

**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**

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## **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 TWO     DEFINITIONS**

**“BTU Officer”** - The President, Vice-Presidents, and Secretary-Treasurer of the Broward Teachers Union.

**“City”** - The City of Pembroke Pines and/ or its duly authorized representatives.

**“Employer”** - The City of Pembroke Pines.

**“Employee”** - An employee in the bargaining unit as defined and certified by the Public Employee Relations Commission. The terms teacher, bargaining unit member, and employee shall have the same meaning.

**“City Manager”** - The City Manager of the City of Pembroke Pines or his designee.

**“Representative”** - A person designated by the BTU to represent BTU when dealing with City.

**“School System”** - The charter schools operated and/or approved by the City of Pembroke Pines.

**“Seniority”** - Seniority shall be defined as the total length of continuous service with the Employer and shall date from the effective date of employment. Time off for authorized leaves shall not be considered as an interruption in continuous service.

**“Steward”** - A designated representative of the Broward Teachers Union who is also an employee of the Charter Schools.

**“Union” or “BTU”** - The Broward Teachers Union.

**“Vacancy”** - Any opening in a bargaining unit position.

### **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.

3.7 Employees may voluntarily contribute up to four (4) hours each contract year to a Union Time Pool. Within the first 30 days of each school year the BTU will provide the City HR Director a listing of members and the number of hours each will contribute. The City will allow Stewards to the use of "union pool time" to be paid on days they take leave as stated in the foregoing paragraph. Any accumulated pool time that remains at the end of one budget year will be carried over to the following year's pool time.

3.8 The BTU shall have the right to post activities and matters of BTU concern on such bulletin boards for BTU's exclusive use in the mailroom and/or copy room to be displayed in a prominent area. Notices endorsing any national, state, or local political candidate shall be prohibited. The BTU shall have the right to place materials in the employees' mailboxes and to maintain a locked suggestion box.

3.9 BTU representatives shall have the right to communicate through electronic mail any matters concerning union business. Members of the bargaining unit shall have the right to communicate with the BTU using the City of Pembroke Pines internal electronic and inter-school mail system, so long as such use does not interfere with direct student instruction and is done either before or after school or during the lunch or planning hours of the teacher generating the communication. BTU acknowledges that neither BTU nor any of its members have an expectation of privacy when using the City' intranet/e-mail system and that the City has the right to monitor all employee email on the City e-mail system and that such monitoring does not constitute surveillance of the BTU or its members.

3.10 The Union steward(s) shall, upon notice to the Principal, be given an opportunity at each building 's faculty meeting to present brief reports and announcements not to exceed five (5) minutes. Access for this purpose is subject to the use and notice provisions described in A above.

3.11 Union stewards and members of the BTU Executive board may be released no earlier than 3:00 p.m. to attend monthly meetings when the meeting is outside of the City of Pembroke Pines.

## **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 FIVE      NO DISCRIMINATION**

Neither the Employer nor the Union shall discriminate against a protected class of individual(s).

A claim of discrimination may not be grieved but there is no restriction on an employee's right to file a complaint with any outside agency which has jurisdiction to investigate claims of discrimination however, an employee shall notify the BTU prior to filing any claim of discrimination.

## **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 SEVEN   DISCIPLINE**

7.1     Any discipline of an employee shall be only for just cause.

7.2     The parties agree that the principles of progressive discipline will apply when appropriate under the circumstances except in matters concerning the sale on use of illegal drugs or alcohol, workplace violence, discrimination, and theft. Disciplinary procedures will normally employ the following progression to correct behavior:

1.       written reprimand
2.       suspension
3.       termination

7.2     A record of a verbal counseling which is not discipline may be used to establish that an employee had notice that the act or omission which is the subject of the counseling is not consistent with school or City policy, but shall not be placed in the employee's official personnel file.

7.3     Whenever it is alleged that an employee has violated any rule, regulation, or policy, discipline must be taken within ten (10) workdays of the City's determination that a violation has occurred. The union shall be simultaneously notified in writing of all disciplinary notices.

7.4     Bargaining unit members shall be given written notice three (3) working days in advance of a scheduled conference for the purpose of taking disciplinary action. The notice shall contain the reason(s) for the conference and the right to have a BTU representative present. Bargaining unit members who have a reasonable expectation that disciplinary action may be taken as the result of a conference or investigatory meeting, or that such meeting or conference may lead to discipline, shall have the right to request a BTU representative. The City can proceed and disciplinary action can occur without a representative present if a representative fails to show when notice of the meeting has been coordinated with BTU. It is the employee's responsibility to secure a representative.

## **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.

8.10 Upon receipt of the Arbitration panel list the City Manager/Designee or the President of the Union or the President's representative, shall select an Arbitrator and proceed to arbitration.

8.11 Reserved

8.12 At the arbitration hearing, an aggrieved employee shall be accompanied by his/her Union representative.

8.13 BTU shall have the right to appear and be heard at any grievance or arbitration hearing to which it was not the moving party.

8.14 The parties shall bear equally the expenses connected with a hearing. Each party shall bear the expense of its own witnesses, representatives, attorneys, and all other individual expenses. Employees required to testify during working hours will be made available without loss of pay. Employees will be called in such a fashion so as to least disrupt the normal business of the schools. Where BTU declines representation of an employee because of non-membership, the employee may proceed to arbitration by paying all costs and fees associated with the arbitration. The arbitrator may require payment up front.

8.15 The Arbitrator shall render his decision after the conclusion of the final hearing or receipt of closing briefs if either party elects to file a brief. Such decision shall be final and binding but may be subject to revocation as provided in the Florida Arbitration Code. Copies of the award shall be furnished to both parties.

8.16 The Arbitrator shall be selected and shall conduct the arbitration proceedings in accordance with this Agreement and the labor rules established by the Federal Mediation and Conciliation Services (FMCS) or the American Arbitration Association (AAA), as selected by the union. The Arbitrator shall be a member of the National Academy of Arbitrators.

8.17 The Arbitration Award shall be in writing and shall set forth the Arbitrator's opinion and conclusion on the issue submitted. The Arbitrator shall limit his decision to the application and interpretation of this Agreement, and the Arbitrator shall have no right to amend, modify, nullify, ignore or add, change or subtract from the provisions of this Agreement.

## **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 TEN      EVALUATION**

Reserved.

Merged into wage article

## **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 TWELVE            PROMOTIONS AND VACANCIES**

12.1    When the City determines that it is necessary to fill a vacancy the vacancy shall be posted on the Charter School's web site. All vacancy notices shall be posted at least seven (7) workdays before the deadline for filing applications. Contemporaneously with the web posting of a vacancy the City shall email a copy of the posting to the Union Stewards. The Stewards, at their discretion, may place a copy of the posting on the Union bulletin board. This subsection does not prohibit the City from seeking outside candidates to fill any position. Decisions regarding the timing for when to fill a vacancy are reserved to the City.

12.2    Not later than May 1st of each school year the Bargaining Unit may recommend to the Principal the name of a unit member to serve as the department/ grade chairperson.

## **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 FOURTEEN      LAYOFF, RECALL AND RIGHTS**

14.1 Layoff is the separation of an employee for lack of work or funds as determined by the City, without fault or delinquency on the employee's part. The City agrees to provide the Union with a list of names of the employee's being laid off and such notice shall be sent at the same time that it is issued to the employees so affected.

14.2 Employees to be laid off shall be notified as soon as possible after the decision for layoff has been made. In no event shall the City give the employees less than thirty (30) calendar days' written notice.

14.3 Employees shall be laid off in accordance with seniority.

14.4 In the event of a layoff, employees will be allowed to bump to a position for which they are certified. Employees may displace another employee who has less seniority, provided the employee is competent to handle all of the responsibilities of the classification.

14.5 Employees will be recalled to a subject area/program for which they hold certification in reverse order of layoff when a vacancy occurs.

14.6 Each employee on layoff shall be required to provide the district Personnel Office in writing with a current address to which a letter of recall may be sent.

14.7 If a recall opportunity exists, a letter shall be mailed to the employee, certified mail, return receipt requested. If the letter is mailed to the address provided by the employee and is returned to the City because the address is incorrect, the City has fulfilled the obligations of this sub-section.

14.8 An employee offered a recall opportunity must notify the City in writing of his/her decision within five (5) days of receipt of the City offer.

14.9 An employee who has been laid off shall maintain recall rights for twenty-four (24) months from the date of layoff or until he/she refuses a recall opportunity, fails to respond to a recall letter, submits a resignation, or accepts employment in another school district, whichever is less.

## **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 SIXTEEN            CONDITIONS OF EMPLOYMENT**

16.1 An adequate supply of instructional materials as well as administrative support shall be available to all instructional staff. Employees shall not be charged for missing textbooks, teachers' editions, supplies, classroom equipment or lab equipment unless the loss is attributable to employee negligence (failure to take due care or be attentive to the need for protecting the property). Employees are responsible for the proper care and protection from loss of all personal computers, laptops, smart phone, and tablet computers issued to them by the City. When lose or damage is attributable to negligence, the value of the item may be deducted from an employee's paycheck for the above items or a repayment plan worked out.

16.2 The City shall observe the class size maximums contained in the Florida Constitution.

16.3 A clear line of authority and reporting shall be established and communicated to employees at the beginning of each school year.

16.4 No employee, while acting as an agent of the school, shall transport any student, except the employee's child, in his/her personal vehicle.

16.5 Employees shall be paid bi-weekly in equal payments for the entire fiscal year. Summer checks will be distributed at one time no later than the first pay period in July.

16.6 Employees shall not be required to regularly submit lessons plans, however, any time the principal does request lesson plans, the employee shall submit the plans. The primary purpose of the lesson plan is to guide instruction. The format for daily lesson plans should provide ease of use by the teacher or substitute and should not be unreasonably complex. Documentation of the incorporation of Florida Standards and teaching strategies required by law, board policy or regulation are part of daily lesson plans. Lesson plans will not require the verbatim duplication of information clearly available by reference elsewhere.

## **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.

17.10 Eligible employees are normally granted leave for the period of the disability, up to a maximum of twelve (12) weeks within any twelve (12) month period. If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension. Employees will be required to first use any accrued paid leave time before taking unpaid medical leave.

17.11 Employees who sustain work-related injuries are eligible for a medical leave of absence for the period of disability.

17.12 The School will continue to provide health insurance benefits as required by the Federal Family and Medical Leave Act. FMLA leave shall begin and run concurrently with paid leave including when an employee is absent from work resulting from a work-related injury and worker's compensation is being paid.

17.13 Benefit accrual, such as vacation, sick leave, or holiday benefits, will be suspended during the leave and will resume upon return to active employment.

17.14 So that an employee's return to work can be properly scheduled, an employee on medical leave is requested to provide the School with at least two (2) weeks advance notice of the date the employee intends to return to work. When a medical leave ends, the employee will be reinstated to the same position, if it is available, or to an equivalent position for which the employee is qualified.

17.15 If an employee fails to report to work promptly at the end of the medical leave, the School will assume that the employee has resigned.

17.16 Bereavement Leave: Employees who wish to take time off due to the death of an immediate family member or significant other should notify their designated building level secretary immediately. Up to three (3) days of paid bereavement shall be granted upon approval of the Principal. Bereavement Leave shall not be charged to vacation or sick leave. Leave will be provided to eligible regular full-time employees.

17.17 For purpose of this section, an immediate family member shall include the following: the employee's spouse or domestic partner, and the mother, father, children, step child, foster child, sister, half-sister, sister-in-law, brother, half-brother, brother-in-law, mother-in-law, father-in-law, step-parents, grandparents, legal guardian or grandchild, and great grandparents of the employee, the employee's spouse, or the employee's domestic partner.

17.18 An employee summoned as a witness or for jury duty during normal working hours shall receive regular pay for the hours he or she attends court during the normal work schedule. An employee attending court in a matter in which the employee is a party (i.e. the employee is plaintiff or a defendant) is not eligible for paid leave.

17.19 Employees who attend court for only a portion of the regular school day are expected to immediately report to their supervisor when excused or released by the court.

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.

17.31 Retirement credit may be maintained, provided the employee pays the full share of the premiums.

17.32 Group life and hospitalization insurance coverage may be continued for a maximum period of twelve (12) weeks while on authorized leave of absence, provided premium payments are kept current by the employee.

17.33 A maximum delinquency period of sixty (60) calendar days will be permitted for payment of premiums. If a monthly premium is delinquent for over sixty (60) calendar days and payment is not made by cash or payroll deduction from the next applicable pay period, coverage will be canceled as of the beginning of the delinquent period, as permitted by law.

17.34 Where the employee will be out of town during an approved leave exceeding thirty (30) calendar days, payment arrangement must be made in advance so that the premiums are kept current.

17.35 If any coverage is canceled during an approved leave of absence, it will be reinstated upon return to active duty, at the employee's expense, as permitted by law.

17.36 Any employee in the School service who sustains a service connected disability shall be entitled to benefits as set forth below. The following is an explanation of the terms used in connection with service connected disabilities.

17.37 The date on which disability began or the last day of duty thereafter, whichever is later.

17.38 A temporary physical condition, which is service connected and prevents an employee from performing his/her regular or specially assigned duties. Disability does not include any condition which is self-inflicted or caused by another person for reasons personal to the employee and not because of his/her employment.

17.39 The salary an employee was being paid on the date of the disability.

17.40 Any disability arising out of employment in the School service.

17.41 Determination of the existence and service connection of a disability shall be made in accordance with the Florida Statutes - Workers' Compensation Act (as amended). This Act provides that the employer is responsible for furnishing employees who have incurred service connected disabilities with such remedial treatment, care and attention under the direction and supervision of a qualified physician or surgeon. Disability determination shall be based on:

- A. All facts in the service history of the case.
- B. The findings of the physician, surgeon or practitioner who has treated or consulted in the treatment of the employee.
- C. Such evidence as the employee at his/ her own expense may submit of the service connection of his/her disability.

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 EIGHTEEN     HOLIDAYS**

18.1 All employees shall continue to have the same number of holidays as the City Commission designates for City employees, except those holidays that fall during school summer break.

18.2 If a recognized holiday falls during an eligible employee's paid absence (such as sick leave), holiday pay will be provided instead of the paid time off benefit that would otherwise have applied.

## **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

into non-bargaining unit employees or other such individuals as the CPPCS deems appropriate. However, if a member is approved to provide such duties as required in the supplemental pay listing, he/she will receive the supplemental pay listed for the time period such duties are approved and performed by the member.

19.8 Supplemental pay amounts paid to each individual shall be the same as what is paid currently by the Broward County School Board (Appendix "A").

19.9 The City reserves the right to assign non-bargaining unit employees to supplemental activities/positions.

## 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"<sup>1</sup> (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

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<sup>1</sup> PAGES will be posted on the City web site.

agree to jointly share data, shall strive to create joint communiques, and/or will appraise each other of all official communication in the dissemination of information to their stakeholders.

Planned Improvements and Future Components:

- A. Peer Reviewers may assist teachers with performance concerns based on datamarks earned and/or on-going Instructional Practice Scores. Peer Reviewers may provide feedback and enhanced growth opportunities based on effective teaching strategies.
- B. Ongoing professional growth opportunities shall be developed, aligned, and implemented within the PAGES system.
- C. Changes in PAGES and other related issues may be required by statute or considered mutually desirable. Accordingly, changes may be made by mutual consent through the process established by the parties to implement this evaluation system. Any ruling by a court of competent jurisdiction overturning all or part of this agreement requires the parties to modify identified sections for the purpose of proper alignment with Florida Statute.
- D. Should the Florida Legislature amend any aspects of the instructional evaluation system and/or authorize holding Student Performance Scores in abeyance, the City and the BTU shall meet to negotiate and resolve any conflicts/disputes between this agreement and the new legislative language. In the absence of mutual agreement within forty-five (45) days of the legislative changes on the Instructional Evaluation being signed into law, the City will adhere to the legislative amendments for Student Performance as permitted by law but the BTU and City will continue bargaining the impact, if any, of the amendment. If no agreement is reached within forty-five (45) days of continued bargaining, it will be presumed that the parties have reached impasse and the statutory procedures for resolution of impasse will commence.

Final Evaluations:

- A. Each teacher will be rated either:
  - 1. Highly Effective,
  - 2. Effective,
  - 3. Needs Improvement
  - 4. Unsatisfactory
- B. Each employee is to electronically review and acknowledge the final evaluation within i-Observation.

- 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.

- c. Pay for performance teachers who are at the maximum of the pay range will receive the same increase as stated in "b" above calculated based on performance score.
- d. Teachers (Grandfathered and Non-Grandfathered) will receive a salary adjustment prior to the end of the current school year (2025-26) as a result of the TSIA funds that are anticipated to be received prior to the end of the 2025-26 school year.:

<b>Grandfathered Employees</b>		
	<b>SBBC Sponsored Charter School</b>	<b>FSU Sponsored Charter School</b>
FY2025-26 Salary Increase Negotiated Amount (includes all revenue sources)	<b>\$2,150.00</b>	<b>\$2,150.00</b>

<b>Pay for Performance Employees</b>		
<b>Highly Effective Employee Rating (125%)</b>	<b>SBBC Sponsored Charter School</b>	<b>FSU Sponsored Charter School</b>
FY2025-26 Salary Increase Negotiated Amount (includes all revenue sources)	<b>\$2,688.00</b>	<b>\$2,688.00</b>

	<b>SBBC Sponsored Charter School</b>	<b>FSU Sponsored Charter School</b>
<b>Effective Employee Rating (75%)</b>		
FY2025-26 Salary Increase Negotiated Amount (includes all revenue sources)	<b>\$2,016.00</b>	<b>\$2,016.00</b>

Minimum - \$53,500 (including all new hires this school year)

Maximum - \$84,518.00

20.10 For school years 2026-2027 and 2027-2028, wages will be a reopener after annual funding amounts have been determined.

20.11 Employees shall not be required to substitute for absent employees. Where substitutes cannot be obtained for an absent employee, temporary coverage will be worked out mutually by the principal and the affected employees. The principal shall establish a list of volunteers and shall rotate requests for coverage among those who volunteer. Employees who volunteer to increase their normal work load by covering the class of an absent employee when no substitute is available shall have their hourly rate increased by forty (\$40.00) dollars during the period spent covering a class (rounded to the nearest half hour). Employees who volunteer to increase their normal work load by accepting a portion of the students assigned to an absent employee in order to cover a class

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:

<b><u>Estimated per Assumptions</u></b>	<b>Worked 1 of 4 Years (FY20- FY23)</b>	<b>Worked 2 of 4 Years (FY20- FY23)</b>	<b>Worked 3 of 4 Years (FY20- FY23)</b>	<b>Worked 4 of 4 Years (FY20- FY23)</b>
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.

5. Years worked within FY20-FY23 were estimated solely on assumptions related to hire date and position start date. The final amounts will be determined once HR reviews each individual year for time actually worked. The Parties agree that the amount payable could vary slightly.

The Parties have agreed to the following estimated payments regarding the 2022 Referendum Allocation Settlement (payable in equal installments based on the number of pay periods remaining in the School Year after the first payment is made):

**2022 Referendum Supplement (For the School Year 2025-2026)**

<u>Years of Experience</u>	<u>2022 SNGI Supplement Proposal per Employee FY 2025-26</u>
0 years – new hires	\$600
1-2 years of experience	\$1,500
3-4 years of experience	\$2,170
5 years of experience	\$3,010
6-7 years of experience	\$4,220
8-9 years of experience	\$5,420
10 years of experience	\$7,830
11-14 years of experience	\$10,240
15-19 years of experience	\$12,040
20-24 years of experience	\$13,250
25 years and above	\$15,050

Certified Teachers that are not working the full 75 hours per pay period will receive a prorated salary increase/SNGI Supplemental Payment based on the percentage they are working. In addition, the actual FY2025-26 supplement amount will be pro-rated for missed time. The payroll payments will begin once ratified (equal payroll installments).

## **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-TWO**

## **SAVINGS CLAUSE**

22.1 This Agreement and all provisions herein are subject to all applicable laws. In the event that any provision of this Agreement is held to violate such laws, said provisions shall not bind either of the parties but the remainder of this Agreement shall remain in full force and effect as if the invalid provision had not been part of this Agreement. In the event of a conflict between the terms of this Agreement and any provision of the Charter School Handbook, the City's Personnel Policies or any City Resolution or Ordinance, the provisions of this Agreement control. All monetary benefits are included in this Agreement and no additional monetary benefit not specifically set forth herein or arising from a past practice carries over to this Agreement.

## **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-FOUR**

## **DURATION**

24.1 This Agreement is for the 2025-2026, 2026-2027 and 2027-2028 school years. There is no promised or implied wage increase beyond the 2025-26 school year and each subsequent school year unless addressed in Addendums per the reopener provision of this Agreement and beyond June of each school year unless that increase is the result of reopened or subsequent negotiations as reflected in a ratified Addendum or successor Collective Bargaining Agreement.

24.2 The parties will reopen the contract for the purpose of negotiating salaries for the for the 2026-2027 school year and the 2027-2028 school year.

24.3 In the event the parties have not reached and ratified a subsequent Agreement prior to June 30, 2028, the parties will maintain the status quo until a new agreement is reached but teacher salaries will not increase over the levels in place on June 30, 2028 in the absence of a new written agreement.

## **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**

THE CITY OF PEMBROKE PINES

\_\_\_\_\_  
City Manager

\_\_\_\_\_  
Date

BROWARD TEACHERS UNION LOCAL 1975  
AFT, NEA, FEA, AFL-CIO

\_\_\_\_\_  
President

\_\_\_\_\_  
Broward Teachers Union Representative

\_\_\_\_\_  
Date

ATTEST

\_\_\_\_\_  
City Clerk

APPROVED AS TO LEGAL FORM:

\_\_\_\_\_  
Office of the City Attorney

Ratified by Bargaining Unit on the \_\_\_\_\_ day of \_\_\_\_\_ 2025

Ratified by the City Commission on the \_\_\_\_\_ day of \_\_\_\_\_ 2025

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

**TEACHERS**

**SUPPLEMENTARY PAY SCHEDULE**

<b>2025-2026 ATHLETIC SUPPLEMENTS .</b>						
<b>Create Supplement for BCPS employees who have a valid Department of Education Certificate listed in SAP, Infotype 795. Do not submit a requisition.</b>						
<b>Current employees that do NOT have a valid certificate, enter their information into the Talent Acquisition Resource database.</b>						
<b>NOTE: Job requisitions are only needed if you need a pool of candidates or hiring a candidate who is not an employee.</b>						
<b>Head supplements are paid only if the head coach of one sport, if not use combo.</b>						
<b>Effective Start Date of Payment is after Talent Acquisition approval date. <i>Revised 9/12/25</i></b>						
<b>Wage Type</b>	<b>Athletic Supplement Text</b>	<b>Type of Supplement</b>	<b>Eligible Employee</b>	<b>New Range Amount per check</b>	<b># of Payments</b>	<b>New Total Payment</b>
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

8A20	Assistant Cross Country (HS) Fall	Athletic	See Athletic guidelines	\$497.70	2	\$995.40
8A18	Assistant Football Boys (High school)	Athletic	See Athletic guidelines	\$1,518.30	2	\$3,036.60
8A21	Assistant Golf (HS) Fall	Athletic	See Athletic guidelines	\$497.70	2	\$995.40
8A22	Assistant Lacrosse (HS) Spring	Athletic	See Athletic guidelines	\$662.90	2	\$1,325.80
8A24	Assistant Soccer Boys (High school)	Athletic	See Athletic guidelines	\$911.40	2	\$1,822.80
8A28	Assistant Soccer Girls (High school)	Athletic	See Athletic guidelines	\$911.40	2	\$1,822.80
8A34	Assistant Softball Girls (High school)	Athletic	See Athletic guidelines	\$911.40	2	\$1,822.80
8A36	Assistant Swimming Boys (High school)	Athletic	See Athletic guidelines	\$911.40	2	\$1,822.80
8A40	Assistant Swimming Girls (High school)	Athletic	See Athletic guidelines	\$911.40	2	\$1,822.80
8A41	Assistant Tennis (HS) Tennis	Athletic	See Athletic guidelines	\$497.70	2	\$995.40
8A42	Assistant Track Boys (High School)	Athletic	See Athletic guidelines	\$1,214.50	2	\$2,429.00
8A46	Assistant Track Girls (High school)	Athletic	See Athletic guidelines	\$1,214.50	2	\$2,429.00
8C30	Assistant Trainer (High school)	Athletic	See Athletic guidelines	\$121.45	20	\$2,429.00
8A47	Assistant Volleyball (HS) Fall	Athletic	See Athletic guidelines	\$662.90	2	\$1,325.80
8B95	Assistant Weightlifting (HS)	Athletic	See Athletic guidelines	\$497.70	2	\$995.40

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

8B81	Head Flag FB-V & JV (High school)	Athletic	See Athletic guidelines	\$1,656.20	2	\$3,312.40
8B83	Head Flag FB-VAR (High school)	Athletic	See Athletic guidelines	\$1,105.30	2	\$2,210.60
8B26	Head Football (High school)	Athletic	See Athletic guidelines	\$2,126.60	2	\$4,253.20
8B31	Head Golf-B (High school)	Athletic	See Athletic guidelines	\$829.50	2	\$1,659.00
8B32	Head Golf-B/G Comb (High school)	Athletic	See Athletic guidelines	\$1,105.30	2	\$2,210.60
8B33	Head Golf-G (High school)	Athletic	See Athletic guidelines	\$829.50	2	\$1,659.00
8B37	Head Lacrosse B VarHS	Athletic	See Athletic guidelines	\$1,105.30	2	\$2,210.60
8B36	Head Lacrosse G VarHS	Athletic	See Athletic guidelines	\$1,105.30	2	\$2,210.60

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

8B80	Head Wrestling-G (High school)	Athletic	See Athletic guidelines	\$1,518.30	2	\$3,036.60
8B79	Head Wrestling-B (High school)	Athletic	See Athletic guidelines	\$1,518.30	2	\$3,036.60
8C04	Athletic Dir - Addtl MD	Athletic	See Athletic guidelines	\$432.60	1	\$432.60
8C03	Athletic Dir (MD)	Athletic	See Athletic guidelines	\$139.65	20	\$2,793.00
8B03	Head Basketball-B (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B04	Head Basketball-G (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B09	Head Cheerleader (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B15	Head Cross Country-G (MD)	Athletic	See Athletic guidelines	\$841.40	1	\$841.40
8B14	Head Cross Country-B (MD)	Athletic	See Athletic guidelines	\$841.40	1	\$841.40
8B21	Head Field Events B (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B23	Head Field Events G (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B89	Head Flag FB Boys (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B88	Head Flag FB Girls (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B91	Head Floor Ball Boys (MD) Spring	Athletic	See Athletic guidelines	\$841.40	1	\$841.40
8B92	Head Floor Ball Girls (MD) Spring	Athletic	See Athletic guidelines	\$841.40	1	\$841.40
8B93	Head Golf Boys (MD) Fall	Athletic	See Athletic guidelines	\$841.40	1	\$841.40
8B94	Head Golf Girls (MD) Fall	Athletic	See Athletic guidelines	\$841.40	1	\$841.40
8B39	Head Soccer-B (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B40	Head Soccer-G (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B59	Head Track-B (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B60	Head Track-G (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80
8B66	Head Volleyball B (MD)	Athletic	See Athletic guidelines	\$1,822.80	1	\$1,822.80

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

## TEACHERS

### SUPPLEMENTARY PAY SCHEDULE

Updated from BCPS 2024-2025 Supplement Listing

- I. High School
  - A. Department Chairperson
 

Employees elected under the provisions of Article IX of this agreement shall receive \$156 per employee in department, the number of department members to be determined by the principal as of October 1. (Minimum \$717). Career and Technical department chairpersons shall also receive \$156 per non-bargaining unit instructional employee in their department who works a minimum of five (5) hours per day, five (5) days a week or a minimum of thirty (30) hours per week. Adult General Education Department chairperson shall also receive \$156 per non-bargaining unit instructional employee in their department who works a minimum of five (5) hours per day, five days a week or a minimum of thirty (30) hours per week. For purposes of this section, Adult General Education shall be limited to the following centers: Hallandale Adult & Community Center, Whidden-Rogers Education Center, Dave Thomas Education Center, Wingate Oaks Center and the Whispering Pines School.
  - B. Guidance Directors \$3,298
  - C. General\*
    - 1. Yearbook (not part of class) \$1,579
    - 2. Newspaper (not part of class) \$1,579
    - 3. Student Government \$1,579
    - 4. Debate \$1,185
    - 5. Drama (per major production) \$788
    - 6. Newspaper (part of class) \$788
    - 7. Yearbook (part of class) \$788
    - 8. Literary Magazine \$788
    - 9. Senior Class Sponsor \$788
    - 10. Other Class Sponsor \$392
    - 11. Club Sponsor \$392
    - 12. Forensics \$1,076
    - 13. Academic Games \$1,185
    - 14. Inservice Facilitator 0-50 units \$521  
(51 & up - \$7.17 per unit)  
maximum \$1,043
    - 15. Career Education \$717
    - 16. Bus Duty (Based on number of buses supervised) 1-6 \$359  
7-12 \$717  
above 12 \$1,076

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

5.	Career Education	\$717
6.	Bus Duty (Based on number of buses supervised) 1-6	\$358
	7-12	\$717
	above 12	\$1,076
7.	Textbook Chairperson 1-700	\$717
	(Based on student population of October FTE counts) 701-1,400	\$1,076
	1,401-above	\$1,434
8.	Media Center Director (Directing two [2] or more bargaining unit employees)	\$1,185
9.	Media Center Coordinator (Directing one [1] or more employees)	\$358
10.	Florida Future Educators of America	\$782
D.	Music*	
1.	Band or Orchestra	\$1,185
2.	Vocal Director	\$1,185
3.	Music Assistant	\$788
E.	Academic Competition (1)	\$717
F.	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.	

### III. Elementary School

A.	Grade Level Chairperson and/or Team Leader	
	Employees elected under the provisions of Article IX of this agreement shall receive \$156 per employee in grade level or on team. (Minimum \$717.)	
B.	General*	
1.	Safety Patrol	\$359
2.	Inservice Facilitator 0-50 units	\$521
	(51 & up - \$7.17 per unit)	
	maximum	\$1,043
3.	Career Education	\$430
4.	Bus Duty 1-6	\$359
	7-12	\$717
	Above 12	\$1,075
5.	Textbook Chairperson 1-700	\$717
	(Based on student population as of October FTE count)	\$1,075

	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)	\$1,956
	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.	
J.	Broward School Board At-Risk Certification (5)	\$2,217
K	Guild Teachers (Mentoring other teachers for a total of fifty (50) hours)	\$870
	(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)	
*	<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>	

- (1) The eight (8) supplements that are available for each high school and middle school are computer, mathematics, science, social studies, academic games, ESOL Academic Competition Coordinator, Foreign Language Academic Competition Coordinator, and language art competition. Elementary schools may select one of these eight (8).
- (2) There shall be one (1) of each of these supplements within the district with the exception of the Future Business Leaders of America for which there shall be two (2) supplements.
- (4) The selected teacher may receive this designated amount per sport, per season, with a maximum of three (3) sports.
- (5) Effective with the commencement of the second year of this contract, the actual amount of the supplement will be prorated by the time spent in direct instruction on a dropout prevention program. For example, a teacher with five (5) periods of dropout prevention will receive the full \$2,217. A teacher with three (3) periods of dropout prevention will earn 3/5 of the supplement (\$1,330).

L.	Southeastern Consortium for Minorities in Engineering (SECME) (6)	\$1,462
M.	Rover - Year Round Education (Hallandale Elem. only)	\$717
N.	Assistant Grade Level Chairperson - Year Round Education (Hallandale Elem. only). Employees elected under the provisions of Article IX of this agreement shall receive \$156 per employee in department, the number of department members to be determined by the principal as of October 1. (Minimum \$717.)	
O.	National Board for Professional Teaching Standards (Note: Teachers shall receive this supplement for as long as they hold their national certification.)	The greater of 5% of base salary or 2,438
P.	Broward County Recognition Program (BCRP) Note: Teachers shall receive this supplement for as long as they hold their local recognition certification.	5% of base salary
Q.	ESE Specialist	\$935
R.	Speech/Language Pathologist	\$2,500
S.	Family Counselor	\$1,100
T.	Speech Language Pathologist (National Clinical Certification) (paid in addition to R above)	\$5,500
U.	Testing Coordinator	\$1,100
V.	ESOL Coordinator	
	1-75 ESOL Students	\$675
	76-150 ESOL Students	\$900
	151 or more ESOL Students	\$1,150
W.	Itinerant Visually Impaired Teachers	\$3,000
V.	Career, Technical & Adult Education* (2)	
A.	Future Farmers of America	\$717

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

	3. High	\$717
*	<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>	

- (2) There shall be one (1) of each of these supplements within the district with the exception of the Future Business Leaders of America for which there shall be two (2) supplements.
- (3) These are districtwide supplements and there shall be one for each of the supplements listed in Section VI in the district. The County Curriculum Council may recommend bargaining unit members to fill these positions to the Deputy Superintendent, Educational Programs and Human Resource Department.
- (6) SECME supplements are available to high schools and middle schools who qualify for the SECME Program and are approved by the Board pursuant to district guidelines.

**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

**APPENDIX “C”**  
**Instructional Personnel Evaluation System**  
**City of Pembroke Pines Charter Schools**

# The City of Pembroke Pines Charter Schools

## Instructional Personnel Evaluation System



Effective Date: August 2024

SBR6A-5.030

Updated August 2025

## **Purpose**

The purpose of this document is to provide the district and the City of Pembroke Pines Charter School system with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST- 2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2021.

## **Instructions**

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

## **Submission**

Upon completion, Pembroke Pines Charter School will complete this document and submit to Broward County Schools via ChartersTools and to the FSUS Director and FSU District Liaison.

Modifications to an approved evaluation system may be made by the district or City of Pembroke Pines Charter School System at anytime. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

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## Part I: Evaluation System Overview

*In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.*

The City of Pembroke Pines Assessment and Growth Evaluation System (PAGES) is designed to foster high quality instruction and increase student achievement. This plan will outline how this system will be used for the **2025-2026 school year. PAGES aligns with Broward's Evaluation System in applicable areas.** Evaluation data will be collected and analyzed in order to make decisions that increase teacher effectiveness and impact student achievement. This will be monitored through the use of Instructional Practice Scores, generated by individual element ratings, and Student Performance Scores. The evaluation frameworks used within the PAGES system are as follows:

### **Marzano Classroom Focused Teacher Evaluation Model (FTEM)**

This model is for all classroom teachers at all school sites.

This model has a total 23 elements, aligned to the FEAP's. There will be ongoing observations during the school year with at least 1 observation cycle to collect growth and evaluation data. For the 2025- 2026 school year, there will be a focus on seven critical elements to include all of the Standards-Based Planning Domain Elements, all of the Professional Responsibilities Domain elements, and Identifying Critical Content From the Standard(s) element.

Once the ratings from the elements scored have been equally averaged, the Instructional Practice Score (IP) will be generated, which is worth 50% of the overall evaluation. This IP score will be combined with Deliberate Practice (DP) that is worth 15%, and Student Performance (SP) that is worth 35% in order to obtain an overall evaluation score.

### **Marzano Non-Classroom Focused Teacher Evaluation Model (FTEM)**

This model is for all non-classroom teachers within the system.

This model has a total of 17 elements, aligned to the FEAP's. There will be ongoing observations and conversations during the school year with at least 1 opportunity to gather growth and evaluation data. This can be done with 1 Formal or 1 Meeting. For the 2025-2026 school year, there will be a focus on eight critical elements to include all of the Planning and Preparing to Provide Support Domain Elements, all of the Professional Responsibilities Domain elements, and Demonstrating Knowledge of Students element.

Once the ratings from the elements scored have been equally averaged, the Instructional Practice Score (IP) will be generated, which is worth 50% of the overall evaluation. This IP score will be combined with Deliberate Practice (DP) that is worth 15% and Student Performance (SP) that is worth 35% in order to obtain an overall evaluation score.

The Marzano Teacher Evaluation Framework has been adopted by the Florida Department of Education (FLDOE) as its state model. The Marzano Teacher Evaluation Model is based on a number of previous, related works, including Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001), What Works in Schools (Marzano, 2003), Classroom Management that Works (Marzano, Pickering, & Marzano, 2003), Classroom Assessment and Grading That Work (Marzano, 2006), The Art and Science of Teaching (Marzano, 2007), Effective Supervision: Supporting the Art and Science of Teaching (Marzano, Frontier, Livingston, 2011) and The New Art and Science of Teaching (Marzano, 2017). Each of these works was generated from a synthesis of the research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student achievement.

## 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

performance, if applicable.

- ☒ The school system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The school system's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
  - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
  - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
  - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
  - The evaluator must discuss the written evaluation report with the employee.
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### Use of Results

- ☒ The school system has procedures for how evaluation results will be used to inform the
  - Planning of professional development; and
  - Development of school improvement plans.
- ☒ The school system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

### Notifications

- ☒ The school has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who
  - Receive two consecutive unsatisfactory evaluation ratings; or
  - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

### District Self-Monitoring

- ☒ The school system has a process for monitoring implementation of its evaluation system that enables it to determine the following:
  - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
  - Evaluators' understanding of the proper use of evaluation criteria and procedures,

### **Instructional Evaluation System**

including evaluator accuracy and inter-rater reliability;

- Evaluators provide necessary and timely feedback to employees being evaluated;

- Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- Use of evaluation data to identify individual professional development; and,
- Use of evaluation data to inform school improvement plans.

### Part III: Evaluation Procedures

*In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.*

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Before October 30 of each school year	Annual Orientation via informational video. This link will be emailed directly to all instructional employees at the beginning of the school year and then housed in a Canvas Course.
Newly Hired Classroom Teachers	Before October 30 of each school year	Annual Orientation via informational video This link will be emailed directly to all instructional employees at the beginning of the school year and then housed in a Canvas Course.
Late Hires	Within 30 days upon Hire	Annual Orientation via informational video. This link will be emailed directly to all instructional employees upon hire and then housed in a Canvas Course.

2. Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the City of Pembroke Pines Charter School System must be observed at least twice in the first year of teaching in the school. In the table below, describe when and how many observations take place 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.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year <b>Classroom(FTEM)</b> All School Locations	At least: 1 – Observation Cycle	Ongoing throughout the school year during the evaluative window for 2025-2026	Within 10 work days of the observation

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

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<b>Classroom(FTEM)</b> All School Locations	At least: 2– Observation Cycles	Ongoing throughout the school year with 1 observation cycle per semester	Within 10 work days of the observation
<b>Non-Classroom (FTEM)</b> All School Locations	At least: 2 Formals, or 2 Meetings, or a combination of the two	Ongoing throughout the school year with 1 Formal or Meeting per semester	Within 10 work days of the observation or meeting

Hired after the beginning of the school year			
<b>Classroom(FTEM)</b> All School Locations	At least: 2- Observation Cycles	Ongoing throughout the school year with 1 observation per semester	Within 10 work days of the observation
<b>Non-Classroom (FTEM)</b> All School Locations	At least: 2 Formals, or 2 Meetings, or a combination of the two	Ongoing throughout the school year with 1 Formals or 1 Meeting per semester	Within 10 work days of the observation or meeting

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

Hired after the beginning of the school year  <b>Classroom (FTEM)</b> All School Locations  <b>Non-Classroom (FTEM)</b> All School Locations	1	Based on the completion of Student Performance, Fall 2026	Within 10 days of finalizing the evaluation
	1	Based on the completion of Student Performance, Fall 2026	Within 10 days of finalizing the evaluation
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year  <b>Classroom (FTEM)</b> All School Locations  <b>Non-Classroom (FTEM)</b> All School Locations	2	*One at the end of each semester	Within 10 days of finalizing the evaluation
	2	*One at the end of each semester	Within 10 days of finalizing the evaluation
Hired after the beginning of the school year  <b>Classroom (FTEM)</b> All School Locations  <b>Non-Classroom (FTEM)</b> All School Locations	2	*One at the end of each semester	Within 10 days of finalizing the evaluation
	2	*One at the end of each semester	Within 10 days of finalizing the evaluation

**\*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, 2024 the teacher will receive the first evaluation at the end of the school year and the second evaluation by November 15<sup>th</sup> 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 99<sup>th</sup> 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:

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

### **Non-Classroom FTEM**

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

**Step 1:** The evaluator rates each of the observed Elements within the Non-Classroom FTEM Learning Map. There are four domains with a total of seventeen 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:

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

### **B. Other Indicators of Performance**

*In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.*

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In the City of Pembroke Pines, other indicators of performance account for 15% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

In addition to administrative observations and student performance data, the Deliberate Practice Score will be used as an additional metric. Deliberate Practice will be used for all instructional personnel; Classroom Teachers and Non-Classroom Teachers/Instruction Support Personnel. Deliberate Practice will be rated as 15% for all three models.

For the Classroom FTEM Model deliberate practice, educators will focus their self-assessment on the identified elements from within the following Domains – Standards-Based Planning, Standards-Based Instruction, and Professional 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 the Standards-Based Instruction Domain.

For the Non-Classroom Model deliberate practice, educators will focus their self-assessment on the identified elements from within the following Domains - Domain 1: Planning and Preparing to Provide Support, Domain 2: Supporting Student Achievement, and Domain 4: Professional

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 may be 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,

Needs Improvement or Unsatisfactory. Proficiency models may be used for those assessments where growth cannot be measured. Student Performance data will include data for at least three years, including the current year and the two years preceding the current year, when available and agreed upon. If less than the three most recent years of data are available and agreed upon, those years for which data are available will be used. Classroom teachers newly hired by the district will utilize the same methodologies described above for the final evaluation. For the newly hired teachers' first evaluation, site-based administrator will determine the appropriate Student Performance measure weighted at 35%, as state-issued student performance data is not available at the time of the first evaluation.

Within each teaching assignment group in Appendix D, teachers will receive a Student Performance Score based on the following scale:

Rating	Points
Highly Effective	4.000
Effective (upper)	3.400
Effective (middle)	3.200
Effective (lower)	3.000
Needs Improvement	2.000
Unsatisfactory	1.500

The Student Performance Rating will be determined utilizing the corresponding methodology, and up to three years of Student Performance will be scored using 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

## D. Summative Rating Calculation

*In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.*

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

**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:

<b><u>Status Score</u></b>	<b><u>Rating Scale</u></b>
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:

<b><u>Overall Score</u></b>	<b><u>Rating Scale</u></b>
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.

**Non-Classroom FTEM**

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

**Step 1:** The evaluator rates each of the observed Elements within the Non-Classroom FTEM Learning Map. There are four domains with a total of seventeen 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 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 5:** 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
<b>1. Instructional Design and Lesson Planning</b>	
<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;	• Planning Standards-Based Lessons/Units
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	• Planning Standards-Based Lessons/Units
c. Designs instruction for students to achieve mastery;	• Planning Standards-Based Lessons/Units
d. Selects appropriate formative assessments to monitor learning;	• Planning Standards-Based Lessons/Units
e. Uses diagnostic student data to plan lessons;	• 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	• 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.	• Planning Standards-Based Lessons/Units
<b>2. The Learning Environment</b>	
<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;	• Using Engagement Strategies
b. Manages individual and class behaviors through a well-planned management system;	• Establishing and Acknowledging Adherence to Rules and Procedures
c. Conveys high expectations to all students;	• Communicating High Expectations for Each Student to Close the Achievement Gap
d. Respects students' cultural linguistic and family background;	• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
e. Models clear, acceptable oral and written communication skills;	• Identifying Critical Content from the Standards
f. Maintains a climate of openness, inquiry, fairness and support;	• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
g. Integrates current information and communication technologies;	• Using Engagement Strategies

h. 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.;	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap Using Data</li> </ul>
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	<ul style="list-style-type: none"> <li>• Aligning Resources to Standards</li> </ul>
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	<ul style="list-style-type: none"> <li>• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom</li> </ul>

### 3. Instructional Delivery and Facilitation

*The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:*

a. Deliver engaging and challenging lessons;	<ul style="list-style-type: none"> <li>• Helping Students Process New Content</li> <li>• Previewing New Content</li> <li>• Identifying Critical Content from the Standards</li> <li>• Helping Students Practice Skills, Strategies, and Processes</li> <li>• Helping Students Examine Similarities and Differences</li> <li>• Helping Students Revise Knowledge</li> <li>• Organizing Students to Interact with Content Using Engagement Strategies</li> <li>• Helping Students Engage in Cognitively Complex Tasks</li> <li>• Helping Students Examine their Reasoning</li> <li>• Reviewing Content</li> </ul>
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	<ul style="list-style-type: none"> <li>• Helping Students Examine their Reasoning</li> <li>• Helping Students Engage in Cognitively Complex Tasks.</li> </ul>
c. Identify gaps in students' subject matter knowledge;	<ul style="list-style-type: none"> <li>• Using Formative Assessment to Track Progress Using Data</li> </ul>
d. Modify instruction to respond to preconceptions or misconceptions;	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap Using Data</li> </ul>
e. Relate and integrate the subject matter with other disciplines and life experiences;	<ul style="list-style-type: none"> <li>• Helping Students Engage In Cognitively Complex Tasks</li> </ul>
f. Employ questioning that promotes critical thinking;	<ul style="list-style-type: none"> <li>• Using Questions to Help Students Elaborate on Content</li> </ul>
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	<ul style="list-style-type: none"> <li>• Aligning Resources to Standard(s)</li> </ul>
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap Using Data</li> </ul>
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement	<ul style="list-style-type: none"> <li>• Providing Feedback and Celebrating Progress</li> </ul>
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	<ul style="list-style-type: none"> <li>• Using Formative Assessments to Track Student Progress</li> </ul>

### 4. Assessment

*The effective educator consistently:*

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	<ul style="list-style-type: none"> <li>• Planning to Close the Achievement Gap Using Data</li> </ul>
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	<ul style="list-style-type: none"> <li>• Using Formative Assessments to Track Student Progress</li> </ul>

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

### 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"> <li>• Maintaining Expertise in Content and Pedagogy</li> </ul>
b. Examines and uses data-informed research to improve instruction and student achievement;	<ul style="list-style-type: none"> <li>• Maintaining Expertise in Content and Pedagogy</li> </ul>
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"> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>
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"> <li>• Promoting Teacher Leadership and Collaboration</li> </ul>
e. Engages in targeted professional growth opportunities and reflective practices; and,	<ul style="list-style-type: none"> <li>• Maintaining Expertise in Content and Pedagogy</li> </ul>
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	<ul style="list-style-type: none"> <li>• Maintaining Expertise in Content and Pedagogy</li> </ul>

### 6. Professional Responsibility and Ethical Conduct

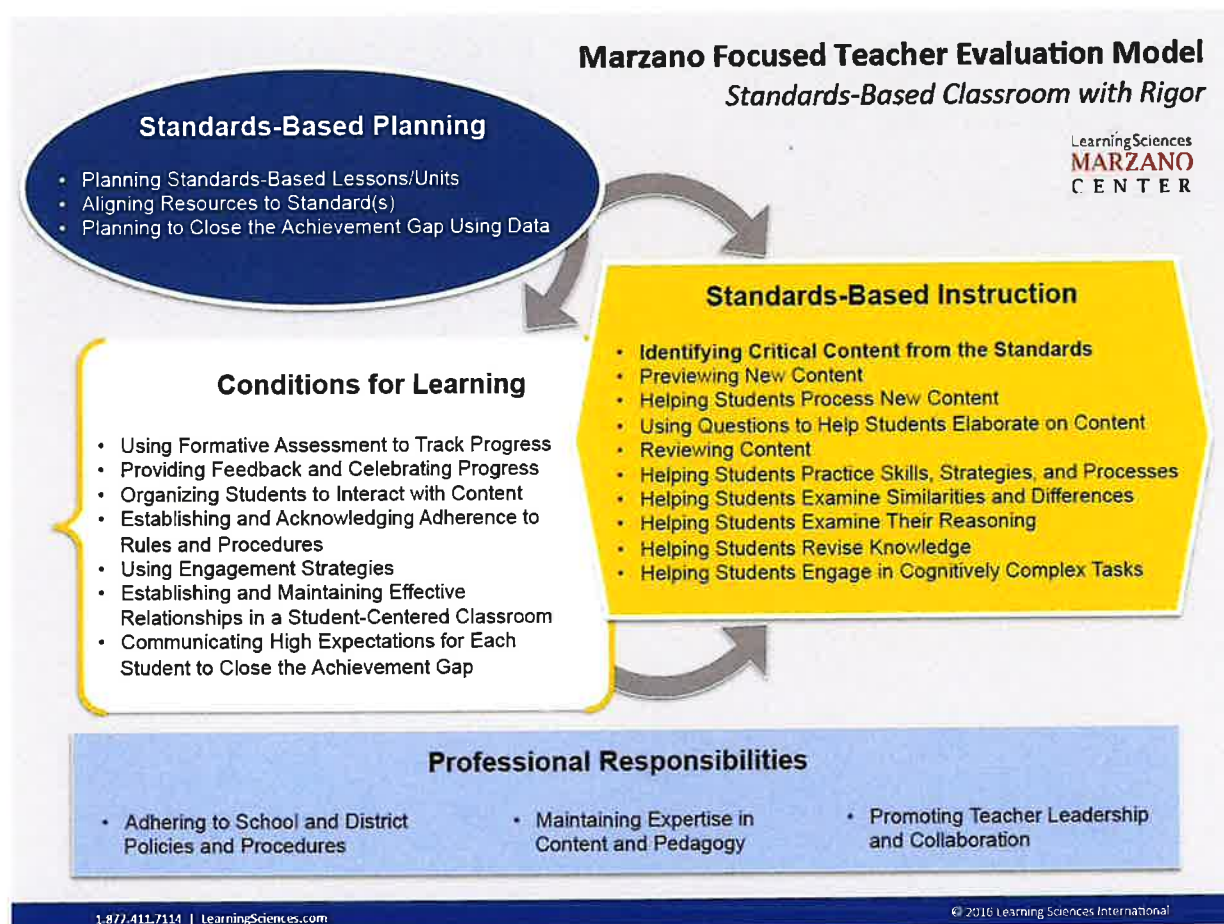
*Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:*

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"> <li>• Adhering to School/District Policies and Procedures</li> </ul>
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	<ul style="list-style-type: none"> <li>• Adhering to School/District Policies and Procedures</li> </ul>
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"> <li>• Adhering to School/District Policies and Procedures</li> </ul>

## Appendix B – Observation Instruments for Classroom Teachers

*In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.*

### FTEM – Classroom



## 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
<b>Makes no attempt</b> to use established content standards to plan rigorous units with learning targets that demonstrates a progression of learning.	<b>Attempts</b> 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> <b>provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets.</b>	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.

## Optional Evidence

### Example Planning Evidence

- ☐ Plans exhibit a focus on the essential standards required at the appropriate age or grade level
- ☐ Plans include a scale or learning progression that builds 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
- ☐ Planned instruction and student tasks are aligned to both the content and the level of cognitive complexity of the learning target
- ☐ 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 and EL strategies are addressed in the classroom

### Example Implementation Evidence

- ☐ Completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Completed student assignments/work demonstrate grounding in real-world application
- ☐ Completed student assignments/work demonstrate how the needs of all students have been addressed in the lesson/unit
- ☐ Completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans and 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)

## 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 <b>and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.</b>	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

## Optional Evidence

### Example Planning Evidence

- ☐ Plans identify how to use traditional resources such as textbooks, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan
- ☐ Plans integrate a variety of text types (structures) and both fiction and non-fiction text as appropriate
- ☐ Plans identify Standards for Mathematical Practice to be applied
- ☐ Plans identify how available digital resources will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - Social networking sites, blogs, discussion boards
- ☐ When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan
- ☐ When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)

### Example Implementation Evidence

- ☐ Resources are implemented throughout the lesson as planned
- ☐ Planned traditional resources are utilized by students to engage in the lesson
- ☐ Traditional resources are appropriately aligned to grade level standards
  - Textbooks
  - Manipulatives
  - Primary source materials
- ☐ Planned digital resources are used by students to engage in the lesson
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - Social networking sites, blogs, discussion boards
- ☐ Planned resources include ones to which students can relate
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

## 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 <b>and provides evidence of data showing that each student makes progress toward closing the achievement gap.</b>	Helps others by sharing evidence of using data showing that each student makes progress toward closing the achievement gap.

**Optional Evidence****Example Planning Evidence**

- ☐ Plans are based on diagnostic data results
- ☐ Plans include potential instructional adjustments that will or could be made based on student evidence/data
- ☐ Plans show modifications made to assessments and accommodations used when testing based on students learning styles
- ☐ Plans include a process for how students will track their individual progress on learning targets
- ☐ A coherent record-keeping system is developed and maintained on student learning
- ☐ Plans take into consideration student needs (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ Plans take into consideration how to communicate with families with specific needs

**Example Implementation Evidence**

- ☐ Data collection is implemented as planned
- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual or groups of students at the appropriate grade level targets
- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Completed student assignments/work reflect accommodations and/or adaptations for individual or groups of students at the appropriate grade level targets
- ☐ Completed student assignments/work show students track their individual progress on learning targets
- ☐ Communication about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

## 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.  <b>The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.</b>	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.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale or learning progression that specify critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each ‘chunk’ of the learning progression
- ☐ Use verbal/visual cueing, storytelling, and other techniques to bring attention to the critical content
- ☐ Ensure text complexity aligns to the critical content
- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

**Example Teacher Techniques for Monitoring for Learning**

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **Use Questioning Sequences** to monitor that students know what content is important

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content
- ☐ When appropriate, responses involve explanatory content specific to their culture

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning**

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

## 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.**

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

<b>Needed</b>	<b>Emergent</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Exemplary</b>
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.  <b>The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.</b>	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.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ☐ Use preview questions before instruction or a teacher-directed activity
- ☐ Use K-W-L strategy, anticipation guide, student brainstorming, preview questions or a variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- ☐ Use digital resources and/or other media to help students make linkages to new content
- ☐ Facilitate identification of previously seen mathematical patterns or structures
- ☐ Use cultural resources to facilitate students making a link from what they know to the new content

**Example Teacher Techniques for Monitoring for Learning**

- ☐ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ **Use Response Methods** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationship between prior content and new content
- ☐ Explain linkages with prior knowledge in individual or group work
- ☐ Make predictions about new content
- ☐ Summarize the purpose for new content
- ☐ Explain how prior standards or learning targets link to the new content
- ☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning**

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

## 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.  <b>The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.</b>	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.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Break content into appropriate chunks
- ☐ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
- ☐ Facilitate group members in summarizing and/or generating conclusions
- ☐ Facilitate recording and representing new knowledge
- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

**Example Teacher Techniques for Monitoring for Learning**

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Discuss, answer questions, and/or generate conclusions about the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language
- ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning**

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ Provide additional resources

## 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.  <b>The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.</b>	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.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Use a sequence of increasingly complex questions (i.e. detail, category, elaboration- inferences, predictions, projections, definitions, generalizations) as it relates to the content (text) with appropriate wait time
- ☐ Ask students to provide evidence (i.e. prior knowledge, textual evidence) for their elaborations
- ☐ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ☐ Model the process of using evidence to support elaboration
- ☐ Model processes and proficiencies to support mathematical elaboration

**Example Teacher Techniques for Monitoring for Learning**

- ☐ **Use a Group Activity** to monitor that students accurately elaborate on content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content
- ☐ **Use Response Methods** to monitor that students accurately elaborate on content
- ☐ **Use Questioning Sequences** to monitor that students accurately elaborate on content

**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 teacher uses a monitoring technique.)

- ☐ Answer detail and category questions about the content
- ☐ Answer elaborative questions about the content and provide evidence to support elaborations
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Discussions and student work 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

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning**

- ☐ Rephrase questions/scaffold questions
- ☐ Modify task
- ☐ Provide additional resources

## 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.**

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

<b>Needed</b>	<b>Emergent</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Exemplary</b>
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.  <b>The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.</b>	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.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Begin lesson with a brief review of previously taught content
- ☐ Use a scaffolding process to systematically show the cumulative nature of the content
- ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Brief summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Warm-up or bell-ringer activity
- ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

**Example Teacher Techniques for Monitoring for Learning**

- ☐ **Use a Group Activity** to monitor that students know the previously taught critical content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- ☐ **Use Response Methods** to monitor that students know the previously taught critical content
- ☐ **Use Questioning Sequences** to monitor that students know the previously taught critical content

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)
- ☐ Explain previously taught concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught processes

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning**

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

## 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.  <b>The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.</b>	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.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Review and model how to execute the skill, strategy, or process
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ☐ Employ “worked examples” or exemplars
- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for purposeful homework that focuses on practice of a skill, strategy, or process

**Example Teacher Techniques for Monitoring for Learning**

- ☐ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Execute or perform the skill, strategy, or process with increased confidence and competence
- ☐ Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
- ☐ Explanation of mental models reveals understanding of the strategy or process
- ☐ Use problem-solving strategies based on their purpose and unique characteristics
- ☐ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions
- ☐ Explain how the use of a problem-solving strategy increased fluency and/or accuracy

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning**

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

## 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.  <b>The desired effect is displayed in the majority of student (51% to 100%) evidence at the taxonomy level of the critical content.</b>	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.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Use comparison, classifying, analogy, and/or metaphor activities to examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

**Example Teacher Techniques for Monitoring for Learning**

- ☐ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Student work on similarities and differences includes student summary of learning (e.g. making conclusions and/or responding to questions) to indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work indicate students have used digital and traditional resources to provide evidence of similarities and differences

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning**

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

## 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.  <b>The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.</b>	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.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debated, inferences)
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives

**Example Teacher Techniques for Monitoring for Learning**

- ☐ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning**

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

## 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.  <b>The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.</b>	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.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- ☐ Guide students to identify alternative ways to execute procedures
- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ☐ Utilize reflection activities to cultivate a growth mindset
- ☐ Prompt students to summarize and defend how their understanding has changed based on new learning
- ☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
- ☐ Guide students in a reflection process

**Example Teacher Techniques for Monitoring for Learning**

- ☐ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Explain what they are clear about and what they are confused about
- ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- ☐ Groups make corrections and/or additions to information previously recorded about content
- ☐ Explain previous errors or misconceptions about content
- ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- ☐ Reflections show clarification in thinking or processing

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning**

- ☐ Reteach or use a new teacher technique
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

## 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.  <b>The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.</b>	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.

**Example Teacher Instructional Techniques**

- ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing a proposition, proposed theory, or hypothesis
- ☐ Ask students to design how they will test and analyze the strength of support for their proposition, theory, or hypothesis
- ☐ Provide prompt(s) for students to experiment with their own thinking
- ☐ Observe, coach, and support productive student struggle and perseverance
- ☐ Coach students as they engage with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support propositions, theories, or hypotheses
  - Navigate digital and traditional resources

**Example Teacher Techniques for Monitoring for Learning**

- ☐ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis
- ☐ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- ☐ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis

**Example Student Evidence of Desired Effect** (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Explain the proposition, theory, or hypothesis they are testing
- ☐ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- ☐ Justify the process used to support the proposition, theory, or hypothesis
- ☐ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
  - Generate conclusions
  - Identify common logical errors
  - Present and support the proposition, theory, or hypothesis
  - Navigate digital and traditional resources
  - Identify how multiple ideas are related

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning**

- ☐ Utilize different coaching/facilitation techniques
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

## 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.  <b>The desired effect is displayed in the majority of students (51% to 90%).</b>	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks)
- ☐ Ask students to provide evidence of and explain their progress toward the learning target
- ☐ Facilitate individual conferences regarding use of data to track progress
- ☐ Use formative measures to chart individual and/or class progress toward learning targets using a performance scale
- ☐ Use formative assessment that reflects awareness of a variety of differences represented in the classroom
- ☐ Use technology to organize and review data
- ☐ Use a variety of assessments to determine students' progress toward the learning target and/or standard

**Example Student Evidence of Desired Effect** (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work.)

- ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook
- ☐ Describe their status relative to learning targets and unit standards (e.g. exit ticket, summary)
- ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
- ☐ Demonstrate autonomy in providing evidence of progress on learning targets

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect**

- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

## 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.  <b>The desired effect is displayed in the majority of students (51% to 90%).</b>	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- ☐ Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- ☐ Celebrate as groups make progress toward learning targets
- ☐ Implement a systematic, ongoing process to provide feedback
- ☐ Use a variety of ways to celebrate progress toward learning targets (not general praise)
  - Show of hands
  - Certificate of success
  - Round of applause
  - Academic praise
  - Digital media
- ☐ Share assessment data with student and student's family

**Example Student Evidence of Desired Effect** (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work.)

- ☐ Use feedback to revise or update work to help meet their learning target
- ☐ Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work)
- ☐ Show signs of pride regarding development of mathematical practices
- ☐ Initiate celebration of individual success, group success, and that of the whole class
- ☐ Surveys indicate students want to continue making progress

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect**

- ☐ Utilize new methods to celebrate success
- ☐ Provide additional opportunities to give feedback

## 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.  <b>The desired effect is displayed in the majority of students (51% to 90%).</b>	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Organize students into pre-planned or ad hoc groups during individual lessons
- ☐ Establish routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provide guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provide guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilize assignments or tasks at the appropriate taxonomy level of content
- ☐ Provide guidance on one or more interpersonal skills, such as
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Use 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
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ 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
- ☐ Take responsibility for the learning of peers and self

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect**

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

## 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.  <b>The desired effect is displayed in the majority of students (51% to 90%).</b>	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Involve students in designing classroom routines and procedures to develop a student-centered classroom
- ☐ Use classroom meetings to review and process rules and procedures to ensure adherence
- ☐ Remind students of rules and procedures
- ☐ Ask students to restate or explain rules and procedures
- ☐ Provide cues or signals when a rule or procedure should be used
- ☐ Recognize potential sources of disruption and deal with them immediately
- ☐ Consistently exhibit “withitness” behaviors
- ☐ Recognize and/or acknowledge students or groups who follow rules and procedures
- ☐ Organize 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 clear routines during class
- ☐ Explain and/or model classroom rules and procedures
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Recognize and comply with cues and signals by the teacher
- ☐ Self-regulate behavior while working individually and in groups
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Move purposefully about the classroom and efficiently access materials

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect**

- ☐ Modify rules and procedures
- ☐ Seek additional student input
- ☐ Reorganize physical layout of the classroom

## 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.  <b>The desired effect is displayed in the majority of students (51% to 90%).</b>	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

## Optional Evidence

**Example Teacher Instructional Techniques**

- ☐ Take action or use specific strategies to re-engage students
- ☐ Use academic games
- ☐ Manage response rates
- ☐ Use physical movement
- ☐ Maintain a lively pace
- ☐ Demonstrate intensity and enthusiasm for the content
- ☐ Use friendly controversy
- ☐ Provide opportunities for students to talk about themselves as it relates to the content
- ☐ Present 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 the engagement strategy increases engagement
- ☐ Student-centered tasks and processes produce high levels of engagement
- ☐ Engage in the critical content with enthusiasm
- ☐ Actions show students are motivated and/or inspired by the teacher's engagement strategies
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are engaged in the critical content

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect**

- ☐ Vary engagement technique
- ☐ Reorganize groups
- ☐ Modify task
- ☐ Utilize peer resources
- ☐ Vary resources

## 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.  <b>The desired effect is displayed in the majority of students (51% to 90%).</b>	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

### **Example Teacher Instructional Techniques**

- ☐ Encourage students to share their thinking, input, and perspectives
- ☐ Relate content-specific knowledge to students' lives
- ☐ Use students' interests to highlight or reinforce interpersonal skills (e.g. cultivating a growth mindset)
- ☐ Compliment students regarding academic and personal accomplishments
- ☐ Engage in conversations with students about events in their lives outside of school
- ☐ When appropriate, use humor and/or playful dialogue with students
- ☐ Permit opportunities for students to demonstrate perseverance
- ☐ Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact)
- ☐ Remain calm and objective in response to inflammatory situations or student misconduct

**Example Student Evidence of Desired Effect** (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work.)

- ☐ Contribute to a positive classroom community through interactions with peers
- ☐ Demonstrate willingness to engage in discussion and answering questions in class
- ☐ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- ☐ Respond positively to verbal and/or nonverbal interactions with the teacher
- ☐ Readily share their perspectives and thinking with the teacher
- ☐ Describe their teacher as respectful and responsive to the specific needs of each student

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect**

- ☐ Seek additional input from students
- ☐ Seek additional resources for self and students
- ☐ Utilize peer resources

## 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.  <b>The desired effect is displayed in the majority of students (51% to 90%).</b>	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

**Example Teacher Instructional Techniques**

- ☐ Use methods to ensure each student is held responsible for participation in classroom activities
- ☐ Ask all levels of questions of each student at the same rate and frequency
- ☐ Probe each student to correct inaccurate answers and to provide evidence of their conclusions
- ☐ Chart questioning patterns to ensure each student is asked questions with the same frequency
- ☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- ☐ Does not allow negative or sarcastic comments about any student
- ☐ Identify students for whom expectations are different and the various ways in which these students have been treated differently
- ☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ☐ Require perseverance and productive struggle in solving problems and overcoming obstacles

**Example Student Evidence of Desired Effect** (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work.)

- ☐ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- ☐ Treat each other with care and respect
- ☐ Actions show students avoid negative thinking about personal thoughts and actions
- ☐ Take risks by offering incorrect or alternative answers
- ☐ Participate in classroom activities and discussions
- ☐ Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles

**Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect**

- ☐ Modify questioning techniques and patterns
- ☐ Reorganize seating patterns and groups
- ☐ Reflect on student interactions and change teacher behaviors

**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: Maintaining Expertise in Content and Pedagogy

**Focus Statement:** Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

**Desired Effect:** Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

**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)	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process (B1f)	

Needed	Emergent	Proficient	Accomplished	Exemplary
<b>Makes no attempt</b> to deepen knowledge in content area and classroom instructional strategies.	<b>Attempts</b> to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies <b>and provides evidence of developing expertise in content area and classroom instructional strategies.</b>	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

### Optional Evidence

#### Example Teacher Evidence

- ☐ Participate in professional development opportunities
- ☐ Demonstrate content expertise and knowledge in the classroom
- ☐ Consistently implement instructional elements at or above the teacher's demonstrated competency level
- ☐ Engage with mentors from subject area experts or highly effective teachers
- ☐ Actively seek help and input from appropriate school personnel to address issues that impact instruction
- ☐ Demonstrate a growth mindset and/or seeks feedback
- ☐ Implement a deliberate practice or professional growth plan
- ☐ Identify new ways to improve student achievement
- ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Reflect on how teacher observational data is correlated to student achievement data
- ☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- ☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

## 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

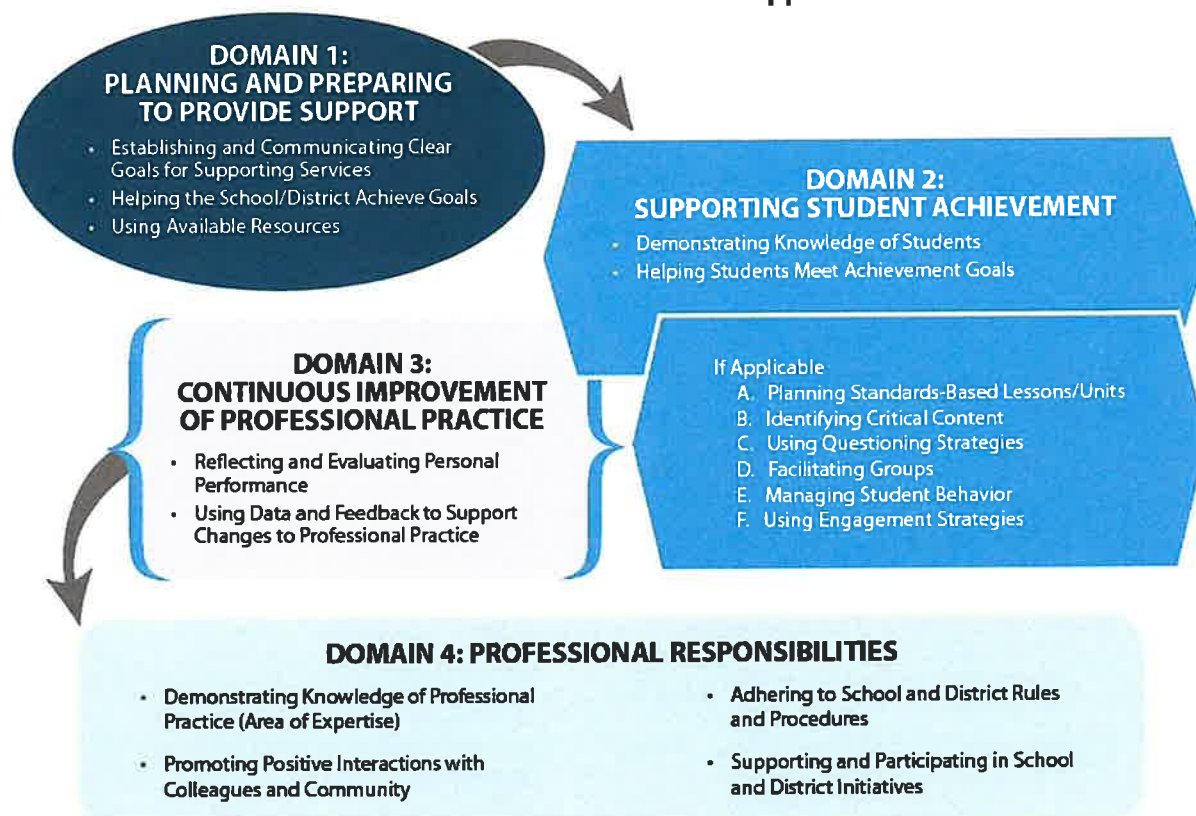
- ☐ Contribute and share expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ Actively participate in Professional Learning Community meetings
- ☐ Serve as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom 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

## Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

*In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.*



### Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model



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## 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.

## Optional Evidence

### Example Instructional Support Member Evidence

- ☐ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school
- ☐ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals
- ☐ Communicates goals to appropriate school or district personnel
- ☐ References and updates goals and plan for support throughout the year
- ☐ Goals confirm knowledge consistent with professional area of responsibility
- ☐ Data are used in the planning and goal setting process
- ☐ Elicits input from school regarding needed services and support
- ☐ Updates records (e.g. data bases, data notebook) to track progress towards implementation of goals and services

### Example Implementation Evidence

- ☐ Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district
- ☐ Explains how goals support and align with school and/or district goals
- ☐ Explains how their actions and/or activities relate to the goals
- ☐ Artifacts support clear communication of goals

**Student** is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

**School/District** is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

## 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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## Element: Using Available Resources

**Focused Statement:** Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

**Desired Effect:** The use of available resources provides supporting services to the school/district.

**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)	
	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 (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district <i>and</i> monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

## 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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## Domain 2: Supporting Student Achievement

### Element: Demonstrating Knowledge of Students

**Focus Statement:** Instructional support member demonstrates knowledge of the specific needs of students in the school/district.

**Desired Effect:** Instructional support member provides appropriate services to support the specific needs of students in the school/district.

**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 (0)	Emergent (1)	Proficient (2)	Accomplished (3)	Exemplary (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Demonstrates knowledge of the specific needs of students in the school/district.	Demonstrates knowledge of the specific needs of students in the school/district <i>and</i> monitors if services appropriately support the specific needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the specific needs of students in the school/district.

## 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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## Element: Helping Students Meet Achievement Goals

**Focus Statement:** Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

**Desired Effect:** Barriers are removed to help students meet achievement 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
	Uses diagnostic student data to plan lessons (A1e)	
	Conveys high expectations to all students (A2c)	
	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)	
	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)	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	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)	
	Shares the importance and outcomes of student assessment data with the student and student's parents/caregiver(s) (A4e)	

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.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement <i>and</i> monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

## 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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## Element: Planning Standards-Based Lessons/Units (If Applicable)

**Focus Statement:** Using established content standards, the instructional support member/teacher plans rigorous units with learning targets that demonstrates a progression of learning. A performance scale may be utilized.

**Desired Effect:** Instructional support member provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets.

**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)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	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)	

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.	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 targets <i>and</i> the impacts on student learning.

## 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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**Element: Identifying Critical Content**  
*(If Applicable)*

**Focus Statement:** Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

**Desired Effect:** Students can identify critical versus non-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
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

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.	Identifies critical content in a lesson or activity to which participants should pay particular attention, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence.	Identifies critical content in a lesson or activity to which participants should pay particular attention.  The desired effect is displayed in the majority of student (51% to 90%) evidence.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

## 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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**Element: Using Questioning Strategies**  
(If Applicable)

**Focus Statement:** Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

**Desired Effect:** 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
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Employs questioning that promotes critical thinking (A3f)	

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 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.	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.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

## 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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**Element: Facilitating Groups**  
(If Applicable)

**Focus Statement:** Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

**Desired Effect:** 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
	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.	Organizes students into appropriate groups to facilitate the learning 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 learning of content.  The desired effect is displayed in the majority of student (51% to 90%) evidence.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

## 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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**Element: Managing Student Behavior**  
(If Applicable)

**Focus Statement:** Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

**Desired Effect:** 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)	
	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 (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 classroom rules and procedures that facilitate students working cooperatively and acknowledge 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 acknowledge students who adhere to rules and procedures.  The desired effect is displayed in the majority of student (51% to 90%) evidence.	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence.

## 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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## Element: Using Engagement Strategies (If Applicable)

**Focus Statement:** Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

**Desired Effect:** Students engage or re-engage with content 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 (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 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 student (51% to 90%).	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the students.

## 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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