

COLLECTIVE BARGAINING AGREEMENT

THE CITY OF PEMBROKE PINES, FLORIDA

AND

BROWARD TEACHERS UNION LOCAL 1975

AFT, NEA, FEA, AFL-CIO

School Years 2025-26, 2026-27, & 2027-28

Presented By City – 11/18/2025 & 11/24/2025

ARTICLE ONE RECOGNITION

1.1 This agreement (the "Agreement") has been entered into between the Broward Teachers Union, Local 1975, AFT, NEA, FEA, AFL-CIO (hereinafter referred to as the "Union") and the City of Pembroke Pines, (hereinafter referred to as the "Employer", "City", or "Schools") and shall apply to only those employees described in the Recognition provision of this Agreement.

1.2 The Employer recognizes the Union as the sole and exclusive bargaining agent with respect to rates of pay, hours of work, or other conditions of employment for all employees employed at the City of Pembroke Pines Charter schools as follows:

Included: All full-time and part-time instructional staff, including teachers, behavior specialists, ESE specialists, guidance counselors, library coordinators, media specialists, occupational therapists, resource teachers, speech therapists, curriculum specialists, and all other certified instructional staff.

Excluded: All other employees including supervisory employees, all managerial/confidential employees, superintendents, deputy superintendents, assistant superintendents, principals, assistant principals, deans, full-time directors, associate directors, and consultants.

1.3 The foregoing delineation of the bargaining unit reflects the designation of a bargaining unit by the Public Employee's Relations Commission, PERC Order Number OE-235. Neither party to this Agreement is barred from seeking unit clarification of the bargaining unit.

1.4 The Pembroke Pines-Florida State University Charter Elementary School is a part of the FSU District and may not have the same timelines and resources as the campuses that are chartered through Broward County Public Schools. To the extent that any wage, benefit or condition of employment contained in this Agreement conflicts with the provisions required to maintain the City agreement with Florida State University related to operating the Pembroke Pines- Florida State Charter Elementary School the City will attempt to obtain consent from Florida State University to implement the conflicting provision of this Agreement but if the conflict cannot be resolved, the requirement of Florida State University will control.

ARTICLE THREE UNION RIGHTS

3.1 BTU representatives and Stewards may meet with teachers in designated school facilities when the use does not interfere with the instructional programs or operations of the schools or after school conferences or programs. Union use shall be requested by email no less than 48 hours prior to the intended use. The City Human Resource Director will review the request with the Principal of the school where the use is requested and respond by email if the request is approved, approved with conditions, or denied. No Union access if permitted except as approved in writing by the City Human Resource Director.

3.2 An employee shall have the right to join or not join the Union, to engage in lawful concerted activity for the purpose of collective bargaining or other mutual and protection, to express or communicate any view, grievance, complaint or opinion relating to conditions of employment or compensation, through duly appointed Union representation, all actions to be free from any and all restraint, coercion, discrimination or reprisal.

3.3 A Representative/Steward shall be permitted during working hours to accompany a fellow employee in any of the following circumstances, as well as meet with the employee 15 minutes prior to the commencement of any of the events listed below:

1. The employee is required to appear at a hearing related to a grievance.
2. The employee is presenting or responding to a grievance.
3. The employee is subject to inquiry or questioning in conjunction with an investigation of the employees' conduct.
4. The employee is attending a pre-determination hearing.

3.4 The employee may request the presence of a BTU Representative/Steward if the employee has reasonable expectation that a meeting that he or she is required to attend with a supervisor could result in disciplinary action.

3.5 BTU has the right to change Stewards at its discretion. The City Manager shall be notified within five calendar day in writing of changes of appointed Stewards.

3.6 The BTU Stewards may cumulatively take 100 days off per school year for use to provide employees in the bargaining unit, as selected by BTU. The leave will be without pay, or when Union Pool Time is used, with pay. No single unit member selected by BTU may use more than ten (10) days per school year. No unit member can utilize more than three consecutive leave days at a time. BTU shall pay the cost of the substitute, if utilized, for each leave day used. Such leave will be utilized for union educational conferences, conventions, training and other events.

ARTICLE FOUR LABOR MANAGEMENT COOPERATION AND COLLABORATION

4.1 The Union has exclusive authority to form faculty councils, configured as the Union deems appropriate, to offer input and non-binding recommendations through a designated BTU spokesperson to a Principal concerning any matters pertaining to the operation of the educational program of the school. A council spokesperson may request and will be granted a meeting with a Principal at any time during the school year on a mutually agreeable date and time.

4.2 Monthly council meetings and council elections may be held during common planning time, provided they do not interfere with normal operation of the school and BTU obtains the consent of the Principal five (5) days' prior to the election or meeting. Non-employee access for this purpose is subject to the notice provisions described in Section 3.1.

4.3 Nothing herein shall prohibit the Union from conducting council meetings at sites other than the schools during non-work hours in which case notice to the Principal(s) and Principal consent is not required.

ARTICLE SIX PROBATIONARY PERIOD

6.1 Each employee shall be considered a probationary employee for the first one hundred and ninety-six (196) workdays of employment.

6.2 During the probationary period, the principal shall notify the employee in writing of the specific deficiencies, establish performance goals and timelines for their accomplishment, and provide adequate assistance for remediation of said deficiencies. Notwithstanding notice of deficiencies, during the probationary period, the City may release the employee without a statement of cause. When an employee gives notice, the City may unilaterally establish the employee's last day of work.

6.3 Prior to making a recommendation for termination of an employee during an initial probationary period, the employer shall have the option of offering the employee a transfer to another location which may offer the employee a greater chance of success.

6.4 The final determination of successful or unsuccessful performance during the probationary period rest solely with the Employer. A decision to terminate an employee during the employee's probationary period may be made with or without a statement of cause and is not subject to grievance or appeal.

ARTICLE EIGHT GRIEVANCE PROCEDURE

8.1 A grievance shall be defined as any dispute concerning the application or interpretation of this Agreement. A class grievance (general grievance) shall be defined as an issue of interpretation or application of the collective bargaining agreement the outcome of which will impact two or more employees within the bargaining unit.

8.2 The employee may be represented at all levels of a grievance by a Union Steward or representative. The grievant who is not a member of BTU may also represent himself /herself.

8.3 Hearings and meetings shall be scheduled by the Employer at mutually agreeable times and locations during the employee's workday (with written notice to the union).

8.4 If a grievance is not processed by the grievant at any step in accordance with the time limits of this Article, it shall be deemed withdrawn. If the Employer fails to respond within the time limits, the grievance shall be deemed denied and the Union may advance the grievance to the next step. All time limits and steps may be waived by mutual consent in a written agreement. Waives may not be implied by conduct or past practice but must in all cases be in writing.

8.5 The aggrieved employee shall discuss the grievance with the immediate Principal within twenty (20) working days of the occurrence of the date the employee knew of the occurrence giving rise to the grievance. The Principal shall respond within five (5) working days from the date of the discussion. The employee may have a Union Representative present, if requested by the employee. BTU may waive Step One and proceed directly to Step Two.

8.6 If the grievance has not been satisfactorily resolved in Step One, the aggrieved employee and/or the Union may appeal the grievance in writing to the City Manager, or the Manager's Designee, within five (5) working days after the immediate supervisor's response is due. The grievance must contain a specific statement of the dispute. The City Manager shall respond in writing to the Union within five (5) working days from receipt of the Grievance.

8.7 Each party shall be allowed one (1) extension of time, not to exceed five (5) working days. This extension can be used only once during the grievance. The other party must be notified of the requested extension before the expiration of the original time period. The BTU and City may mutually agree to any other extension of time, but all such agreements must be in writing.

8.8 All responses required in Steps 1 and 2 above shall be directed to the aggrieved employee with a copy furnished to the Union. In class grievances, copies will be directed to the Union only when the City rejects a grievance. It shall state the specific grounds for the rejection.

8.9 If the decision of the City Manager/Designee has not satisfactorily resolved the grievance, the Union may request Arbitration by making demand to the AAA or the FMCS for an seven (7) member regional arbitration panel list and by giving contemporaneous notice to the City Manager/Designee no later than fifteen (15) working days after the rendering of the decision, or the expiration of the time limit for rendering of the decision by the City Manager/Designee.

ARTICLE NINE PROTECTION OF EMPLOYEES

9.1 The development of safe working conditions, practices, habits and thinking are the objectives of our School Safety Program. Reaching those objectives will result in benefits to all employees and to the School. Accidents, injuries, disabilities, damages, lost time and pay, claims and medical expenses, and improper and dangerous use of equipment are all occupational problems which will be improved by efforts of all employees.

9.2 All employees must immediately report to their supervisor or Principal all injuries that occur on the job.

9.3 In the case of vehicular accidents that occur on the job, the appropriate law enforcement agency and the employee's supervisor shall be notified immediately. Employees are not to leave the scene of an accident occurring on the job until law enforcement arrives. In case of serious injury or fatality, the appropriate law enforcement agency and the employee's supervisor shall be notified immediately.

9.4 An employee may impose customary classroom discipline (except corporal punishment) when necessary, in cases of minor infractions and may use such force as is necessary in protection from attack or to prevent injury to himself/herself or another person. The use of reasonable force necessary to isolate a disruptive student from the classroom shall not constitute corporal punishment.

9.5 No employee shall be required to restrain a student unless they have first received training from certified instructors in appropriate methods of restraint. An employee shall not be disciplined or reprimanded for actions taken while searching or restraining a student if they have been directed by a supervisor to conduct those activities or for actions taken while breaking up a fight, if such actions are in accordance with the policies and procedures on which the employee was trained.

9.6 An employee may use reasonable force to defend himself/herself, , or the safety of students without fear of disciplinary action.

9.7 A student who assaults an employee shall face the most severe consequences allowed. The Employer shall assist an employee who has been assaulted when the employee files a report with the police and actively pursues criminal charges against the student.

9.8 The School will provide safety equipment and safety devices for employees engaged in work where such special equipment and devices are necessary. Such equipment and devices where provided must be used.

9.9 The City shall do everything within its legal power to protect and support the employees in their disciplinary role.

9.10 Discipline shall be handled as outlined in SBBC Policy 5006, SBBC code of student conduct, and the Charter School's guide to proactive discipline.

ARTICLE ELEVEN ACCESS TO OFFICIAL PERSONNEL FILES

11.1 Personnel files shall be maintained at the City's Human Resources Department and are open for access as set forth in Section 1012.31, Florida Statutes.

11.2 An employee shall have the right upon request and by appointment to review the contents of his/ her personnel file(s) wherever maintained. Appointments shall be set during the employee's scheduled working hours. Each employee shall have the right, upon request, to review and reproduce any contents of his/her personnel file at no charge. A representative of BTU may, at the request of the employee, accompany the employee in such reviews and may, upon written authorization by the employee, review and reproduce any contents of an employee's personnel file. The review or reproduction of the contents of an employee's personnel file shall be made in the presence of the record custodian or designee.

11.3 A copy of any item placed in the employee's official personnel file shall forthwith be provided to the employee. In addition, items challenged under the provisions of the grievance procedure may not be placed in the employee's file until the grievance has been resolved pursuant to the provisions of the grievance procedure of this contract. The employee shall have the right to respond to any item(s) to be placed in his/her personnel file and to have the response attached to such item. The employee's signature shall indicate only that he/she has read the item and shall not necessarily indicate agreement with its contents. When an employee refuses to sign an item a notation shall be placed indicating the employee was asked to sign but refused. Such refusal is not grounds for disciplinary action.

ARTICLE THIRTEEN TRANSFERS AND REASSIGNMENTS

13.1 Employees with regular full-time status may request a lateral transfer to another school provided there is a vacancy. Such request shall be made in Writing to Human Resources with a copy to the employee's supervisor. The decision to laterally transfer an employee is reserved to the City.

13.2 When considering transfer requests, the Principal, before filling the vacancy shall consider the certification, education, prior work and experience, previous performance evaluations, and previous disciplinary records for the past two (2) years of all candidates for the position. If these criteria are relatively equally satisfied by two (2) or more persons, the transfer will be awarded first to a current employee. If the Principal's choice is only between two (2) or more equally qualified current employees, the employee with the most seniority shall be offered the position.

13.3 Involuntary Transfers: Involuntary transfers will be made with the approval of the City Manager when a reduction in the number of employees in a school is necessary, or to prevent disruption, or enhance an instructional program. Involuntary transfers should be done in reverse order of seniority within each job classification.

13.4 All decisions regarding assignments shall be made at the discretion of the Principal of each school. Employees shall be tentatively assigned to the same subject area and/or grade level for the forthcoming semester that they held during the previous semester, unless the employee is notified otherwise of a new tentative assignment prior to the final day of the school year. When a change of assignment occurs after the last day of the school year, the Principal will, at the request of the employee, articulate the change of circumstances that precipitated the change of assignment. Employees will be notified of actual assignments as soon as possible following the Principal's decision.

13.5 A reassignment is defined as a change in grade level or subject assignment. Involuntary reassignments shall be made at the discretion of the principal. The principal shall advise the employee through a personal interview that the reassignment is being implemented and the reasons therefore at least two weeks in advance of the reassignment. Employees receiving an involuntary reassignment or change of classroom during the school year shall receive as much advance notice as possible and the Principal shall assign school personnel to assist the teacher in the move or transfer.

ARTICLE FIFTEEN DUTY HOURS AND WORK YEAR

15.1 The scheduled work year for 10-month contracts shall follow the Broward County Schools Calendar and consists of 196 days, including 10 planning days, and six (6) paid holidays. No extension of the work year shall be permitted by advancing the beginning date, extending the closing date, adding to the number of workdays by altering holidays or vacation periods unless expressly provided for under the terms of this agreement.

15.2 The workday shall be seven and a half (7 1/2) hours including a thirty (30) minute duty-free lunch period.

15.3 Employees will receive one class period per day (high school-50 minutes; middle school-50 minutes; elementary school-40 minutes) for uninterrupted planning activity. Schools on block schedules shall provide teachers with an equivalent amount of planning time for each bi-weekly period.

15.4 Professional development activities may be scheduled on planning days and early release days, at the sole discretion of the Principal but in balance with the need for teacher planning time and grading deadlines.

15.5 Teachers shall be allowed to exchange a planning day scheduled on the calendar by attending planning on a non-scheduled day with the approval of the Principal.

15.6 The Employer and the Union mutually recognize the need for ongoing, high-quality professional development. For this reason and to achieve this goal, the Employer and the Union agree to develop and implement joint professional development programs.

15.7 Employees may volunteer time to support educational programs for the schools outside their work hours, but employees may not be required or coerced to volunteer additional time except as otherwise provided in this agreement. Except for an activity scheduled after work hours on one work day each year (i.e. back to school night, etc.), teachers who are required to work outside their work day shall be compensated at their professional rate or shall be provided a substitute for an equivalent number of hours on a day of their choosing.

ARTICLE SEVENTEEN LEAVES AND ABSENCES

17.1 Eligible employees will be given three (3) sick leave days and will accrue one (1) day per month up to ten (10) days per year. These will be reflected in each paycheck. Sick leave benefits are calculated on the basis of a "School Year", September through June, the ten (10) months period that begins when the employee starts to earn sick leave benefits. Sick leave may carry over into the following school year. Once an employee reaches thirty (30) days, they will bank those days for future use, and an employee must cash in any sick leave days over thirty (30) days at the end of each school year at their current rate of pay.

17.2 Paid sick leave can be used in minimum increments of one (1) hour. Sick leave may be used for an employee's own illness or injury or that of a family member who resides in the employee's household.

17.3 Employees who are unable to report to work due to illness or injury should notify the designated sub-coordinator before the scheduled start of their workday if possible. The sub-coordinator must also be contacted on each additional day of absence. The school shall be responsible for securing a substitute if needed.

17.4 If an employee is absent for five (5) consecutive days due to illness or injury, a physician's statement may be requested verifying the disability and its beginning and expected ending date. Before returning to work from a sick leave absence of five (5) calendar days or more, an employee may be required to provide a physician's verification that he or she may safely return to work.

17.5 As an additional condition of eligibility for sick leave benefits, an employee on an extended absence must apply for any other available compensation and benefits, such as workers' compensation.

17.6 Sick leave benefits are intended solely to provide income protection in the event of illness or injury and may not be used for any other absence.

17.7 An employee may use up to four (4) sick days as personal paid leave days per year.

17.8 Regular full-time employees are eligible to request medical leave. Eligible employees may request medical leave only after having completed an initial ninety (90) calendar days of service. Exceptions to the service requirement will be considered to accommodate disabilities.

17.9 Eligible employees should make request for medical leave to the Principal at least thirty (30) days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted verifying the need for medical leave and its beginning and expected ending dates. Any material changes in this information should be promptly reported to the Schools. Employees returning from medical leave must submit a health care provider's verification of their fitness to return to work.

17.20 Employees who attend court on their day off do not receive an extra day off.

17.21 In the event a holiday occurs during the period of an employee's jury duty, he/she shall receive pay for the holiday.

17.22 All witness fees or jury compensation received by the employee shall be turned over to the School for those days paid by the City.

17.23 The Principal may grant conference leave with pay together with the necessary travel expenses for employees to attend conferences, schools, and similar events designed to improve efficiency and if considered to be in the best interest of the School. All leave and expenses will be recommended by the Principal and subject to prior approval of the City Manager.

17.24 Employees shall be granted, upon request, a leave of absence for a period in excess of thirty (30) calendar days. In each case the School shall make a reasonable effort to return the employee to his/her former position or a similar position in another School.

17.25 All Schools are required to adhere to the following practices: Principals must submit personnel action forms placing employees on a leave of absence for any period of leave without pay which extends thirty (30) consecutive calendar days or longer. The leave of absence will be effective beginning with the first day of absence. Leave without pay includes excused absences for sickness or injury without accumulated sick leave time and other excused absences without pay.

17.26 Leave without pay for thirty (30) calendar days or longer in a calendar year will result in a corresponding adjustment of the employee's anniversary date. An employee granted a leave of absence must keep the School informed every ninety (90) calendar days of his/her current status. In addition, the employee must keep the School advised of his/her current address at all times. An employee who fails to comply with this procedure will be dropped from leave of absence status in which case he/ she must return to duty or be dismissed.

17.27 An employee who attains either part-time or full-time employment elsewhere while on an authorized leave of absence is required to notify his/her Principal in writing within three (3) working days of accepting such employment. Failure to comply with this procedure will result in the employee being dropped from leave of absence status in which case he/she must return to duty.

17.28 Any employee granted a leave of absence shall contact his/her Principal at least fourteen (14) calendar days prior to expiration of the approved leave in order to facilitate the reinstatement process.

17.29 Failure to return to work at the expiration of the approved leave shall be considered as absence without permission and grounds for dismissal.

17.30 No sick leave or annual leave will be earned by an employee for the time that the employee is on leave without pay.

D. Other relevant evidence submitted to the medical examiner.

17.42 The Employer will comply with all provisions of the Family and Medical Leave Act (FMLA) as applicable. Employees taking FMLA leave will be required to use, while on FMLA leave, all accrued and paid leave to the extent allowed by law, and such accrued and paid leave shall run concurrently with the employee's FMIA leave. In calculating the twelve (12) month period within which an eligible employee may take FMLA leave, the Employer applies a rolling twelve (12) month period, measured backward from the time the employee takes FMLA leave.

17.43 Pay for Unused Sick Leave: Employees shall be paid for accumulated sick leave upon separation of employment due to retirement, resignation, or permanent disability.

17.44 The opportunity to cash out sick leave days shall take place one time per year, unless additional payouts are approved by the City Commission.

17.45 Members of the bargaining unit will automatically receive any unused accrued time over 30 days on the second payroll of September of each year. No correspondence will be forwarded to the member.

17.46 Members of the bargaining unit shall be allowed to cash out accrued days from 20 to 29 on the second payroll of September of each year by sending such a request to the Human Resources Department by September 15th of each year.

17.47 If cash out days are limited by the City for economic reasons, any cash outs paid will be based on seniority.

17.48 The City reserves the right to order an employee to submit to a psychological or physical fitness for duty evaluation. Employees of the Schools returning from an period of absence exceeding ten (10) days may also be required to submit to a physical or psychological fitness for duty examination prior to returning to work. All fitness for duty evaluations will be at the City expense.

ARTICLE NINETEEN BENEFITS

19.1 All bargaining unit employees will pay the full standard rates for the following programs for their dependent children:

- A. Before School Care
- B. After School Care
- C. Early Learning Centers

19.2 The term "supplemental positions" refers to non-teaching activities which can be performed by instructional and non-instructional school employees outside regular (school) work hours. Supplemental positions are made available as a discretionary opportunity and not a guaranteed right. No employee shall be required to accept any supplemental positions.

19.3 The principal will approve a list of all tentative supplemental positions (open and currently occupied) for the upcoming school-year. Supplemental positions open (as well as currently occupied) to instructional and non-instructional staff members shall be advertised to all employees. The postings shall include the title of the position, campus location, and the effective date of opening.

19.4 Each year an approved list of supplemental positions with the amount of compensation to be paid will be advertised and forwarded to all employees. Employees interested in applying for a supplement will indicate their intent by completing the designated form and returning to the appropriate administrator/designee. When there is more than one applicant for the same supplemental position, preference will be given to the applicant who is deemed most qualified by the principal. Positions that are not filled or become vacant after being filled will be re-advertised and filled.

19.5 A list of available supplements will be distributed to all employees during preplanning week of the upcoming school year. The list will be updated and distributed as needed during pre-planning week as supplementary positions are filled.

19.6 Any eligible and qualified employee may apply for a supplemental position offered by the Principal of each school. The principal or designee will make the final decision based on the applicants' qualifications. A qualified applicant for any supplemental position will be accepted before any qualified non-applicant may be assigned. When the principal determines that candidates are equally qualified, members of the bargaining unit (BTU) shall be given preference if equally qualified for supplemental positions offered each school year.

19.7 Employees who agree to a supplemental position will receive the approved amount as supplemental pay in equal payments. Supplemental positions may be held by two (2) or more qualified approval. The City of Pembroke Pines Charter Schools (CPPCS) is not obligated to offer any supplemental pay assignments and reserves the right to incorporate such duties/responsibilities

ARTICLE TWENTY SALARY

20.1 The minimum of the pay range for teachers will be \$53,500.00 (Fifty-Three Thousand Five Hundred Dollars and Zero Cents) and the maximum of the pay range for teachers will be \$84,518.00 (Eighty-Four Thousand Five Hundred Eighteen Dollars and Zero Cents).

20.2 The performance evaluation system to be used is the City of Pines Assessment and Growth Evaluation "PAGES"¹ (see Exhibit "C") based on the Marzano Professional Growth Model and amendments thereto as reflected in the SBBC/BTU Memorandum of Understanding dated August 2, 2018.

Educator Development:

- A. Professional learning will be available at an on-going basis for deepening the knowledge and skill at all employee levels.
- B. The City, when the City determines it necessary, will develop and offer courses to all educators who wish to increase their awareness and performance in the PAGES.
- C. A process shall be developed to assist employees, identified as needing improvement or unsatisfactory, in getting sound professional assistance and development to help correct job performance deficiencies. Other skilled individuals may be assigned, as appropriate, to increase employees' opportunities to succeed.
- D. The City will continue to develop support structures such as mentors, coaches, and peer reviewers.
- E. For the purposes of evaluation, the City agrees to ensure successful completion of the i-Observation credentialing program for all observers.

Grievances:

- A. Educators have the right to grieve final ratings of Needs Improvement or Unsatisfactory. A final rating of Effective may not be grieved but an educator may submit a written response which may identify any evaluation discrepancies the educator believes occurred, after a meeting / discussion with the evaluator.

Communications:

- A. The City will work to provide all educators with greater accessibility to the School Board of Broward County's Evaluation Department personnel in order to provide greater opportunities for direct communication and growth.
- B. The City and BTU will continue to work jointly and collaboratively for the efficient and effective implementation of the PAGES system. Both entities

¹ PAGES will be posted on the City web site.

- C. An employee may request a conference to review the final evaluation
- D. An employee may elect not to acknowledge acceptance of the evaluation results. Refusal shall not result in disciplinary action.

20.4 By Florida Statute, teachers hired on or after July 1, 2014 will be placed in the Pay for Performance Compensation System Plan.

20.5 There are no automatic or guaranteed wage increases or movement in the grandfathered step plan for any subsequent school fiscal year unless negotiated and reflected in a new CBA or Addendum that is ratified by both parties.

20.6 No teacher's compensation may be adjusted over the maximum salary shown on the schedule.

20.7 The Performance levels convert to salary increases as follows:

PERFORMANCE LEVEL	COMPENSATION ADJUSTMENT (stated as percentage increase to base pay)
Highly effective	Annual salary increases 25% above highest salary adjustment provided to employees in the same classification in the grandfathered salary schedule.
Effective	Annual increases – 75% of increases for highly effective teachers
Needs improvement or instruction personnel in the first three (3) years of employment, developing	None
Unsatisfactory	None

20.8 Teachers hired during the 2025-26 school year will receive the pay adjustments hereinafter described.

New hired members, will earn an annual base salary per the attached (Initial Placement Chart for Teachers Hired After April 1, 2015). See Appendix "B", and will be provided credit for up to 13 years of credible teaching experience.

20.9 For the 2025-26 school year only wages will be adjusted as follows:

- a. Grandfathered Teachers who have not reached the maximum of the pay schedule as well as Grandfathered Teachers who are at the maximum of the pay schedule will receive a one-time \$2,150.00 (Two Thousand One Hundred Fifty Dollars and Zero Cents) base salary increase, up to the maximum of the pay range.
- b. Pay for performance teachers hired prior to the 2025-26 school year will receive increases based on performance level as stated in Section 20.7.

when no substitute is available shall have their daily rate increased by forty dollars (\$40.00) on those days when they accept a portion of the students assigned to an absent employee. Classes will be proportioned as equally as possible. When volunteers substitute by covering other classes, they are responsible to provide adequate planning for their own classes for the following school day. Underpayments: An employee shall be entitled to recover, without penalty to the City, funds due him by reason of errors in applicable regulations affecting pay. This shall be done in conjunction with the employee's next paycheck whenever possible, but in no event shall the payment be made later than the second paycheck after discovery of the error.

20.12 Employees who agree to teach an additional class beyond their normal teaching load shall receive an amount equal to one sixth (1/6th) of their salary.

20.13 Referendum Payments

1. The Parties have agreed to the following estimated payments regarding the 2018 SNGI Referendum Allocation Settlement:

Estimated per Assumptions	Worked 1 of 4 Years (FY20- FY23)	Worked 2 of 4 Years (FY20- FY23)	Worked 3 of 4 Years (FY20- FY23)	Worked 4 of 4 Years (FY20- FY23)
2018 SNGI Referendum Allocation Settlement Supplement Annual Amount	\$1,575.73	\$3,151.46	\$4,727.20	\$6,302.93
2018 SNGI Referendum Allocation Settlement Supplement Total Amount Paid in 3 Years	\$4,727.20	\$9,454.39	\$14,181.59	\$18,908.79

2. Supplements will be paid to current PPCS BTU eligible employees that worked any of the following school years: FY2019-20, FY2020-21, FY2021-22, & FY2022-23.
3. PPCS BTU eligible employees must be employed by the beginning of school year (FY2024, FY2025, FY2026) to be eligible for their annual supplement payments while employed (if employment ends during school year, the remaining supplement payments will not be paid).
4. Payments will be made in three equal installments on the second pay period of December in the years 2024, 2025, and 2026. Payments will only be paid to staff who are employed by the City at the time payments are made.

ARTICLE TWENTY ONE

REIMBURSEMENT FOR TRAVEL AND EXPENSES

21.1 Employees who use their own vehicle for Employer business shall be reimbursed for parking, tolls, and mileage at the current federal mileage rate. Employees will be reimbursed monthly after submission of mileage log.

21.2 Employees traveling out of town for Employer business shall be reimbursed for receipted expenses pursuant to the City's business expenditure reimbursement policy.

21.3 Reimbursements shall be made in the next pay cycle after submission of expenses or within a month if submitted during the summer break.

ARTICLE TWENTY-THREE INTERNS/STUDENT TEACHERS

23.1 Employees supervising interns/student teachers shall be employees with three (3) or more years of experience. Except at the FSU School, acceptance of responsibility to supervise an intern/student teacher shall be voluntary.

ARTICLE TWENTY-FIVE MANAGEMENT RIGHTS

25.1 The City possesses the right and responsibility to operate and manage all schools, departments and programs and to direct the work forces. The rights, powers, authority, and discretion necessary for the City to carry out these rights and responsibilities shall be limited only by the express terms of this Agreement and shall be exercised in a manner consistent with this Agreement and Florida Statutes. In matters not covered by this Agreement, the City shall have the exclusive right to make administrative decisions.

- A. Consistent with this Agreement, the Management Rights shall include, but not be limited to, the following:
- B. Determine the purpose and mission of the Pembroke Pines Charter Schools, and the department and agencies under its jurisdiction.
- C. Set standards of service to be offered to the public.
- D. Establish employee job descriptions.
- E. Direct its employees and establish standards of performance and conduct, including the right to make reasonable rules and regulations for the purpose of efficiency, safe practices and discipline.
- F. Introduce new, improved or different methods and techniques of operation or work procedure.
- G. Relieve employees from duty because of lack of work, lack of funds, or for other legitimate reasons.
- H. Take disciplinary action for just cause.
- I. Hire, promote, transfer or assign employees.
- J. Take whatever action may be necessary in unusual and emergency situations.

SIGNATURE PAGE FOLLOWS

**APPENDIX "A"
SUPPLEMENTS
(based on SBBC schedule)**

TEACHERS

SUPPLEMENTARY PAY SCHEDULE

2025-2026 ATHLETIC SUPPLEMENTS						
Create Supplement for BCPS employees who have a valid Department of Education Certificate listed in SAP, Infotype 795. Do not submit a requisition.						
Current employees that do NOT have a valid certificate, enter their information into the Talent Acquisition Resource database.						
NOTE: Job requisitions are only needed if you need a pool of candidates or hiring a candidate who is not an employee.						
Head supplements are paid only if the head coach of one sport, if not use combo.						
Effective Start Date of Payment is after Talent Acquisition approval date. <i>Revised 9/12/25</i>						
Wage Type	Athletic Supplement Text	Type of Supplement	Eligible Employee	New Range Amount per check	# of Payments	New Total Payment
8C00	Athletic Director (High school)	Athletic	See Athletic guidelines	\$314.30	20	\$6,286.00
8C05	Assistant Athletic Director (High School)	Athletic	See Athletic guidelines	\$151.83	20	\$3,036.60
8A00	Assistant Baseball (High school)	Athletic	See Athletic guidelines	\$911.40	2	\$1,822.80
8A06	Assistant Basketball Boys (High school)	Athletic	See Athletic guidelines	\$1,214.50	2	\$2,429.00
8A10	Assistant Basketball Girls (High school)	Athletic	See Athletic guidelines	\$1,214.50	2	\$2,429.00
8A16	Assistant Cheerleader (High School)	Athletic	See Athletic guidelines	\$455.70	4	\$1,822.80
8A17	Assistant Competitive Cheer (HS) Winter	Athletic	See Athletic guidelines	\$662.90	2	\$1,325.80

8A48	Assistant Wrestling (High school)	Athletic	See Athletic guidelines	\$1,214.50	2	\$2,429.00
8A19	Asst Flag Football (HS) Spring	Athletic	See Athletic guidelines	\$662.90	2	\$1,325.80
8B00	Head Baseball-B (High school)	Athletic	See Athletic guidelines	\$1,518.30	2	\$3,036.60
8B05	Head Basketball-B (High school)	Athletic	See Athletic guidelines	\$1,822.80	2	\$3,645.60
8B07	Head Basketball-G (High school)	Athletic	See Athletic guidelines	\$1,822.80	2	\$3,645.60
8B65	Head Beach Volleyball (HS)	Athletic	See Athletic guidelines	\$1,105.30	2	\$2,210.60
8B90	Head Bowling (HS) Fall	Athletic	See Athletic guidelines	\$829.50	2	\$1,659.00
8B11	Head Cheerleader (High school)	Athletic	See Athletic guidelines	\$759.15	4	\$3,036.60
8B10	Head Cheerleader- Var/JV Comb (High school)	Athletic	See Athletic guidelines	\$966.35	4	\$3,865.40
8B12	Head Competitive Cheer (HS) Winter	Athletic	See Athletic guidelines	\$1,105.30	2	\$2,210.60
8B16	Head Cross Country-B (High school)	Athletic	See Athletic guidelines	\$829.50	2	\$1,659.00
8B17	Head Cross Country- B/G Comb (High school)	Athletic	See Athletic guidelines	\$1,105.30	2	\$2,210.60
8B18	Head Cross Country-G (High school)	Athletic	See Athletic guidelines	\$829.50	2	\$1,659.00
8D01	Head Drill Team-B/G Comb (High school)	Athletic	See Athletic guidelines	\$433.75	4	\$1,735.00
8B85	Head Flag FB-JV (High school)	Athletic	See Athletic guidelines	\$829.50	2	\$1,659.00

8B41	Head Soccer-B (High school)	Athletic	See Athletic guidelines	\$1,518.30	2	\$3,036.60
8B43	Head Soccer-G (High school)	Athletic	See Athletic guidelines	\$1,518.30	2	\$3,036.60
8B48	Head Softball (High school)	Athletic	See Athletic guidelines	\$1,518.30	2	\$3,036.60
8B51	Head Swimming-B (High school)	Athletic	See Athletic guidelines	\$1,381.10	2	\$2,762.20
8B52	Head Swimming-B/G Comb (High school)	Athletic	See Athletic guidelines	\$1,932.70	2	\$3,865.40
8B53	Head Swimming-G (High school)	Athletic	See Athletic guidelines	\$1,381.10	2	\$2,762.20
8B56	Head Tennis-B (High school)	Athletic	See Athletic guidelines	\$911.40	2	\$1,822.80
8B57	Head Tennis-B/G Comb (High school)	Athletic	See Athletic guidelines	\$1,105.30	2	\$2,210.60
8B58	Head Tennis-G (High school)	Athletic	See Athletic guidelines	\$911.40	2	\$1,822.80
8B61	Head Track-B (High school)	Athletic	See Athletic guidelines	\$1,518.30	2	\$3,036.60
8B63	Head Track-G (High school)	Athletic	See Athletic guidelines	\$1,518.30	2	\$3,036.60
8C20	Head Trainer (High school) Trainer position may be divided into three (3) sport seasons, Fall—40%, Winter—30%, and Spring—30%.	Athletic	See Athletic guidelines	\$182.28	20	\$3,645.60
8B70	Head VB-Var/JV Comb (High school)	Athletic	See Athletic guidelines	\$1,656.20	2	\$3,312.40
8B71	Head Volleyball-B JV (High school)	Athletic	See Athletic guidelines	\$829.50	2	\$1,659.00
8B72	Head Volleyball-B Var (High school)	Athletic	See Athletic guidelines	\$1,105.30	2	\$2,210.60
8B67	Head Volleyball-G JV (High school)	Athletic	See Athletic guidelines	\$829.50	2	\$1,659.00
8B69	Head Volleyball-G Var (High school)	Athletic	See Athletic guidelines	\$1,105.30	2	\$2,210.60
8B74	Head Water Pol-B/G Comb (High school)	Athletic	See Athletic guidelines	\$1,105.30	2	\$2,210.60
8B73	Head Water Polo-B (High school)	Athletic	See Athletic guidelines	\$829.50	2	\$1,659.00
8B75	Head Water Polo-G (High school)	Athletic	See Athletic guidelines	\$829.50	2	\$1,659.00
8B96	Head Weightlifting (HS)	Athletic	See Athletic guidelines	\$829.50	2	\$1,659.00

8B68	Head Volleyball-G (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B77	Head Wrestling (MD)	Athletic	See Athletic guidelines	\$841.40	1	\$841.40
8C14	Intramurals Head (Centers Only) Verify with Athletics before using this supplement	Athletic	See Athletic guidelines	\$53.80	20	\$1,076.00

17	Textbook Chairperson 1-700	\$717
	(Based on student population of October FTE count) 701-1,400	\$1,076
	1,401-above	\$1,434
18	Media Center Director (Directing two or more bargaining unit employees)	\$1,185
19	Academic Competition (1)	\$717
20	National Honor Society	\$1,185
21	Media Center Coordinator (Directing one or more employees)	\$359
22	Florida Future Educators of America	\$782
23	Urban Teacher Academy Mentor	\$750

(1) The six (6) supplements that are available for each high school and middle school are computer, mathematics science, social studies, academic games and language art competition. Elementary schools may select one of these six (6).

D.	Music*	
1.	Band Director	\$2,761
2.	Vocal Director/ Orchestra	\$2,152
3.	Music Assistant	\$1,185

E. The principal may recommend additional task assignments to the Area Superintendent for approval which will improve the school's program and/or operations, and will fall in the range of \$359-717. Supplements may be divided by employees provided that the amount of time required for the position is divided proportionately.

II. Middle School

A. Department Chairperson and/or Team Leader

Employees elected under the provisions of Article IX of this agreement shall receive \$156 per employee in department or on team, the number of department members to be determined by the principal as of October 1. (Minimum \$717.)

B.	Guidance Director	\$2,886
C.	General*	
1.	Student Government	\$1,185
2.	Academic Games	\$1,185
3.	Junior Honor Society	\$392
4.	Inservice Facilitator 0-50 units	\$521
	(51 & up - \$7.17 per unit)	
	maximum	\$1,043

	701-1,400	
	1,401 – up	\$1,434
6.	Environmental/Science Coordinator	\$458
7.	Academic Competition (1)	\$717
8.	Media Center Coordinator (Directing one [1] or more employees)	\$359
C.	The principal may recommend additional task assignments to the Area Superintendent for approval which will improve the school's program and/or operations, and will fall in the range of \$359-717. Supplements may be divided by employees provided that the Supplements may be divided by employees provided that the amount of time required for the position is divided proportionately.	
IV.	Special **	
A.	School Social Worker	\$2,835
B.	Psychologists	\$3,815
C.	Intervention Team Leader	\$2,521
D.	Instructional Coach (if 2nd beginning teacher, additional \$550)	\$1,161
E.	School Liaison	\$638
F.	Professional Development Network	\$652
G.	ESE District & Area Monitor/Specialist	\$1,174
H	ROTC:	
	1. Instructor in Charge	\$1,305
	2. Instructor Responsible for Equipment	\$652
I.	Physical Educational Networking Team (nine (9) people) The district will select two (2) additional employees to receive supplements to provide technical assistance at the district level to the teams working in ESE Centers.	\$1,956
J.	Broward School Board At-Risk Certification (5)	\$2,217
K	Guild Teachers (Mentoring other teachers for a total of fifty (50) hours) (NBPTS teachers who are mentoring under the state program are not eligible for this stipend) (If NBPTS teachers who are not mentoring under the state program are eligible for this stipend)	\$870
*	<i>When in excess of regular teaching load and recommended by the principal.</i>	
**	<i>When in excess of regular duty hours and recommended by the supervisor.</i>	

B.	Future Business Leaders of America	\$717
C.	Cooperative Education Club of FL	\$717
D.	Health Occupation, Student Assoc.	\$717
E.	Florida Homemakers Assoc/Home Economics Related Occup.	\$717
F.	Skills, USA	\$717
G.	Distributive Education Clubs of America	\$717
H.	Florida Industrial Arts Student Association	\$717
VI.	District Coordination of Academic Games* (3)	
A.	Academic Games Competition	
1.	Elementary	\$652
a.	North Area	\$261
b.	North Central Area	\$261
c.	South Area	\$261
d.	South Central Area	\$261
2.	Middle	\$717
3.	High	\$717
B.	Computer Competition	
1.	Elementary	\$717
2.	Middle	\$717
3.	High	\$717
C.	Language Arts Competition	
1.	Elementary	\$717
2.	Middle	\$717
3.	High	\$717
D.	Mathematics Competition	
1.	Elementary	\$717
2.	Middle	\$717
3.	High	\$717
E.	Science Competition	
1.	Elementary	\$717
2.	Middle	\$717
3.	High	\$717
F.	Social Studies Competition	
1.	Elementary	\$717
2.	Middle	\$717
3.	High	\$717
G.	Foreign Language Competition	
1.	Elementary	\$717
2.	Middle	\$717

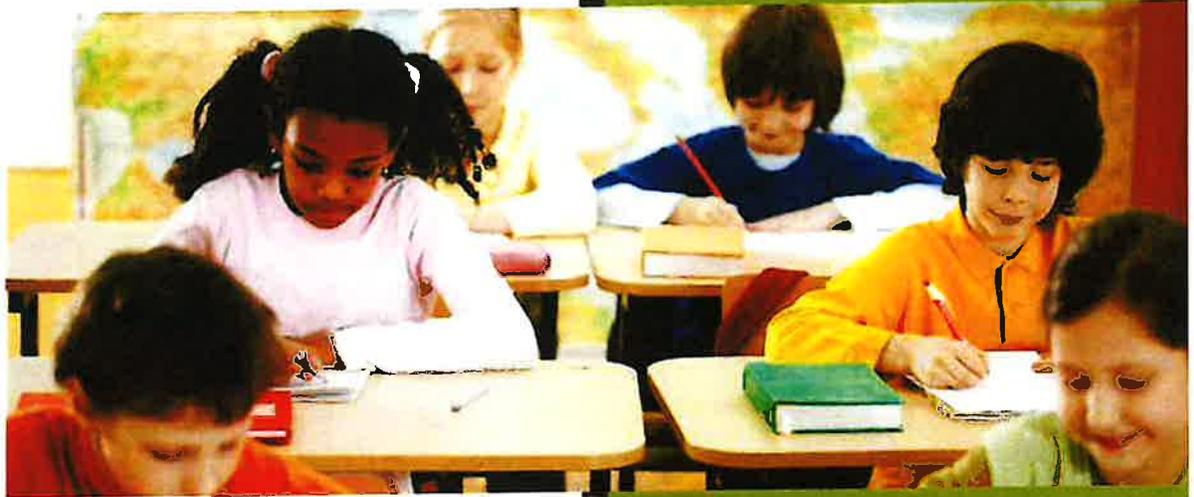
APPENDIX "B"
INITIAL PLACEMENT CHART

Initial Placement Chart For Teachers (2025-2026 Contract Year)

Years of Experience			Approved Salary Schedule
0			\$53,500
1			\$53,500
2			\$53,500
3			\$53,500
4			\$53,500
5			\$53,500
6			\$53,500
7			\$53,500
8			\$53,575
9			\$53,875
10			\$54,214
11			\$54,610
12			\$55,650
13+			\$55,650

The City of Pembroke Pines Charter Schools

Instructional Personnel Evaluation System



Effective Date: August 2024

SBR6A-5.030

Updated August 2025

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Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education
- The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

- The school system provides training programs and has processes that ensure
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

- The school system provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.
- The school system may provide opportunities for parents to provide input into performance evaluations, when the school system determines such input is appropriate.

Evaluation Procedures

- The school system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- The school system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of

- Instructional Evaluation System**
including evaluator accuracy and inter-rater reliability;
- Evaluators provide necessary and timely feedback to employees being evaluated;

<p>Non-Classroom (FTEM) All School Locations</p>	<p>At least: 1 Formal or 1 Meeting</p>	<p>Ongoing throughout the school year during the evaluative window for 2025-2026</p>	<p>Within 10 work days of the observation or meeting</p>
<p>Hired after the beginning of the school year</p> <p>Classroom(FTEM) All School Locations</p>	<p>At least: 1 – Observation Cycle</p>	<p>Ongoing throughout the school year during the evaluative window for 2025-2026</p>	<p>Within 10 work days of the observation</p>
<p>Non-Classroom (FTEM) All School Locations</p>	<p>At least: 1 Formal, or Meeting, or a combination of the two</p>	<p>Ongoing throughout the school year during the evaluative window for 2025-2026</p>	<p>Within 10 workdays of the observation or meeting</p>
<p align="center">Newly Hired Classroom Teachers</p>			
<p>Hired before the beginning of the school year</p>			

<p>Hired after the beginning of the school year</p> <p>Classroom(FTEM) All School Locations</p> <p>Non-Classroom (FTEM) All School Locations</p>	<p>At least: 2- Observation Cycles</p> <p>At least: 2 Formals, or 2 Meetings, or a combination of the two</p>	<p>Ongoing throughout the school year with 1 observation per semester</p> <p>Ongoing throughout the school year with 1 Formals or 1 Meeting per semester</p>	<p>Within 10 work days of the observation</p> <p>Within 10 work days of the observation or meeting</p>
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3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the school system must be evaluated at least twice in the first year of teaching in the school. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non- classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Personnel Group	Evaluations	Occur	Communicated to Personnel
Classroom and Non-Classroom Teachers			
<p>Hired before the beginning of the school year</p> <p>Classroom(FTEM) All School Locations</p> <p>Non-Classroom (FTEM) All School Locations</p>	<p>1</p> <p>1</p>	<p>Based on the completion of Student Performance, Fall 2026</p> <p>Based on the completion of Student Performance, Fall 2026</p>	<p>Within 10 days of finalizing the evaluation</p> <p>Within 10 days of finalizing the evaluation</p>

*New Hired First Year Teachers Require 2 Evaluations:

- If hired on or before November 15, 2024, the teacher will receive the first evaluation at the end of the first semester. The second evaluation will be completed at the end of the school year.
- If hired after November 15, 2025 the teacher will receive the first evaluation at the end of the school year and the second evaluation by November 15th of the following school year.
- If hired last school year (after November 15, 2024) and renewed on 2025-2026, the teacher must receive their second evaluation on/before November 15, 2025.
- If hired after the 99th school day, the teacher will receive the first evaluation at the end of the school year.

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In the City of Pembroke Pines Charter Schools, instructional practice accounts for 50% of the instructional personnel performance evaluation for the teachers on all three models.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

Classroom FTEM

The following four-step process is used to determine an employee instructional practice score on the Classroom FTEM.

Step 1: The evaluator rates each of the observed Elements within the Classroom FTEM Learning Map. There are four domains with a total of twenty-three elements. The ratings for each element are valued as follows: Exemplary – 4, Accomplished – 3.25, Proficient 2.75, Emergent – 2, and Needed – 1.25.

Step 2: The applicable evidence is compiled for each observed element within the four domains.

Step 3: For this model, all data marks are weighted equally and then averaged.

Step 4: After the average has been determined from Step 3, the Instructional Practice is scored per the scale below:

<u>Status Score</u>	<u>Rating Scale</u>
High Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Responsibilities. Two of the elements self-assessed will be selected as the focus for Deliberate Practice. A minimum of one element selected must be from Domain 1: Planning and Preparing to Provide Support.

Using data to determine areas of growth, educators will complete a self-assessment and commit to improving throughout the school year in the two elements selected. The educator's self-assessment rating will not count toward their final evaluation. Based on the agreement with the Broward Teachers Union, the Deliberate Practice score will be:

Highly Effective (4.0)

For every educator that completes and submits the self-assessment by the initial deadline set forth in the annual orientation.

Effective (3.0)

For every educator who starts the self-assessment on time but submits it after the initial deadline set forth in the annual orientation.

Needs Improvement (2.0)

For every educator who starts the self-assessment after the initial deadline, but submits it by the final end-of-year deadline set forth in the annual orientation.

Unsatisfactory (1.0)

For the educators who do not start or submit a self-assessment by the final end-of-year deadline set forth in the annual orientation.

Teachers determine their starting rating on each of the two elements and they must rate themselves as Needed, Emergent, Proficient, or Accomplished so that growth can be measured. The overall Deliberate Practice will be calculated at 15% of the total evaluation.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by the City of Pembroke Pines Charter School. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion maybe determined by instructional assignment. In the City of Pembroke Pines School System, performance of students accounts for 35% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

For the Student Performance measure for teachers (**which will be worth 35% of the evaluation for instructional personnel**), the charts in Appendix D display the assessments to be used in 2022-2023. Growth Models will be used to classify teachers as Highly Effective, Effective,

Classroom FTEM Model

The following six-step process is used to determine an employee instructional practice score on the Classroom FTEM Model.

Step 1: The evaluator rates each of the observed Elements within the Classroom FTEM Learning Map. There are four domains with a total of twenty-three elements. The ratings for each element are valued as follows: Exemplary – 4, Accomplished – 3.25, Proficient 2.75, Emergent – 2, and Needed – 1.25.

Step 2: For this model, all data marks are weighted equally and then averaged.

Step 3: After the average has been determined from Step 2, the Instructional Practice is scored per the scale below:

<u>Status Score</u>	<u>Rating Scale</u>
High Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 4: The Deliberate Practice Score is determined as described in the Additional Metric section above. The Deliberate Practice rating will be calculated at 15% of the total evaluation.

Step 5: The Student Performance Rating will then be determined based on the appropriate methodology as shown above in the Performance of Students section. Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

Step 6: The Instructional Practice (50%), Deliberate Practice (15%), and Student Performance (35%), will be combined based on the appropriate weights. The final evaluation rating will be determined by this scale:

<u>Overall Score</u>	<u>Rating Scale</u>
Highly Effective	3.400 – 4.000
Effective	2.500 – 3.399
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

When Student Performance Scores become available, they will be combined with the Instructional Practice and Deliberate Practice scores to create an overall evaluation rating. A conference will take place in the fall of the subsequent school year to share this overall evaluation rating.

Appendix A – Evaluation Framework

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAPs).

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
<i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i>	
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.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	<ul style="list-style-type: none"> • Planning Standards-Based Lessons/Units
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	<ul style="list-style-type: none"> • Planning Standards-Based Lessons/Units
c. Designs instruction for students to achieve mastery;	<ul style="list-style-type: none"> • Planning Standards-Based Lessons/Units
d. Selects appropriate formative assessments to monitor learning;	<ul style="list-style-type: none"> • Planning Standards-Based Lessons/Units
e. Uses diagnostic student data to plan lessons;	<ul style="list-style-type: none"> • Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Formative Assessment to Track Progress
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies ; and	<ul style="list-style-type: none"> • Planning Standards-Based Lessons/Units
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	<ul style="list-style-type: none"> • Planning Standards-Based Lessons/Units
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	<ul style="list-style-type: none"> • Using Engagement Strategies
b. Manages individual and class behaviors through a well-planned management system;	<ul style="list-style-type: none"> • Establishing and Acknowledging Adherence to Rules and Procedures
c. Conveys high expectations to all students;	<ul style="list-style-type: none"> • Communicating High Expectations for Each Student to Close the Achievement Gap
d. Respects students' cultural linguistic and family background;	<ul style="list-style-type: none"> • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
e. Models clear, acceptable oral and written communication skills;	<ul style="list-style-type: none"> • Identifying Critical Content from the Standards
f. Maintains a climate of openness, inquiry, fairness and support;	<ul style="list-style-type: none"> • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
g. Integrates current information and communication technologies;	<ul style="list-style-type: none"> • Using Engagement Strategies

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	<ul style="list-style-type: none"> Using Formative Assessments to Track Student Progress
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	<ul style="list-style-type: none"> Planning to Close the Achievement Gap Using Data
e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and,	<ul style="list-style-type: none"> Providing Feedback and Celebrating Progress Promoting Teacher Leadership and Collaboration
f. Applies technology to organize and integrate assessment information.	<ul style="list-style-type: none"> Establishing and Communicating Clear Goals for Supporting Services Helping the School/District Achieve Goals Using Available Resources Using Formative Assessments to Track Student Progress

5. Continuous Professional Improvement

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;	<ul style="list-style-type: none"> Maintaining Expertise in Content and Pedagogy
b. Examines and uses data-informed research to improve instruction and student achievement;	<ul style="list-style-type: none"> Maintaining Expertise in Content and Pedagogy
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;	<ul style="list-style-type: none"> Promoting Teacher Leadership and Collaboration
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	<ul style="list-style-type: none"> Promoting Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	<ul style="list-style-type: none"> Maintaining Expertise in Content and Pedagogy
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	<ul style="list-style-type: none"> Maintaining Expertise in Content and Pedagogy

6. Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:

a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	<ul style="list-style-type: none"> Adhering to School/District Policies and Procedures
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	<ul style="list-style-type: none"> Adhering to School/District Policies and Procedures
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	<ul style="list-style-type: none"> Adhering to School/District Policies and Procedures

Domain: Standards-Based Planning

Element: Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets that may be embedded in a performance scale.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to use established content standards to plan rigorous units with learning targets that demonstrates a progression of learning.	Attempts to use established content standards to plan rigorous units with learning that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning <i>and</i> provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning <i>and</i> the impacts on student learning.

Element: **Aligning Resources to Standard(s)**

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Utilizes current and emerging/assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	Attempts to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons <i>and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.</i>	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Element: Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student makes progress toward closing the achievement gap.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Uses diagnostic student data to plan lessons (A1e)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	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 (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap and provides evidence of data showing that each student makes progress toward closing the achievement gap.	Helps others by sharing evidence of using data showing that each student makes progress toward closing the achievement gap.

Domain: Standards-Based Instruction

Element: Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (that may be embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: **Previewing New Content**

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required Indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Employs questioning that promotes critical thinking (A3f)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: **Helping Students Examine Similarities and Differences**

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student (51% to 100%) evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Domain: Conditions for Learning

Element: Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students (0% to 50%) are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students ()	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Element: Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students (0% to 50%) are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students (51% to 90%).	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Element: Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students (51% to 90%).	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Element: **Establishing and Acknowledging Adherence to Rules and Procedures**

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Manages individual and class behaviors through a well-planned management system (A2b)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures, but less than the majority of students (0% to 50%) are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures. The desired effect is displayed in the majority of students (51% to 90%).	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Element: Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students (51% to 90%).	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Element: **Establishing and Maintaining Effective Relationships in a Student-Centered Classroom**

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student, but less than the majority of students (0% to 50%) are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student. The desired effect is displayed in the majority of students (51% to 90%).	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Element: Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Conveys high expectations to all students (A2c)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students (0% to 50%) are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students (51% to 90%).	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Domain: Professional Responsibilities

Element: Adhering to School and District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to adhere to school and district policies and procedures.	Attempts to adhere to school and district policies and procedures, but adherence is inconsistent.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures <i>and articulates how they adhere to school and district policies and procedures.</i>	Helps others by sharing evidence of how to support school and district policies and procedures.

Optional Evidence

Example Teacher Evidence

- Perform assigned duties
- Fulfill responsibilities in a timely manner
- Follow policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment)
- Maintain accurate records (e.g. student progress, attendance, parent conferences)
- Understand legal issues related to colleagues, students, and families (e.g. special needs, equal rights)
- Maintain confidentiality of colleagues, students, and families
- Demonstrate personal integrity and ethics
- Use social media appropriately

Element: Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	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 (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration <i>and</i> provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Optional Evidence

Example Teacher Evidence

- Contribute and share expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- Actively participate in Professional Learning Community meetings
- Serve as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- Work cooperatively with appropriate school personnel to address issues that impact student learning
- Promote positive conversations and interactions with teachers and colleagues
- Foster collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- Encourage parent involvement in classroom and school activities
- Use multiple means and modalities to communicate with families
- Serve as a student advocate in the classroom, school, and community
- Participate in school and community activities as appropriate to support students and families
- Serves on school and district-level committees
- Works to achieve school and district improvement goals

Domain 1: Planning and Preparing to Provide Support

Element: Establishing and Communicating Clear Goals for Supporting Services

Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

Desired Effect: School/district knows the supporting services provided by the instructional support member.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district <i>and</i> monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Element: Helping the School/District Achieve Goals

Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals.

Desired Effect: Instructional support member helps the school/district achieve goals.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	No additional required indicators	

Needed (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals <i>and</i> monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Optional Evidence

Example Instructional Support Member Evidence

- Demonstrates knowledge of school/district goals
- Goals to provide services align with and support the school/district goals
- Activities confirm support of school/district goals consistent with professional area of responsibility (e.g. participating in committees, working with student groups, advising)
- Maintains accurate records of support provided that help the school/district achieve goals
- Provides accurate and relevant input to support the school/district

Example Implementation Evidence

- Artifacts reveal the instructional support member helped individual or groups of students achieve goals
- Artifacts reveal the instructional support member achieved goals to provide supporting services
- Artifacts confirm the instructional support member helped the school/district achieve goals
- Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with the professional area of expertise that helped the school/district achieve goals

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Optional Evidence

Example Instructional Support Member Evidence

- Resources are identified and reflected in planning documents
- Resources are used to enhance the implementation of goals for supporting services
- Technology resources are identified within plans, as appropriate, to support implementation of supporting services
- Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals
- Implements appropriate communication and instructional technologies
- Data are used as a resource when planning support
- Resources are used appropriately to support the school/district

Example Implementation Evidence

- Identifies resources implemented within the school community that enhance supporting services
- Artifacts show the use of available resources provided support for the school
- Data substantiates the use of resources in implementing goals for support services and/or instructional activities
- Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities
- Artifacts demonstrate the use of technology enhanced supporting services

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Optional Evidence

Example Instructional Support Member Evidence

- Identifies students with specific needs
- Uses data from formative assessments to plan to meet student needs
- Advocates for students who need accommodations and/or modifications to the curriculum
- Seeks appropriate services to help students with specific needs
- Identifies families to assist with learning how to plan and advocate for their student
- Collaborates with other school personnel to help students with specific needs meet achievement goals
- Behaviors indicate value and respect for students with specific needs, interests, and/or backgrounds
- Extinguishes negative comments about students with specific needs, interests, and/or backgrounds
- Demonstrates knowledge of human growth and development
- Recognizes and addresses student needs and interests during interactions

Example Implementation Evidence

- Provides appropriate services to help students with specific needs
- Assists families in learning to plan and advocate for their student
- Provides plans and/or artifacts to support collaboration with other school personnel to help students with specific needs
- Artifacts support identification of students who need special assistance
- Explains how accommodations and/or modifications help address the specific needs of students
- Artifacts demonstrate support of individual students to meet achievement goals
- Artifacts reveal that students receive appropriate modifications or accommodations based on formative data
- Students identify the instructional support member as one who advocates for them
- Artifacts demonstrate students act as self-advocates
- Explains how knowledge of the specific needs of students helps support students in achievement of their goals

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Optional Evidence

Example Instructional Support Member Evidence

- Identifies students who need help meeting achievement goals, using data
- Advocates for students who need assistance gaining access to critical curriculum
- Provides plans and/or artifacts of helping remove barriers for the benefit of students
- Assists families in learning how to plan and advocate for their student
- Implements adaptations and modifications based on formative assessment data
- Provides instruction to students based on recognition of individual differences
- Assists families in learning to identify barriers
- Collaborates with other school personnel to help students meet achievement goals
- Behaviors indicate value and respect for students who may have barriers to achieving goals
- Communicates with families about how to help their students remove barriers

Example Implementation Evidence

- Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers
- Artifacts support identification of students who received help meeting their achievement goals
- Explains how removing barriers helped students meet achievement goals
- Explains how removing barriers helped individual students gain equal access to critical curriculum
- Artifacts reveal students have equal access to critical curriculum
- Students identify the instructional support member as one who advocates for them by helping remove barriers
- Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

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Optional Evidence

Example Planning Evidence

- Plans exhibit a focus on the essential standards
- Plans build a progression of knowledge from simple to complex
- Plans identify learning targets aligned to the rigor of required standards
- Plans identify specific instructional strategies appropriate for the learning target
- Plans illustrate how learning will scaffold from an understanding of foundational content to mastery and application of information in authentic ways
- Lessons are planned with teachable chunks of content
- When appropriate, learning targets and unit plans include district scope and sequence
- Plans illustrate how the needs of all students are addressed in the classroom
- When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- When appropriate, plans illustrate how EL strategies are addressed in the classroom

Example Implementation Evidence

- Lesson plans align to grade level standard(s) with targets and use a performance scale
- Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- Planned and completed student assignments/work demonstrate grounding in real-world application
- Planned and completed student assignments/work demonstrate how needs of all students have been addressed in the lesson/unit
- Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

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Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- Begins the lesson or activity by explaining why upcoming content is important
- Accurately identifies critical content
- Directions and instruction are communicated in clear language
- Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)
- Cues the importance of upcoming content in some direct and/or indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement
 - Marker technique

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.)

- Describe the level of importance of the content addressed in the lesson or activity
- Explain why it is important to pay attention to the content
- Body language and other visible behaviors indicate students pay attention to the critical content

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Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- Uses a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- Asks elaboration questions (e.g. inferences, predictions, projections, definitions, generalizations)
- Asks students to provide evidence (e.g. prior knowledge, textual evidence) for their elaborations
- Questions require students to apply knowledge and new learning
- Models the process of using evidence to support elaboration
- Models processes and proficiencies to support mathematical elaboration
- Models implementation of appropriate wait time when questioning

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.)

- Answer detail questions about the content
- Identify characteristics of content-related categories
- Make general elaborations and provide evidence to support
- Identify basic relationships between ideas and how one idea relates to another
- Artifacts/student work demonstrate(s) students can make well-supported elaborative inferences
- Discussions demonstrate students can make well-supported elaborative inferences
- Discussions are grounded in evidence from text, both literary and informational
- Discussions and student work provide evidence of mathematical elaboration

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Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- Establishes routines for student grouping and interaction for the expressed purpose of processing content
- Provides guidance regarding group interactions and critiquing the reasoning of others
- Utilizes assignments or tasks at the appropriate taxonomy level of content
- Provides guidance on one or more interpersonal skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Organizes students into ad hoc groups during individual lessons
- Uses various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

- Work within groups with an organized purpose
- Exhibit awareness of the power of interpretations
- Avoid negative thinking
- Take various perspectives
- Interact responsibly and respectfully critique the reasoning of others
- Appear to know how to manage controversy and conflict resolution
- Actively ask and answer questions about the content (i.e. assignments or tasks)
- Add their perspectives to discussions
- Explain individual student and/or group thinking about the content

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Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- Involves students in designing classroom routines and procedures to develop a student-centered classroom
- Actively teaches student self-regulation strategies
- Uses classroom meetings to review and process rules and procedures
- Reminds students of rules and procedures
- Asks students to restate or explain rules and procedures
- Provides cues or signals when a rule or procedure should be use
- Physically occupies all quadrants of the room
- Recognizes potential sources of disruption and deal with them immediately
- Demonstrates openness, respect, and fairness
- Consistently exhibits “withitness” behaviors
- Recognizes and/or acknowledge students or groups who follow rules and procedures
- Organizes physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)

- Follow and explain clear routines during class
- Recognize cues and signals by the teacher
- Self-regulate behavior while working individually
- Self-regulate behavior while working in groups
- Interact responsibly with teacher and other students
- Demonstrate resiliency
- Describe the teacher as fair and responsive to individual students
- Describe the teacher as “aware of what is going on” or “has eyes on the back of their head”
- Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- Move purposefully about the classroom and efficiently access materials

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Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- Takes action or uses specific strategies to re-engage students
- Uses academic games
- Manages response rates
- Uses physical movement
- Maintains a lively pace to manage resources of time and attention
- Uses crisp transitions from one activity to another
- Demonstrates intensity and enthusiasm for the content
- Uses friendly controversy
- Uses technology to increase student engagement
- Provides opportunities for students to talk about themselves as it relates to the content
- Presents unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

- Behaviors show awareness that the teacher is noticing students' level of engagement
- Behaviors show the engagement strategy increases engagement
- Student-centered tasks and processes produce high levels of engagement
- Talk with groups or in response to questions is focused on critical content
- Engage in the critical content with enthusiasm
- Self-regulate engagement and engagement of peers
- Actions show students are motivated by the teacher
- Behaviors show students are inspired by the teacher
- Multiple students or the entire class respond to questions posed by the teacher
- Artifacts/student work indicate(s) students are engaged in the critical content

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