

Due to its size Appendix M ENHANCING STUDENT ACHIEVEMENT THROUGH TEACHER EVALUATION AND LEARNING (Evaluation Manual) has been printed separately from the other Tentative Agreements. When voting, all Tentative Agreements, including this Manual, will be voted upon as a single package.

Summary of Changes in Appendix M - ENHANCING STUDENT ACHIEVEMENT THROUGH TEACHER EVALUATION AND LEARNING (Evaluation Manual):

- This entire document is a new addition to your Collective Bargaining Agreement (CBA). While previous Teacher Evaluation Manuals have existed, they have remained outside the CBA. Placing the Evaluation Manual in the CBA as an Appendix will prevent future changes to the Evaluation process without PEA's review at the Bargaining Table and your ratification vote.
- The manual is a description of the evaluation process that relates it back to the law, F.S. 1012.34. It was written to describe our evaluation process to all stakeholders including, teachers, administrators and the Florida Department of Education (DOE). It specifically describes compliance with Florida Statute, particularly compliance with 2011 Senate Bill 736. Appendix A of this document is a copy of this legislation.
- The section '*System Highlights Table*' (page 13) shows the component weighting for teacher evaluations. There are three basic components, two of which were prescribed by law, including student assessment data (50.3% for classroom teachers), Principal's rating based on Situational Context/Observations (48% for classroom teachers), and Self-Evaluation (1.7% for classroom teachers).
- The section '*District Commitment to Use State Student Growth Model*' (pages 14 – 15) shows the formula which will calculate your individual student performance score for your Overall Annual Performance Evaluation Rating (OAPER) and the points which will be applied are contained in the table. The formula was designed with the expectation that **most** employees will be rated "Effective 1" in this first year of application, granting 65 points for classroom teachers. This formula is also in Article XV Teacher Evaluation.
- The sections '*Category I:*' and '*Category II:*' *Significant Evaluation Processes for Teachers* (pages 18-21) provides an outline of the expected processes with their expected timelines for the teacher evaluations. Category I teachers are teachers new to the District regardless of their previous experience and Category II are all other teachers.
- The section '*Classroom Teacher Observation Processes*' (pages 22 – 24) provides a detailed description of the three types of observations; Formal, Informal, and Walkthrough. There is also a description of the Global Observation Instrument (GOI) and how points for each Essential Performance Criteria (EPC) will be calculated from your observations to be applied to your OAPER. **Note** that the section '*Calculation of Observable EPC Ratings*' on page 24 provides weighting to the calculation so that earlier observations count less than those done closer to the end of the year.
- The section '*Observable Essential Performance Criteria and Observation Instruments*' (Pages 25-26) lists the EPCs an observer might be expected to see while conducting one of the three types of observations in your classroom.

- The section ‘*Teacher Self-Evaluation Process*’ (Page 27) describes how the points will be earned for completing a self-evaluation no later than the 45th day of student contact.
- The section ‘*Importance of Feedback to Improving Performance*’ (Page 28) section ensures that the administrator must discuss your overall performance evaluation with you and provide both developmental and evaluation information. In addition, you also have the right to (and should) seek such information from your administrator.
- The section ‘*Mechanisms for Parental Input*’ (Page 29) as required by the Statute guarantees that any parental information used as a part of your evaluation will be communicated in writing and provided to you within 45 days of the receipt of the information.
- The section ‘*Annual Review of the Teacher Evaluation System*’ (Pages 37 - 38) outlines the teacher evaluation review processes that have been agreed upon to address problems/concerns from the implementation of this new evaluation system and the method by which ongoing changes/adjustments will be made.
- Appendix C (Pages 62 - 65) contains TARGET and ARROW Forms which will now be reviewed by PEA and approved by your ratification vote before changes are made and implemented.
- Appendix D (Pages 66 – 89) contains all the Evidence-Based Practices Rubrics by which classroom teachers will be rated. The Essential Performance Criteria (EPCs) were defined and the rubrics for evaluation crafted with the participation of teachers appointed by PEA. Rubrics are reflective of behaviors that occur during your workday and do not include credit for being able or allowed to participate in extra activities which occur outside your duty day. Again, these Rubrics cannot be changed without PEA review at the bargaining table and approval by your ratification vote.
- Appendix D (Page 90) defines the factors used in determining Situational Context and contains the table by which points will be earned toward your overall performance rating. These points are earned based upon the demographics of your assigned students.
- Appendix E (Pages 91 – 98) contains the official forms which may be used in your evaluation for observations, Instructional Assistance, and a Professional Development Plan. This section also contains the guides for Pre and Post Conferencing that your administrator is to follow. PEA recommends reviewing these prior to formal and informal observations and all conferences. Teachers are to have areas of Strength recognized as well as areas needed for growth/improvement. No forms can be added or changed from those currently in the manual.
- Appendix G (Pages 100 – 106) is a Glossary containing many definitions of terms unique to either the evaluation system or Polk County.
- Appendix H (Pages 107 – 109) contains the ‘*Principles of Professional Conduct for the Education Profession in Florida*’ (commonly referred to as the Teacher Code of Ethics). PEA recommends you review the Code annually to remain familiar with its requirements. It’s housed in this Manual for your Convenience.

2011

Appendix M
**ENHANCING STUDENT ACHIEVEMENT THROUGH TEACHER
EVALUATION AND LEARNING (Evaluation Manual)**

Teacher Evaluation System

Polk County Public Schools

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students



(Pending Completion of Collective Bargaining Processes and School Board Approval)

Polk County Public Schools

Teacher Evaluation System

2011-1012

Conditional Approval by Florida Department of Education 6/24/2011

“Enhancing Student Achievement through Teacher Evaluation and Learning”

Sherrie Nickell, Ed. D. Superintendent of Schools

SCHOOL BOARD MEMBERS

District 1 - Frank O'Reilly

District 2 - Lori Cunningham

District 3 - Hazel Sellers

District 4 - Dick Mullenax

District 5 - Kay Fields

District 6 - Debra Wright

District 7 - Tim Harris

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Conditional FLDOE Approval June 2011

Revised September 2011

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District Mission Statement

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

In accomplishing this 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.

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.

Core Values - Polk County Public Schools

Collaboration, Teamwork, and Accountability

We will work as a team to ensure student graduation basing all decisions on relevant and accurate information.

Ethics, Integrity, Commitment, and Dedication

We will hold ourselves to the highest ethical standards, acting with honesty and integrity, dedicated to exemplary work.

Service

We will model servant leadership that inspires trust and loyalty, embraces equality, builds confidence, and responds to the needs of others.

Dignity and Respect

We will ensure a positive work environment in which all people are treated with dignity and respect.

Safe and Orderly

We will maintain a safe and orderly environment, with everyone on task at all times.

Learning, Improvement, High Quality, and Excellence

We will foster a culture of continuous learning and personal development for all, recognizing and celebrating excellence, achievement, creativity, and diversity.

Dear Colleagues:

The Florida Legislature has passed legislation recently that is clearly focused on defining the purpose of teacher evaluation systems. In essence that stated purpose is to increase student learning growth by improving the quality of instructional service. Evaluating the quality of that instructional service is now more than ever being determined by measuring student learning through a variety of student assessment processes as well as by applying processes to determine the quality of practices derived from contemporary research by teachers in the classroom. This view is quite consistent with our district's Mission, Core Values and Strategic Plan Goals.

The district's teacher evaluation system for 2011-2012 has been significantly redesigned to enhance the measurement of student learning and to ensure quality implementation of high probability strategies derived from contemporary research by teachers. The application of processes in the district's teacher evaluation will require a strong commitment by teachers and administrators to strengthen the communication among them that is focused on student learning and enhanced instructional practice.

Without question, the classroom teacher is an essential key to student learning growth and academic excellence. Highly effective instruction is dependent on a positive professional culture that focuses on student learning. Improving the quality of instructional practice will require thoughtful planning, enhanced quality in communication among teachers and with their administrators, as well as engagement in relevant professional learning. The result will be enhanced achievement and performance of our students. The processes described in the system manual have changed significantly. They represent an ongoing collaborative effort to develop an equitable, valid evaluation system that best meets the diverse needs of teachers and students in an era of focused accountability to ensure student learning. These evaluation processes resulted from the work of an advisory committee made up of all appropriate shareholders who were committed to the creation of an assessment system that places emphasis on teacher learning in relation to the performance of our students.

In closing, I appreciate your commitment to educational excellence and your openness to the changes that are taking place in our evaluation system, changes that when applied well will be beneficial to our students, our teachers and the community. I encourage you to use the evaluation process as an opportunity to grow professionally and to provide quality instruction for all our students designed to enhance their learning.

Sincerely,

Sherrie Nickell Ed. D.
Superintendent of Schools

Dear Teacher,

As you review this new evaluation system, please note that your representatives on the Evaluation Development Committee have advocated loudly, strongly, and effectively to develop a quality teacher evaluation process. Your concerns were at the forefront of every conversation as this document was developed. It is also important to note that this evaluation system will continue to evolve as we get feedback from you about this document and on how to improve the evaluation process itself.

Your representatives have been pleased by the focus of the committee to create a system where teachers are kept knowledgeable of their performance through immediate and ongoing feedback. Your need for timely feedback was one of the strongest concerns PEA heard from you. Another important accomplishment has been the common understandings that were reached regarding what quality teaching is and is not. Everyone agreed that we need a teacher evaluation system that fairly and consistently helps teachers and administrators have positive discussions to enhance teacher performance. This system is a positive beginning that will continue to evolve over time which should benefit teachers.

Our goal is to develop a fair, valid, and reliable evaluation system that provides ongoing and timely feedback regarding your performance. We have built an expectation that you be told if you are performing at less than the highest rating, *'Highly Effective.'* You must know the requirements for being rated *'Highly Effective'* so that you can improve your practice. The rubrics that describe performance through accomplished practices are written to define the requirements by focusing on what you do in your classroom, not the extras above and beyond your normal teaching duties. Therefore, because the evaluator's ongoing feedback is so crucial, there has been a real emphasis on the professional development your administrator will have to have to use this new system. The term you will hear is inter-rater reliability. This reliability was important from the start but was made even more significant with the passing of Senate Bill 736 and its impact on your professional future.

I would be remiss if I did not mention the damage we believe Senate Bill 736 has done to this process. We were developing a system that had great promise for enabling change by focusing on best practices. Legislators have disrupted this positive process by inserting unreasonable timelines and unreasonable expectations that must be addressed here at the very end of the process. Issues such as these, as well as pay being tied to this system, are under advisement and PEA will communicate with you as this process unfolds.

In conclusion, we know the system is not perfect and much work remains to be done but, I must say that this development process has been more open and positive than any experience we have had in recent history. It was developed to give you appropriate and timely feedback and to allow you to grow as a professional. As this new system is implemented, we will need your feedback regarding concerns and suggestions to improve the system. Please know that PEA is monitoring the implementation process and that we will seek feedback as we work to refine the system. I want to thank everyone for their support as we enter this new era of accountability, and particularly those teacher representatives who worked tirelessly on the system to bring us this far.

In Solidarity,

Marianne Capozziello, President

Acknowledgement

The procedures and processes described in this document are built on a framework that is consistent with the district's Mission and Strategic Plan Goals and are a component of the district's ongoing commitment to ensure quality instruction and improved student learning. The revised system was prepared over a period of 18 months by the Teacher Evaluation Advisory Committee appointed by the Superintendent. Committee membership included representation from all related and appropriate shareholder groups (teachers, principals, assistant principals, district-level staff, and union representatives) in the district. We wish to thank all advisory committee members for their contribution toward bringing the district's teacher evaluation system into alignment with Florida Statutes and the requirements described in the 2010 Florida Race to the Top Memo of Understanding. Members are commended for designing a system that focuses on enhancing the quality of teacher performance and professional learning and on the enhancement of student achievement in the district as both relate to the district's Mission, Strategic Plan Goals, and individual School Improvement Plan Goals. The members of the Teacher Evaluation Advisory Committee are listed below.

District Office

Bill Strouse - Facilitator/Consultant
Karla Collins - Co-Facilitator/Professional Development
Cheryl Joe - Professional Development Director
Jennifer Rouse - Professional Development
Britt Gross - Professional Development
Barbara Block - Professional Development

School Administrators

Art Martinez - Principal
Brett Butler - Principal
Chris Roberts - Principal
Donna Drisdorn - Principal
Tami Dawson - Principal
Carol Griffin - Assistant Principal
Meesha Downing - Assistant Principal

Teachers

Amanda McCallister* - Teacher
Brendan Lane - Teacher
Carolyn Bryant - Teacher
Ingrid Vann - Teacher
Michelle Bobo - Teacher
Patricia Gegenheimer - Teacher
Patricia Kilpatrick - Teacher
Polly Burkhart* - Teacher
Tom Lentz* - Teacher
Lori Rakes - Florida Southern College of Education Assistant Professor

Polk Education Association*

Marianne Capozziello - President
Angela Dawson - Representative
Lee Littlefield - Representative

Introduction

It is important to recognize that the district's revised teacher evaluation system is in its initial stage of development and implementation. The system will be monitored to ensure that results in both outcome and impact on employees and student learning are fair, valid and reliable. The system will be adjusted over the next three years to take into account many rule changes that will be made by the Florida State Board of Education and to meet unknown needs related to quality, logic, and equity. The district's teacher evaluation system is evolutionary in nature and will be phased in over time as the infrastructure necessary to meet Florida Statutes 1012.34 and 1008.22 is developed and implemented. The system is indeed a work in progress with full implementation for all instructional staff targeted for 2014-1015. The system will be reviewed annually (by the Teacher Evaluation Advisory Committee) for possible changes, additions and/or deletions that might be needed based on program evaluations pertaining to its fidelity of implementation, impact on teacher and administrator practices, and its impact on student performance.

There are several non-traditional instructional positions for which system processes will be adjusted throughout to ensure the inclusion of a student performance component and an appropriate rating scale for determining an overall performance rating. Advisory committees made up of all appropriate shareholder groups will begin work in 2011-2012 to examine and to completely revise the evaluation systems processes for these instructional non-classroom teaching positions in accordance with Florida Statute 1012.34 and any related State Board of Education Rules that are written.

Preface

The Florida Legislature has enacted statutes in order to bring about the development of a teacher evaluation system that is focused on increasing student learning growth by improving the quality of instructional services. The integration of processes for school improvement, teacher evaluation, professional learning experiences, and data as evidence of student learning is more important than ever before. Emphasis is now being placed on collecting data pertaining to gains in student learning and data derived from demonstrated attributes and strategies related to evidence-based instructional practices. This focus has become more evident with development and adoption of the Florida Educator Accomplished Practices (2010), Florida's participation in the federal Race to the Top (RTTT) Grant initiative, and the passage of the Student Success Act in March of 2011 by the Florida Legislature.

Focused communication between teachers and administrators that places an emphasis on student learning growth and the teacher's role in applying interventions based on their participation in professional learning activities that are directly related to contemporary research linking high probability strategies to student learning will be required. In order to meet these expectations, the Polk County School District has reviewed its existing teacher evaluation system and made changes consistent with this mental model and statutory requirements. This review was conducted by the Teacher Evaluation Advisory Committee that worked collaboratively to develop a system that will best meet the diverse needs of the teachers and support District Strategic Plan Goals. After a review of the existing evaluation system in relation to the expectations described in legislation, a system has been developed that measures teacher performance in relation to student achievement and the application of evidence-based, high probability teaching practices. This revised system will be implemented to ensure fairness, validity, and reliability within the limitations of resource infrastructure that currently exists. This system places emphasis on teacher professional learning as it relates to student learning. System components include processes for:

- Providing a closer linkage between teacher evaluation, student learning and school improvement
- Collecting student achievement and other data relevant to teacher effectiveness
- Creating a system that is based on what we learn from contemporary research about effective teaching strategies
- Planning for professional learning for all teachers

This document was prepared to inform all educators in Polk County about the expectations, processes, procedures, and forms that will be used in the district's teacher evaluation system.

Teacher Evaluation Philosophy

The primary purposes of teacher evaluation system processes are quality assurance (increasing student learning growth) and professional learning (improving the quality of instruction). Teacher evaluation should be a positive and ongoing process requiring considerable time, effort, and openness of both teachers and their administrators. The process should focus on student achievement by helping teachers become more effective in the application of high probability instructional strategies derived from contemporary educational research.

Positive outcomes from teacher evaluation processes are highly dependent upon building an environment characterized by open, honest, and respectful communication among teachers and administrators, both of whom are responsible for establishing this rapport. When concerns arise, they must be expressed with an appropriate rationale and suggestions for improvement. It is essential that both teachers and administrators (operating from the perception of building collaborative relationships) view performance evaluation as a supportive process that will result in enhanced student growth and improved professional learning, performance, and morale.

Teacher evaluation is best viewed as a highly individualized experience - a personal journey, in which educators view themselves as professionals committed to continuous improvement. The district's teacher evaluation system was revised to be congruent with contemporary research on teacher effectiveness and redesigned to ensure that processes are consistent with expectations delineated by Florida statutes. This evaluation system addresses five key factors in multiple processes:

- The teacher
- The administrator
- Student performance data
- Timely and actionable feedback
- Organizational context

All are equally important toward implementing an evaluation system that meets the needs of all teachers in the classroom.

It should be noted that effective performance in a given job role is based on three significant variables, the individual's competencies, the demands of the job and their related expectations, and the organizational climate and environment in which the individual works. Effective job performance results when these three variables come together in a synergistic fashion. In order for the individual to achieve optimal performance in the job, the organization must provide the support necessary to realize the successful application of one's competencies, against the backdrop of the real life demands of the job. It is the appropriate alignment of these variables, personal competencies, organizational support and realistic job expectations that will enable us to realize enhanced learning and success for our students. It is essential that decisions made related to pay, promotion, placement and employment status be based on a valid and reliable system that is closely monitored and adjusted toward that end throughout its implementation.

Conceptual Framework

In order to enhance the quality and equity of the district's teacher evaluation system and to bring the district closer to complying with requirements delineated in the Student Success Act of 2011 that amends several Florida Statutes (significant among them is 1012.34) and to meet additional related expectations pertaining to the Florida RTTT Memo of Understanding (MOU), a differentiated annual performance evaluation process has been developed for teachers. Teachers are clustered into two broad categories, FCAT subject/grade level teachers and Non-FCAT subject/grade level teachers. By Florida statute, the student performance component of these differentiated procedures will become effective August 15, 2011. Detailed information concerning the student performance component of these differentiated evaluation procedures that will be applied is described on pages 14 – 17 of this manual.

2011 – 2012 (ONLY): All Classroom Teachers

All classroom teachers' **Overall Annual Performance Evaluation Rating** is based on "points earned" related to the following elements:

Student Achievement Indicators based on three years of trend data from state assessment processes are applied related to Reading or Math as appropriate to the teacher's assignment. This data will come from the adopted and published Florida **student growth model** process as derived in the form of "trend data" based on 2011-2012, 2012-2013 and 2013-2014 FCAT and other state student assessment processes. Tables and related point values have been developed and will be applied to the teacher's Annual Overall Performance Evaluation rating using the student growth data provided by the FDOE. It is the expectation of the FDOE that the district will apply tables to be developed by the Florida State Board of Education when they are available. This element determines **50.3 % of the teacher's Overall Annual Performance Evaluation Rating**. Teachers will be rated and awarded points individually.

Demonstration of evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) in the form of described rubrics for EPC Indicators and rated by the school administrator are combined with points awarded based on the teacher's **situational context** as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. These points and related variables make up **48% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers are rated and awarded points individually.

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 27 that identifies ranges of point totals determines the total point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers rate themselves individually.

**FCAT/State Assessment Teachers
(Not Applicable 2011 – 2012)**

The **FCAT/State Assessment** teacher's **Overall Annual Performance Evaluation Rating** is based on "points earned" related to the following elements:

Student Achievement Indicators based on three years of trend data from state assessment processes are applied related to Reading or Math as appropriate to the teacher's assignment. Specific lists of teachers will be provided by the FDOE. As the state adds more subjects/grades to the **state-wide assessment process**, impacted teachers will be added to the lists. This data will come from the adopted and published Florida **student growth model** process as derived in the form of "trend data" based on 2011-2012, 2012-2013, and 2013-2014 FCAT and other state student assessment processes. Tables and related point values have been developed and will be applied to the teacher's Annual Overall Performance Evaluation rating using the student growth data provided by the FDOE. It is the expectation of the FDOE that the district will apply tables to be developed by the Florida State Board of Education when they are available. This element determines **50.3 % of the teacher's Overall Annual Performance Evaluation Rating**. Teachers will be rated and awarded points individually.

Demonstration of evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) in the form of described rubrics for EPC Indicators and rated by the school administrator are combined with points awarded based on the teacher's **situational context** as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. These points and related variables make up **48% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers are rated and awarded points individually.

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 27 that identifies ranges of point totals determines the total point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers rate themselves individually.

**All Non-FCAT Teachers- Type A
(Not Applicable 2011 – 2012)**

A **Non-FCAT A** teacher's **Overall Annual Performance Evaluation Rating** is based on "Points Earned" related to the following components:

The following procedures will be applied for **Non-FCAT A** teachers whose students participate in state assessment processes and for whom no district processes have been developed and implemented:

1a. Student performance data focused on learning gains in Reading or Math as most appropriate to subject taught and as derived from state assessment processes based on three years of "trend data" from 2012-2013, 2013-2014 and 2014-2015 as available will be applied for use in the teacher evaluation process.

The following procedures will be applied for **Non-FCAT A** teachers **whose students do not participate in state assessment processes** and for whom **no** district assessment processes have been developed and implemented:

1b. The teacher will develop learning gain goals for the students that the teacher is teaching as a part of the TARGET (IPDP) planning process. Learning gains related to these goals will be determined through teacher-made pre-/post-assessments directly tied to state content standards and district curriculum maps. For the 2012-2013 school year and for additional years in which district assessments have not been developed, in order to ensure student assessment data availability and processing before the teacher is evaluated, pre-/post-assessment content will address only content learned through the last day of the third nine-weeks grading period. Teacher-made pre-assessments must be administered by the 45th student contact day and the post-assessments must be administered no later than the 140th day of student contact.

This variable determines 50.3% of the teacher's Overall Annual Performance Evaluation Rating. Teachers are awarded points individually. A point values table related to learning gains derived from using data from state assessment processes and/or teacher-made student assessments pertaining to the students that the teacher teaches has been developed and applied starting **August 15, 2011**.

Demonstration of evidence-based teaching practices and behaviors directly linked to the Florida Educator Accomplished Practices are rated by the school administrator and combined with the teacher's **situational context** points as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. Teachers are rated and awarded points individually and make up **48% of a teacher's Overall Annual Performance Evaluation Rating**.

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors directly linked to the Florida Educator Accomplished Practices is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 27 identifies ranges of point totals determining the total

point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers rate themselves individually.

Note: The processes for Non-FCAT Teachers- Type A will be phased out starting in 2012-2013 and continuing through 2014-2015 as district end-of-course assessments are developed and implemented.

**Non-FCAT Teachers- Type B
(Not Applicable 2011 – 2012)**

Determine a teacher's **Annual Overall Performance Evaluation Rating** based on "Points Earned" related to the following components:

The following procedures will be applied for Non-FCAT Subject/Grade Level Teachers **whose students do not participate in state assessment processes** and for whom district determined, administered, scored and reported assessment processes **have been developed and implemented**:

Student growth and/or achievement End-of-Course (EOC) data focused on learning gains in the content area being taught as derived from district-determined assessment processes based on three years of "trend data" from 2012-2013, 2013-2014 and 2014-2015 as available will be applied for use in the teacher evaluation process. District determined, administered, scored and reported student assessments will be developed and implemented through the application of a phase-in process initiated in 2012-2013 and continuing through June 30, 2015. Assessment content "rules" and pre-/post-student assessment calendars will be applied as described in **Non-FCAT- Type A, 1b** on pages 11 - 12.

This variable determines 50.3% of the teacher's Overall Annual Performance Evaluation Rating. Teachers will be awarded points individually. A point values table related to learning gains derived from using growth and/or achievement data from district determined, administered, scored, and reported student assessments pertaining to the students that the teacher teaches has been developed and will be applied starting **August 15, 2012**.

Demonstration of evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) in the form of described rubrics for EPC Indicators and rated by the school administrator are combined with points awarded based on the teacher's **situational context** as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. Teachers are rated and awarded points individually. These points and related variables make up **48% of a teacher's Overall Annual Performance Evaluation Rating**.

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 27 that identifies ranges of point totals determines the total point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers rate themselves individually.

System Highlights Table - Differentiated Classroom Teacher Evaluation Process Options

Type	Student Performance Data	Principal's Rating/Sit. Context	Third Metric: Self-Evaluation
All Classroom Teachers	FCAT and other state assessments applied to teachers as is appropriate to the teacher's students	Evidence-based practices linked to Florida Educator Accomplished Practices combined with a Situational Context element tied to classroom student demographic impact factors	Data from Self-Evaluation pertaining to evidence-based practices linked to Florida Educator Accomplished Practices
Determined by student assessment data		Ratings determined by evaluator and situational context	Ratings determined by Self-Evaluation process
50.3% of OAPER		48% of Annual OAPER	1.7% of OAPER
All classroom teachers		All classroom teachers	All classroom teachers
Determined individually based on student achievement data from the students assigned to the teacher		Determined individually based on performance tied to rubrics and combined with points earned related to situational context	Determined individually based on self-evaluation

Planned Use of Student Performance Assessment Data

Student performance data, derived from state, district, or teacher student assessment processes, will be used to determine the point values assigned to the teacher for use in determining the Student Achievement EPC rating and the Overall Annual Performance Evaluation rating. The Student Success Act of 2011 contains a provision that teacher's Annual Overall Performance Rating may be amended within 90 days of the original evaluation. For example, the current year's student assessment data might not be available by the 165th day of student contact, the deadline for completing a teacher's Overall Annual Performance Evaluation. The amendment process is being required by FDOE to be used in Polk. It is the state's expectation that three years of valid and reliable "trend data" be applied, including FCAT data which will not be provided until after teachers complete their work year, (when available and appropriate) for use as determined by the district. It is the district's plan to use student performance data derived from the students the teacher taught beginning in 2011-2012 and adding data each year until three years of relevant trend data is available for use with each teacher in the district 2013-2014. For each year following 2013-2014 data from the oldest of the three years will be dropped and the most recent available will be added. The sections that follow describe the manner in which this issue will be addressed and the specified timeline for implementing the application of student performance data as a significant variable in the teacher evaluation process.

2011-2012: Use of State Student Assessment Data

The district will use the student growth data provided by the FDOE tied to an FCAT teacher's students from the 2011-2012 assessment processes student performance data. When the state provides the district with student growth measures data comparing the growth of students assessed in the spring of 2013 and the spring of 2014 by state assessment processes that student specific data will be applied. This data set will provide the basis for the points awarded to a teacher pertaining to 100% of the Student Achievement EPC rating and 50.3% of the teacher's Overall Annual Performance Evaluation Rating. The data is used to determine of the teacher's Student Achievement EPC rating. The Student Data Table on page 15 delineates the point values to be awarded to each teacher based on the Aggregated Teacher VAM score as derived from the 2011-2012 state data.

District Commitment to Use State Student Growth Model

It is anticipated that the Florida State Board of Education will approve a student growth model related to all subjects assessed by the FCAT and other state assessment processes by July 1, 2011. It is the state's expectation that the district will apply that model to the student achievement component of teachers in the district when their students are assessed by those state student growth assessments.

2011 – 2012: Application of Assessment Data for ALL Classroom Teachers

The following procedures will be applied for **ALL** classroom teachers:

The district will use the student performance data from the 2011 – 2012 assessment processes provided by FLDOE that is tied to the identified FCAT Subject/Grade level Teacher’s students. Using the Value Added Model (VAM) data provided by FLDOE, an Aggregated Teacher VAM score will be calculated using the formula below:

$$\text{Aggregated Teacher VAM} = \frac{VAM_{\text{current year}}}{|(VAM_{\text{avg}} (VAM_{\text{year 1+2+3}}))|}$$

This Aggregated Teacher VAM score is calculated by dividing the current year VAM score assigned to the teacher by the absolute value of the average of three years of consecutive VAM scores. Using the absolute value of the average teacher VAM score will maintain the positive or negative magnitude of the ratio based on the current year teacher VAM score. The Aggregated Teacher VAM will be applied to the Student Performance Data Table as listed below and will account for 50.3% of the overall teacher evaluation rating. Revisions to this evaluation model will be ongoing as new data is obtained from district assessments and FLDOE.

Aggregated Teacher VAM Range	Rating	Rationale
05 points (AgTchVAM ≤ -8.0)	Unsatisfactory 4	Approx. 6% of 85 Points Possible
10 points (-8.0 < AgTchVAM ≤ 7.0)	Unsatisfactory 3	Approx. 12% of 85 Points Possible
15 points (-7.0 < AgTchVAM ≤ -6.0)	Unsatisfactory 2	Approx. 18% of 85 Points Possible
20 points (-6.0 < AgTchVAM ≤ -5.0)	Unsatisfactory 1	Approx. 24% of 85 Points Possible
25 points (-5.0 < AgTchVAM ≤ -4.5)	Developing 4	Approx. 29% of 85 Points Possible
30 points (-4.5 < AgTchVAM ≤ -4.0)	Developing 3	Approx. 35% of 85 Points Possible
35 points (-4.0 < AgTchVAM ≤ -3.5)	Developing 2	Approx. 41% of 85 Points Possible
40 points (-3.5 < AgTchVAM ≤ -3.0)	Developing 1	Approx. 47% of 85 Points Possible
45 points (-3.0 < AgTchVAM ≤ -2.5)	Effective 5	Approx. 53% of 85 Points Possible
50 points (-2.5 < AgTchVAM ≤ -2.0)	Effective 4	Approx. 59% of 85 Points Possible
55 points (-2.0 < AgTchVAM ≤ -1.5)	Effective 3	Approx. 65% of 85 Points Possible
60 points (-1.5 < AgTchVAM < -1.0)	Effective 2	Approx. 71% of 85 Points Possible
65 points (-1.0 ≤ AgTchVAM ≤ 1.0)	Effective 1	Approx. 76% of 85 Points Possible
70 points (1.0 < AgTchVAM ≤ 3.0)	Highly Effective 4	Approx. 82% of 85 Points Possible
75 points (3.0 < AgTchVAM ≤ 5.0)	Highly Effective 3	Approx. 88% of 85 Points Possible
80 points (5.0 < AgTchVAM ≤ 7.0)	Highly Effective 2	Approx. 94% of 85 Points Possible
85 points (AgTchVAM > 7.0)	Highly Effective 1	100% of 85 Points Possible

2012-2013: Use of Student Assessment Data

For the 2012-2013 school year, all teachers will earn points for the Student Achievement EPC element of the teacher evaluation system based on the following:

2011-2012 and 2012-2013 Student performance data derived from the students they taught from either:

FCAT and other State Student Assessment processes as applicable to teaching assignment

OR

Teacher-made Assessments Determined as a part of TARGET (IPDP) Planning processes

OR

District-determined Student Assessment processes that have been phased in replacing related Teacher-made Assessments as applicable to teaching assignment

2013-2014: Use of Student Assessment Data

For the 2013-2014 school year, all teachers will earn points for the Student Achievement EPC element of the teacher evaluation system based on the following: 2011-2012 and 2012-2013 and 2013-2014 Student performance data derived from the students they taught from either:

FCAT and other State Student Assessment processes as applicable to teaching assignment

OR

Teacher-made Assessments Determined as a part of TARGET (IPDP) Planning processes

OR

District-determined Student Assessment processes that have been phased in replacing related Teacher-made Assessments as applicable to teaching assignment

In summary, up to three years of the most recent student growth data derived from the students the teacher taught (as it becomes available) will be used in calculating the Student Achievement element of the teacher's Overall Annual Performance Evaluation. Full implementation will occur as student performance growth data becomes available that is derived from all "matched" students the teacher is teaching based on FCAT, other state assessment processes, and from district-determined student assessment processes that will replace teacher-made assessments applied as a part of TARGET (IPDP) Planning.

Also as noted earlier, it is the state's plan that the district will apply the state student growth model to the student achievement component of all teachers in the district as their students are assessed by those state student growth model assessments. The district will analyze the state model for potential application of state student growth model principles as they may relate to district-determined assessments for subjects not assessed by state assessment processes. The district will apply those principles if they are deemed to be appropriate for use.

Uncommon Teacher Scenarios

It should be noted that there are several atypical teacher scenarios that might need to be addressed as they relate to the Student Performance Element of the teacher evaluation system. Those scenarios are delineated in the table below. In addition, there are likely to be unpredicted unique scenarios that will need to be addressed. When they occur, they will be brought forth to the Teacher Evaluation Advisory Committee to be addressed as that committee will need to continue meeting on an ongoing basis. Rules to be applied in, relation to specified teacher scenarios, to the Student Achievement Component Processes of the District Teacher Evaluation System

Specified Variable or Scenario	Teachers	Rule
Experienced teachers new to the district	All	State assessment data from another district
Teachers new to a school not the district that change schools within the same year	All	Use the teacher’s student data from school at which the teacher taught prior to departure
Teachers with FCAT and Non-FCAT students	All	State assessment data
<i>Note: There are likely to be unpredicted unique scenarios that will need to be addressed. When they occur, the scenarios will be presented to the Teacher Evaluation Advisory Committee to be addressed.</i>		

Category I: Significant Evaluation Processes for Teachers

- ✓ Teacher Induction Program Seminar (TIPS) Participation
- ✓ Orientation and Professional Development related to Teacher Evaluation System Processes, PEC, ACE, or EPI as appropriate
- ✓ Evaluation Planning Session with Administrator to discuss/review:
 - TARGET (IPDP) Plan
 - ARROW documentation
 - School Improvement Plan Goals-Strategies-Outcomes
 - Priority Evidence-Based Practices
 - Plans for Observations, Self-Evaluation, Interim Performance Review, etc.
 - Student Performance Data Analysis
 - Other topics of interest to teacher and/or administrator
- ✓ Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ✓ Formal Observations (45 minutes minimum)
 - Within the first 45 student contact days 1st and 2nd Semesters
 - Pre-observation conference
 - Post-observation conference
- ✓ Informal Observation (10 to 30 minutes)
 - 1 minimum 1st and 2nd semesters
- ✓ Walk-through Observations (3 to 5 minutes)
 - 8-12 minimum with feedback throughout 1st and 2nd semesters
- ✓ Interim Performance Evaluation Conference includes:
 - Ratings for each EPC
 - A review of student performance data
 - 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
- ✓ Overall Annual Performance Evaluation Conference
 - Discussion of assigned ratings and point values for each of the Evidence-Based Practices

- Conversation concerning related ongoing observation data as may be appropriate
- Specified Student Demographic Impact Factors
- Student Achievement
- Self-Evaluation conversation
- Reflection and feedback
- All data gathered for assessment purposes will be shared in an immediate and collegial manner
- Summary TARGET (IPDP) Plan and ARROW Documentation Conversations
- Upon completion of the Overall Annual Performance Evaluation conference, two copies of the form will be printed, signed, and dated by the administrator and 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 Global Observation Instrument (GOI). Monitoring will be on-going.
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.

Category II: Significant Evaluation Processes for Teachers

- ✓ Orientation and Professional Development related to Teacher Evaluation System Processes
- ✓ Evaluation Planning Session with Administrator to discuss/review:
 - TARGET (IPDP) Plan
 - ARROW documentation
 - School Improvement Plan Goals-Strategies-Outcomes
 - Priority Evidence-Based Practices
 - Plans for Observations, Self-Evaluation, Interim Performance Review, etc.
 - Student Performance Data Analysis
 - Other topics of interest to teacher and/or administrator
- ✓ Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ✓ Formal Observation (45 minutes minimum)
 - Optional pre-observation conference
 - Post-observation conference
- ✓ Informal observation (10 to 30 minutes)
 - 1 minimum annually
- ✓ Walk-through Observations (3 to 5 minutes)
 - 8-12 minimum with feedback throughout 1st and 2nd semesters
- ✓ Optional Interim Performance Evaluation Conference includes:
 - Ratings for each EPC
 - A review of student performance data
 - Results are retained at the school only
 - An interim TARGET (IPDP) conversation is conducted at this time
- ✓ Overall Annual Performance Evaluation Conference
 - Discussion of assigned ratings and point values for each of the Evidence-Based Practices
 - Conversation concerning related ongoing observation data as may be appropriate
 - Specified Student Demographic Impact Factors
 - Student Achievement
 - Self-Evaluation conversation
 - Reflection and feedback

- All data gathered for assessment purposes will be shared in an immediate and collegial manner
- Summary TARGET (IPDP) Plan and ARROW Documentation Conversations
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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. 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.
2. If the problem persists, the evaluator will conduct a focused observation in the area of concern using the Global Observation Instrument (GOI). Monitoring will be on-going.
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.

If applicable, a formal Professional Development Plan (PDP) to address ratings of *Unsatisfactory* (required) or *Needs Improvement* (Optional) is developed and implemented at this time.

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:

- ✓ **Formal** (45 minutes or longer with feedback and required pre-/post-conferences)
- ✓ **Informal** (10 to 30 minutes in length with feedback and **OPTIONAL** pre-/post-conferences)
- ✓ **Walkthrough** (3-5 minutes in length with feedback)

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** can be announced or unannounced. Walkthroughs 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. Walkthroughs 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. Walkthroughs 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.

Teacher Status	Formal Observations 45 Minutes Minimum	Informal Observations 10-30 Minutes	Walkthroughs 3-5 Minutes
Category I	<ul style="list-style-type: none"> • 1 Minimum per semester • Pre-/Post-Conference required • Additional optional 	<ul style="list-style-type: none"> • 1 Minimum per semester • Number varied based on need • Feedback Required 	<ul style="list-style-type: none"> • 8-12 Annually • Feedback desired
Category II	<ul style="list-style-type: none"> • 1 Minimum annually • Additional optional • Pre-Conference optional • Post Conference required 	<ul style="list-style-type: none"> • 1 Minimum annually • Number varied based on need • Feedback Required 	<ul style="list-style-type: none"> • 8-12 Annually • Feedback desired
PDP Teacher	<ul style="list-style-type: none"> • 1 Minimum each 45 days while engaged in PDP process 	<ul style="list-style-type: none"> • 1 Minimum each 45 days while engaged in PDP process 	<ul style="list-style-type: none"> • 3 Minimum each 45 days while engaged in PDP process

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, 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 as well as aligning to Race to the Top's 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 ***Global Observation Instrument*** (GOI) can be used for administrative classroom walkthroughs, informal observations, and formal observations. Observable EPCs (Educator Accomplished Practices) 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 from both the Global and Focused Observation Instruments provides the primary source of information to be applied when rating the teacher on the observable elements of an EPC.

Calculation of Observable EPC Ratings

An Improvement Model for 2011-2012 teacher evaluations will consist of three weighted observation processes: Walkthroughs, Informal and Formal. When calculating a final rating for each EPC, completed Walkthrough Observations will account for 25%, completed Informal Observations will account for 25%, and completed Formal Observations will account for 50%. Further, weighting will be established for all observations which place less emphasis on observations conducted nearer the beginning of the school year and progresses with greater weight given to those conducted nearer the final rating. Weighting for Walkthrough Observations will reflect specific time periods progressing from 3% in the first time period, 5% in the second time period, 7% in the third time period, and 10% in the last time period. Similar progressive weighting will be established where multiple Informal or Formal Observations are completed. The formula will generate final EPC ratings of Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory.

Observable Essential Performance Criteria and Observation Instruments

As described on page 24, the only Observation Instrument that may be used by administrators to gather data when conducting classroom observation processes is the Global Observation Instrument (GOI). This is the only observation instrument that will be used during varied observation processes in relation to the performance ratings applied to the 15 observable EPCs identified below:

Domain 1: Instructional Design, Lesson Planning, and Assessment

EPC a. Demonstrating knowledge of content and pedagogy

- Demonstrates knowledge of content
- Uses effective instructional strategies

EPC b. Demonstrating knowledge of students

- Provides differentiated instruction
- Conducts individual data conferences with students

EPC d. Demonstrating knowledge of resources and technology

- Uses technology to enhance instruction
- Integrates student use of technology into instructional process

Domain 2: Instructional Delivery and Facilitation

EPC a. Communicating with students

- Refers to essential question during lesson
- Checks for understanding
- Connects to prior knowledge
- Conveys high expectations

EPC b. Using strategies to evoke higher-order thinking and discussions

- Asks higher order thinking questions
- Provides scaffolding
- Provides wait time
- Provides opportunities to participate in learning activities

EPC c. Lesson delivery and engaging students in learning

- Instruction engagingly meets student needs
- Uses distributed summarizing
- Uses accountable talk

EPC d. Using Assessment in Instruction

- Checks for understanding through varied techniques
- Provides feedback to students
- Uses assessment prompts

EPC e. Demonstrating flexibility and responsiveness

- Uses varied instructional strategies
- Adjusts instruction based on student response

EPC f. Integrating cross content reading and writing instruction

- Incorporates reading
- Develops content vocabulary
- Incorporates reading comprehension strategies
- Incorporates writing

Domain 3: The Learning Environment

EPC a. Creating an environment of respect and rapport

- Models and reinforces appropriate actions
- Creates a climate of openness and respect
- Exhibits responsiveness and sensitivity

EPC b. Establishing a culture for learning

- Interacts with students positively
- Provides specific and appropriate feedback
- Communicates expectations to students

EPC c. Managing classroom procedures

- Establishes procedures and routines for managing the classroom
- Manages transitions to maximize instructional time

EPC d. Managing student behavior

- Establishes standards for behavior
- Implements behavior plan
- Responds to misbehaviors

EPC e. Organizing physical space

- Classroom environment supports learning
- Environment is safe, accessible and inclusive

Domain 4: Professional Responsibilities and Ethical Conduct

EPC a. Attention to equity and diversity

- Treats all students equitably

Teacher Self-Evaluation Process

The district teacher evaluation process includes a self-evaluation element that is calculated into the teacher's Overall Annual Performance Evaluation Rating at the close of the evaluation cycle. It determines 1.7% (3 of 169 points possible) of that rating. The self-evaluation must be completed no later than the teacher's first **45 days** of student contact. The teacher will analyze the rubrics for the 23 EPCs (evidence-based practices as derived from contemporary research) applied in the teacher evaluation system. The teacher reflects on the congruence of his/her practices with the rubric statements and rates him/herself accordingly. This will result in a raw score value ranging from 0-69. The raw score value is converted to a rating points value in accordance with the table below.

EPC Evidence-Based Rubrics Self-Evaluation Table

Raw Points = 0 - 17	Raw Points = 18 - 33	Raw Points = 34 - 56	Raw Points = 57 - 69
Evaluation Points = 0	Evaluation Points = 1	Evaluation Points = 2	Evaluation Points = 3

Points determined through the self-evaluation and reflection process are added to points derived from Student Achievement, Administrator Ratings and Situational Context variables to determine the teacher's Overall Annual Performance Evaluation Rating.

The self-evaluation process also enables a reflective identification of professional learning needs in relation to the evidence-based practices that can be used as a part of the TARGET (IPDP) planning process. Self-evaluation also enhances the conversations the teacher and administrator will have related to professional learning and its relationship to enhanced teacher performance.

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 4 Domains, 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.

The Importance of Feedback to Improving Performance

There is significant evidence that effective 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 and evaluative 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.

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.

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 for 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.

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**. Therefore, a teacher's Individual Professional Development Plan (TARGET) is an essential element of Polk County's Teacher Evaluation System. Each teacher, in collaboration with the school principal and/or assistant principal must develop and maintain a TARGET (IPDP) plan. The teacher's TARGET (IPDP) goals, although aspirational not evaluative in nature, must relate directly to student growth data for the students assigned to him or her, AYP sub-group performance, the School Improvement Plan, his or her self-evaluation, and/or his or her summary evaluation from the prior school year. A teacher's professional growth goals must correlate to student learning needs identified during his or her evaluation of the preceding variables and be relevant to the growth data for the matched students assigned to the teacher. During the TARGET (IPDP) process, the teacher identifies critical deficits in student performance, analyzes student data related to those deficits, determines student learning needs, sets student performance goals, and selects measures for student learning specific to the identified student learning needs and goals.

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
 - ✓ PD 360
 - ✓ Professional Learning Communities at school site
 - ✓ Department chairs, team leaders, peer mentors to support learning
 - ✓ District-based professional development
- On-going TARGET (IPDP) conversations with administrators focused on individual 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 supports a professional growth experience individualized for each teacher.

Processes and Components Included in Evaluator Professional Learning

Professional learning for all personnel responsible for evaluating staff occurs on an annual basis with delivery mechanisms and content developed and implemented collaboratively by Professional Learning staff and Senior Directors 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
- Using the Global and Focused Observation Instruments to Gather Evidence
- 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 Teachers about the Teacher Evaluation System

All professional learning for teachers related to the Teacher Evaluation System include theory, system components, Florida’s Educator Accomplished Practices (FEAPs), observation processes, timelines, and rubrics, evaluation procedures, and student achievement indicators.

Evaluator and Teacher Professional Learning Components and Timeline

June 2011	<ul style="list-style-type: none"> • Professional Development to develop face-to-face and web-based support modules for new Teacher Evaluation System (TES) for administrators and teachers • Day 1 – Evaluator professional learning for principals and district administration • District Teacher Evaluation cohort complete evaluator professional learning
July 2011	<ul style="list-style-type: none"> • Day 1 – Evaluator professional learning for principals and district administration
August 2011	<ul style="list-style-type: none"> • Offer web-based professional learning modules for teachers on the new Teacher Evaluation System • Create an FAQ Quick Reference Guide from questions and feedback received from teachers and administrators participating in the TES professional learning during the summer 2011
August 15th - 19th	<ul style="list-style-type: none"> • Offer web-based professional learning course for teachers on the TES
Beyond August 16, 2011	<ul style="list-style-type: none"> • Teachers hired after August 16, 2011 must complete the new TES professional learning module within 10 days of hire • Administrators hired after August 16, 2011 must begin the new TES professional learning module within their first week of placement
September 2011	<ul style="list-style-type: none"> • Days (2 – 3) – Evaluator professional learning for administrators
October 2011	<ul style="list-style-type: none"> • Day 4 (Quality Assurance Assessment) – Evaluator professional learning for administrators and district level supervisors • Evaluators must be certified prior to beginning evaluative observations of teachers
November 2011- January 2012	<ul style="list-style-type: none"> • District Teacher Evaluation cohort complete evaluator Train-the-Trainer professional learning • Day (1 – 4) – Evaluator professional learning for assistant principals conducted by district Teacher Evaluation cohort
Special Notes	<ul style="list-style-type: none"> • FAQ Quick Reference Guide will be posted on the Professional Development department's website. • Teachers and administrators will be able to repeat 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 prior to beginning observations of teachers and district supervisory staff will randomly survey and monitor school-based administrators’ completed teacher evaluation processes for quality and consistency.

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.

Evaluation Rating Criteria Variables

The four rating labels applied to all system components to which a rating label is applied are congruent with the labels delineated in the Student Success Act 2011. They are:

- Highly Effective
- Effective
- Needs Improvement/Developing*
- Unsatisfactory

Developing* is applicable only to teachers in their first three years in the district. General definitions of the four rating labels are provided in the Glossary. Specific meanings are derived from the evidence-based practices rubrics and are delineated in **Appendix D.

The rubric(s) and weighting scales/scoring systems used to define and assign an employee’s final evaluation rating are described in several places in this manual. An abridged description is provided below.

Variable	Weight	Value	Determinant
Student Achievement	50.3%	85	State assessment data
EPCs & Situational Context	48%	81	Evaluators and demographic impact factors
Self-Evaluation Metric	1.7%	3	Classroom Teacher
Total	100%	169	

The final Overall Annual Performance Evaluation Rating is assigned by a certified evaluator who verifies the data gathered through varied electronic processes. The appropriate certified evaluator must meet

with the teacher in a conference to share the results of the overall evaluation. A more detailed description of this process is provided within several sections of this manual.

The table used by evaluators from which the final Overall Annual Performance Evaluation Rating is determined is located on the Overall Annual Performance Evaluation Rating form located in **Appendix E**.

Multiple Evaluations for First Year Teachers (New to the Profession or District)

Evaluation procedures for teachers in their first year in the profession or district are described in several sections of this manual. The section entitled, “Significant Evaluation Process –Category I Teachers...” (Pages 18 – 19) provides a detailed sequence of steps applied when evaluating these teachers. The number of classroom observations is delineated in the table on page 23. The types of student performance data that are reviewed at the interim performance review and throughout the school year may include but are not limited to the following:

- Progress monitoring data derived from district processes
- Student work
- Teacher-made student assessment data

Observation processes and student data reviews are conducted by the principal or assistant principal. Ongoing, timely, and actionable feedback is provided throughout the school year for all teachers as described in several sections of this manual and is summarized and focused upon on page 28.

There is no modification in the rating process pertaining to the Self-Evaluation and Evaluator Rating activities related to the evidence-based practices. Modification of the Overall Annual Performance Evaluation Rating process for teachers new to the district is delineated on the table on page 23.

Support for District and School Improvement Plans

The district’s teacher evaluation system focuses on enhancing effective instruction and student learning. It is one of the major components of the district’s Professional Development System (PDS) that integrates the Teacher Evaluation System with other organizational sub-systems such as the District Strategic Plan, Differentiated Accountability Plan, School Improvement Plans and the Administrative Evaluation System. Results from the teacher evaluation process will be applied to inform district and school improvement planning initiatives as well as serving a tool to determine the impact on related strategy implementation and goal achievement. In addition data derived the application of teacher evaluation system processes will be used when establishing professional development goals and strategies as a part of district and school improvement plans. In essence, the district’s teacher evaluation system provides for the integration of TARGET Planning, student performance measurement and the documented application of teacher evidence-based practices to support district and school improvement plans.

The district is currently working on the technological interfaces necessary through the redesign of the Local Instructional Improvement System (LIIS) to ensure that quality data is available. This is essential to promote timely and informed decision-making as those decisions relate to district and school

improvement plans. A significant “investment” has been made to provide the linkages necessary to use for improving student learning that is derived from the teacher evaluation system.

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

There are several teaching fields or positions that have been identified that require specialized evaluation processes and criteria. The manner in which they will be addressed will be determined between August 1, 2011 through May 2012.

Annual Review of the Teacher 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. 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.

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 related to Category I classroom teachers.

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

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.

District or school support staff that work with a teacher concerning professional development and learning may provide feedback as it pertains to deliberate practice 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.

Timeline for Developing/Selecting Growth Measures for Additional Grades and Subjects

<i>Type</i>	<i>Subjects/Grades</i>	<i>Growth Measure</i>	<i>Year</i>
FCAT	State assessed courses/grades	State Growth Model	2011-2012
Non-FCAT	All grades and subjects	Application of growth model data	By July 1, 2015

Appendix A

Florida Student Success Act 2011

An act relating to education personnel; providing a short title; amending s. 1012.34, F.S.; revising provisions relating to the evaluation of instructional personnel and school administrators; requiring the Department of Education to approve each school district's instructional personnel and school administrator evaluation systems; requiring reporting by the Commissioner of Education relating to the evaluation systems; providing requirements and revising procedures and criteria for the evaluation systems; requiring the commissioner to approve or select and the State Board of Education to adopt formulas for school districts to use in measuring student learning growth; requiring the state board to adopt rules relating to standards and measures for implementation of the evaluation systems; amending s. 1008.22, F.S.; requiring school districts to administer assessments for each course offered in the district; amending s. 1012.22, F.S.; revising provisions relating to instructional personnel and school administrator compensation and salary schedules; providing requirements for a performance salary schedule, a grandfathered salary schedule, adjustments, and supplements; revising criteria for the promotion of instructional personnel; creating s. 1012.335, F.S.; providing employment criteria for instructional personnel hired on or after July 1, 2011; providing definitions; providing grounds for suspension or dismissal; requiring rules to define the term "just cause"; providing that certain individuals who are hired as instructional personnel are ineligible for contracts issued under s. 1012.33, F.S.; amending s. 1002.33, F.S.; requiring charter schools to comply with provisions relating to compensation and salary schedules, workforce reductions, contracts with instructional personnel hired on or after July 1, 2011, and certain requirements for performance evaluations; amending s. 1003.621, F.S.; requiring academically high-performing school districts to comply with additional requirements for personnel; amending s. 1006.09, F.S.; conforming provisions to changes made by the act; amending s. 1012.07, F.S.; revising the methodology for determining critical teacher shortage areas; amending s. 1012.2315, F.S.; providing reporting requirements relating to instructional personnel and school administrator performance; amending s. 1012.27, F.S.; revising the criteria for transferring a teacher; conforming provisions to changes made by the act; amending s. 1012.28, F.S.; authorizing a principal to refuse to accept the placement or transfer of instructional personnel under certain circumstances; amending s. 1012.33, F.S.; revising provisions relating to contracts with certain education personnel; revising just cause grounds for dismissal; deleting provisions to conform to changes made by the act; revising the criteria for renewing a professional service contract; requiring that a district school board's decision to retain personnel be primarily based on the employee's performance; repealing s. 1012.52, F.S., relating to legislative intent and findings to improve student achievement and teacher quality; amending s. 1012.795, F.S.; conforming provisions to changes made by the act; authorizing an exemption from requirements for performance evaluation systems and compensation and salary schedules for certain school districts; providing that specified provisions of law do not apply to rulemaking required to administer the act; providing for the repeal of certain special acts or general laws of local application relating to contracts for instructional personnel or school administrators; providing for application of specified provisions of the act; providing for severability; providing effective dates.

Be It Enacted by the Legislature of the State of Florida:

Section 1. This act may be cited as the “Student Success Act.”

Section 2. Effective upon this act becoming a law, section 1012.34, Florida Statutes, is amended to read: 1012.34 Personnel evaluation Assessment procedures and criteria.—

(1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

(a) For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The district school superintendent shall annually report the evaluation results of instructional personnel and school administrators to the Department of Education in addition to the information required under subsection (5).

(b) The department must approve each school district’s instructional personnel and school administrator evaluation systems. The department shall monitor each district’s implementation of its instructional personnel and school administrator evaluation systems for compliance with the requirements of this section.

(c) By December 1, 2012, the Commissioner of Education shall report to the Governor, the President of the Senate, and the Speaker of the House of Representatives the approval and implementation status of each school district’s instructional personnel and school administrator evaluation systems. The report shall include performance evaluation results for the prior school year for instructional personnel and school administrators using the four levels of performance specified in paragraph (2)(e). The performance evaluation results for instructional personnel shall be disaggregated by classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, and all other instructional personnel, as defined in s. 1012.01(2)(b)—

(d). The commissioner shall continue to report, by December 1 each year thereafter, each school district’s performance evaluation results and the status of any evaluation system revisions requested by a school district pursuant to subsection (6).

(2) EVALUATION SYSTEM REQUIREMENTS.—The evaluation systems for instructional personnel and school administrators must:

(a) Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.

(b) Provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.

(c) Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.

(d) Identify those teaching fields for which special evaluation procedures and criteria are necessary.

(e) Differentiate among four levels of performance as follows:

1. Highly effective.
2. Effective.
3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
4. Unsatisfactory.

The Commissioner of Education shall consult with experts, instructional personnel, school administrators, and education stakeholders in developing the criteria for the performance levels.

(f) Provide for training programs that are based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

(g) Include a process for monitoring and evaluating the effective and consistent use of the evaluation criteria by employees with evaluation responsibilities.

(h) Include a process for monitoring and evaluating the effectiveness of the system itself in improving instruction and student learning. In addition, each district school board may establish a peer assistance process. This process may be a part of the regular evaluation system or used to assist employees placed on performance probation, newly hired classroom teachers, or employees who request assistance.

(3) EVALUATION PROCEDURES AND CRITERIA. — Instructional personnel and school administrator performance evaluations must be based upon on the performance of students assigned to their classrooms or schools, as provided in this section. Pursuant to this section, a school district's performance evaluation is not limited to basing unsatisfactory performance of instructional personnel and school administrators solely upon student performance, but may include other criteria approved to evaluate assess instructional personnel and school administrators' performance, or any combination of student performance and other approved criteria. Evaluation The procedures and criteria must comply with, but are not limited to, the following:

(a) A performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s. 1012.01(2)(a), excluding substitute teachers, who is newly hired by the district school board must be observed and evaluated at least twice in the first year of teaching in the school district. The performance evaluation must be based upon sound educational principles and contemporary research in effective educational practices. The evaluation criteria must include:

1. Performance of students. At least 50 percent of a performance evaluation must be based upon data and indicators of student learning growth assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments as provided in s. 1008.22(8). Each school district must use the formula adopted pursuant to paragraph (7)(a) for measuring student learning growth in all courses associated with statewide assessments and must select an equally appropriate formula

for measuring student learning growth for all other grades and subjects, except as otherwise provided in subsection (7).

a. For classroom teachers, as defined in s. 1012.01(2) (a), excluding substitute teachers, the student learning growth portion of the evaluation must include growth data for students assigned to the teacher 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 and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.

b. For instructional personnel who are not classroom teachers, the student learning growth portion of the evaluation must include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least 3 years, or may include a combination of student learning growth data and other measureable student outcomes that are specific to the assigned position, provided that the student learning growth data accounts for not less than 30 percent of the evaluation. If less than 3 years of student growth data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 20 percent.

c. For school administrators, the student learning growth portion of the evaluation must include growth data for students assigned to 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 and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.

2. Instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2) (a), excluding substitute teachers, must include indicators based upon each of the Florida Educator Accomplished Practices adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices and may include specific job expectations related to student support.

3. Instructional leadership. For school administrators, evaluation criteria must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to the effectiveness of classroom teachers in the school, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth. The system may include a means to give parents and instructional personnel an opportunity to provide input into the administrator's performance evaluation.

4. Professional and job responsibilities. For instructional personnel and school administrators, other professional and job responsibilities must be included as adopted by the State Board of Education. The district school board may identify additional professional and job responsibilities.

(b) All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place.

(c) The individual responsible for supervising the employee must evaluate assess the employee's performance. The evaluation system may provide for the evaluator to consider input from other personnel trained under paragraph (2) (f). The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place. The evaluator must discuss the written evaluation report with the employee. The employee shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his or her personnel file.

(d) The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The evaluator must then comply with the procedures set forth in paragraph (c).

(4) NOTIFICATION OF UNSATISFACTORY PERFORMANCE.—If an employee who holds a professional service contract as provided in s. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

(a) Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

(b)1. The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following 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 who holds a professional service contract must be evaluated periodically and apprised of progress achieved and must be provided assistance and in-service training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to ss. 1012.27(1) and 1012.28(6), it does not extend the period for correcting performance deficiencies.

2. Within 14 days after the close of the 90 calendar days, the evaluator must evaluate whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator's recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent's recommendation, the employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a

hearing. The hearing shall be conducted at the district school board's election in accordance with one of the following procedures:

a. A direct hearing conducted by the district school board within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with the provisions of ss. 120.569 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school superintendent's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or

b. A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services. The hearing shall be conducted within 60 days after receipt of the written appeal in accordance with chapter 120. The recommendation of the administrative law judge shall be made to the district school board. A majority vote of the membership of the district school board shall be required to sustain or change the administrative law judge's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

(5) ADDITIONAL NOTIFICATIONS.—The district school superintendent shall annually notify the department of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations. The district school superintendent shall also notify the department of any instructional personnel or school administrators who are given written notice by the district of intent to terminate or not renew their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to s. 1012.795.

(6) ANNUAL REVIEW OF AND REVISIONS TO THE SCHOOL DISTRICT EVALUATION SYSTEMS.—The district school board shall establish a procedure for annually reviewing instructional personnel and school administrator evaluation assessment systems to determine compliance with this section. All substantial revisions to an approved system must be reviewed and approved by the district school board before being used to evaluate assess instructional personnel or school administrators. Upon request by a school district, the department shall provide assistance in developing, improving, or reviewing an evaluation system.

(7) MEASUREMENT OF STUDENT LEARNING GROWTH.—

(a) By June 1, 2011, the Commissioner of Education shall approve a formula to measure individual student learning growth on the Florida Comprehensive Assessment Test (FCAT) administered under s. 1008.22(3) (c) 1. The formula must take into consideration each student's prior academic performance. The formula must not set different expectations for student learning growth based upon a student's gender, race, ethnicity, or socioeconomic status. In the development of the formula, the commissioner shall consider other factors such as a student's attendance record, disability status, or status as an English language learner. The commissioner shall select additional formulas as appropriate for the remainder of the statewide assessments included under s. 1008.22 and continue to select formulas as new assessments are implemented in the state system. After the commissioner approves the formula to measure individual student learning growth on the FCAT and as additional formulas are selected by the

commissioner for new assessments implemented in the state system, the State Board of Education shall adopt these formulas by rule.

(b) Beginning in the 2011-2012 school year, each school district shall measure student learning growth using the formula approved by the commissioner under paragraph (a) for courses associated with the FCAT. Each school district shall implement the additional student learning growth measures selected by the commissioner under paragraph (a) for the remainder of the statewide assessments included under s. 1008.22 as they become available. Beginning in the 2014-2015 school year, for grades and subjects not assessed by statewide assessments but otherwise assessed as required under s. 1008.22(8), each school district shall measure student learning growth using an equally appropriate formula. The department shall provide models for measuring student learning growth which school districts may adopt.

(c) For a course that is not measured by a statewide assessment, a school district may request, through the evaluation system approval process, to use a student achievement measure rather than a student learning growth measure if achievement is demonstrated to be a more appropriate measure of classroom teacher performance. A school district may also request to use a combination of student learning growth and achievement, if appropriate.

(d) If the student learning growth in a course is not measured by a statewide assessment but is measured by a school district assessment, a school district may request, through the evaluation system approval process, that the performance evaluation for the classroom teacher assigned to that course include the learning growth of his or her students on FCAT Reading or FCAT Mathematics. The request must clearly explain the rationale supporting the request. However, the classroom teacher's performance evaluation must give greater weight to student learning growth on the district assessment.

(e) For classroom teachers of courses for which the district has not implemented appropriate assessments under s. 1008.22(8) or for which the school district has not adopted an equally appropriate measure of student learning growth under paragraphs (b)-(d), student learning growth must be measured by the growth in learning of the classroom teacher's students on statewide assessments, or, for courses in which enrolled students do not take the statewide assessments, measurable learning targets must be established based upon the goals of the school improvement plan and approved by the school principal. A district school superintendent may assign to instructional personnel in an instructional team the student learning growth of the instructional team's students on statewide assessments. This paragraph expires July 1, 2015.

(8) RULEMAKING.—The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which, establish uniform procedures for the submission, review, and approval of district evaluation systems and reporting requirements procedures for the annual evaluation of instructional personnel and school administrators; specific, discrete standards for each performance level required under subsection (2) to ensure clear and sufficient differentiation in the performance levels and to provide consistency in meaning across school districts; the measurement of student learning growth and associated implementation procedures required under subsection (7); a process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes relating to

the identity of students for whom the individual is responsible; and a process for monitoring school district implementation of evaluation systems in accordance with this section. Specifically, the rules shall establish a student learning growth standard that if not met will result in the employee receiving an unsatisfactory performance evaluation rating. In like manner, the rules shall establish a student learning growth standard that must be met in order for an employee to receive a highly effective rating and a student learning growth standard that must be met in order for an employee to receive an effective rating.

Section 3. Subsection (8) of section 1008.22, Florida Statutes, is amended to read:

1008.22 Student assessment program for public schools.—

(8) LOCAL ASSESSMENTS.—

(a) Measurement of the learning gains of students in all subjects and grade levels other than subjects and grade levels required for the state student achievement testing program is the responsibility of the school districts.

(b) Beginning with the 2014-2015 school year, each school district shall administer for each course offered in the district a student assessment that measures mastery of the content, as described in the state-adopted course description, at the necessary level of rigor for the course. Such assessments may include:

1. Statewide assessments.
2. Other standardized assessments, including nationally recognized standardized assessments.
3. Industry certification examinations.
4. District-developed or district-selected end-of-course assessments.

(c) The Commissioner of Education shall identify methods to assist and support districts in the development and acquisition of assessments required under this subsection. Methods may include developing item banks, facilitating the sharing of developed tests among school districts, acquiring assessments from state and national curriculum-area organizations, and providing technical assistance in best professional practices of test development based upon state-adopted curriculum standards, administration, and security.

Section 4. Paragraphs (c) and (e) of subsection (1) of section 1012.22, Florida Statutes, are amended to read: 1012.22 Public school personnel; powers and duties of the district school board.—The district school board shall:

(1) Designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal of employees as follows, subject to the requirements of this chapter:

(c) Compensation and salary schedules.—

1. Definitions.—As used in this paragraph:

- a. "Adjustment" means an addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s. 121.021(22).
- b. "Grandfathered salary schedule" means the salary schedule or schedules adopted by a district school board before July 1, 2014, pursuant to subparagraph 4.
- c. "Instructional personnel" means instructional personnel as defined in s. 1012.01(2) (a)-(d), excluding substitute teachers.
- d. "Performance salary schedule" means the salary schedule or schedules adopted by a district school board pursuant to subparagraph 5.
- e. "Salary schedule" means the schedule or schedules used to provide the base salary for district school board personnel.
- f. "School administrator" means a school administrator as defined in s. 1012.01(3) (c).
- g. "Supplement" means an annual addition to the base salary for the term of the negotiated supplement as long as the employee continues his or her employment for the purpose of the supplement. A supplement does not become part of the employee's continuing base salary but shall be considered compensation under s. 121.021(22).

2. Cost-of-living adjustment.—A district school board may provide a cost-of-living salary adjustment if the adjustment:

- a. Does not discriminate among comparable classes of employees based upon the salary schedule under which they are compensated.
- b. Does not exceed 50 percent of the annual adjustment provided to instructional personnel rated as effective.

3. Advanced degrees.—A district school board may not use advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.

4. Grandfathered salary schedule.—

- a. The district school board shall adopt a salary schedule or salary schedules to be used as the basis for paying all school employees hired before July 1, 2014. Instructional personnel on annual contract as of July 1, 2014, shall be placed on the performance salary schedule adopted under subparagraph

5. Instructional personnel on continuing contract or professional service contract may opt into the performance salary schedule if the employee relinquishes such contract and agrees to be employed on an annual contract under s. 1012.335. Such an employee shall be placed on the performance salary schedule and may not return to continuing contract or professional service contract status. Any employee who opts into the performance salary schedule may not return to the grandfathered salary schedule.

- b. In determining the grandfathered salary schedule for instructional personnel, a district school board must base a portion of each employee's compensation upon performance demonstrated

under s. 1012.34 and shall provide differentiated pay for both instructional personnel and school administrators based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.

5. Performance salary schedule.—By July 1, 2014, the district school board shall adopt a performance salary schedule that provides annual salary adjustments for instructional personnel and school administrators based upon performance determined under s. 1012.34. Employees hired on or after July 1, 2014, or employees who choose to move from the grandfathered salary schedule to the performance salary schedule shall be compensated pursuant to the performance salary schedule once they have received the appropriate performance evaluation for this purpose. However, a classroom teacher whose performance evaluation utilizes student learning growth measures established under s. 1012.34(7) (e) shall remain under the grandfathered salary schedule until his or her teaching assignment changes to a subject for which there is an assessment or the school district establishes equally appropriate measures of student learning growth as defined under s. 1012.34 and rules of the State Board of Education.

a. Base salary.—The base salary shall be established as follows:

(I) The base salary for instructional personnel or school administrators who opt into the performance salary schedule shall be the salary paid in the prior year, including adjustments only.

(II) Beginning July 1, 2014, instructional personnel or school administrators new to the district, returning to the district after a break in service without an authorized leave of absence, or appointed for the first time to a position in the district in the capacity of instructional personnel or school administrator shall be placed on the performance salary schedule.

b. Salary adjustments.—Salary adjustments for highly effective or effective performance shall be established as follows:

(I) The annual salary adjustment under the performance salary schedule for an employee rated as highly effective must be greater than the highest annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the district.

(II) The annual salary adjustment under the performance salary schedule for an employee rated as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.

(III) The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than highly effective or effective for the year.

c. Salary supplements.—In addition to the salary adjustments, each district school board shall provide for salary supplements for activities that must include, but are not limited to:

(I) Assignment to a Title I eligible school.

(II) Assignment to a school in the bottom two categories of the school improvement system under s. 1008.33 such that the supplement remains in force for at least 1 year following improved performance in that school.

(III) Certification and teaching in critical teacher shortage areas. Statewide critical teacher shortage areas shall be identified by the State Board of Education under s. 1012.07. However, the district school board may identify other areas of critical shortage within the school district for purposes of this sub-sub-subparagraph and may remove areas identified by the state board which do not apply within the school district.

(IV) Assignment of additional academic responsibilities.

If budget constraints in any given year limit a district school board's ability to fully fund all adopted salary schedules, the performance salary schedule shall not be reduced on the basis of total cost or the value of individual awards in a manner that is proportionally greater than reductions to any other salary schedules adopted by the district.

(e) Transfer and promotion.—The district school board shall act on recommendations of the district school superintendent regarding transfer and promotion of any employee. The district school superintendent's primary consideration in recommending an individual for a promotion must be the individual's demonstrated effectiveness under s. 1012.34.

Section 5. Section 1012.335, Florida Statutes, is created to read:

1012.335 Contracts with instructional personnel hired on or after July 1, 2011.—

(1) DEFINITIONS.—As used in this section, the term:

(a) "Annual contract" means an employment contract for a period of no longer than 1 school year which the district school board may choose to award or not award without cause.

(b) "Instructional personnel" means instructional personnel as defined in s. 1012.01(2) (a)-(d), excluding substitute teachers.

(c) "Probationary contract" means an employment contract for a period of 1 school year awarded to instructional personnel upon initial employment in a school district. Probationary contract employees may be dismissed without cause or may resign without breach of contract. A district school board may not award a probationary contract more than once to the same employee unless the employee was rehired after a break in service for which an authorized leave of absence was not granted. A probationary contract shall be awarded regardless of previous employment in another school district or state.

(2) EMPLOYMENT.—

(a) Beginning July 1, 2011, each individual newly hired as instructional personnel by the district school board shall be awarded a probationary contract. Upon successful completion of the probationary contract, the district school board may award an annual contract pursuant to paragraph(c).

(b) Beginning July 1, 2011, an annual contract may be awarded pursuant to paragraph (c) for instructional personnel who have successfully completed a probationary contract with the

district school board and have received one or more annual contracts from the district school board.

(c) An annual contract may be awarded only if the employee:

1. Holds an active professional certificate or temporary certificate issued pursuant to s. 1012.56 and rules of the State Board of Education.
2. Has been recommended by the district school superintendent for the annual contract based upon the individual's evaluation under s. 1012.34 and approved by the district school board.
3. Has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34.

(3) VIOLATION OF ANNUAL CONTRACT.—Instructional personnel who accept a written offer from the district school board and who leave their positions without prior release from the district school board are subject to the jurisdiction of the Education Practices Commission.

(4) SUSPENSION OR DISMISSAL OF INSTRUCTIONAL PERSONNEL ON ANNUAL CONTRACT.—Any instructional personnel with an annual contract may be suspended or dismissed at any time during the term of the contract for just cause as provided in subsection (5). The district school board shall notify the employee in writing whenever charges are made and may suspend such person without pay. However, if the charges are not sustained, the employee shall be immediately reinstated and his or her back pay shall be paid. If the employee wishes to contest the charges, he or she must, within 15 days after receipt of the written notice, submit a written request for a hearing to the district school board. A direct hearing shall be conducted by the district school board or a subcommittee thereof within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with ss. 120.569 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school superintendent's recommendation. The district school board's determination is final as to the sufficiency or insufficiency of the grounds for suspension without pay or dismissal. Any such decision adverse to the employee may be appealed by the employee pursuant to s. 120.68.

(5) JUST CAUSE.—The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to define the term "just cause." Just cause includes, but is not limited to:

- (a) Immorality.
- (b) Misconduct in office.
- (c) Incompetency.
- (d) Gross insubordination.
- (e) Willful neglect of duty.
- (f) Being convicted or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude.

(6) LIMITATION.—An individual newly hired as instructional personnel by a school district in this state under this section is ineligible for any contract issued under s. 1012.33.

Section 6. Paragraph (b) of subsection (16) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(16) EXEMPTION FROM STATUTES.—

(b) Additionally, a charter school shall be in compliance with the following statutes:

1. Section 286.011, relating to public meetings and records, public inspection, and criminal and civil penalties.
2. Chapter 119, relating to public records.
3. Section 1003.03, relating to the maximum class size, except that the calculation for compliance pursuant to s. 1003.03 shall be the average at the school level.
4. Section 1012.22(1) (c), relating to compensation and salary schedules.
5. Section 1012.33(5), relating to workforce reductions.
6. Section 1012.335, relating to contracts with instructional personnel hired on or after July 1, 2011.

Section 7. Paragraph (h) of subsection (2) of section 1003.621, Florida Statutes, is amended to read:

1003.621 Academically high-performing school districts.—It is the intent of the Legislature to recognize and reward school districts that demonstrate the ability to consistently maintain or improve their high-performing status. The purpose of this section is to provide high-performing school districts with flexibility in meeting the specific requirements in statute and rules of the State Board of Education.

(2) COMPLIANCE WITH STATUTES AND RULES.—Each academically high-performing school district shall comply with all of the provisions in chapters 1000-1013, and rules of the State Board of Education which implement these provisions, pertaining to the following:

(h) Sections 1012.22(1)(c) and 1012.27(2), relating to public school personnel compensation and salary schedules; s. 1012.34, relating to personnel evaluation procedures and criteria; and ss. 1012.33 and 1012.335, relating to contracts with instructional personnel, staff, supervisors, and school administrators.

Section 8. Subsection (4) of section 1006.09, Florida Statutes, is amended to read: 1006.09 Duties of school principal relating to student discipline and school safety.—

(4) When a student has been the victim of a violent crime perpetrated by another student who attends the same school, the school principal shall make full and effective use of the provisions of subsection (2) and s. 1006.13(6). A school principal who fails to comply with this subsection shall be ineligible for any portion of the performance pay or the differentiated pay under s. 1012.22. However, if any party responsible for notification fails to properly notify the school, the school principal shall be eligible for the performance pay or differentiated pay.

Section 9. Section 1012.07, Florida Statutes, is amended to read: 1012.07 Identification of critical teacher shortage areas.—

The term “critical teacher shortage area” means high-need content and high-priority location areas identified by the State Board of Education. The State Board of Education shall adopt rules pursuant to

ss. 120.536(1) and 120.54 necessary to annually identify critical teacher shortage areas. The state board must consider current and emerging educational requirements and workforce demands in determining critical teacher shortage areas. School grade levels may also be designated critical teacher shortage areas. Individual district school boards may identify and submit other critical teacher shortage areas. Such submissions must be aligned to current and emerging educational requirements and workforce demands in order to be approved by the State Board of Education. High-priority location areas shall be in high-density, low-economic urban schools, and low-density, low-economic rural schools, and schools identified as lowest performing under s. 1008.33(4)(b).

Section 10. Subsection (5) of section 1012.2315, Florida Statutes, is amended to read: 1012.2315 Assignment of teachers.—

(5) REPORT.—

(a) By July 1, 2012, the Department of Education shall annually report on its website, in a manner that is accessible to the public, the performance rating data reported by district school boards under s. 1012.34. The report must include the percentage of classroom teachers, instructional personnel, and school administrators receiving each performance rating aggregated by school district and by school.

(b) Notwithstanding the provisions of s. 1012.31(3)(a)2., each school district shall annually report to the parent of any student who is assigned to a classroom teacher or school administrator having 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.

Section 11. Subsections (1) and (2) of section 1012.27, Florida Statutes, are amended to read: 1012.27 Public school personnel; powers and duties of district school superintendent.

—The district school superintendent is responsible for directing the work of the personnel, subject to the requirements of this chapter, and in addition the district school superintendent shall perform the following:

(1) POSITIONS, QUALIFICATIONS, AND NOMINATIONS.—

(a) Recommend to the district school board duties and responsibilities which need to be performed and positions which need to be filled to make possible the development of an adequate school program in the district.

(b) Recommend minimum qualifications of personnel for these various positions, and nominate in writing persons to fill such positions. The district school superintendent's recommendations for filling instructional positions at the school level must consider nominations received from school principals of the respective schools. Before transferring a teacher who holds a professional teaching certificate from one school to another, the district school superintendent shall consult with the principal of the receiving school and allow the principal to review the teacher's records, including student performance demonstrated under s. 1012.34, and interview the teacher. If, in the judgment of the principal, students would not benefit from the

placement, an alternative placement may be sought. A principal may refuse the placement in accordance with s. 1012.28(6).

(2) COMPENSATION AND SALARY SCHEDULES.—Prepare and recommend to the district school board for adoption a salary schedule or salary schedules in accordance with s. 1012.22.

Section 12. Subsection (3) of section 1012.28, Florida Statutes, is amended, present subsection (6) is renumbered and amended, and a new subsection (6) is added to that section, to read:

1012.28 Public school personnel; duties of school principals.—

(3) Each school principal is responsible for the performance of all personnel employed by the district school board and assigned to the school to which the principal is assigned. The school principal shall faithfully and effectively apply the personnel evaluation system approved pursuant to s. 1012.34.

(6) A principal may refuse to accept the placement or transfer of instructional personnel by the district school superintendent to his or he school unless the instructional personnel has a performance rating of effective or highly effective under s. 1012.34.

(7) A school principal who fails to comply with this section shall be ineligible for any portion of the performance incentive and differentiated pay under s. 1012.22.

Section 13. Paragraph (a) of subsection (1) and subsections (3) and (5) of section 1012.33, Florida Statutes, are amended to read:

1012.33 Contracts with instructional staff, supervisors, and school principals.—

(1)(a) Each person employed as a member of the instructional staff in any district school system shall be properly certified pursuant to s. 1012.56 or s. 1012.57 or employed pursuant to s. 1012.39 and shall be entitled to and shall receive a written contract as specified in this section. All such contracts, except continuing contracts as specified in subsection (4), shall contain provisions for dismissal during the term of the contract only for just cause. Just cause includes, but is not limited to, the following instances, as defined by rule of the State Board of Education: immorality, misconduct in office, incompetency, 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, three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34, gross insubordination, willful neglect of duty, or being convicted or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude.

(3)(a) Each district school board shall provide a professional service contract as prescribed herein. Each member of the instructional staff who completed the following requirements prior to July 1, 1984, shall be entitled to and shall be issued a continuing contract in the form prescribed by rules of the state board pursuant to s. 231.36, Florida Statutes (1981). Each member of the instructional staff who completes the following requirements on or after July 1, 1984, shall be entitled to and shall be issued a professional service contract in the form prescribed by rules of the state board as provided herein:

1. The member must hold a professional certificate as prescribed by s. 1012.56 and rules of the State Board of Education.

2. The member must have completed 3 years of probationary service in the district during a period not in excess of 5 successive years, except for leave duly authorized and granted.

3. The member must have been recommended by the district school superintendent for such contract and reappointed by the district school board based on successful performance of duties and demonstration of professional competence.

4. For any person newly employed as a member of the instructional staff after June 30, 1997, the initial annual contract shall include a 97-day probationary period during which time the employee's contract may be terminated without cause or the employee may resign without breach of contract.

(b) The professional service contract shall be effective at the beginning of the school fiscal year following the completion of all requirements therefor.

(c) The period of service provided herein may be extended to 4 years when prescribed by the district school board and agreed to in writing by the employee at the time of reappointment.

(d) A professional service contract shall be renewed each year unless:

1. The district school superintendent, after receiving the recommendations required by s. 1012.34, charges the employee with unsatisfactory performance and notifies the employee of performance deficiencies as required by s. 1012.34; or

2. The employee 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.

(5) If workforce reduction is needed, a district school board must retain employees at a school or in the school district based upon educational program needs and the performance evaluations of employees within the affected program areas. Within the program areas requiring reduction, the employee with the lowest performance evaluations must be the first to be released; the employee with the next lowest performance evaluations must be the second to be released; and reductions shall continue in like manner until the needed number of reductions has occurred. A district school board may not prioritize retention of employees based upon seniority.

Section 14. Section 1012.52, Florida Statutes, is repealed.

Section 15. Paragraph (h) of subsection (1) of section 1012.795, Florida Statutes, is amended to read:

1012.795 Education Practices Commission; authority to discipline.—

(1) The Education Practices Commission may suspend the educator certificate of any person as defined in s. 1012.01(2) or (3) for up to 5 years, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for that period of time, after which the holder may return to teaching as provided in subsection (4); may revoke the educator certificate of any person, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for up to 10 years, with reinstatement subject to the provisions

of subsection (4); may revoke permanently the educator certificate of any person thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students; may suspend the educator certificate, upon an order of the court or notice by the Department of Revenue relating to the payment of child support; or may impose any other penalty provided by law, if the person:

(h) Has breached a contract, as provided in s. 1012.33(2) or s. 1012.335.

Section 16. (1) Notwithstanding any other provision of this act, a school district that received an exemption under Florida's Race to the Top Memorandum of Understanding for Phase 2, as provided in section (D) (2) (ii) of the memorandum, is allowed to base 40 percent, instead of 50 percent, of instructional personnel and school administrator performance evaluations upon student learning growth under s. 1012.34, Florida Statutes, as amended by this act. The school district is also exempt from the amendments to s. 1012.22(1) (c), Florida Statutes, made by this act. The exemptions described in this subsection are effective for the 2011-2012 school year and are effective for each school year thereafter if the school district receives annual approval by the State Board of Education.

(2) The State Board of Education shall base its approval upon demonstration by the school district of the following:

(a) The instructional personnel and school administrator evaluation systems base at least 40 percent of an employee's performance evaluation upon student performance and that student performance is the single greatest component of an employee's evaluation.

(b) The instructional personnel and school administrator evaluation systems adopt the Commissioner of Education's student learning growth formula for statewide assessments as provided under s. 1012.34(7), Florida Statutes.

(c) The school district's instructional personnel and school administrator compensation system awards salary increases based upon sustained student performance.

(d) The school district's contract system awards instructional personnel and school administrators based upon student performance and removes ineffective employees.

(e) Beginning with the 2014-2015 school year and each school year thereafter, student learning growth based upon performance on statewide assessments under s. 1008.22, Florida Statutes, must have significantly improved compared to student learning growth in the district in 2011-2012 and significantly improved compared to other school districts.

(3) The State Board of Education shall annually renew a school district's exemptions if the school district demonstrates that it meets the requirements of subsection (2). If the exemptions are not renewed, the school district must comply with the requirements and laws described in subsection (1) by the beginning of the next school year immediately following the loss of the exemptions.

(4) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54, Florida Statutes, to establish the procedures for applying for the exemptions and the criteria for renewing the exemptions. This section shall be repealed August 1, 2017, unless reviewed and reenacted by the Legislature.

Section 17. Chapter 2010-279, Laws of Florida, does not apply to any rulemaking required to administer this act.

Section 18. The provisions of any special act or general law of local application relating to contracts for instructional personnel or school administrators in public schools or school districts in effect on or before the effective date of this act are repealed.

Section 19. The amendments made by this act to s. 1012.33, Florida Statutes, apply to contracts newly entered into, extended, or readopted on or after July 1, 2011, and to all contracts entered into on or after July 1, 2014.

Section 20. If any provision of this act or its application to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are severable.

Section 21. Except as otherwise expressly provided in this act and except for this section, which shall take effect upon this act becoming a law, this act shall take effect July 1, 2011.

Approved by the Governor March 24, 2011.

Filed in Office Secretary of State March 24, 2011.

Polk County School Board Evaluation Policy 3.004

6Gx53-3.004 EVALUATIONS:

A written evaluation shall be processed at least once each school year.

I. Superintendent's Responsibility: It is recognized that the law charges the Superintendent with the full responsibility of making recommendations to the Board with regard to all personnel matters.

A. Procedures/Criteria: The Superintendent shall establish procedures and criteria for evaluating the job performance of all personnel in the District.

B. Evaluation Process: The evaluation process serves the Superintendent in the continuing effort to improve the quality of service to education in the public schools of the District.

1. Continuous Improvement: Notwithstanding the formal evaluation procedures in place, the Superintendent is charged with the responsibility of taking the necessary steps to bring about continuous improvement.

2. Positive Role Models: The Superintendent can reasonably require that employees be positive role models within the educational community.

II. Procedures: Prior to any assessment, all employees shall be fully informed of the criteria and procedures associated with the evaluation process.

A. Written Evaluation: The employee shall be given a copy of the written evaluation that shall be disclosed and discussed with the employee by the person responsible for preparing the report.

B. Performance Rating: The Superintendent shall determine the final performance rating based upon a thorough review of the written evaluation together with all other pertinent information available.

C. Unsatisfactory Performance: Employees are subject to personnel actions which may include transfer, suspension, demotion, or dismissal for unsatisfactory performance based upon, but not limited to, those charges outlined in 3.005-I, Disciplinary/ Hearing Procedures.

1. Notification of Performance Deficiencies: The employee shall be given reasonable notice of performance deficiencies which could result in personnel action or as otherwise provided in the various Collective Bargaining Agreements.

a. Written Recommendations: The employee shall also be provided with written recommendations to correct the specific areas of unsatisfactory performance within a prescribed period of time.

b. Correct Deficiencies: The evaluator shall thereafter confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct such

deficiencies within a reasonable, prescribed period of time, all of which shall be reduced to writing and signed by the evaluator.

2. Written Response: The employee shall have the right to initiate a written response to the evaluation that shall become a permanent attachment to the employee's personnel file.

III. Personnel File: A written record of each evaluation shall be filed in the employee's personnel file maintained at the District office.

A. Confidentiality: The current written evaluation shall be held as confidential information for a period of one (1) year from the date of such report.

B. Inspection: During that one (1) year period the written evaluation may be inspected only by the School Board, the Superintendent, the principal, the employee, and for just cause by such other persons as the employee or Superintendent may authorize in writing.

IV. Addendum to Evaluation: In the exercise of sound discretion, the Superintendent or designee may order an interim evaluation if it is determined that the same is needed to fulfill the statutory obligation of continued improvement, which addendum shall be attached to and made a part of the most recent evaluation.

V. Disclosure: Prior to conducting any evaluation, the evaluator shall submit written notification to their immediate supervisor for the purpose of disclosing any family or business relationship with an employee subject to evaluation by said evaluator in order to determine if a fair and impartial evaluation can be made.

Statutory Authority: Florida Statutes 1001.32, 1001.41, 1001.42, and 1001.43

Laws Implemented: Florida Statute, Chapter 1012, Personnel

Adopted: July 26, 1972

Readopted: January 18, 1992

Amended:

Appendix B

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

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

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

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

(a) Quality of Instruction.

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

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses diagnostic student data to plan lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;

- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

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

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

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct.

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

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.

POLK COUNTY SCHOOLS
Teachers' Action Research Goals and Educational Timeline* (TARGET)
INDIVIDUAL PROFESSIONAL LEARNING PLAN THROUGH ACTION RESEARCH
Professional Growth Reflection

(To be completed in preparation for final review conference)

TEACHER _____ SAP # _____ ADMINISTRATOR _____ SCHOOL _____ ASSIGNMENT _____

1. What is the most significant learning as a result of your professional learning this year?

2. How will you share what you have learned?

3. What new practices had the most positive impact on student achievement?

4. How would you improve your instructional practices the next time you teach this content?

5. How have you applied what you have learned?

6. What will you do in your classroom next year as a result of your conclusions concerning your professional learning this year?

7. Based on the student performance results of this year's professional learning, what are your professional growth needs for next year?

To **PRINT** for submission,
choose only pages 1 and 2

TARGET
TARGET



ARROW for School-Based Professional Learning

ACCOUNTABILITY REPORT: REFLECTIONS AND OUTCOMES OF WORK

Last Name _____ First Name _____ Middle _____ Soc. Sec. # _____ SAP ID # _____

Professional Learning Activity

_____ Date(s) _____ Date Follow Up Due: _____

Rationale (check all that apply, but at least one)	Primary State Focus Area
<input type="checkbox"/> Related to my TARGET (Ind. Prof. Learn. Plan) <input type="checkbox"/> Review-Disaggregated Student Achievement Data <input type="checkbox"/> Based on SIP Goals <input type="checkbox"/> Related To District Strategic Plan Action Plan <input type="checkbox"/> Shared Assessment Feedback From Administrator <input type="checkbox"/> Specific Initiative- Grade Level/Subject	<input type="checkbox"/> PDP Requirement <input type="checkbox"/> Specified District-Wide Initiative <input type="checkbox"/> Certification Needs <input type="checkbox"/> Professional Growth Interests <input type="checkbox"/> Other Specify: _____
<input type="checkbox"/> Assessment Data Analysis <input type="checkbox"/> Sunshine State Standards <input type="checkbox"/> Teaching Methods <input type="checkbox"/> Classroom Management	<input type="checkbox"/> Leadership/ Management <input type="checkbox"/> Technology <input type="checkbox"/> School Safety <input type="checkbox"/> Parental Involvement

***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT! As a result of gains in my knowledge and skill from this professional learning experience, **I have applied varied principles, concepts, or skills** related to its content, **in the following way(s)** in order to improve student achievement:

***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT!
The degree to which my participation in this professional learning activity has had a positive impact on the achievement of my students (i.e., Learning Gains) is best described as...
 Very Significantly Significantly Uncertain Minimally No Impact Evaluated

Professional Learning Mechanisms (check all that apply, but at least one)

<input type="checkbox"/> Action Research Project	<input type="checkbox"/> Lesson Study Group	<input type="checkbox"/> Peer Coaching	<input type="checkbox"/> School Coaching	<input type="checkbox"/> Professional Learning Community
<input type="checkbox"/> PD 360 or other Web-Based Learning	<input type="checkbox"/> Independent Study	<input type="checkbox"/> Workshop	<input type="checkbox"/> Other Specify: _____	

Related Follow-Up Process Applied (check all that apply, but at least one)

<input type="checkbox"/> Collaborative Planning related to professional learning	<input type="checkbox"/> Study Group participation
<input type="checkbox"/> Participant Product related to professional learning (i.e.: lesson plans, written reflection, audio/video recording, case study, student work samples, etc.)	<input type="checkbox"/> Electronic Interactive (i.e.: Blackboard, FORPD)
<input type="checkbox"/> Action Research related to professional learning (Should include evidence of implementation)	<input type="checkbox"/> Electronic Non-Interactive

Follow-Up Verified By: Choose One: _____ **If "other" is selected, please identify here:** _____
 Name: _____ Title: _____
 Signature: _____ Date: _____

School-Based Professional Learning Activity Points Documentation:		
School Based Professional Learning Facilitator:	District Professional Learning Contact	
Administrator's Signature:	MIP Component #:	
Possible Participation Points:	Possible Follow Up Points:	Total Points Possible:
Participation Points Earned:	Follow Up Points Earned:	Total Points Earned:

Participant's Signature: _____ **Date:** _____ *Original Placed In Participant's File _____

ARROW for District Professional Learning Activity:

ACCOUNTABILITY REPORT: REFLECTIONS AND OUTCOMES OF WORK

Last Name _____ **First Name** _____ **Middle** _____ **Soc. Sec. #** _____ **SAP ID #** _____

Professional Learning Activity _____ **Date(s)** _____ **Date Follow Up Due:** _____

Rationale (check all that apply, but at least one)			Primary State Focus Area
<input type="checkbox"/> Related to my TARGET (Ind. Prof. Learn. Plan) <input type="checkbox"/> Review-Disaggregated Student Achievement Data <input type="checkbox"/> Based on SIP Goals <input type="checkbox"/> Related To District Strategic Plan Action Plan <input type="checkbox"/> Shared Assessment Feedback From Administrator <input type="checkbox"/> Specific Initiative- Grade Level/Subject	<input type="checkbox"/> PDP Requirement <input type="checkbox"/> Specified District-Wide Initiative <input type="checkbox"/> Certification Needs <input type="checkbox"/> Professional Growth Interests <input type="checkbox"/> Other Specify: _____	<input type="checkbox"/> Assessment Data Analysis <input type="checkbox"/> Sunshine State Standards <input type="checkbox"/> Teaching Methods <input type="checkbox"/> Classroom Management	<input type="checkbox"/> Leadership/ Management <input type="checkbox"/> Technology <input type="checkbox"/> School Safety <input type="checkbox"/> Parental Involvement

***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT! As a result of gains in my knowledge and skill from this professional learning experience, **I have applied varied principles, concepts, or skills** related to its content, **in the following way(s)** in order to improve student achievement:

***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT!

The degree to which my participation in this professional learning activity has had a **positive** impact on the achievement of my students (i.e., Learning Gains) is best described as...

Very Significantly
 Significantly
 Uncertain
 Minimally
 No Impact Evaluated

Professional Learning Mechanisms: (check all that apply, but at least one)

<input type="checkbox"/> Action Research Project	<input type="checkbox"/> Lesson Study Group	<input type="checkbox"/> Peer Coaching	<input type="checkbox"/> School Coaching	<input type="checkbox"/> Professional Learning Community
<input type="checkbox"/> PD 360 or other Web-Based Learning	<input type="checkbox"/> Independent Study	<input type="checkbox"/> Workshop	<input type="checkbox"/> Other Specify: _____	

Related Follow-Up Process Applied (check all that apply, but at least one)

<input type="checkbox"/> Collaborative Planning related to professional learning	<input type="checkbox"/> Study Group participation
<input type="checkbox"/> Participant Product related to professional learning (i.e.: lesson plans, written reflection, audio/video recording, case study, student work samples, etc.)	<input type="checkbox"/> Electronic Interactive (i.e.: Blackboard, FORPD)
<input type="checkbox"/> Action Research related to professional learning (Should include evidence of implementation)	<input type="checkbox"/> Electronic Non-Interactive

Follow-Up Verified By:
 Name: _____ Title: _____
 Signature: _____ Date: _____

District Professional Learning Activity Points Documentation:		
District Professional Learning Facilitator:	Department:	
Facilitator's Signature:	MIP Component #:	
Possible Participation Points:	Possible Follow Up Points:	Total Points Possible:
Participation Points Earned:	Follow Up Points Earned:	Total Points Earned:

Participant's Signature: _____ **Date:** _____ *Copy placed in Participant's School File (original sent to District facilitator with follow-up)

Appendix D

POLK COUNTY SCHOOLS TEACHER EVALUATION SYSTEM

Evidence-Based Practices Rubrics and Situational Context Factors

This document identifies and describes the evidence-based teaching practices and situational context factors that make up one of the three primary elements of the district's teacher evaluation system. Classroom teachers are rated by a certified evaluator on 23 Essential Performance Criteria (EPC) clustered under four Domains. These EPCs focus on evidence-based teaching practices and behaviors linked to the Florida Educator Accomplished Practices (FEAPs). Each of the 23 EPCs has a related Rating Rubric. Rating points for each EPC are earned when an evaluator applies the related rubric rating description to a teacher's professional practices based upon evidence collected throughout the year. Points earned from the EPC ratings are combined with the teacher's situational context points accounting for **48% of a teacher's Overall Annual Performance Evaluation Rating**.

Evidence-Based Practices Rubrics are used in the district's teacher evaluation system in the following manner:

- ✓ Annual Teacher Self-Evaluation
- ✓ Overall Annual Performance Evaluation by Administrator
- ✓ Professional Learning Processes (Florida Educator Accomplished Practices- 2010 and Marzano Evaluation 41 Strategies and 19 Indicators)
- ✓ Assurance of Due Process

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Demonstrating Knowledge of Content and Pedagogy	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p>Little or no 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>Partial 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>Adequate 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>Significant and varied 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:</p> <p>Foundational Principle 2 - The effective educator demonstrates deep and comprehensive knowledge of the subject taught.</p> <p>Instructional Design and Lesson Planning</p>	<p>Possible evidence may include sources such as:</p> <p>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>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Demonstrating Knowledge of Students.	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:</p> <p>The Learning Environment</p> <p>Instructional Delivery and Facilitation</p> <p>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:</p> <p>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>		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Setting Instructional Outcomes	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:</p> <p>Instructional Design and Lesson Planning</p> <p>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:</p> <p>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>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1d. Demonstrating Knowledge of Resources and Technology	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p>Little or no evidence exists that the teacher demonstrates knowledge of resources and technology.</p> <p>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.</p>	<p>Partial evidence exists that the teacher demonstrates a growing knowledge of resources and technology.</p> <p>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.</p>	<p>Adequate evidence exists that the teacher demonstrates knowledge of resources and technology.</p> <p>Technology and resources are consistently used to enhance teacher knowledge, as part of the instructional process, as well as, for student productivity.</p>	<p>Significant and varied evidence exists that the teacher demonstrates knowledge of resources and technology.</p> <p>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.</p>
<p>Florida Educator Accomplished Practices:</p> <p>The Learning Environment</p> <p>Instructional Delivery and Facilitation</p>	<p>Possible evidence may include sources such as:</p> <p>Lesson plans, administrative conversations with the teacher, implementation of professional development, observations.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1e. Designing Coherent Instruction	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<p>Little or no evidence exists that the teacher designs coherent instruction.</p> <p>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.</p>	<p>Partial evidence exists that the teacher is striving to design coherent instruction.</p> <p>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.</p>	<p>Adequate evidence exists that the teacher designs coherent instruction.</p> <p>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.</p>	<p>Significant and varied evidence exists that the teacher designs coherent instruction.</p> <p>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.</p>
<p>Florida Educator Accomplished Practices:</p> <p>Instructional Design and Lesson Planning</p>	<p>Possible evidence may include sources such as:</p> <p>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.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1f. Designing Student Assessments	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>
<p>Florida Educator Accomplished Practices:</p> <p>Instructional Design and Lesson Planning. Assessment</p>	<p>Possible evidence may include sources such as:</p> <p>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, assessments, formative assessments, compliance of content standards and curriculum maps.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a. Communicating with Students	EPC Domain 2: Instructional Delivery and Facilitation			
	<p>Little or no 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>Partial 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>Adequate 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>Significant and varied 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>
<p>Florida Educator Accomplished Practices:</p> <p>The Learning Environment Instructional Delivery and Facilitation</p>		<p>Possible evidence may include sources such as:</p> <p>Observation, Written Communication Artifacts, Administrator Conversation, Oral Communication, Student Work Samples, Lesson Plans, and Graphic Organizers.</p>		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Using Strategies to Evoke High-order Thinking and Discussions	EPC Domain 2: Instructional Delivery and Facilitation			
	<p>Little or no 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>Partial 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>Adequate 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>Significant 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:</p> <p>Instructional Delivery and Facilitation</p>	<p>Possible evidence may include sources such as:</p> <p>Observation, Conversation, Extending Thinking Lessons, Wait Time, Student Engagement, Verbatim Questions.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2c. Lesson Delivery and Engaging Students in Learning	EPC Domain 2: Instructional Delivery and Facilitation			
	<p>Little or no evidence exists that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>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.</p>	<p>Partial evidence exists that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>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.</p>	<p>Adequate evidence exists that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is often evident. Lesson delivery includes collaborative structures, distributive practice, and distributive summarizing. The lesson is paced to promote student learning.</p>	<p>Significant and varied evidence exists that the teacher actively engages all students in order to maximize instructional outcomes.</p> <p>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.</p>
<p>Florida Educator Accomplished Practices:</p> <p>Instructional Delivery and Facilitation</p>	<p>Possible evidence may include sources such as:</p> <p>Observation, Lesson Design, Conversation, Collaborative Learning Structures, Advance Organizers, Assessment Prompts, Graphic Organizers, Distributed Summarization, Use of Gradual Release Model.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2d. Using Assessment in Instruction	EPC Domain 2: Instructional Delivery and Facilitation			
	<p>Little or no evidence exists 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>Partial evidence 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>Adequate evidence 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>Significant and varied evidence exists 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>
<p>Florida Educator Accomplished Practices:</p> <p>Assessment</p>	<p>Possible evidence may include sources such as:</p> <p>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>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2e. Demonstrating Flexibility and Responsiveness	EPC Domain 2: Instructional Delivery and Facilitation			
	<p>Little or no evidence exists 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>Partial evidence 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>Adequate evidence 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>Significant and varied evidence 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.		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2f. Integrating Cross Content Reading and Writing Instruction	EPC Domain 2: Instructional Delivery and Facilitation			
	<p>Little or no evidence exists 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>Partial evidence 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>Adequate evidence 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>Significant and varied evidence exists 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>
<p>Florida Educator Accomplished Practices:</p> <p>Instructional Delivery and Facilitation</p>	<p>Possible evidence may include sources such as:</p> <p>Observation, Conversations, Lesson Design/Practices, Documentation of Reading Comprehension, Documentation of Writing Model, Student Assignments, Portfolios, Journals, Student Data Records, Graphic Organizers, Student Work Samples.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Creating an Environment of Respect and Rapport	EPC Domain 3: The Learning Environment			
	<p>Little or no evidence exists 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>Partial evidence exists 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>Adequate evidence exists 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>Significant and varied evidence exists 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:</p> <p>The Learning Environment</p> <p>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:</p> <p>Observation, Administrative conversations with the teacher, classroom discipline plan, discipline referral data.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Establishing a Culture for Learning	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:</p> <p>The Learning Environment</p> <p>Instructional Delivery and Facilitation</p> <p>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:</p> <p>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>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3c. Managing Classroom Procedures	EPC Domain 3: The Learning Environment			
	<p>Little or no 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>Partial 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>Adequate 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>Significant and varied 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:</p> <p>The Learning Environment</p> <p>Instructional Delivery and Facilitation</p>	<p>Possible evidence may include sources such as:</p> <p>Observation, procedures list, Administrative conversations with the teacher, time on task.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3d. Managing Student Behavior	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>
<p>Florida Educator Accomplished Practices:</p> <p>The Learning Environment</p>	<p>Possible evidence may include sources such as:</p> <p>Observation, administrative conversations with the teacher, appropriateness of discipline referrals, teacher discipline plan.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3e. Organizing Physical Space	EPC Domain 3: The Learning Environment			
	<p>Little or no 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>Partial 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>Adequate 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>Significant and varied 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>
<p>Florida Educator Accomplished Practices:</p> <p>The Learning Environment</p>	<p>Possible evidence may include sources such as:</p> <p>Observations, etc.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Attention to Equity and Diversity	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no 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>Partial 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>Adequate 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>Significant and varied 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>
<p>Florida Educator Accomplished Practices:</p> <p>Professional Responsibility and Ethical Conduct</p> <p>The Learning Environment</p>		<p>Possible evidence may include sources such as:</p> <p>Conversation, Observation, Reflection, Continuous Improvement, Discipline Records.</p>		

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4b. Maintaining Accurate Records	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no 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>Partial 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>Adequate 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>Significant and varied 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:</p> <p>Professional Responsibility and Ethical Conduct</p>		<p>Possible evidence may include sources such as:</p> <p>Lesson Plan Design, Grading System, PS/RTI Documentation, Attendance Records, IEP Documentation, Progress Monitoring, Complying with Deadlines.</p>		

Essential Performance Criteria (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 exists</u> 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 exists</u> 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 exists</u> 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 exists</u> 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>
	Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct		Possible evidence may include sources such as: Conversations, Documentation Logs, Agenda Artifacts, Emails, Parent Conference Documentation.	

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4d. Participating in a Professional Community	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no evidence exists that the teacher participates in a professional community.</p> <p>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>Partial evidence exists that the teacher participates in a professional community.</p> <p>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>Adequate evidence exists that the teacher participates in a professional community.</p> <p>Professional interactions support collaboration, active participation, and productive relationships with colleagues, which assist with the progress of school and district initiatives.</p>	<p>Significant and varied evidence exists that the teacher participates in a professional community.</p> <p>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:</p> <p>Continuous Professional Improvement</p> <p>Professional Responsibility and Ethical Conduct</p>	<p>Possible evidence may include sources such as:</p> <p>Observation, Conversation with teachers, Leadership Roles in School or District, Lesson Study process, participation in professional organizations and committee.</p>			

Essential Performance Criteria (EPC)	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4e. Individual Continuous Professional Improvement	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion or implementation of professional learning is lacking.</p>	<p>Partial evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion or implementation of professional learning is inconsistent.</p>	<p>Adequate evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion and implementation of professional learning with fidelity and quality is consistent.</p>	<p>Significant and varied evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion and implementation of professional learning with fidelity and high quality is consistent. The teacher initiates activities that contribute to the learning of peers.</p>
<p>Florida Educator Accomplished Practices:</p> <p>Continuous Professional Improvement</p> <p>Professional Responsibility and Ethical Conduct</p>		<p>Possible evidence may include sources such as:</p> <p>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.</p>		

Essential Performance Criteria (EPC) 4f. Professional Responsibilities	Performance Rating	
	Ineffective/Needs Improvement or Developing	Effective/Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct	
	<p><u>Little or no evidence exists</u> that the teacher meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p>Evidence exists that the teacher 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> <p>Foundational Principle 3 - The effective educator exemplifies the standards of the profession</p> <p>Professional Responsibility and Ethical Conduct</p>	<p>Possible evidence may include sources such as:</p> <p>Observation, Conversation with teachers, “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.”</p>	

Situational Context Factors

In order to enhance the fairness and equity of teacher performance evaluation processes across all schools in the district related to the Situational Context in which the teacher is teaching and the application of effective teaching practices to improve student learning, the teacher evaluation process includes a mechanism for awarding points to each teacher based on specified student demographic impact factors applicable to the students that they are teaching. Teachers in classrooms heavily impacted by the following demographic factors will earn points applied to their Overall Annual Performance Evaluation rating in accordance with the table below as based on the percentages of students they teach related to each factor.

Specified Student Demographic Impact Factors Table

Demographic Impact Factor	% Level	Points	% Level	Points	% Level	Points
F/R Lunch % - Elementary	55%-64%	2	65%-79%	4	80%+	6
OR						
F/R Lunch % - Middle	52%-60%	2	61%-74%	4	75%+	6
OR						
F/R Lunch % - Senior high	50%-55%	2	56%-64%	4	65%+	6
AND						
ESE %	20%-25%	1	25%-29%	2	30%+	3
ELL %	20%-25%	1	25%-29%	2	30%+	3
Total Possible Points						12

Appendix E

Classroom Teacher Evaluation Forms Global Observation Form

Teacher: _____		Subject _____		Time In _____		Out _____	
Domain 1: Instructional Design, Lesson Planning, and Assessment				Domain 2: Instructional Delivery and Facilitation			
EPC a. Demonstrating knowledge of content and pedagogy Rating <input type="checkbox"/>				EPC a. Communicating with students Rating <input type="checkbox"/>			
– Demonstrates knowledge of content		– Uses effective instructional strategies		– Refers to LEQ during lesson		– Connects to prior knowledge	
				– Checks for understanding		– Conveys high expectations	
EPC b. Demonstrating knowledge of students Rating <input type="checkbox"/>				EPC b. Using strategies to evoke HOT discussions Rating <input type="checkbox"/>			
– Differentiates instruction		– Leads data chats w/ students		– Uses HOT questions		– Provides wait time	
EPC d. Demonstrating knowledge of resources & technology Rating <input type="checkbox"/>				EPC c. Lesson delivery and engaging students in learning Rating <input type="checkbox"/>			
– Technology enhances instruction		– Student use of technology		– Instruction engagingly meets student needs		– Uses distributed summarizing	
						– Uses accountable talk	
Domain 3: The Learning Environment				Domain 4: Professional Responsibilities and Ethical Conduct			
EPC a. Creating an environment of respect and rapport Rating <input type="checkbox"/>				EPC d. Using assessment in instruction Rating <input type="checkbox"/>			
– Reinforces appropriate actions		– Environment is open and respectful		– Checks for understanding through varied questioning techniques		– Provides feedback to students	
						– Uses assessment prompts	
EPC b. Establishing a culture for learning Rating <input type="checkbox"/>				EPC e. Demonstrating flexibility and responsiveness Rating <input type="checkbox"/>			
– Interacts with students positively		– Communicates expectations to students		– Uses varied instructional strategies		– Adjusts instruction based on student responses	
– Provides appropriate feedback							
EPC c. Managing classroom procedures Rating <input type="checkbox"/>				EPC f. Integrating content reading and writing instruction Rating <input type="checkbox"/>			
– Establishes procedures & routines for managing the classroom		– Manages transitions to maximize instructional time		– Incorporates Reading in content		– Incorporates writing	
				– Develops content vocabulary		– Uses comprehension strategies	
EPC d. Managing student behavior Rating <input type="checkbox"/>				Domain 4: Professional Responsibilities and Ethical Conduct			
EPC e. Organizing physical space Rating <input type="checkbox"/>							
– Establishes standards for behavior, implements a behavior plan, and responds to misbehaviors				EPC a. Attention to equity and diversity Rating <input type="checkbox"/>			
– Classroom environment supports learning		– Classroom is safe, accessible, and inclusive		– Treats all students equitably			
What is the teacher teaching?		Comments/Evidence		What is the student learning?			

Global Observation Feedback Form

Teacher:	Date	Time	Category 1 <input type="checkbox"/>	Category 2 <input type="checkbox"/>	PDP <input type="checkbox"/>	FCAT <input type="checkbox"/>	Non-FCAT <input type="checkbox"/>
Formal <input type="checkbox"/>	Informal <input type="checkbox"/>	Walkthrough <input type="checkbox"/>	Focused <input type="checkbox"/>	Domain: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>			
Identified Areas of							
Domain 1: Instructional Design, Lesson Planning, and Assessment			Strengths		Improvement/Growth		
EPC a. Demonstrating knowledge of content and pedagogy			Rating <input type="checkbox"/>				
-Demonstrates knowledge of content			-Uses effective instructional strategies				
EPC b. Demonstrating knowledge of students			Rating <input type="checkbox"/>				
-Differentiates instruction			-Leads data chats w/ students				
EPC d. Demonstrating knowledge of resources & technology			Rating <input type="checkbox"/>				
-Technology enhances instruction			-Student use of technology				
Domain 2: Instructional Delivery and Facilitation			Strengths		Improvement/Growth		
EPC a. Communicating with students			Rating <input type="checkbox"/>				
-Refers to LEQ during lesson			-Connects to prior knowledge				
-Checks for understanding			-Conveys high expectations				
EPC b. Using strategies to evoke HOT discussions			Rating <input type="checkbox"/>				
-Asks HOT questions			-Provides wait time				
-Provides scaffolding			-Provides for engagement				
EPC c. Lesson delivery and engaging students in learning			Rating <input type="checkbox"/>				
-Instruction engagingly meets student needs			-Uses distributed summarizing				
			-Uses accountable talk				
EPC d. Using assessment in instruction			Rating <input type="checkbox"/>				
-Checks for understanding through varied questioning techniques			-Provides feedback to students				
			-Uses assessment prompts				
EPC e. Demonstrating flexibility and responsiveness			Rating <input type="checkbox"/>				
-Uses varied instructional strategies			-Adjusts instruction based on student responses				
EPC f. Integrating content reading and writing instruction			Rating <input type="checkbox"/>				
-Incorporates reading			-Incorporates writing				
-Develops content vocabulary			-Comprehension strategies				
Domain 3: The Learning Environment			Strengths		Improvement/Growth		
EPC a. Creating an environment of respect and rapport			Rating <input type="checkbox"/>				
-Reinforces appropriate actions			-Environment is open/respectful				
EPC b. Establishing a culture for learning			Rating <input type="checkbox"/>				
-Interacts with students positively			-Communicates expectations to students				
-Provides appropriately feedback							
EPC c. Managing classroom procedures			Rating <input type="checkbox"/>				
-Establishes procedures and routines for the classroom			-Manages transitions to maximize instructional time				
EPC d. Managing student behavior			Rating <input type="checkbox"/>				
-Establishes standards for behavior, implements a behavior plan, and responds to misbehaviors							
EPC e. Organizing physical space			Rating <input type="checkbox"/>				
-Classroom environment supports learning			-Classroom is safe, accessible, and inclusive				
Domain 4: Professional Responsibilities and Ethical Conduct			Strengths		Improvement/Growth		
EPC a. Attention to equity and diversity			Rating <input type="checkbox"/>				
-Treats all students equitably							
Reflection Questions							

Conference Guides for the Formal Observation Process

(For the principal/evaluator and teachers to use in participating in the pre-observation conference)

PRE-CONFERENCE guiding questions for conversation about the lesson to be taught and observed

These are **not** for written response.

- What is your lesson essential question?
- What data did you use to design this lesson? How did the data influence your planning of this lesson?
- How do you become familiar with students' background knowledge, skill levels, experiences, and cultural differences?
- What difficulties or misunderstandings might students have?
- What are some of the ways you will make the learning relevant to students?
- How will you know if your lesson objective was achieved?
- How will you check for understanding throughout the lesson?
- How will student accomplishment be recognized?
- What teaching strategies will you choose to teach this lesson?
- What resources will be utilized? Why did you choose these strategies and resources?
- How are you planning to connect what the students will learn to what they have previously learned?
- Please explain any special situations or circumstances of which the administrator might need to be aware?
- The administrator will provide feedback on this lesson. Are there specific areas you would like the observer to look for/focus on?

POST-CONFERENCE guiding questions for conversation with the teacher

- Do you feel you successfully achieved the lesson objective? Why/why not?
- What data **supports** your answer to the previous question?
- What do you feel **worked well**, and what would you **refine** if you were to teach this lesson again to the same class?
- Based on student learning of your objectives, what are your **next steps**?

Areas of Strength Share strengths of the lesson and provide examples.

Use the Observation Feedback Form- This form will be printed as well as emailed to the teacher providing specific feedback from the formal lesson observation.

Areas for Improvement /Growth

Share areas for development and provide specific examples from the observation and recommend actions to improve instructional practice.

Prompt the teacher to talk about one or more area of strength you want to reinforce.

Elicit feedback to explain why the skill is critical to student learning.

Closing Comments

As you reflect over this formal observation cycle, what ideas or insights are you discovering about your teaching?

Teacher's Overall Annual Performance Evaluation Rating Form (OAPER)

Last Name	First Name	SAP ID#	School	Position	
<input type="checkbox"/> Category I (Year 1 District or in PEC, ACE, EPI) <input type="checkbox"/> Category II (2+ Years in District)			<input type="checkbox"/> FCAT <input type="checkbox"/> Non-FCAT	School Year	
Evaluation Process Activity		Date(s)			
<input type="checkbox"/> Planning Conference <input type="checkbox"/> Interim Conference(s) as Applicable <input type="checkbox"/> Overall Annual Performance Evaluation Conference					
Evidence of Student Achievement EPC is 50.3% of Overall Annual Performance Evaluation Rating				Point Range	Points Earned
Student Achievement EPC Rating is...				0-85	
EPC Indicators Rated by Teacher (Self) and Administrator Highly Effective (HE), Effective, (E) Needs Improvement/Developing (NI/D), Unsatisfactory (U)		Teacher Self-Evaluation Rating	Administrator Rating Based on Observations	Point Ranges	Points Earned
Instructional Design, Lesson Planning and Assessment				0-18	
1a. Demonstrating Knowledge of Content and Pedagogy				0,1,2,3	
1b. Demonstrating Knowledge of Students				0,1,2,3	
1c. Setting Instructional Outcomes				0,1,2,3	
1d. Demonstrating Knowledge of Resources and Technology				0,1,2,3	
1e. Designing Coherent Instruction				0,1,2,3	
1f. Designing Student Assessments				0,1,2,3	
Instructional Delivery & Facilitation				0-18	
2a. Communicating with students				0,1,2,3	
2b. Using strategies to evoke high-order thinking and discussions				0,1,2,3	
2c. Lesson delivery and engaging students in learning				0,1,2,3	
2d. Using assessment in instruction				0,1,2,3	
2e. Demonstrating flexibility and responsiveness				0,1,2,3	
2f. Integrating cross content reading and writing instruction				0,1,2,3	
The Learning Environment				0-15	
3a. Creating an Environment of Respect and Rapport				0,1,2,3	
3b. Establishing a Culture for Learning				0,1,2,3	
3c. Managing Classroom Procedures				0,1,2,3	
3d. Managing Student Behavior				0,1,2,3	
3e. Organizing Physical Space				0,1,2,3	
Professional Responsibility and Ethical Conduct				0-18	
4a. Attention to Equity and Diversity				0,1,2,3	
4b. Maintaining Accurate Records				0,1,2,3	
4c. Communicating with Families				0,1,2,3	
4d. Participating in a Professional Community				0,1,2,3	
4e. Individual Continuous Professional Improvement				0,1,2,3	
4f. Professional Responsibilities				0,3	
Situational Context (Student Demographic Impact Factors)				0-12	
Points F/R %				0,2,4,6	
Points ESE %				0,1,2,3	
ELL %				0,1,2,3	
Total Points for Administrator Rating on Evidence-based Practices & Situational Context (48% OAPER)				0-81	
Teacher Self-Evaluation & Reflection (1.7% of OAPER)				0-3	
Raw Score Total "Points" – Range is 0-69		Self-Evaluation Table Conversion Value (Range 0-3)			
Overall Annual Performance Evaluation Rating & Total Points				0-169	
Table for Determining Classroom Teachers' Overall Annual Performance Evaluation Rating					
Unsatisfactory		Needs Implement/Developing		Effective	
Total Points Range 0-40		Total Points Range 41-82		Total Points Range 83-137	
Highly Effective		Total Points Range 138-169			
Administrator Signature		Teacher Signature			

Instructional Assistance Form and Guidelines

Instructional Assistance Conference Guidelines

1. The Instructional Assistance Conference is a professional conversation between the teacher and the principal to identify specific areas of concern coupled with suggested action to be taken to assist the teacher in helping students achieve learning gains.
2. The conference should produce collaborative ideas for suggested actions to assist the teacher.
3. This type of collaborative professional activity is meant to be used with teachers who may need assistance in targeted areas.
4. Monitoring is informal; however, an initial meeting and exit meeting are required.
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 persons designated to assist the teacher as needed with items noted on the Instructional Assistance Conference Form.

Polk County School District
Instructional Assistance Conference Form

Name: _____

Initial Meeting Date: _____

School: _____

School Year: _____

Principal's Signature

Teacher's Signature

Specific Area(s) of Concern	Suggested Action(s)

Resource Person(s):

Name: _____

Title: _____

Name: _____

Title: _____

Name: _____

Title: _____

Name: _____

Title: _____

Exit Meeting Date: _____

Principal's Signature

Teacher's Signature

Professional Development Plan (PDP) and Cross-Walk

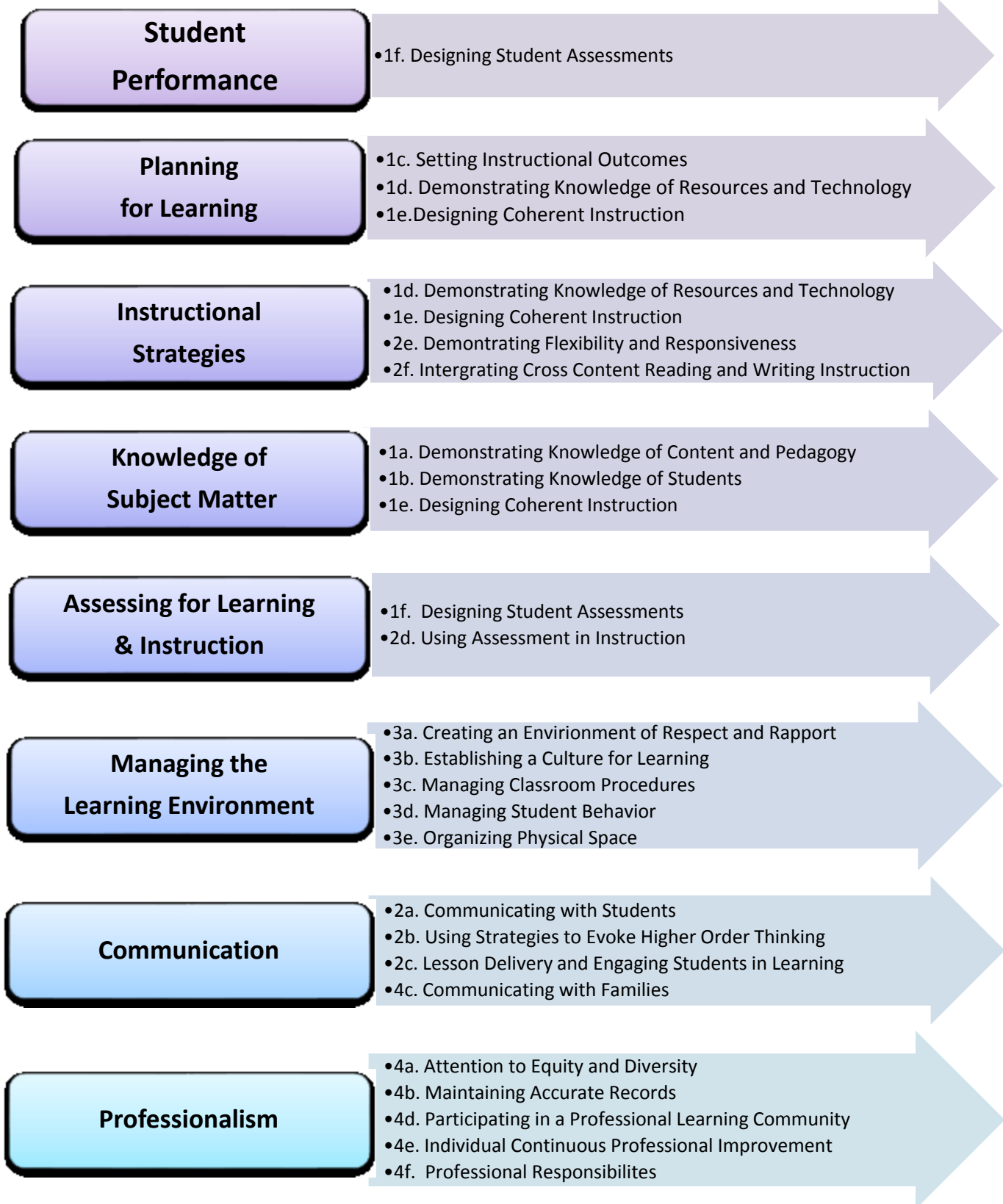
Category II teachers who receive a rating of **Unsatisfactory** on the **Overall** Annual Teacher Performance Evaluation Rating Form must be placed on a Professional Development Plan (PDP). This process is optional for teachers receiving an overall rating of Needs Improvement. When applied, the PDP must be prepared in a collaborative conference between the teacher and designated administrator within 10 days of the noted deficiency. The PDP is designed to provide up to 90 days of assistance; helping the teacher to correct deficiencies within the prescribed period of time and in accordance with the Student Success Act (see Appendix A). However, a Professional Development Plan (PDP) may be implemented at any time, when a Category II teacher continues to demonstrate unsatisfactory performance related to the specific Essential Performance Criteria.

		<input type="checkbox"/> Category Two Only		<input type="checkbox"/> Interim Review		
Last Name	First Name			<input type="checkbox"/> Interim Review		
SAP ID #				<input type="checkbox"/> Interim Review		
		School Year		<input type="checkbox"/> Interim Review		
Teacher Signature	Administrator Signature	<input type="checkbox"/> Planning Session	Date		<input type="checkbox"/> Interim Review	
School Name						
		<input type="checkbox"/> Summary Review	Date		<input type="checkbox"/> Met Goal	<input type="checkbox"/> Did NOT Meet Goal
Teacher Signature	Administrator Signature					
Goal Statement (One sheet per Goal)	Related Domain/EPC		Strategies	Documentation Method	Timeline	
To improve my knowledge, skill and/or mental model related to: The Goal Statement, Strategies, Methods of Documentation and Timelines elements must be prepared.	Mark one of the options below for which the individual has been rated "Needs Improvement" or "Unsatisfactory". <input type="checkbox"/> Instructional Design, Lesson Planning, and Assessment • EPC:					
	<input type="checkbox"/> Instructional, Delivery and Facilitation • EPC:					
	<input type="checkbox"/> The Learning Environment • EPC:					
	<input type="checkbox"/> Professional Responsibilities and Ethical Conduct • EPC:					
Professional Resource Team	1		Comments:			
	2					
	3					
	4					

Professional Development Plan Crosswalk

Old EPCs

New EPCs 2011



Appendix F

Timeline for the Development/Implementation of Student Assessments

The implementation plan for the development of an infrastructure to support District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of Non-FCAT Subjects and Grades will be closely aligned with the assessment item bank development work being done by several groups that are being coordinated by the Florida Association of District School Superintendents (FADSS). The district teams working with development of District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of Non-FCAT Subjects and Grades will draw heavily from the work of the FADSS groups as well as their own content expertise. The initial timeline for this activity is listed below.

Timeframe	Specific Accomplishment	Status
July 1, 2011 – October 2011	Initiate Creation of an Implementation Plan for Development of the infrastructure to support District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of Non-FCAT Subjects and Grades	Pending
January 2012– August 2012	Phase 1 - Development of District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of Non-FCAT Subjects and Grades	Pending
September 2012 – June 2013	Phase 2 – Continued Development of District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of Non-FCAT Subjects and Grades	Pending
July 2013 – June 2014	Phase 3- Continued Development of District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of Non-FCAT Subjects and Grades	Pending
July 2014 – June 2015	Phase 4- Final Development of District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of Non-FCAT Subjects and Grades	Pending
July 1, 2015	Complete Implementation of District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of All Non-FCAT Subjects and Grades	Pending

Appendix G

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

Criteria used to determine students included in the data set applied to determine student achievement. For teachers teaching Non-FCAT students, the rule is:

Students included in the student achievement rating portion of the teacher evaluation system have:

- 15 or less unexcused absences (Full-year course)
- 10 or less unexcused absences (semester course)
- 5 or less unexcused absences (9 week course or 3rd 9 weeks for a 2nd semester course)
- Enrolled in both Full-time Equivalency (FTE) Survey 2 & 3 for a full year course
- Enrolled in FTE Survey 2 and post-test (1st semester)
- Enrolled in FTE Survey 3 and post-test (2nd semester)

Note: An Unexcused tardy that results in more than half the class being missed is considered an unexcused absence

Atypical Teacher

A teacher whose teaching assignment is new, changes, or varies within the school year. This term is used with uncommon scenarios.

C

Category I Teachers

Teachers either in the Professional Educator Competency (PEC) Program, the Alternative Certification Educator (ACE) Program, the Educator Preparation Institute (EPI) Program, or 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.

Category II Teachers

Teachers with Florida Professional Educator Certification 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.

Deliberate Practice

The process by which teachers attain incremental gains in teacher expertise, under the supervision of their administrators, and through the support of their peers, in order to produce gains in student achievement from year to year. This evolves through practice and feedback.

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.

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 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

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.

Enrollment Determinant

Criteria used to determine the students who are to be included in the data set applied to determine student achievement. The rule is students enrolled for both FTE Surveys 2 and 3 will be included in the data set (for semester courses, students enrolled for FTE Survey 2 and Post-test or FTE Survey 3 and Post-test).

EPC 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/Developing - 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.

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.

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.

Focused Observation

An observation by an administrator while conducting classroom walkthroughs and other observations. It is used to gather specific information about a teacher's use of evidence-based practices for specific essential performance criteria. Data from this observation is analyzed and rated in order to examine the essential performance criteria at a more detailed level and for identifying a teacher's professional learning needs. It is one of two primary sources of information applied when rating a teacher on each essential performance criteria.

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 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.

G

Global Observation Instrument (GOI)

A comprehensive observation tool used by an administrator while conducting classroom walkthroughs, 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. It is one of two primary sources of information to be applied when rating the teacher on each essential performance criteria.

Granular Level

Technically, a very detailed level.

H

High Probability Instructional 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

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.

I

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.

Instructional Assistance Conference/Form

A process used to promote prompt professional conversations regarding instructional assistance with teachers. 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.

Interim Performance 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 documentation is also discussed at this time.

L

Learning Gain Scale Score

Determined by computing the sum of the Post Test Score minus the Pre-Test Score, divided by the sum of 100 minus the Pre-Test Score. This number is then multiplied by 100 to identify the Learning Gain Scale Score. $LGSS = [PoTS - PrTS / 100 - PrTS] \times 100$.

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

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 expectation but is developing in relation to the rubric description for an EPC as evidenced through observation and other appropriate data gathering methods.

Non-FCAT Subject/Grade Level Teachers

Teachers who teach a grade level or subject area that is not included as part of the Florida Comprehensive Assessment Test.

O

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.

Overall Annual Performance Evaluation Rating (OAPER)

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.

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 to address essential performance criteria 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

Race to the Top (RTTT)

A federal grant program that will reward states for raising student achievement and promoting reform. Money will be granted to districts that participate over a four-year span and can only be used within the scope of the federal guidelines.

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.

Situational Context

The conditions that exist in the teaching environment that are unique to the individual teacher's assigned students. (See Student Demographic Impact Factors)

Student Demographic Impact Factors

Adequate yearly progress variables identified as significant factors impacting a teacher's situational context. These factors are unique to each teacher. These factors include the percentage of students on free or reduced lunch, the percentage of students with exceptionalities, and the percentage of students whose primary language is other than English.

Student Learning Gain (SLG)

A student's academic improvement tracked from year to year in accordance with academic standards.

Student Performance Data Source

FCAT and other state assessment data credited to teachers based on the students the teacher is teaching; Student Learning Goal data from teacher-made, administered, scored, and reported pre- and post-assessments 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 Rating.

T

Teacher Evaluation Planning Session

Conference between teacher and administrator designed to focus on evaluation processes related to categories one and two. 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

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 explicit 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.

U

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.

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.

Appendix H

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

(1) The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.

(2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(3) Obligation to the student requires that the individual:

- (a.) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/ or physical health and/or safety.
- (b.) Shall not unreasonably restrain a student from independent action in pursuit of learning.
- (c.) Shall not unreasonably deny a student access to diverse points of view.
- (d.) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
- (e.) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
- (f.) Shall not intentionally violate or deny a student's legal rights.
- (g.) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
- (h.) Shall not exploit a relationship with a student for personal gain or advantage.
- (i.) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(4) Obligation to the public requires that the individual:

- (a.) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- (b.) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
- (c.) Shall not use institutional privileges for personal gain or advantage.
- (d.) Shall accept no gratuity, gift, or favor that might influence professional judgment.
- (e.) Shall offer no gratuity, gift, or favor to obtain special advantages.

(5) Obligation to the profession of education requires that the individual:

- (a.) Shall maintain honesty in all professional dealings.
- (b.) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional

organization.

- (c.) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- (d.) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- (e.) Shall not make malicious or intentionally false statements about a colleague.
- (f.) Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
- (g.) Shall not misrepresent one's own professional qualifications.
- (h.) Shall not submit fraudulent information on any document in connection with professional activities.
- (i.) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- (j.) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- (k.) Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- (l.) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- (m.) Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/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, 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 forty-eight (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 Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- (n.) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
- (o.) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
- (p.) Shall comply with the conditions of an order of the Education Practices Commission imposing

probation, imposing a fine, or restricting the authorized scope of practice.

- (q.) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2), 231.28 FS. History—New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98.

Appendix I

Documentation of Collective Bargaining

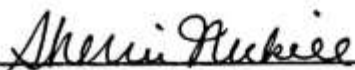
EVIDENCE OF COLLECTIVE BARGAINING

May 26, 2011

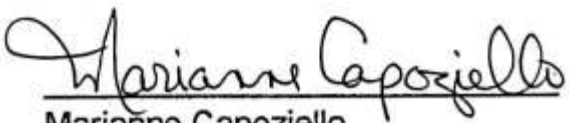
Please be advised that the Polk County School District and the Polk Education Association have been actively engaged in collective bargaining negotiations and/or teacher evaluation system development consistent with the precepts contained in SB 736 and the Race to the top grant in order to revise the teacher system for the 2011-2012 school year. It remains our intent to continue good faith negotiations in accordance with Chapter 447. We will continue to work diligently to design a new teacher evaluation system that combines the Race to the Top requirements with those required in the recently amended section 1012.34, Florida Statutes, and Rules 6B-4.010 and 6A.5.065, FAC.

The checklist and the activities of negotiations included with this letter will chronicle what we have accomplished, the process that we are using, the challenges that we now or will soon confront and the work yet to be developed and negotiated. It is also our intent that this document will assist DOE in ensuring that we have met the requirements in each area for the RTTT grant and SB 736, while also satisfying requirements for State Board Rule. Through the district and union's ongoing bargaining process, there will be ongoing negotiation and refinement in the submitted documents and processes which are reflected in those documents.

Upon completion of the bargaining process, it is the intent of the bargaining parties to have fully addressed and complied with the law and the mandates of the Race to the Top grant while maintaining a focus on the needs of the district with regard to time, capacity, flexibility, and fairness. For this reason, the parties agree to maintain ongoing, regular meetings to complete bargaining and then to continue meeting in order to address any substantive revisions required following the Department of Education's review and to monitor the ongoing implementation of the new system.



Dr. Sherrie Nickell, Ed.D.
Superintendent



Marianne Capozziello,
President, PEA