Assessments should be of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.</p>	
<p>Assessments for this SAO</p>	
<p>Describe the assessments (such as performance tasks and their corresponding rubrics) that measure students' understanding of the learning goal.</p>	
<p>Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.</p>	

To help guide the description of the assessments and scoring guide or rubrics, it is essential to determine the elements of a high quality assessment. Specifically, the assessment and scoring tool should be:

- **Aligned**
 - identified big idea and standards are reflected in the assessment
 - engages students in the appropriate depth-of-knowledge and level of difficulty, considering the expected knowledge and skills on the assessment
- **Reliable for Scoring**
 - clear guidelines and criteria that are coherent across performance levels and aligned to the standards
 - allow for different scorers to reach the same score
- **Fair and Unbiased**
 - provide opportunity and access for all students
 - free from unnecessary information that can cause a distraction
 - clear and identifiable prompt or question

The planning section of the template provides two critical questions to guide the thinking of monitoring student progress. The use of formative and/or interim assessments administered thoughtfully and at appropriate time intervals will ensure that students are prepared for the assessment used to measure students' understanding of the learning goal. However, there is no value in assessing students if it does not impact instruction. Therefore, the second question requires consideration of how the assessments used for monitoring progress will be used to differentiate instruction for all students, both struggling students and those who are in need of being challenged on the material.

Planning Information for Explaining the Use of Assessments and Scoring:	
How often will you collect data to monitor student progress toward this learning goal?	
How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?	

Expected Outcomes

An SAO comprises three aspects: a learning goal, assessment(s), and **outcomes**. Outcomes:

- should identify the expected outcome by the end of the instructional period
- may differ for subgroups of students
- consist of two key components:
 1. Starting Level
 2. End Goal

This section of the template asks for the starting level and the end goal, or expected outcomes, by the end of the instructional period for all students.

Outcomes: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Actual Performance from Baseline Data	
Identify the actual performance (e.g., grades, test scores, etc.) from the collected baseline data used to establish starting points for students.	
Expected Outcomes for this SAO	
Using students' starting points, identify the number or percentage of students expected at each achievement level based on their assessment performance(s).	

In order to identify the actual performance from the baseline data and the expected outcomes, it is first necessary to consider the courses, assessments, and/or experiences that are pertinent to the learning goal. In other words, think about what information will help to identify students' prior knowledge and their achievement on this knowledge. For example, if a course does not have a prerequisite, consider whether the assessment that will be used to measure the learning goal expects students to utilize math, reading, and/or writing skills. Data from state assessments, previous core content classes, and/or student work samples can be examined. A student enrolled in an entry level music class may have taken private music lessons or a student enrolled in an entry level automotive class may have been learning about cars with a family member for years. In these cases, a student survey about their knowledge and experiences would be beneficial for establishing starting levels and consequently, for developing expected outcomes.

Planning Information for Writing the Outcome Used to Define Teacher Performance:	
Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal.	
Identify the actual performance (e.g., grades, test scores, etc.) to establish starting points for students.	

After the expected outcomes are set, reflect on whether these outcomes are ambitious, yet realistic. Consider the following:

- Is it realistic to expect **all** students to demonstrate proficiency on the learning goal in a social studies class as measured by argumentative writing? This may be ambitious, but is it realistic when students have entered the course significantly below expectations in argument writing?
- On the other hand, is it realistic to expect **all** students to demonstrate proficiency on the learning goal in an orchestra class as measured by the melody and harmony of the performance? This may be ambitious and realistic for students exiting this class.

Planning Information for Writing the Outcome Used to Define Teacher Performance:	
Explain how these expected outcomes demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.	

Until now, everything that has been completed in the SAO template is goal setting. The actual outcomes are how your students performed at the end of the year. The template asks you to record the actual number or percentage of students who achieved the outcomes. If you had differentiated outcomes, you will want to include appropriate subgroups here, as well. In addition, the template provides a place to explain any additional information about the actual outcomes.

Actual Outcomes: identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Record the actual number or percentage of students who achieved the outcomes.	
Please provide any comments you wish to include about actual outcomes:	

Instructional Guide for Developing SLOs. Part of the Center for Assessment's SLO Toolkit (2013). JThompson, Center for Assessment: www.ncica.org

SAO Planning Resource Pages

Directions for Establishing a Learning Goal: After completing the entire table, use the planning information and the SMART Review to write the description of the learning goal.

Learning Goal: A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.	
Planning Information for Writing the Learning Goal:	
Which big idea is supported by the learning goal?	
Which content standards are associated with this big idea? <i>List all standards that apply, including the text of the standards (not just the code).</i>	
Why is this learning goal important and meaningful for students to learn?	
In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?	
Describe the instruction and strategies you will use to teach this learning goal. <i>Be specific to the different aspects of the learning goal.</i>	
Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	
Explain how this time span is appropriate and sufficient for teaching the learning goal.	

SMART Review of the Learning Goal for this SAO

<p>Use the SMART protocol to confirm that the Learning Goal has the right size, detail, and depth necessary.</p> <p>Check the boxes that apply.</p>	<p>The Learning Goal is:</p> <p><input type="checkbox"/> Specific –focused on the big idea and content standards.</p> <p><input type="checkbox"/> Measurable – able to be appropriately and adequately assessed (note the Assessments section will identify the specific assessment to be used).</p> <p><input type="checkbox"/> Appropriate – within the teacher’s control to effect change and is important, meaningful for students to learn during the identified time span.</p> <p><input type="checkbox"/> Realistic – while ambitious, it is achievable for both teachers and students, during the time span identified.</p> <p><input type="checkbox"/> Time Limited – can be summatively evaluated within the time under the teacher’s control.</p>
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Directions for Documenting Assessments and Scoring: After completing the entire table, use the planning information to write the description and use of assessments and scoring criteria or rubrics.

Assessments and Scoring: Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.

Planning Information for Explaining the Use of Assessments and Scoring:

<p>How often will you collect data to monitor student progress toward this learning goal?</p>	
<p>How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?</p>	

Directions for Establishing Outcomes: Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected outcomes.

Outcomes: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

Planning Information for Writing the Outcome Used to Define Teacher Performance:

<p>Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal.</p>	
<p>Explain how the expected outcomes identified demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.</p>	

Instructional Guide for Developing SLOs. Part of the Center for Assessment's SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

Student Achievement Objectives (SAO) Template

This template is designed to help teachers create SAOs. A complete SAO must include the planning information found in the SAO instructional guide.

Course/Grade Level Information	
Course Name	
Brief Course Description	
Grade Level(s)	
Course Length	

Process, Implementation Timeline, and Sign-Offs	
List the names and current job positions of those developing this SAO.	
Administrator Name & Title	
Administrator sign-off of initial SAO	

Directions for Establishing a Learning Goal: Use the planning information and the SMART Review to refine and tailor the description of the learning goal you described.

Learning Goal: a description of the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.	
Learning Goal for this SAO:	
Describe the learning goal for this SAO.	

Instructional Guide for Developing SLOs. Part of the Center for Assessment's SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

Directions for Documenting Assessments and Scoring: Use the planning information to refine and tailor the description and use of assessments you described.

Assessments and Scoring: Assessments should be of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.

Assessments for this SAO

<p>Describe the assessments (such as performance tasks and their corresponding rubrics) that measure students' understanding of the learning goal.</p>	
<p>Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.</p>	

Instructional Guide for Developing SLOs. Part of the Center for Assessment's SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

Directions for Establishing Outcomes: Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected outcomes.

Outcomes: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

Actual Performance from Baseline Data

Identify the actual performance (e.g., grades, test scores, etc.) from the collected baseline data used to establish starting points for students and place students into “starting” groups such as high, typical, and low.

Expected Outcomes for this SAO

Using students’ starting points, identify the **number or percentage of students** expected at each achievement level based on their end-of-course assessment performance(s).

Instructional Guide for Developing SLOs. Part of the Center for Assessment’s SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

Directions: Complete this section at the end of the instructional period.

Actual Outcomes: identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

Record the **actual** number or percentage of students who achieved the expected outcomes.

Please provide any comments you wish to include about actual outcomes:

Instructional Guide for Developing SLOs. Part of the Center for Assessment's SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

SAO Rubric for Rating the Quality of SAOs

Purpose of this Rubric: This rubric is for use by teachers, school administration, and district administration in evaluating the different aspects of Student Achievement Objectives (SAOs) to make sure the SAO meets an “acceptable quality” rating on this rubric before it is used for teacher performance ratings.

	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
<p>Learning Goal A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.</p> <p>ÿ Acceptable Quality ÿ Quality Needs Improvement ÿ Insufficient Quality</p>	<p>Appropriately identifies and thoroughly describes an important and meaningful learning goal, with:</p> <ul style="list-style-type: none"> Ø the big idea and the standard(s) clearly aligned to and measured by the learning goal, Ø a clear explanation of the critical nature of the learning goal for all students in the specific grade/ course, Ø a clear description of how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and Ø specific and appropriate instruction and strategies described to teach the learning goal. 	<p>Generally identifies and describes a learning goal with:</p> <ul style="list-style-type: none"> Ø the big idea and/or standards minimally aligned to the learning goal, Ø some explanation of the importance of the learning goal for students in the specific grade/ course, Ø a general description of how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span, and/or Ø some generic instruction and strategies used to teach the learning goal. 	<p>Identifies and describes a learning goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> Ø the big idea and/or standards not aligned to the learning goal, Ø lack of information of the importance of the learning goal for students in the specific grade/course, Ø little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or Ø questionable and/or vague instruction and strategies used to teach the learning goal.
<p>Assessments and Scoring Assessments should be standards-based, of high quality, and be designed to best measure the knowledge and skills found in the learning goal of this SAO. They should be accompanied by clear criteria or rubrics to determine student learning from the assessment.</p> <p>ÿ Acceptable Quality ÿ Quality Needs Improvement ÿ Insufficient Quality</p>	<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> Ø high quality assessments*, with evidence to support how the appropriateness and quality of the assessments has been established Ø scoring rubrics that appropriately differentiate student performance, including evidence to support these rubrics have been validated, and Ø progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information. 	<p>Identifies and provides some description, which may lack specificity, of the:</p> <ul style="list-style-type: none"> Ø assessments, with partial explanation and no evidence to support how the appropriateness and quality of the assessments have been established , Ø scoring rubrics that partially differentiate student performance, with no evidence to support how the rubrics have been validated, and/or Ø progress-monitoring measures used with little detail in how instruction will be differentiated based on this information. 	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> Ø assessments, which minimally measure the learning goal, with no reference to how the appropriateness and quality of the assessments have been established, Ø scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or Ø progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information.
<p>Expected Outcomes Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.</p> <p>ÿ Acceptable Quality ÿ Quality Needs Improvement ÿ Insufficient Quality</p>	<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> Ø appropriate baseline data/information used to establish and differentiate expected performance, and Ø rigorous expectations that are realistic and attainable for each group of students using the documented high quality assessments. 	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> Ø unclear baseline data/information used to establish and differentiate expected performance,, and/or Ø expectations that are imprecise, somewhat realistic and/or attainable for each group of students. 	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> Ø no baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or Ø low expectations, for each group of students.

* A high quality assessment has been determined to be aligned to identified standards and depth of knowledge, has a rubric or scoring guide that allows for reliable scoring, and is fair and unbiased.

Mid-Year Review of Student Achievement Objectives (SAO)

A mid-year review of the progress toward completion of the SAO is required for all Category I teachers, and optional for Category II teachers. This mid year review, if required (Cat I) or requested (Cat II), must take place within the first fifteen (15) student days of Semester II. In 2016-2017 semester courses may set an SAO in the second semester only. The timelines for semester courses will be set and distributed by November 1, 2016. During this meeting the teacher and administrator will review the initial SAO using the reflection questions below. Upon mutual agreement **ONLY** the Expected Outcomes may be amended. If there is no mutual agreement, the dispute may be referred to the Regional Assistant Superintendent for resolution.

If after reflection and discussion of the questions below, a Category I teacher's outcomes cannot be amended to become feasible, the process of an SAO may be abandoned. The employee's student learning data will then revert to the data source listed in the District Course Directory - Appendix B of this manual.

These questions may be used to guide a conversation between a teacher and an administrator in discussing the SAO goals and proposed changes to the expected outcomes. A written response may not be required or expected.

Learning Goal Reflection Questions:

1. How have you ensured that all students have been able to access this Learning Goal? In other words, specifically, what supports and scaffolds have you put in place for all students, and especially for struggling students?
2. What professional learning, if any, have you sought out to ensure that students would be successful toward this Learning Goal? What types of professional learning or other resources might be helpful in reaching your learning goal?
3. Based on what you've learned about your students and how they are progressing toward the Learning Goal you've identified, would you make any adjustments to the Learning Goal if you were to choose a similar learning goal next year? If so, what would you adjust and why? In what ways would these adjustments impact the big idea and/or standards?
4. Since your Learning Goal is directly tied to other content areas, how do you integrate reading and writing into these content areas? In what ways has this aided or restricted your long- and short-term planning?
5. Has your teaching assignment or position remained the same? If not, what changes to the Learning Goal and Expected Outcomes must be made to accommodate your change in position or courses?

Assessment Reflection Questions:

1. Describe the types of assessments you are using throughout each quarter to monitor progress and what information are you finding? Now that you have seen student results, how are you using the information to differentiate instruction?
2. Describe the data sources that you expected to use and their current use and availability? Will you still be able to access the data you need?
3. Describe how you are providing students with descriptive formative feedback on their assessments? How do you assist students with using this feedback so that they can improve their assessments?
4. For a Learning Goal established by your grade level/subject area team, how often are you collaborating on the development of assessments and/or analyzing student work to ensure that all students are demonstrating improvement? Describe the process you are using and how this is providing you with the information you need to adjust your instruction.

Outcome Reflection Questions:

1. Using your mid-year data, describe the progress your students are making and 1) whether you will be able to move your students to the levels of achievement that you have set, and 2) whether you will need to adjust your outcomes and why.
2. Tell me about a student whose progress isn't what you had anticipated when you set your outcome and what you've learned about that child's instructional needs.
3. Describe how the make up of your classes have changed or remained the same. Do your expected outcomes need to be adjusted to reflect a changing population?

Non-Classroom Reflection Questions:

1. In what ways would these adjustments to the expected outcomes impact the big idea and or the standards?
2. How are the students your job position/program supports progressing toward the learning goal you selected?
3. Would you make any adjustments to the learning goal if you were to choose a similar learning goal next year?
4. Describe the type of assessments/progress monitoring you chose to validate the success of your goal?

Instructional Guide for Developing SLOs. Part of the Center for Assessment's SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

Instructional Personnel SAO Summative Rating Rubric

Directions for Instructional Personnel Ratings: The table below is to be used by the administrator reviewing the SAO to document the teacher rating based on the outcomes that were established.

<p>Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and outcomes of this SAO, a teacher rating is noted below. <i>These percentiles may need to be readjusted before this document is used. The TEAC reserves the right to adjust these numbers after the Beta year to correctly reflect the best point breaks.</i></p>			
<input type="checkbox"/> Unsatisfactory 0.00% - 49.99% of the outcomes achieved	<input type="checkbox"/> Needs Improvement/Developing 50.00% - 69.99% of the outcomes achieved	<input type="checkbox"/> Effective 70.00% - 89.99% of the outcomes achieved	<input type="checkbox"/> Highly Effective 90.00%-100.00% of the outcomes achieved
Administrator comments:			
<u>Date</u>	<u>Administrator Signature</u>		
<u>Date</u>	<u>Teacher Signature</u> (the signature does not necessarily indicate agreement with the rating)		

The completed SAO Rubric will then calculate as part of the overall evaluation rating in Stage 1 and 2 of the corresponding summative evaluation for the employee type.

Appendix G - Individual Goal Setting Documents

Individual Goal Form

Initial Meeting						
Name				Job Title/Position		
SAP ID	School Number	Fiscal Year	Evaluator	Evaluator SAP ID	Planning Date	Interim Review Date
Identified Focus Area(s)						
Identified Domain of EPC for Focus Area:						
Goal Statement(s)						
Individual/ Unit Goal						
Focus Area						
Action Plan(s)						
Strategy						
Documentation Method						
Interim Review						
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or the goal continued?	Supervisor's Rating Interim Review	Rating here
What has been observed that reflects current proficiency on this EPC?						
Supervisor's Rationale for EPC Rating						
Specific & Actionable Feedback						
Reflection Questions						
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?						
Stage 1 Review						
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or the goal continued?	Supervisor's Rating Stage 1 Review	Rating Here
What has been observed that reflects current proficiency on this EPC?						
Supervisor's Rationale for EPC Rating						
Specific & Actionable Feedback						
Reflection Questions						
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?						
Name		Date		Evaluator Name		Date

Individual Goal Evaluation Rubric

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Individual Goal	Individual Goal			
	<p><u>Little or no</u> evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p><u>Partial</u> evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p><u>Adequate</u> evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p><u>Significant and varied</u> evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible Evidence:</p> <p>Appropriate logs, documentation of Professional development, oral/written communication, observations, applicable programmatic data, administrative conversations with the NCT, meeting minutes, certificates of completion and presentation materials...</p>			

Appendix H – IAC INSTRUCTIONS AND FORMS

1. The Instructional Assistance Conference Form process and form is used by the administrator and teacher in a professional conversation to identify specific areas of concern coupled with suggested action to be taken to assist the teacher in helping students achieve learning gains. The Instructional Assistance Conference is not disciplinary in nature and does not take the place of a Professional Development Plan (PDP) Process.
2. The conference should produce collaborative ideas for suggested actions to assist the teachers who demonstrate satisfactory performance, but who may need assistance in targeted areas. This procedure should not be used with teachers demonstrating unsatisfactory performance.
3. Monitoring is informal; however, an initial meeting and an exit meeting are required.
4. Once strategies are defined, the teacher is provided support personnel who are available to assist in the successful completion of the strategies. **One action step will be to name person(s) designated to assist the teacher as needed with items noted on the Instructional Assistance Conference Form.**
5. **An IAC must be open for a minimum of 30 work days, but no more than 90 work days. If after 90 days the principal chooses to continue the IAC process they must generate a new form.**

Instructional Assistance Conference form (IAC)

Name		School	
SAP		School Year	
Date began		Date to close	
Principal's Signature		Teacher's Signature	

Specific Area(s) of Concern <u>(limit 3 EPCs)</u>	Suggested <u>Recommended</u> Action(s) <u>(initial and date when completed)</u>

Resource Person(s):

NAME		TITLE	
NAME		TITLE	
NAME		TITLE	
NAME		TITLE	
NAME		TITLE	

Exit Meeting Date:	
Principal's Signature	Teacher's Signature

Appendix I – Professional Development Plan (PDP) Instructions and Form

1. A PDP may be implemented at any time, based upon needs identified by the administrator related to the specific Essential Performance Criteria.
2. Instructional Personnel who receive an overall rating of Unsatisfactory on the Stage 2 Performance Rating **must** be engaged in a Professional Development Plan (PDP).
3. When applied, the PDP must be prepared in a collaborative conference between the teacher and designated administrator within 10 days of the noted deficiency.
4. The PDP is designed to provide **a minimum** of 90 work days of assistance; helping the teacher to correct deficiencies within the prescribed period of time.
5. Once strategies are defined, the teacher is provided support personnel who are available to assist in the successful completion of the strategies. One action step will be to name person(s) designated to assist the teacher as needed with items noted on the PDP Form.
6. A PDP requires an initial meeting to set the plan, one or more interim reviews and a final summary review. The plan may consist of up to 3 EPC ratings and a few strategies for each. The documentation method must be included for each strategy. When any recommended strategy/action is met, the administrator and teacher, must sign off with initials and date to indicate the strategy/action has been met.

Professional Development Plan (PDP) Document

Last Name	First Name	Category <input type="checkbox"/> <input type="checkbox"/>		Date	Initials
		School Year		Interim Review	
SAP ID #		School Name		Interim Review	
Teacher Signature	Administrator Signature	Planning Session	Date	Interim Review	
				Interim Review	
Teacher Signature	Administrator Signature	Summary Review	Date	Interim Review	
		Final Assessment	<input type="checkbox"/> 經 一 種 DIA <input type="checkbox"/> 經 3 種 或 一 種 DIA		
Domain/EPC (limit 3 EPCs)		Strategies	Documentation Method	Date	Initials
Professional Resource Team			Comments:		
Name	Position				

Appendix J - Glossary

A

Alternative Certification Educator (ACE) Program - A research-based program offered through the Florida Department of Education designed to provide professional education preparation to newly hired teachers with subject area expertise who qualify for an initial Florida Certificate and need to fulfill instructional requirements to qualify as an educator.

~~ARROW – An Accountability Report of Reflections and Outcomes of Work. The form is used as documentation of the implementation and evaluation of professional learning at the school and District levels.~~

Attendance Determinant - See page 9. Criteria used to determine students included in the **District** data set applied to determine student achievement. Students included in the student achievement rating portion of the teacher evaluation system have:

- Enrolled in both Full-time Equivalency (FTE) Survey 2 & 3 for a full year course
- Enrolled in FTE Survey 2 (1st semester)
- Enrolled in FTE Survey 3 (2nd semester)
- 20 or less absences (full-year course)
- 10 or less absences (semester course)

~~Atypical Teacher~~

~~A teacher whose teaching assignment is new, changes, or varies within the school year. This term is used with uncommon scenarios, see page 13~~

C

Category I Teachers - Any classroom teacher that is new to the profession or new to the District regardless of the years of teaching experience ~~and Florida Professional Educator Certification credentials~~ and any teacher that holds a Temporary Teaching Certificate.

Category II Teachers - Teachers with Florida Professional Educator Certification, or other approved certification, and who have more than one year of teaching experience in the District.

~~Contemporary Research – Seminal, foundational, or empirical research conducted within the last five to seven years.~~

D

Data Chats - Brief conversations between a teacher and an administrator that offer teachers the opportunity to review student achievement and other school-wide data and use this data to improve their instruction.

Descriptor - Refers to any of the observable practices related to the EPCs and serves as an indicator as to the level to which a teacher successfully implements each EPC in his or her classroom/instruction.

Developing – See Indicator Rating Rubrics

Developmental Feedback - Information sharing between an administrator and teacher to increase the teacher's awareness, responsibility, and performance.

District Assessment - A standardized District determined assessment for a given subject applied across the District in a given subject area.

Domains - The broad categories for the Essential Performance Criteria (EPC), **Appendix D – Florida Educator Accomplished Practices Crosswalk** based on the Florida Educator Accomplished Practices. They include:

- ~~Instructional Design, Lesson Planning, and Assessment~~
- ~~Instructional Delivery and Facilitation~~
- ~~The Learning Environment~~
- ~~Professional Responsibilities and Ethical Conduct~~

E

Educator Preparation Institute (EPI) Program - An accelerated training program offered through Polk State College for newly hired teachers who have a four- year degree and did not major in education.

Effective – See Indicator Rating Rubrics

Evaluation - See Performance Evaluation

Evaluative Feedback - Feedback given by an administrator to a teacher during the summative evaluation conference as part of the annual performance rating .

Evaluation Planning Session - Conference between teacher and administrator designed to focus on evaluation processes related to categories I and II. Discussion may include, but is not limited to, the following:

- a. Procedures and timeline
- b. Essential performance criteria
- c. Collegial planning
- d. Areas of continuous professional improvement

F

Feedback Loops - A process that allows for continuous dialogue and collaboration between teachers and administrators that build sustainable, professional learning communities (reciprocal feedback).

Florida Educator Accomplished Practices (FEAPs) - Florida’s core standards for effective educators. These standards form the foundation for the state’s teacher preparation programs, educator certification requirements, and school District instructional personnel appraisal systems.

Formal Observation - Consists of an observation for a full class period (~~45 minutes or more~~) as deemed appropriate for various levels. This observation ~~includes a planning conference (pre-observation conference) and requires a reflection conference (post-observation conference) with the teacher. The planning and reflection conferences should be scheduled 1-5 days preceding and following the observation.~~ **See chart on page 13.**

G

~~Granular Level – Technically, a very detailed level.~~

H

High-Effect Size Strategies - Research-based strategies that have been identified in contemporary research as having a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.

Highly Effective – see Indicator Rating Rubrics

I

Indicator Rating Rubrics - Behaviorally anchored statements that operationally define the rating labels of Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory as applied to describe performance related to the Essential Performance Criteria.

- Highly Effective – a rating that indicates that there is significant and varied evidence of teacher performance at the highest level of quality and consistency of practice; demonstrated practice is exemplary in relation to the rubric description for an EPC as documented through observation and other appropriate data gathering methods.
- Effective - a rating that indicates that there is adequate evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is excellent in relation to the rubric description for an EPC as documented through observation and other appropriate data gathering methods.
- Needs Improvement - a rating that indicates that there is partial evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is lower than the meeting the expectation but is developing in relation to the rubric description for an EPC as evidenced through observation and other appropriate data gathering methods.
- Developing - **only teachers in their first three (3) years in the profession may earn a rating of Developing. This** a rating that indicates that there is partial evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is lower than the meeting the expectation but is developing in relation to the rubric description for an EPC as evidenced through observation and other appropriate data gathering methods.
- Unsatisfactory - a rating that indicates that there is little or no evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is significantly lower than or non-existent toward meeting the expectation in relation to the rubric description for an EPC as evidenced through observation and other appropriate data gathering methods.

Informal Observation - An observation that can be announced or unannounced and may or may not include an observation of the full class period (~~10 to 30 minutes~~). ~~Typically, there is no planning or reflection conference.~~ **See chart on page 13.**

Instructional Assistance Conference/Form - A process used to promote prompt professional conversations regarding instructional assistance with ~~teachers~~ **instructional personnel**. This process and form does not replace the formal written plan of improvement required in Section 15.7 and is not disciplinary in nature. It is intended to facilitate professional conversations between the teacher and administrator.

Instructional Personnel Evaluation System - a collaborative system between teachers and administrators focused on improving the quality of professional practices resulting in increased student learning.

Interim Evaluation - A mid-year conference/conversation that takes place between a teacher and an administrator designed to focus on an analysis of the status of strategy implementation and student performance data between the initial planning session and summary review. A teacher's progress towards TARGET plans and ARROW professional goals, student learning data, and Student Achievement Objectives (SAO) documentation is also discussed at this time.

L

~~Learning Target~~ - State determined or District determined goal for measurement of student progress.

M

~~Marzano Evaluation Model~~ - The adopted Florida Teacher Evaluation Model that is founded on historical and contemporary research and offers an inclusive look at teacher effectiveness and development of expertise.

N

Needs Improvement/Developing – see Indicator Rating Rubrics

O

Observation Instrument Rubric – ~~Appendix E~~ - A comprehensive observation tool used by an administrator while conducting classroom walkthrough observations, informal observations, and formal observations. The instrument is used to gather information about a teacher's use of evidence-based practices for essential performance criteria across all ~~four~~ domains.

~~On-going Professional Dialogue~~ - Focused and collaborative conversations that occur throughout the year between a teacher and an administrator on improving student learning experiences and student engagement practices. The dialogue is designed to create a differentiated teacher professional growth plan with the objective of improving professional practices and student achievement.

~~Organizational Context~~ - The climate and environment in which an individual works.

P

~~Performance Evaluation~~ - A supportive process with a goal to result in enhanced student growth, improved teacher professional learning, teacher performance, and teacher morale.

Professional Development Plan (PDP) - A formal improvement plan created for a teacher instructional personnel to address Essential Performance Criteria. See Appendix I – page 219. ratings of "Unsatisfactory" (required) or "Needs Improvement/Developing" (optional).

Professional Education Competence (PEC) Program - A program designed for first year teachers without Florida Professional Certification. The program's competencies align with the Florida Educator Accomplished Practices, and the program fulfills one of the requirements for teachers working towards professional certification.

Q

Quality Assurance - The systematic monitoring and evaluation of the various aspects of teacher observation to maximize the probability that minimum standards of quality are attained by the evaluator.

R

S

School Improvement Plan (SIP) - A formal plan delineating improvement strategies based upon a school's identified student subgroup needs. The plan is approved by the school board, submitted to the state department of education, and is public record.

Self-Evaluation - A part of the teacher evaluation where the teacher reflects individually on his/her practices as delineated in the rubric descriptions and then rates him or herself accordingly for each essential performance criteria.

~~The points earned from this self-evaluation make up 1.7% of a teacher's Overall Annual Performance Evaluation Rating.~~

~~**Stage 2 Evaluation Rating**— Derived from the combination of values from points awarded to teachers individually based on student achievement data from the students matched to the teacher, ratings (Points) awarded to teachers individually based on demonstrated performance tied to rubrics and combined with points earned related to the teacher's situational context pertaining to the impact of specified student demographics, and ratings (Points) awarded to teachers individually based on self-evaluation.~~

~~An annual contract will not be awarded if a teacher receives two consecutive annual performance evaluation ratings of unsatisfactory under s. 1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under s. 1012.34, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34.~~

~~**Student Learning Gain (Student Academic Performance)**— A student demonstrates learning gains by maintaining a score of 3 or higher on the Florida Standards Assessment and EOCs, or at level 4 or higher on the FAA; by increasing their score by 1 or more achievement levels; or, for students that maintain Florida Standards Assessment score at level 1 or 2, by demonstrating more than one year's growth on the Florida Standards Assessment vertical scale. Students remaining at level 1, 2, or 3 on the FAA can demonstrate gains by scoring 5 points higher than in the previous year. Students remaining at level 1 or 2 after taking an EOC can demonstrate gains by increasing their common-scale score.~~

Student Achievement Objective (SAO) – SAOs are content- and grade/course-specific learning objectives that can be validly measured to document student learning over a defined and significant period of time (e.g., semester or year). SAOs can constitute an instructional improvement process, driven by teachers in all grades and subjects.

Student Learning Data (SLD) – Points will be calculated for data sources other than state VAM by the process of Group Mean Centering so that a teacher is not advantaged or disadvantaged due to the data source used or the student population the instructional employee is assigned to serve.

Student Performance Data Source - Florida Standards Assessment, other state assessment data, District assessed courses, and **Student Achievement Objective data**, credited to teachers based on the students the teacher is teaching.

Summative Evaluation - The end of the evaluation cycle, which includes an administrator/teacher conference related to the teacher's ~~Overall Annual Performance Evaluation~~ **Stage 2** Rating.

T

~~**Teacher Evaluation System**—Enhancing Student Achievement through Teacher Evaluation and Learning is a collaborative system between teachers and administrators focused on improving the quality of professional practices resulting in increased student learning.~~

~~**Teachers' Action Research Goals and Educational Timeline (TARGET)**—Defines aspirational learning goals in a plan specific to the teacher and learning gains for students at the school. This timeline requires gathering and disaggregating student data for broad and specific patterns of need for students directly or indirectly assigned to the teacher. It involves the teacher in determining the learning objectives that will help students become successful based upon disaggregated data. Also, it entails the development of student outcome goals that provide the teacher with ongoing targets for instructional strategies to implement at the school. Finally, this timeline provides opportunities to demonstrate that professional learning strategies have helped students become successful based upon disaggregated data.~~

~~**Timely and Actionable Feedback**—Prompt and specific behavioral feedback an administrator provides to a teacher including the data collected during an observation and clarifying performance expectations supporting the teacher's forward planning and continuous improvement of professional practices.~~

Trend Data

~~The past performance of a particular individual or group as measured over some period of time.~~

Test Validity - For district-developed assessments used in instructional employee evaluation, the curriculum department will review each assessment to determine if the scores of the assessment are a valid measure of teacher effectiveness. This review will include a determination of whether or not the standards measured by the assessment are representative of the key standards of the course and whether or not the items on the assessment appropriately measure those standards.

U

Unsatisfactory – See Indicator Rating Rubrics

V

Value-Added Model - Process developed by the Department of Education to measure student learning growth.

W

Walkthrough Observation - An observation that can be announced or unannounced and generally consists of very brief classroom observations of 3-5 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. See page 13.

**This Contract is negotiated on your behalf
by the Polk Education Association**

POLK EDUCATION ASSOCIATION MEMBERSHIP/PAYROLL DEDUCTION CARD

I authorize my employer, The Polk County School Board of Polk County, Florida, to deduct the amount indicated and remit same as instructed by the Association. I understand that the deduction amount may change and consent to such change without the necessity of additional authorization. This authorization may be revoked with a thirty (30) day written notice to the Polk Education Association.

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(last) (first) (mi)

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Monthly Deduction Amount: _____ \$54.26 Teacher _____ \$27.24 Para _____ \$27.24 Secretary/ESP

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