

Special Teachers Are Rewarded Performance Pay Plan 2006-2007

Introduction

Special Teachers Are Rewarded is a performance pay plan (**STAR**) in which all instructional personnel are automatically eligible to receive awards for improved student achievement without having to apply. The only eligibility requirement is that a teacher be actively employed by the School District of Clay County and work a minimum of 775.5 hours. The plan shall be implemented with funds distributed from the State of Florida to the Clay County School District for performance pay rewards to instructional personnel as defined in section 1012.01 (2) (a) – (d), in all K-12 schools in the district, in accordance with the requirements of 1012.22, Florida Statutes for the 2006-2007 fiscal year. It is understood and agreed that such implementation shall be contingent upon the State of Florida providing full funding for said implementation as well as the continuation of this performance pay plan in the future.

For the 2006-2007 school year, the existing evaluation form will only be used for re-appointment purposes. The evaluation instrument's primary determining factor shall be the evaluation of improved student achievement. The instruments factors shall be scored using the following categories: exemplary, outstanding, satisfactory, pursue development and unsatisfactory. Instructional personnel must receive *no* pursue development or unsatisfactory ratings and may receive *no more than one* satisfactory rating on the areas evaluated in order to receive the reward. The comprehensive STAR Plan shall include rewards for elementary, middle, and high school instructional personnel. The plan shall utilize funds received under this program for rewards of at least 5% of the base pay for a minimum at least 25% of the best performing instructional personnel in each of the following areas: K-5, 6 – 8 and 9-12.

In the event of an appeal regarding the assignment of points in categories two (2) through seven (7), a committee of four (4) shall meet and resolve the disagreement. The appeals committee shall consist of the Assistant Superintendent for Instruction, the Assistant Superintendent for Human Resources and two (2) representatives of the Clay County Education Association (CCEA).

The guidelines for this grievance procedure are as follows:

- (1) The appeal must be submitted to the Assistant Superintendent of Human Resources and the Clay County Education Association to the attention of the President within five (5) working days of notification of the evaluation status.
- (2) A resolution must be reached by the Appeals Committee no later than ten (10) working days from receipt of the appeal.
- (3) Fact finding will consist of documentation and testimony (written or oral) from the administrator and the appealant.
- (4) The appealing educator shall provide appropriate and relevant evidence supporting their appeal. Such documentation may include: portfolio, lesson plans, dates of observations, and written communication with administration.

- (5) The administration of the teacher shall provide appropriate and relevant evidence and documentation supporting their decision. Such documentation may include; dates and times of ten (10) minute observations, post conferences, and follow-up observations. Informal or formal observations less than ten (10) minutes in length will not be considered appropriate or valid documentation.

Evaluation of improved student achievement for instructional personnel linked to course numbers for instruction in reading or math shall be determined by a standardized test. *A copy of assessments for grade levels are attached.* Evaluation of improved student achievement for instructional personnel not linked by course numbers to instruction in reading or math shall be determined by instruments that measure the Sunshine State Standards for the area, including challenging grade level content and critical thinking skills. All standardized tests to be used for evaluation of improved student achievement for instructional personnel will be end-of-course tests linked to course number and the Sunshine State Standards shall be provided by the Florida Department of Education as per John L. Winn's letter of November 22, 2006.

The School District of Clay County and the Clay County Education Association jointly produced this document and agree to the structure and contents of the proposed Special Teachers Are Rewarded performance pay plan (STAR); however all language of the Plan is subject to revisions based on the rules of collective bargaining.

Evaluation criteria from 1012.34 Instructional Personnel	Total Points Possible	Category Weight	Evaluation categories	Points for Teacher Self Evaluation	Points for End of Year Observation
3. Knowledge of subject matter (Check all that apply)	8	8	Exemplary		
(a) Passed the Florida subject area exam or completed a HOUSSE Plan		6	Outstanding		
(b) Satisfactory completion of content area college coursework (May to May - i.e. Statistics, World History, Corrective Reading)		4	Satisfactory		
(c) Analyzes student data based on your subject area		2	Pursue Development		
(d) State Licensure in-field (Speech, OT/PT, social worker, psychologists, etc.)		0	Unsatisfactory		
(e) National Board Certified Teacher					
(f) Post Baccalaureate work (education related - May to May)					
(g) Masters Degree, Specialist Degree, PhD					
(h) Lesson plans reflect differentiated instruction					
(i) Enrolled in or completed reading endorsement or certification (May-May)					
(j) Enrolled in or completed ESOL endorsement/certification					
(k) Lesson plans align goals/objectives, strategies, and assessments to meet students' needs					
(l) Plans for and utilizes community resources to enrich the instructional program					
(m) Facilitates workshop with staff on subject area/content material (May to May)					
(n) Professional certificate in subject area taught or satisfactory completion of Professional Preparation courses (alternative certificate)					
(o) Adheres to local, state and professional guidelines (specialists only)					
4. Ability to plan and deliver instruction or implement program and the use of appropriate technology in the classroom as evidenced by lesson plans or classroom observation. (Check all that apply)	8	8	Exemplary		
(a) Consistent teacher use of all available technology in job performance		6	Outstanding		
(b) Appropriate use of technology (i.e. Web quest, United Streaming) in job performance as reflected in lesson plans.		4	Satisfactory		
(c) Adheres to district policy regarding the use of technology		2	Pursue Development		
(d) Uses rubrics as an assessment tool as reflected in lesson plans as evidenced in student work examples.		0	Unsatisfactory		
(e) Incorporates consistent student use of technology in the classroom (ex. Power Point)					
(f) Lesson Plans completed as required by administrator					
(g) Maintains subject related student portfolios/journals					
(h) Collaborates with colleagues in same and other content areas to develop interdisciplinary lesson plans as evidenced in classroom observations					
(i) Consistent use of a variety of teaching strategies such as CRISS, technology, graphic organizers, cooperative groups, etc. as reflected in lesson plans and student work					
(j) Uses appropriate questioning techniques (single, factual, analytical, and higher order)					
(k) Conducts beginning, ending, and periodic reviews					
(l) Ensures that meetings are conducted in an atmosphere of mutual respect between all personnel. (specialists/guidance counselors only)					
(m) Recommends alternative strategies and materials to enhance assigned programs to ensure student success. (specialists only)					
(n) Utilizes technology in innovative ways such as developing a website, the use of Power point, etc. to enhance the knowledge of the community (specialists only)					
(o) Disseminates current trends and research in the respective field through training peers, schools, parents, and community organizations (specialists only)					

Evaluation criteria from 1012.34 Instructional Personnel	Total Points Possible	Category Weight	Evaluation categories	Points for Teacher Self Evaluation	Points for End of Year Observation
5. Ability to evaluate instructional needs (Check all that apply)	8	8	Exemplary		
(a) Administers pre-test and interpret data to identify areas of strengths and weaknesses		6	Outstanding		
(b) Provides diagnostic data to parents and students		4	Satisfactory		
(c) Differentiated instruction (based on data) reflected in lesson plans		2	Pursue Development		
(d) Processes a student through the response to intervention team process		0	Unsatisfactory		
(e) Tutors students during non-class time					
(f) On-going assessments are used to plan, modify, and refine instruction as reflected in lesson plans					
(g) Successfully maintains accommodation/intervention paperwork (IEP, PMP, LEP, 504) and provides (or recommends) appropriate instruction and modifications for all students as evidenced in lesson plans					
(h) Collaborates with others on needs of students (ESE, Resource, Counselors, Administrators)					
(i) Circulates and assists students during lesson delivery.					
(j) Gives specific appropriate academic praise.					
(k) Orients students and educators concerning the media program, copyright and appropriate behavior (media specialists only)					
(l) Provide statistical data to teachers, administrators and parents concerning the use of media resources (i.e. Destiny) (media specialists only)					
(m) Provides instruction in the use of resources, services, and equipment using instructional techniques, methods, and media related to the objectives for students and/or staff (media specialists only)					
(n) Uses grade level appropriate informational resources, both electronic and print-based to design, implement, and evaluate appropriate learning experiences for students (i.e. pathfinder, web quest) (media specialists only)					
(o) Designs and/or coordinates learning activities that go beyond the media center and promote interaction outside of the school day (i.e. video production, reading motivational programs) (media specialists only)					
(p) Analyzes and interprets information using a variety of assessment tools and research to determine individual needs of students and makes specific recommendations for IEP's, PMP, LEP AND 504. (specialists only)					
(q) Assists in the development of strategies and modifications indicating understanding of students' cultural/socioeconomic background, learning styles, and special needs. (specialists only)					
(r) Continues to expand his/her repertoire of professional experiences (conferences, inservice, mentoring, leadership in professional organizations and utilizing research appropriately. (specialists only)					
(s) Assists administrators/teachers in analyzing assessment data and makes research based recommendations for effective strategies to enhance student performance. (specialists only)					

Evaluation criteria from 1012.34	Total Points Possible	Category Weight	Evaluation categories	Points for 1st Observation	Points for End of Year Observation
6. Ability to establish and maintain a positive relationship with students and families (Check all that apply)	8	8	Exemplary		
(a) Sponsor an extra curricular activity outside of the established work day		6	Outstanding		
(b) Survey his/her students and parents about teacher and instruction		4	Satisfactory		
(c) Sends positive communication home		2	Pursue Development		
(d) Seasonal volunteer for athletic, academic, or cultural program or activity		0	Unsatisfactory		
(e) Informs parents of student's progress by means other than interims and report cards					
(f) Maintains a current classroom webpage					
(g) Creates a classroom newsletter at least 4 times a year					
(h) Maintains timely communication with parents as evidenced in the communication log					
(i) Participates in parent information or open house event					
(j) Recruits parent or community volunteers to promote the school's programs					
(k) Utilizes parent or community volunteers in the classroom (speakers, etc)					
(l) Parent contact (face to face or phone) for all students within 90 days of beginning of the school year					
(m) Conduct parent/student conferences to maintain a positive, collaborative relationship with student and their parents to increase student achievement					
(n) Emphasizes and expands on important points during meetings regarding at risk behavior. (specialists only)					
(o) Acts as a liason between school, parents, private professionalsand community agencies to assist in student progress(specialists only)					
(p) Communicates current research and shares that research with parents, administrators and other school personnel. (specialists only)					
(q) Volunteers to be of assistance with complex situations to school personnel, parents and students. (specialists only)					

Evaluation criteria from 1012.34	Total Points Possible	Category Weight	Evaluation categories	Points for 1st Observation	Points for End of Year Observation
7. Other professional competencies, responsibilities established by the State Board and the policies of the school district [all items 1 point unless otherwise noted] (Check all that apply)	10	10	Exemplary		
(a) Maintains appropriate records (attendance, grades, etc.)		8	Outstanding		
(b) Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida		6	Satisfactory		
(c) Member of content organization (NCTM, FCTM, NSTA, FRA etc)		4	Pursue Development		
(d) School Advisory Council (elected member - 1 point, elected officer 2 points)		2	Unsatisfactory		
(e) Accreditation Internal Facilitator or subcommittee chair					
(f) Member of professional organization (CCEA, DKG, PDK, etc)					
(g) Professional Development presenter at school level (1 point)					
(h) Professional Development presenter at county/state level (2 points)					
(i) Professional Development presenter at national level (3 points)					
(j) School wide leadership committee chairperson					
(k) District wide leadership committee representative					
(l) NBPTS Mentor teacher					
(m) Peer Teacher, Directing Teacher or volunteer mentor teacher					
(n) Attends one in-service (one point per inservice - maximum 2 points)					
(o) Department Head , Grade Chair, or Articulation Team leader					
(p) Turns in required paperwork by due date					
(q) Provides adequate plans and materials for substitute teacher					
(r) Performs duties as assigned by administrator					
(s) Enforces rules and regulations as required by school/district policy and teacher handbook					
(t) Dresses appropriately for assignment					
(u) Models correct use of verbal and written language					
(v) Is punctual to school and in the performance of duties and responsibilities					
(w) Completed CET or FPMS training					
Total Points Earned					

CONFERENCES:

Date	Teacher's Initials
_____	_____
_____	_____
_____	_____

Evaluator's comments

Instrument to Determine Student Performance for S.T.A.R.

Grade Level	Subject	Pre-Test	Post-Test
Kindergarten	n/a	DIBELS	SAT 10 (SndLet and Wrdrdg)
1	n/a	SAT 10 (K) (reading and math)	SAT 10 (1st) (reading and math)
2	n/a	SAT 10 (1st) (reading and math)	SAT 10 (2nd) (reading and math)
3	n/a	SAT 10 (2nd) (reading and math)	SAT 10 (3rd) (reading and math)
4	n/a	FCAT reading/math (3rd)	FCAT reading/math (4th)
5	n/a	FCAT reading/math (4th)	FCAT (reading/math (5th)
6	n/a	FCAT reading/math (5th)	FCAT (reading/math (6th)
7	All	Pretest assessment by course number	End of the year assessment by course number
8	All	Pretest assessment by course number	End of the year assessment by course number
9	All	Pretest assessment by course number	End of the year assessment by course number
10	All	Pretest assessment by course number	End of the year assessment by course number
11	All	Pretest assessment by course number	End of the year assessment by course number
12	All	Pretest assessment by course number	End of the year assessment by course number
ESE	All	FAAR Data	End of year assessment by course number or FAAR Data ***
Athletic Directors		FCAT School Data Math/Reading	FCAT School Data Math/Reading
Guidance Counselors		FCAT School Data Math/Reading	FCAT School Data Math/Reading
Health Education Specialists		FCAT District Data Math/Reading	FCAT School Data Math/Reading
Homebound		FCAT District Data Math/Reading	FCAT School Data Math/Reading
Instructional Technology		FCAT School Data Math/Reading	FCAT School Data Math/Reading
Library/Media		FCAT School Data Math/Reading	FCAT School Data Math/Reading
Math/Reading Coaches		FCAT School Data Math/Reading	FCAT School Data Math/Reading
Network Specialists		FCAT School Data Math/Reading	FCAT School Data Math/Reading
Occupational/Physical Therapists		FCAT District Data Math/Reading	FCAT School Data Math/Reading
Psychologists		FCAT District Data Math/Reading	FCAT School Data Math/Reading
Social Workers		FCAT District Data Math/Reading	FCAT School Data Math/Reading
Specialists		FCAT District Data Math/Reading	FCAT School Data Math/Reading
Speech Clinicians		FCAT School Data Math/Reading	FCAT School Data Math/Reading
** District Employees		FCAT District Data Math/Reading	FCAT District Data Math/Reading

** Includes ALL instructional employees NOT assigned to a specific school (s)

*** If end of the year assessment by course number is not applicable Alternative Assessment may be used.

All end of the year assessments by course number will be made available by the Florida Department of Education.

Only students with a pre and post test score will be included in the category of student performance for purpose teacher evaluation

Only students that have been assigned to an instructor for a minimum of 45 days will be included in Category1 for the purpose of teacher evaluation.

Only students with less than nine absences will be included in Category 1 for the purpose of teacher evaluation.

District employees, for purpose of evaluation, will be designated middle school instructional personnel.