

December 18, 2006

Commissioner John Winn  
Office of the Commissioner  
Turlington Building, Suite 1514  
Tallahassee, FL 32399

Dear Commissioner Winn,

Please accept Jackson County School District's draft STAR Plan submitted December 8th as our formal submittal. This plan was developed jointly between the School District of Jackson County and the Jackson County Educators Association (JCEA). This plan was approved by the Jackson County School Board on December 5, 2006. The Jackson County School Board and the executive leadership of the Jackson County Educators Association have reached tentative agreement on this plan. The plan will be presented to the JCEA membership on January 3, 2007 for ratification. I appreciate the assistance that has been provided by the Florida Department of Education in developing this plan, especially Ms. Kathy Hebda.

Questions related to the development and implementation of the Jackson County School District STAR plan may be directed to:

Linda Cox, Director of Elementary Education or  
H. Larry Moore, Deputy Superintendent  
Jackson County School District  
P.O. Box 5958  
Marianna, FL 32446

Sincerely,

Daniel G. Sims, Superintendent

C: Chancellor Cheri Yecke  
Deputy Chancellor Pam Stewart  
Kathy Hebda

# DRAFT

## Jackson County School District's STAR Plan Special Teachers are Rewarded

Jackson County School District instructional personnel shall be included in the District STAR Plan for consideration of eligibility for a one-time STAR bonus. Jackson County School District eligible instructional personnel are **Pre-K ESE**, K-12 staff members whose function includes direct instruction or direct support in the learning process of students. For consideration in the STAR Plan, a teacher must have been a full-time member of the instructional staff during the 2006-07 School Year for a minimum of 99 days.

To be eligible to receive a STAR bonus awardees can receive no more than one "satisfactory" rating on all categories of the Performance Appraisal Instrument, unless the satisfactory rating is in the area of student achievement. **In the event a teacher's student achievement rating is satisfactory or less, the teacher will be considered ineligible to receive a STAR bonus.** Teachers who receive unsatisfactory or needs improvement on any of the categories of the Performance Appraisal Instrument will be ineligible for the STAR Bonus.

This plan provides awards for the top 25% of the elementary school level instructional personnel district-wide (K-5), the top 25% middle school level instructional personnel district-wide (6-8) and the top 25% of high school level instructional personnel district-wide (9-12). An application is not required from any K-12 teacher. Bonus awards equal to 5% of the *individual's* base salary will be encumbered no later than June 30, 2007, provided that no more than 75% of district's instructional personnel receive below satisfactory ratings. **Teachers may receive only one 5% bonus.**

Any additional STAR funds received by the Jackson County School Board as the result of remaining funds or a possible Florida Department of Education recalculation after April 1, 2007 will be used to continue to provide 5% bonuses to school level instructional personnel beyond the top 25% **by percentile through all instructional groups**. At the point additional bonuses have been paid and funds still remain, funds will be divided equally among the qualifying recipients.

The primary determining category (50%) for awarding classroom teacher bonuses will be based on improvement in student achievement. Assessments to determine improved student achievement will be:

**Galileo / Portfolio Assessment - Pre-Kindergarten ESE**

DIBELS (1<sup>st</sup> Assessment/3<sup>rd</sup> Assessment) - *Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers*

FCAT Reading - *Reading, Language Arts - Teachers 4 & 5*

FCAT Reading & FCAT Math - *Reading & Math - Teachers Grades 4 - 8*

FCAT Reading & End of Course Exams - *Science & Social Studies Teachers Grades 4 & 5*

(Note: For teachers who teach only Science and Social Studies at the 4<sup>th</sup> and 5<sup>th</sup> grade level)

FCAT Reading - *Reading, Language Arts, Science, Social Studies Teachers Grades 6- 10*

FCAT Math - *Mathematics Teachers - Grades 4 - 10*

Norm Referenced Reading Test - *Reading, Lang Arts, Science, Social Studies, Math Teachers - Grades 11 - 12*

Alternate Assessment - *Non FCAT ESE Teachers*

FCAT Reading Scores and Content Area Tests - *Art, Music, Physical Education, Foreign Language, Career and Technical Teachers, other similar positions*

FCAT Reading - *Reading Coaches, Computer Lab Teachers, Remediation Teachers, Speech Therapists, Technology Coordinators, Guidance Counselors, Curriculum Specialists,*

*Resource Teachers, Career Specialists, Media Specialists, other similar positions*

ESE District-Wide FCAT Reading – *ESE Specialists*

*(Note: Student achievement data will be collected from the students with whom the ESE Staffing Specialists spend the most of their instructional time.)*

(Further explanation is provided in Appendixes A, B, and C)

Other categories that will be considered for the remaining 50% are:

Planning & Preparation	Intervention & Direct Services
Climate & Learning Environment	Collaboration
Administration & Management	Staff Development
Assessment & Evaluation	Professional Responsibilities

(Further explanation is provided in Appendixes D and E)

Rating codes for Jackson County School District’s instructional evaluation instruments are:

***Outstanding, High Performing, Satisfactory, Needs Improvement, Unsatisfactory***

#### **RATING CODE DEFINITIONS**

The Jackson County School District expects competent and professional work from its employees. Such work should improve over time. The employee and supervisor should discuss the level of performance that is expected for each competency. In determining the expected performance level, the requirements of the position and the employee experience must be considered. The number of the essential performance indicators documented for each job context service category will determine the appropriate rating code.

- A. Outstanding:** Indicates performance that consistently goes beyond the requirements of the position and the level of performance commensurate with the experience.
- B. High Performing:** Indicates performance that exceeds the requirements of the position and the level of performance commensurate with the experience of the incumbent.
- C. Satisfactory:** Indicates performance that adequately meets the requirements of the position and the level of performance commensurate with the experience of the incumbent.
- D. Needs Improvement:** Indicates performance that requires additional attention to ensure an accepted level of proficiency. Further, this performance is not characteristic of the requirements for the position and experience of the employee.
- E. Unsatisfactory:** Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the incumbent.

The comment sections of the evaluation instruments are provided for specific feedback and comments about an employee’s performance. These sections are intended to be used to identify performance needs to be improved and to recognize performance that is considered high performing or outstanding.

# Plan for Determining Improved Student Achievement

Student achievement will only be based on data of students enrolled during student *FTE* surveys 2 and 3. FCAT scores from the previous year in reading and mathematics must be available when FCAT scores are used to determine improved student achievement. Improved student achievement of ESE students who do not take FCAT/Stanford 10 or DIBELS will be determined by alternate assessment. Target student groups will be determined when the STAR plan is approved by the Florida Board of Education and ratified by the Jackson County Education Association.

## Pre-Kindergarten ESE Pre-K ESE Galileo / Portfolio Assessment

### Grades K-3 (Core/ESE)

**Kindergarten, 1<sup>st</sup> 2<sup>nd</sup> & 3<sup>rd</sup> Teachers** DIBELS 1<sup>st</sup> Assessment & 3<sup>rd</sup> Assessment

*Plans for determining improved student achievement for the 2007-08 SY are to utilize Stanford 10 for determining improved student achievement in grades 1–2. DIBELS will continue to be used in determining improved student achievement of Kindergarten students. Improved student achievement for 3<sup>rd</sup> grade will be determined by using the conversion chart for Stanford 10 and FCAT.*

### Grades 4-5 (Core/ESE)

**Reading/Language Arts/Math** FCAT Reading & FCAT Math  
(Note: For teachers who teach Reading and/or Language Arts, and Math at the 4<sup>th</sup> and 5<sup>th</sup> grade level)

**Reading/Language Arts** FCAT Reading  
(Note: For teachers who teach Reading and/or Language Arts at the 4<sup>th</sup> and 5<sup>th</sup> grade level)

**Math** FCAT Math  
(Note: For teachers who teach only Mathematics at the 4<sup>th</sup> and 5<sup>th</sup> grade level)

**Social Studies** FCAT Reading & End of Course Exam  
(Note: For teachers who teach Social Studies only at the 4<sup>th</sup> and 5<sup>th</sup> grade level)

**Science** FCAT Reading & End of Course Exam  
(Note: For teachers who teach Science only at the 4<sup>th</sup> and 5<sup>th</sup> grade level)

(Note: FCAT Scores from 2005-06 will be used for baseline data to determine improved student achievement. Students without these scores will not be considered in determining improved student achievement of a group.)

**For teachers who teach Reading/Language Arts and/or Math for the majority of the day, FCAT scores will be used to determine improved student achievement.**

### Grades 6-8 (Core/ESE)

**Reading/Language Arts/Math** FCAT Reading & FCAT Math  
(Note: For teachers who teach Reading and/or Language Arts, and Math at the 6<sup>th</sup> through 8<sup>th</sup> grade level)

**Reading/Language Arts** FCAT Reading  
(Note: For teachers who teach Reading and/or Language Arts at the 6<sup>th</sup> through 8<sup>th</sup> grade level)

**Math** FCAT Math  
(Note: For teachers who teach Math at the 6<sup>th</sup> through 8<sup>th</sup> grade level)

**Social Studies** FCAT Reading  
(Note: For teachers who teach Social Studies only at the 6<sup>th</sup> through 8<sup>th</sup> grade level)

**Science** FCAT Reading  
(Note: For teachers who teach Science only at the 6<sup>th</sup> through 8<sup>th</sup> grade level)

(Note: FCAT Scores from 2005-06 will be used for baseline data to determine improved student achievement. Students without these scores will not be considered in determining improved student achievement of a group.)

**For teachers who teach Reading/Language Arts and/or Math for the majority of the day, FCAT scores will be used to determine improved student achievement.**

### **Grades 9-10 (Core/ESE)**

<b>Reading/Language Arts</b>	FCAT Reading
<b>Math</b>	FCAT Math
<b>Social Studies</b>	FCAT Reading
<b>Science</b>	FCAT Reading

(Note: FCAT Scores from 2005-06 will be used for baseline data to determine improved student achievement. Students without these scores will not be considered in determining improved student achievement of a group.)

### **Grades 11-12 (Core/ESE)**

**Reading/Language Arts, Math, Social Studies, & Science  
Stanford 10 Reading Assessment Test**

**Grade 11 & 12** Stanford 10 Reading assessment and content area exams will be administered no later than May 2007. The most current FCAT Reading NRT scores will provide baseline data for determining improved student achievement.

Test security and test administration will follow similar guidelines as those used with FCAT and other Norm Referenced Tests.

### **K-12 ESE**

ESE teachers will follow the same guidelines as those listed above for basic teachers. However, evaluation of student achievement for ESE teachers whose total student population is measured through alternate assessment will be based on student performance measured through the alternate assessment.

(Further explanation is provided in Appendixes A, B, and C)

## **Non-Core Academic Personnel**

Evaluation of student achievement for **art, music, physical education, foreign language, career/technical**, and similar instructional positions will be based on content area and standardized assessments. Student content area assessments will constitute 50% of the student performance category of the instructional assessment. FCAT Reading scores measuring improved student achievement will constitute another 50% of the student performance category of the instructional assessment. FCAT Scores from 2005-06 will be used for baseline data to determine improved student achievement. Students without these scores will not be considered in determining improved student achievement of a group. Other reading assessments will be used for students not assessed by FCAT. Each teacher will be assigned an effectiveness value based on the State of Florida or a district developed value table for the students assigned to their classroom(s) whose learning they impact. The final effectiveness value score for each teacher will be determined by an average of the effectiveness value score for reading assessment and the effectiveness value score for content area assessment. For teachers who teach multiple grade level groups (Elementary, Middle, High) the grade level group with the largest enrollment will be targeted.

## **Elementary, Middle, & High School**

### **Art, Music, Career/Technical, Foreign Language, Physical Education & Other Similar Positions**

– Reading assessment / content area exam

(Note: Value table scores for reading and value table scores for content area exams will be based on students assigned to the teacher. The final effectiveness value score for each teacher will be determined by an average of the effectiveness value scores for reading assessments and the effectiveness value scores for content area assessments.)

For 2006-07 school year, in the absence of pre-test data for non-core academic subjects, the most recent FCAT reading scores will be used as pre-test and end of course data from non-core academic subjects will be used as post-tests to measure improved student achievement for the purpose of evaluating non-core academic teachers in grades 4 - 12. All content area post-tests will be administered no later than May 2007.

Non-core academic teachers will use district developed and/or selected end of course exams. Test questions will be linked to the Sunshine State Standards and Curriculum Frameworks for the individual courses. Test security and test administration will follow similar guidelines as those used with FCAT and other Norm Referenced Tests.

## **Other Instructional Personnel**

100% of the student performance category for **media, career and curriculum specialists, reading coaches, technology coordinators, guidance counselors, speech therapists, computer lab teachers, resource teachers, reading remediation teachers** and similar positions will be based on reading scores (FCAT, Stanford 10 and/or DIBELS) *of the students with whom they spend their instructional time*. For schools with multiple grade level groups (Elementary, Middle, High) the grade level group with the largest enrollment will be targeted.

100% of the student performance category for **ESE staffing specialists** will be based on reading scores that measure improved student achievement. Student achievement data will be collected from the students with whom the ESE Staffing Specialists spend the most of their instructional time.

## **Plan for Determining Top 25% (STARS)**

This plan provides awards for the top 25% of the elementary school level instructional personnel district-wide (K-5), the top 25% middle school level instructional personnel district-wide (6-8) and the top 25% of high school level instructional personnel district-wide (9-12). An application is not required from any K-12 teacher.

Within each grade level group (elementary, middle and high) the instructional personnel will be divided into instructional groups based on their individual assignment.

### **Elementary**

The instructional groups include:

- \* Reading, Mathematics, Science, Social Studies
- \* Art, Music, Physical Education, Computer Lab Teachers who grade students and other similar positions
- \* **Pre-K-12** ESE Academic teachers, ESE Staffing Specialists, Remediation Teachers and Speech Therapists
- \* Reading Coaches, Computer Lab Teachers who do not grade students, Technology Coordinators, Guidance Counselors, Curriculum Specialists, Resource Teachers, Media Specialists, and similar instructional positions

### **Middle Grades**

The instructional groups include:

- \* Reading, Mathematics, Science, Social Studies
- \* Art, Music, Physical Education, Career/Technical, Foreign Language, Computer Lab Teachers who grade students and other similar positions
- \* ESE Academic teachers, ESE Staffing Specialists, Remediation Teachers and Speech Therapists
- \* Reading Coaches, Computer Lab Teachers who do not grade students, Technology Coordinators, Guidance Counselors, Career Specialists, Curriculum Specialists, Resource Teachers, Media Specialists, and similar instructional positions

### **High School**

The instructional groups include:

- \* Reading, Mathematics, Science, Social Studies
- \* Art, Music, Physical Education, Career/Technical, Foreign Language, Computer Lab Teachers who grade students and other similar positions
- \* ESE Academic teachers, ESE Staffing Specialists, Remediation Teachers and Speech Therapists
- \* Reading Coaches, Computer Lab Teachers who do not grade students, Technology Coordinators, Guidance Counselors, Career Specialists, Curriculum Specialists, Resource Teachers, Media Specialists, and similar instructional positions

All student achievement data used as pretest and posttest measures of achievement will be converted using a value table. The state developed FCAT value table will be used for FCAT achievement data. District developed value tables will be developed for DIBELS, norm referenced test data and district developed tests.

Each teacher will be assigned an effectiveness value based on the State of Florida or a district developed value table for the students assigned to their classroom(s) whose learning they impact.

The value table structure is based on the likelihood that student increases in achievement levels will occur. Teachers receive points for moving a student up a level. More points are received when a student is increased more than one level. Points are also awarded for maintaining levels 2 or higher. A small number of points are granted for students in level 5 who decrease to level 4 and for increasing achievement of level 1 students. Points are deducted for students in levels 4 or below who decrease in level.

District developed and/or selected examination scores will be converted to a level using the following table. A value table will then be created for all district-developed instruments.

	Percent Correct					
	Level 1 A	Level 1 B	Level 2	Level 3	Level 4	Level 5
All Grade Levels	0-49%	50-59%	60-69%	70-79%	80-89%	90-100%

School wide effectiveness values will be developed for teachers who are responsible for the entire student body, such as guidance and media specialists. Using FCAT data, an effectiveness value will be developed for the entire school using the same procedures that will be used for teachers with assigned students. Non-core curriculum teachers will have an effectiveness value that places half the value on their students' reading scores and half the value on student scores on content area exams.

**Pre-K ESE**

- Galileo value table will be used for all Pre-K ESE teachers.

**Grades K - 5**

- The DIBELS value table will be used for all basic teachers, grades K-3.
- The reading FCAT value table and the math FCAT value table will be used for all basic teachers, grades 4 – 5 that teach reading and mathematics. (Note: *The overall effectiveness value score will be the average of the reading and math value tables.*)
- The reading FCAT value table will be used for all basic teachers, grades 4 – 5 that teach only reading and/or language arts.
- The math FCAT value table will be used for all basic teachers, grades 4 – 5 that teach only mathematics.
- The reading FCAT value table and end of course exam value table will be used for teachers who teach science and social studies in grades 4 & 5
- DIBELS value table scores and/or FCAT reading value table scores and value table scores for content area exams for K through 5<sup>th</sup> grade students will

be used for Art, Music, and Physical Education teachers. The final effectiveness value score for each teacher will be determined by an average of the effectiveness value score for reading assessment and the effectiveness value score for content area assessment.

- The DIBELS value table and/or the reading FCAT value table will be used for media specialists, curriculum specialists, technology coordinators, guidance counselors, speech therapists, computer lab teachers, resource teachers, reading remediation teachers, and similar positions. (Note: *When using both the reading FCAT value table and the DIBELS value table the final effectiveness value score will be determined by an average of the effectiveness value score for FCAT and DIBELS.*)
- The reading FCAT value table and/or the DIBELS value table and/or the alternate assessment value table will be used for the ESE staffing specialists

### **Grades 6 – 10**

- The reading FCAT value table will be used for all basic teachers, grades 6–10, except those who are assigned to teach mathematics courses. Reading is taught in all areas of the curriculum and each teacher is responsible for reading.
- The math FCAT value table will be used for all basic teachers, grades 6-10, who are assigned to teach mathematics courses.
- The math FCAT value table and the reading FCAT value table will be used for all basic teachers in grades 6 – 10 who are assigned to teach reading and mathematics. (Note: *The overall effectiveness value score will be the average of the reading and math value tables.*)
- The effectiveness value will be based on all students with pretest and posttest achievement data.
- The reading FCAT value table scores and value table scores for content area exams will be used for Art, Music, Physical Education, Career/Technical, Foreign Language, and other similar positions. The final effectiveness value score for each teacher will be determined by an average of the effectiveness value score for reading assessment and the effectiveness value score for content area assessment.
- The reading FCAT value table will be used for media specialists, career specialists, curriculum specialists, technology coordinators, guidance counselors, speech therapists, computer lab teachers, resource teachers, reading remediation teachers, and similar positions.
  - The reading FCAT value table and/or the alternate assessment value table will be used for the ESE staffing specialists.

### **Grades 11-12**

- The Stanford 10 NRT value table will be used for core academic teachers in grades 11 and 12.
- The reading FCAT value table scores and value table scores for content area

exams will be used for Art, Music, Physical Education, Career/Technical, Foreign Language, and other similar positions. The final effectiveness value score for each teacher will be determined by an average of the effectiveness value score for reading assessment and the effectiveness value score for content area assessment.

- The reading FCAT value table will be used for media specialists, career specialists, curriculum specialists, technology coordinators, guidance counselors, speech therapists, computer lab teachers, resource teachers, reading remediation teachers, and similar positions.
- The reading FCAT value table and/or the alternate assessment value table will be used for the ESE staffing specialists.

### **K-12 ESE**

ESE teachers will follow the same guidelines as those listed above for basic teachers. However, evaluation of student achievement for ESE teachers whose total student population is measured through alternate assessment will be based on student performance measured through the alternate assessment. For these teachers the alternate assessment value table will be used.

Rank order of teachers will be based on the effectiveness value of student achievement. A high score indicates a more effective teacher than does a low score. Percentile ranks will be determined for each group of teachers by graded level group (Elementary, Middle or High School) and instructional group within the graded level group.

The overall rating a teacher receives will be determined by the total number of points on the performance appraisal instrument. The final determination of the top 25% will be based on a combination of all points earned in each of the nine Job Context Categories of the Instructional Performance Appraisal Instrument.

## **Star Appeal Committee**

Members of the STAR committee will be authorized to review written appeals submitted from any instructional employee. This Committee shall be composed of 5 members of JCEA appointed by their President and 5 administrators appointed by the Superintendent. If after the top twenty five percent STAR recipients are identified and an employee believes that for some reason, related to improved student achievement, he/she should be identified as a top twenty five percent STAR teacher then an appeal must be made to the committee. Appeals to the committee must be made in writing no more than thirty (30) days after STAR teachers are notified, with sufficient documentation to assist the committee in reaching a decision.

The committee must render an opinion in writing no later than thirty (30) days after receipt of appeal.

**Jackson County School Board  
STAR Improved Student Achievement Matrix**

Basic & ESE Teacher/Course	Assessment to Determine Improved Student Achievement	
	Pre-test	Post-test
<b>Pre-K ESE</b>	<b>Galileo / Portfolio</b>	<b>Galileo / Portfolio</b>
Kindergarten, 1st, 2nd and 3rd	DIBELS 1st Assessment	DIBELS - 3rd Assessment
4th & 5th Reading / Language Arts/ Math	05-06 FCAT Reading / 05-06 FCAT Math	06-07 FCAT Reading / 06-07 FCAT Math
4th & 5th Reading / Language Arts	05-06 FCAT Reading	06-07 FCAT Reading
4th & 5th Math	05-06 FCAT Math	06-07 FCAT Math
4th & 5th Social Studies	05-06 FCAT Reading	06-07 FCAT Reading & End of Course Exam
4th & 5th Science	05-06 FCAT Reading	06-07 FCAT Reading & End of Course Exam
6th - 8th Reading / Language Arts/ Math	05-06 FCAT Reading / 05-06 FCAT Math	06-07 FCAT Reading / 06-07 FCAT Math
6th - 8th Reading / Language Arts	05-06 FCAT Reading	06-07 FCAT Reading
6th - 8th Math	05-06 FCAT Math	06-07 FCAT Math
6th - 8th Social Studies	05-06 FCAT Reading	06-07 FCAT Reading
6th - 8th Science	05-06 FCAT Reading	06-07 FCAT Reading
9th - 10th Reading / Language Arts	05-06 FCAT Reading	06-07 FCAT Reading
9th - 10th Math	05-06 FCAT Math	06-07 FCAT Math
9th - 10th Social Studies	05-06 FCAT Reading	06-07 FCAT Reading
9th - 10th Science	05-06 FCAT Reading	06-07 FCAT Reading
11th Reading / Language Arts / Math / Social Studies / Science	Most current FCAT Reading NRT	Stanford 10 Reading & End of Course Exam
12th Reading / Language Arts / Math / Social Studies / Science	Most current FCAT Reading NRT	Stanford 10 Reading & End of Course Exam
<b>Non-FCAT ESE</b>	<b>Pre-test</b>	<b>Post-test</b>
Non-FCAT ESE Teachers	Alternate Assessment	Alternate Assessment

Appendix D  
JACKSON COUNTY SCHOOL DISTRICT  
Instructional Personnel Performance Appraisal Instrument

Name: \_\_\_\_\_

Position: **TEACHER**

School/Department: \_\_\_\_\_

School Year: \_\_\_\_\_

**Directions:** Administrators complete this form as the culminating activity of the District's Instructional Personnel Performance Appraisal System. Each job context category is given a rating. The ratings from each category are combined to give an overall composite rating that is used to arrive at the overall rating. The district expects competent and professional work from its employees. Such work should improve over time. The employee and supervisor should discuss the level of performance that is expected for each competency.

- A) **Outstanding:** Indicates performance that consistently goes beyond the requirements of the position and the level of performance commensurate with the experiences of the incumbent. If this category is used, there must be specific comments and examples.
- B) **High Performing:** Indicates performance that exceeds the requirements of the position and the level of performance commensurate with the experience of the incumbent.
- C) **Satisfactory:** Indicates performance that adequately meets the requirements of the position and the level of performance commensurate with the experience of the incumbent.
- D) **Needs Improvement:** Indicates performance that required additional attention to ensure an accepted level of proficiency. Further, this performance is not characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. If an overall evaluation needs improvement, it is the responsibility of the evaluator to inform his/her supervisor.
- E) **Unsatisfactory:** Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the incumbent. If this category is used, there must be written support regarding how performance is to be improved. If an overall evaluation is that of unsatisfactory, it is the responsibility of the evaluator to inform his/her supervisor.

The comment sections of all evaluation instruments are provided for specific feedback and comments about an employee's performance. These sections are to be used to identify performance that needs to be improved and to recognize performance that is considered high performing or outstanding.

**OVERALL RATING**

The overall rating a teacher receives will be determined by the total number of points on the performance appraisal instrument.

**Outstanding (500 - 475 pts)\_\_\_\_\_ High Performing (470 - 405 pts)\_\_\_\_\_ Satisfactory (400 - 320 pts) \_\_\_\_\_**  
**Needs Improvement (315 - 175 pts)\_\_\_\_\_ Unsatisfactory (less than 175 pts )\_\_\_\_\_**

Comments of Evaluator: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signature of Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Comments of Evaluatee: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This evaluation has been discussed with me: Yes \_\_\_\_\_ No \_\_\_\_\_

**Signature of Evaluatee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Signature denotes only that the teacher has received a copy of the evaluation report and does not signify agreement)

Appendix D  
**JACKSON COUNTY SCHOOL DISTRICT**  
**TEACHER**  
 Instructional Performance Appraisal

Name: \_\_\_\_\_

School/Department: \_\_\_\_\_ School Year: \_\_\_\_\_

Job Context Service Category – <b>I. PERFORMANCE OF STUDENTS</b> (Effectiveness value rating based on improved student achievement)			Essential Performance Indicators
Rating Code (Circle Choice)	Effectiveness Value Rating	Source Code (Circle all that apply)	
Outstanding "250"	75% - 100% (Top 25%)	A. FCAT Reading	Ensure that student growth/achievement is continuous and appropriate for age group, subject area, and/or student program classification.  The value table structure will determine the rank order of the teacher's effectiveness value. The teacher's effectiveness value will be applied to the percentages to determine each individual teacher's rating code.
High Performing "200"	55% - 74%	B. FCAT Math	
Satisfactory "150"	40% - 54%	C. DIBELS	
Needs Improvement "100"	26% - 39%	D. Stanford 10	
Unsatisfactory "50"	0% - 25%	E. Alternate Assessment	
		F. Content Area Evaluation	

**COMMENTS:**

Job Context Service Category – <b>II. PLANNING / PREPARATION</b>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "35"	9	A. Direct Documentation	<ol style="list-style-type: none"> <li>1. Create or select long-range plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities.</li> <li>2. Define goals and objectives for unit and daily plans.</li> <li>3. Sequence content and activities appropriately.</li> <li>4. Identify specific intended learning outcomes that are challenging, meaningful and measurable.</li> <li>5. Revise plans based on student needs.</li> <li>6. Plan and prepare a variety of learning activities considering individual culture, learning styles, special needs, and socioeconomic background.</li> <li>7. Develop or select instructional activities that foster active involvement of students in the learning process, including the use of technology.</li> <li>8. Plan and prepare lessons and instructional strategies that support the school improvement plan and the District mission.</li> <li>9. Select, develop, modify and/or adapt materials and resources that support learning objectives and address students' varying learning styles, backgrounds, and special needs.</li> </ol>
High Performing "30"	7-8	B. Indirect Documentation	
Satisfactory "25"	5-6	C. Training Programs Competency Acquisition	
Needs Improvement "15"	3-4	D. Instructional Personnel Provided	
Unsatisfactory "0"	0-2	E. Confirmed Observation	

**COMMENTS:**

Appendix D

Job Context Service Category – <b>III. CLIMATE / LEARNING ENVIRONMENT</b>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "40"	10	A. Direct Documentation	10. Begin class without delay. 11. Establish and maintain a positive, organized, and safe learning environment. 12. Provide a positive environment in which students are encouraged to be actively engaged in the learning process. 13. Maintain a clean, attractive learning environment. 14. Maintain academic focus by using a variety of motivational techniques. 15. Establish and use behavior management techniques that are appropriate and effective. 16. Establish routines and procedures and work with students on consistently following them. 17. Create a learning climate that is challenging yet non-threatening. 18. Maintain instructional momentum with smooth and efficient transitions from one activity to another. 19. Establish appropriate testing environment and ensure test security.
High Performing "35"	8-9	B. Indirect Documentation	
Satisfactory "30"	6-7	C. Training Programs Competency Acquisition	
Needs Improvement "15"	3-5	D. Instructional Personnel Provided	
Unsatisfactory "0"	0-2	E. Confirmed Observation	
<b>COMMENTS:</b>			
Context Service Category – <b>IV. ADMINISTRATION / MANAGEMENT</b>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "25"	7	A. Direct Documentation	20. Establish and maintain effective and efficient record keeping procedures. 21. Manage time effectively. 22. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities. 23. Manage materials and equipment effectively. 24. Clarify and Monitor school and classroom policies, rules, and procedures. 25. Organize materials for efficient distribution and collection. 26. Assist in enforcement of school rules, administrative regulations, and Board policy.
High Performing "20"	5-6	B. Indirect Documentation	
Satisfactory "15"	4	C. Training Programs Competency Acquisition	
Needs Improvement "5"	2-3	D. Instructional Personnel Provided	
Unsatisfactory "0"	0-1	E. Confirmed Observation	
<b>COMMENTS:</b>			
Job Context Service Category – <b>V. Assessment / Evaluation</b>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "30"	9	A. Direct Documentation	27. Align instruction and assessment by defining student outcomes and performance criteria 28. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners. 29. Interpret and use data (including, but not limited to standardized and other test results) for diagnosis, instructional planning, and program evaluation. 30. Use ongoing assessment to monitor student progress, verify that learning is occurring, and adjust curriculum and instruction. 31. Provide feedback to students about the appropriateness of responses and quality of work with a focus on improving student performance. 32. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents, and professional and colleagues who need access to the information. 33. Encourage self-assessment by students and assist them in developing plans for improving their performance. 34. Administer standardized tests in accordance with directions provided, including proctoring and secure handling of materials. 35. Evaluate the effectiveness of instructional units and teaching strategies.
High Performing "25"	7-8	B. Indirect Documentation	
Satisfactory "20"	5-6	C. Training Programs Competency Acquisition	
Needs Improvement "10"	3-4	D. Instructional Personnel Provided	
Unsatisfactory "0"	0-2	E. Confirmed Observation	
<b>COMMENTS:</b>			

Appendix D

Job Context Service Category – VI. INTERVENTION / DIRECT SERVICES			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding “45”	11-12	A. Direct Documentation B. Indirect Documentation C. Training Programs Competency Acquisition C. Instructional Personnel Provided E. Confirmed Observation	36. Demonstrate knowledge and understanding of curriculum content. 37. Communicate high expectations for learning for all students. 38. Apply principles of learning and effective teaching in instructional delivery. 39. Circulate and Monitor learning activities, providing feedback and reinforcement to students. 40. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs. 41. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students. 42. Use, adapt and/or appropriate materials, technology, and resources to help meet learning needs of all students. 43. Assist students in assessing, interpreting, and evaluating information from multiple sources (including technology). 44. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English. 45. Provide quality work for students that is focused on meaningful, relevant and engaging learning experiences. 46. Provide instruction of safety procedures and proper handling of materials and equipment. 47. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.
High Performing “40”	9-10		
Satisfactory “35”	7-8		
Needs Improvement “15”	4-6		
Unsatisfactory “0”	0-3		
<b>COMMENTS:</b>			
Job Context Service Category – VII. Collaboration			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding “25”	5	A. Direct Documentation B. Indirect Documentation C. Training Programs Competency Acquisition D. Instructional Personnel Provided E. Confirmed Observation	48. Communicate effectively, orally and in writing, with other professionals, students, parents and community. 49. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting students academic, social and emotional needs. 50. Provide accurate and timely information to parents and students about academic and behavioral performance of students. 51. Work with other teachers in curriculum development, special activities, and sharing ideas and resources. 52. Demonstrates leadership beyond assigned duties.
High Performing “20”	4		
Satisfactory “15”	3		
Needs Improvement “5”	2		
Unsatisfactory “0”	0-1		
<b>COMMENTS:</b>			

Appendix D

Job Context Service Category – <b>VIII. STAFF DEVELOPMENT</b>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "25"	5	A. Direct Documentation	53. Engage in continuing improvement of professional knowledge and skills. 54. Assist other instructional personnel in acquiring knowledge and understanding of particular area of responsibility. 55. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content. 56. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. 57. Participate in learning communities and/or action research.
High Performing "20"	4	B. Indirect Documentation	
Satisfactory "15"	3	C. Training Programs Competency Acquisition	
Needs Improvement "5"	2	D. Instructional Personnel Provided	
Unsatisfactory "0"	0-1	E. Confirmed Observation	
<b>COMMENTS:</b>			
Job Context Service Category – <b>IX. PROFESSIONAL RESPONSIBILITIES</b>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "25"	8	A. Direct Documentation	58. Act in a professional and ethical manner and adhere at all times to the Code of Ethics and Principles of Professional Conduct. 59. Perform assigned duties. 60. Demonstrate attention to punctuality, attendance, records and reports. 61. Maintain confidentiality of student and other professional information. 62. Comply with policies, procedures and programs. 63. Exercise appropriate professional judgment. 64. Support school improvement initiatives by active participation in school activities, services and programs. 65. Perform other incidental tasks consistent with the goals and objectives of this position.
High Performing "20"	6-7	B. Indirect Documentation	
Satisfactory "15"	4-5	C. Training Programs Competency Acquisition	
Needs Improvement "5"	2-3	D. Instructional Personnel Provided	
Unsatisfactory "0"	0-1	E. Confirmed Observation	
<b>COMMENTS:</b>			

Appendix E  
JACKSON COUNTY SCHOOL DISTRICT  
**MEDIA SPECIALISTS, GUIDANCE COUNSELORS, CAREER SPECIALISTS, TECHNOLOGY COORDINATORS,  
ESE STAFFING SPECIALISTS AND OTHER INSTRUCTIONAL TEACHERS**

Name: \_\_\_\_\_

Position: **TEACHER**

School/Department: \_\_\_\_\_

School Year: \_\_\_\_\_

**Directions:** Administrators complete this form as the culminating activity of the District's Instructional Personnel Performance Appraisal System. Each job context category is given a rating. The ratings from each category are combined to give an overall composite rating that is used to arrive at the overall rating. The district expects competent and professional work from its employees. Such work should improve over time. The employee and supervisor should discuss the level of performance that is expected for each competency.

- A) **Outstanding:** Indicates performance that consistently goes beyond the requirements of the position and the level of performance commensurate with the experiences of the incumbent. If this category is used, there must be specific comments and examples.
- B) **High Performing:** Indicates performance that exceeds the requirements of the position and the level of performance commensurate with the experience of the incumbent.
- C) **Satisfactory:** Indicates performance that adequately meets the requirements of the position and the level of performance commensurate with the experience of the incumbent.
- D) **Needs Improvement:** Indicates performance that required additional attention to ensure an accepted level of proficiency. Further, this performance is not characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. If an overall evaluation needs improvement, it is the responsibility of the evaluator to inform his/her supervisor.
- E) **Unsatisfactory:** Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the incumbent. If this category is used, there must be written support regarding how performance is to be improved. If an overall evaluation is that of unsatisfactory, it is the responsibility of the evaluator to inform his/her supervisor.

The comment sections of all evaluation instruments are provided for specific feedback and comments about an employee's performance. These sections are to be used to identify performance that needs to be improved and to recognize performance that is considered high performing or outstanding.

**OVERALL RATING**

**Outstanding (500 - 475 pts)** \_\_\_\_\_ **High Performing (470 - 405 pts minimum)** \_\_\_\_\_ **Satisfactory (400 - 320 pts minimum)** \_\_\_\_\_  
**Needs Improvement (315 -175 pts minimum)** \_\_\_\_\_ **Unsatisfactory (less than 175 pts )** \_\_\_\_\_

Comments of Evaluator: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signature of Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Comments of Evaluatee: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This evaluation has been discussed with me: Yes \_\_\_\_\_ No \_\_\_\_\_

**Signature of Evaluatee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Appendix E

(Signature denotes only that the teacher has received a copy of the evaluation report and does not signify agreement)

JACKSON COUNTY SCHOOL DISTRICT  
**MEDIA SPECIALISTS, GUIDANCE COUNSELORS, CAREER SPECIALISTS, TECHNOLOGY COORDINATORS,  
 ESE STAFFING SPECIALISTS AND INSTRUCTIONAL SUPPORT TEACHERS**  
 Instructional Performance Appraisal

Name: \_\_\_\_\_

School/Department: \_\_\_\_\_ School Year: \_\_\_\_\_

Job Context Service Category – <b>I. PERFORMANCE OF STUDENTS</b> (Effectiveness value rating based on improved student achievement)			Essential Performance Indicators
Rating Code (Circle Choice)	Effectiveness Value Rating	Source Code (Circle all that apply)	
Outstanding "250"	75% - 100% (Top 25%)	A. FCAT Reading	Ensure that student growth/achievement is continuous and appropriate for age group, subject area, and/or student program classification.  The value table structure will determine the rank order of the teacher's effectiveness value. The teacher's effectiveness value will be applied to the percentages to determine each individual teacher's rating code.
High Performing "200"	55% - 74%	B. FCAT Math	
Satisfactory "150"	40% - 54%	C. DIBELS	
Needs Improvement "100"	26% - 39%	D. Stanford 10	
Unsatisfactory "50"	0% - 38%	E. Alternate Assessment	
		F. Content Area Evaluation	

**COMMENTS:**

Job Context Service Category – <b>II. PLANNING / PREPARATION</b>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "35"	7	A. Direct Documentation	<ol style="list-style-type: none"> <li>Create or select long-range plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities.</li> <li>Establish goals, objectives, priorities and strategies.</li> <li>Sequence activities appropriately.</li> <li>Revise plans based on needs of school population.</li> <li>Develop strategies that support the school improvement plan and the District mission.</li> <li>Conduct instructional planning with teachers and/or school administrators.</li> <li>Participate in professional development activities to facilitate planning and implementation of appropriate curriculum designed to improve student learning.</li> </ol>
High Performing "30"	5-6	B. Indirect Documentation	
Satisfactory "25"	4	C. Training Programs Competency Acquisition	
Needs Improvement "15"	2-3	D. Instructional Personnel Provided	
Unsatisfactory "0"	0-1	E. Confirmed Observation	

**COMMENTS:**

Appendix E

Job Context Service Category – <b>III. CLIMATE / LEARNING ENVIRONMENT</b>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "35"	7	A. Direct Documentation	8. Begin daily assignment without delay. 9. Establish and maintain a positive, organized, and safe environment. 10. Establish and maintain cooperative working relationships with schools district staff and community resources. 11. Maintain a clean, attractive environment. 12. Establish and use behavior management techniques that are appropriate and effective. 13. Establish routines and procedures and work with school population to consistently follow them. 14. Create a climate that is challenging yet non-threatening.
High Performing "30"	5-6	B. Indirect Documentation	
Satisfactory "25"	4	C. Training Programs Competency Acquisition	
Needs Improvement "15"	2-3	D. Instructional Personnel Provided	
Unsatisfactory "0"	0-1	E. Confirmed Observation	
<b>COMMENTS:</b>			
Context Service Category – <b>IV. ADMINISTRATION / MANAGEMENT</b>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "35"	7	A. Direct Documentation	15. Establish and maintain effective and efficient record keeping procedures. 16. Manage time effectively. 17. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities. 18. Manage materials and equipment effectively. 19. Clarify and monitor school policies, rules, and procedures. 20. Organize materials for efficient distribution and collection. 21. Assist in enforcement of school rules, administrative regulations, and Board policy.
High Performing "30"	5-6	B. Indirect Documentation	
Satisfactory "25"	4	C. Training Programs Competency Acquisition	
Needs Improvement "15"	2-3	D. Instructional Personnel Provided	
Unsatisfactory "0"	0-1	E. Confirmed Observation	
<b>COMMENTS:</b>			

Appendix E

Job Context Service Category – V. <i>Assessment / Evaluation</i>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "25"	5	A. Direct Documentation	22. Interpret and use data (including, but not limited to standardized and other test results) for diagnosis, instructional planning, and program evaluation. 23. Administer standardized tests in accordance with directions provided, including proctoring and secure handling of materials. 24. Review records/data to make a professional assessment in identifying student/program needs. 25. Use ongoing assessment to monitor progress, to verify that learning is occurring, and to adjust curriculum and instruction appropriately. 26. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the students, parents, and professional and colleagues who need access to the information.
High Performing "20"	4	B. Indirect Documentation	
Satisfactory "15"	3	C. Training Programs Competency Acquisition	
Needs Improvement "5"	2	D. Instructional Personnel Provided	
Unsatisfactory "0"	0-1	E. Confirmed Observation	
<b>COMMENTS:</b>			
Job Context Service Category – VI. <i>INTERVENTION / DIRECT SERVICES</i>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "45"	8	A. Direct Documentation	27. Demonstrate knowledge and understanding of assigned responsibilities. 28. Communicate high expectations for all students. 29. Facilitate and/or monitor learning activities, providing feedback and reinforcement. 30. Use, adapt and/or appropriate materials, technology, and resources to help meet learning needs. 31. Assist in assessing, interpreting, and evaluating information from multiple sources (including technology). 32. Assist in providing appropriate modifications for students with special needs, including exceptional education students and students who have limited proficiency in English. 33. Provide instruction of proper procedures for handling materials, data and/or equipment. 34. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling.
High Performing "40"	6-7	B. Indirect Documentation	
Satisfactory "35"	4-5	C. Training Programs Competency Acquisition	
Needs Improvement "15"	2-3	C. Instructional Personnel Provided	
Unsatisfactory "0"	0-1	E. Confirmed Observation	
<b>COMMENTS:</b>			

Appendix E

Job Context Service Category – <b>VII. Collaboration</b>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding “25”	5	A. Direct Documentation	35. Communicate effectively, orally and in writing, with other professionals, students, parents and community. 36. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting students academic, social and/or emotional needs. 37. Provide accurate and timely information to students, parents, school staff, and other appropriate persons about academic and/or behavioral performance of students. 38. Work with other teachers in curriculum development, special activities, and sharing ideas and resources. 39. Demonstrates leadership beyond assigned duties.
High Performing “20”	4	B. Indirect Documentation	
Satisfactory “15”	3	C. Training Programs Competency Acquisition	
Needs Improvement “5”	2	D. Instructional Personnel Provided	
Unsatisfactory “0”	0-1	E. Confirmed Observation	
<b>COMMENTS:</b>			
Job Context Service Category – <b>VIII. STAFF DEVELOPMENT</b>			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding “25”	5	A. Direct Documentation	40. Engage in continuing improvement of professional knowledge and skills. 41. Assist other instructional personnel in acquiring knowledge and understanding of particular area of responsibility. 42. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content. 43. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. 44. Participate in learning communities and/or action research.
High Performing “20”	4	B. Indirect Documentation	
Satisfactory “15”	3	C. Training Programs Competency Acquisition	
Needs Improvement “5”	2	D. Instructional Personnel Provided	
Unsatisfactory “0”	0-1	E. Confirmed Observation	
<b>COMMENTS:</b>			

Appendix E

Job Context Service Category – IX. PROFESSIONAL RESPONSIBILITIES			Essential Performance Indicators
Rating Code (Circle Choice)	Required # of indicators documented	Source Code (Circle all that apply)	
Outstanding "25"	8		45. Act in a professional and ethical manner and adhere at all times to the Code of Ethics and Principles of Professional Conduct. 46. Perform assigned duties. 47. Demonstrate attention to punctuality, attendance, records and reports. 48. Maintain confidentiality of student and other professional information. 49. Comply with policies, procedures and programs. 50. Exercise appropriate professional judgment. 51. Support school improvement initiatives by active participation in school activities, services and programs. 52. Perform other incidental tasks consistent with the goals and objectives of this position.
High Performing "20"	6-7	A. Direct Documentation	
Satisfactory "15"	4-5	B. Indirect Documentation	
Needs Improvement "5"	2-3	C. Training Programs Competency Acquisition	
Unsatisfactory "0"	0-1	D. Instructional Personnel Provided	
		E. Confirmed Observation	
<b>COMMENTS:</b>			