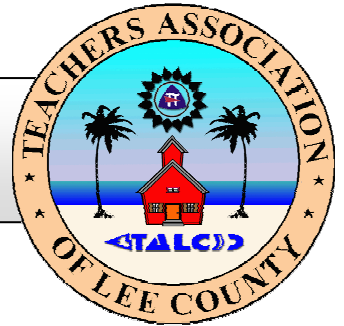




## Special Teachers Are Rewarded



The School District of Lee County  
Outstanding Teacher Performance Pay Program  
Special Teachers Are Rewarded

### AGREEMENT

between

The School Board of Lee County  
and  
Teachers Association of Lee County

2006



## School District of Lee County Special Teachers Are Rewarded (STAR) Outstanding Teacher Performance Pay Plan INSTRUCTIONAL PERSONNEL

### Plan Overview

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According to Florida Statute 1012.22(1)(c)4 the “adopted salary schedule must allow school administrators and instructional personnel who demonstrate outstanding performance to earn a 5 percent supplement in addition to their individual salary.” Further, Florida Statute 1012.34(3) stipulates that “the assessment of instructional personnel and school administrators must be primarily based on student performance. . . The assessment must primarily use data and indicators of improvement in student performance.”

The Outstanding Teacher Performance Pay Plan is a compensation system designed to reward outstanding teachers in accordance with state requirements. This plan creates the designation of “outstanding teacher” for the purposes of recognizing and rewarding exceptional educators.

The Special Teachers Are Rewarded Outstanding Teacher Performance Pay Plan for 2006 – 2007 is aligned with the requirements outlined in State STAR proviso program language. **Specifically the School District of Lee County STAR plan provides for the following:**

1. Eligibility - All instructional personnel are automatically eligible to receive rewards for improved student achievement without having to apply.
2. Determination of number of rewards - The district plan shall utilize funds received under this program for rewards of at least 5 percent of the base pay for the best performing 25 percent of instructional personnel.
3. Evaluation instrument - Each district school board shall select or develop an evaluation instrument. The instrument's primary determining factor shall be the evaluation of improved student achievement. The instrument's factors shall be scored using the following categories, or categories that are substantially similar in number and connotation: unsatisfactory, needs improvement, satisfactory, high-performing, and outstanding. Instructional personnel must receive no unsatisfactory or needs improvement ratings and may receive no more than one satisfactory rating on the areas evaluated in order to receive a reward.
4. Instructional personnel evaluation based on student performance - District school boards shall determine appropriate methods to evaluate instructional personnel based on the performance of their students. The methods must measure improved student achievement during the course of the school year; and must be approved by the State Board of Education.

### **SECTION I: Evidence of Improved Student Learning**

#### **Determination Methodology: Overview**

Evidence of Improved Student Learning is evaluated based on actual student learning gains. To effectively evaluate learning gains, the teacher must provide evidence regarding the actual gain and how this gain compares to the expected gain of the instrument. A variety of methods can be used to document learning gains but all methods will require a pre and post test score to measure gain. All students with pre/post test scores will be used for the gain analysis.

#### **Determination Methodology: Acceptable Assessment Instruments**

The following assessment instruments are acceptable for the determination of student learning gains as applied to the STAR program:

1. The use of FCAT data as the pretest is required if FCAT data is available for the learning gains in the teacher's subject area. If FCAT data is not available, prior Norm Referenced Test (NRT) data will be used.
2. The use of FCAT data as the posttest is required if FCAT data is available for the learning gains in the teacher's subject area. If FCAT data is not available, Norm Referenced Test (NRT) data will be used.
3. If neither FCAT data nor NRT data is available, a district or state developed course achievement test will be used. Where available, achievement tests aligned with the Sunshine State Standards must be used for the purpose of measuring student learning gains.
4. Learning gains for ESE students not participating in the FCAT will be measured using the Florida Alternative Assessment (FAAR).
5. Instructional Personnel with school-wide responsibilities to include School Counselors, Media Specialists, Speech Pathologists and Reading Coaches will use school-wide FCAT data in Reading as an indicator for student learning gains. If the School Counselor is assigned to specific groups of students then those gains will be attributed to that person.
6. Teachers in non-FCAT subject areas will use district or state developed end of course achievement tests. For 2006 – 2007 FCAT reading will be used as a pre-test.
7. Value tables developed by the State of Florida or similar model will be utilized for district administered norm referenced tests. Student achievement data utilized in STAR determination will undergo a value table conversion. State developed FCAT value tables will be used for FCAT achievement data. District developed value tables will be used for 1) norm referenced test data, 2) district or state developed course exams, and 3) situations where the previous year's FCAT reading is used for a pretest.

**Preferred Assessment Instrument for Pre- and Post Test for STAR  
Elementary Level**

<b>Subject</b>	<b>Grade Level</b>	<b>PreTest</b>	<b>Post Test</b>
Pre-K ESE	Pre-K	District/State Test	District/State Test
Kindergarten	K	DIBELS	DIBELS
Reading	1	Stanford 10	Stanford 10
Reading	2	Stanford 10	Stanford 10
Reading	3	Stanford 10	FCAT Reading
Reading	4-5	FCAT Reading	FCAT Reading
Mathematics	1	Stanford 10	Stanford 10
Mathematics	2	Stanford 10	Stanford 10
Mathematics	3	Stanford 10	FCAT Mathematics
Mathematics	4-5	FCAT Mathematics	FCAT Mathematics
Science	1 – 4	Use appropriate reading assessment	Use appropriate reading assessment
Science	5	FCAT Mathematics	FCAT Science
Social Studies	1 -5	Use appropriate reading assessment	Use appropriate reading assessment
Guidance*	All	FCAT Data*	FCAT Data*
Media Specialists*	All	FCAT Data	FCAT School-wide Data
PE/Art*		FCAT Data/District Test	District/State Test
ESE	All	FCAT /FAAR Data	FCAT /FAAR Data
Music*	All	FCAT Data	District/State Test
Foreign Language*	All	FCAT Data	District/State Test
Technical/Career* Education	All	FCAT Data	FCAT Data
School Social Workers	All	FCAT School-wide Data	FCAT School-wide Data
School Psychologists	All	FCAT School-wide Data	FCAT School-wide Data
Reading Coaches*	All	FCAT Data	FCAT Data
Speech Pathologists	All	FCAT Data	FCAT Data

\*For the following positions school-wide FCAT data may be used. If the position is assigned a specific group of students (i.e. grade level) then that groups FCAT data should be used for Section 1.

**Preferred Assessment Instrument for Pre- and Post Test for STAR  
Secondary Level**

	Grade Level	PreTest	Post Test
Reading/Language Arts	6-10	FCAT Reading	FCAT Reading
Reading/Language Arts	11-12	The most current FCAT Reading	District/State Test FCAT Reading
Mathematics	6-10	FCAT Mathematics	FCAT Mathematics
Mathematics	11-12	FCAT Mathematics	District/State Test FCAT Math
Science	6-7	FCAT Mathematics	District/State Test
Science	8	FCAT Mathematics	FCAT Science
Science	9-10, 12	FCAT Mathematics	District Tests
Science	11	FCAT Mathematics	FCAT Science
Social Studies	6-8	FCAT Reading	FCAT Reading
Social Studies	9-12	The most current FCAT Reading	District/State Test
Guidance*	All	FCAT Reading	FCAT Reading
Media Specialists*	All	FCAT Reading School-wide Data	FCAT School-wide Data
PE/Art*	All	FCAT Data/District Test	District Test
ESE	All	FCAT /FAAR Data	FCAT /FAAR Data
Music*	All	FCAT Reading	District/State Test
Foreign Language*	All	FCAT Reading	District/State Test
Technical/Career Education*	All	FCAT Reading	FCAT Reading
School Social Workers	All	FCAT Reading School-wide Data	FCAT Reading School-wide Data
School Psychologists*	All	FCAT Reading Data	FCAT Reading Data
Reading Coaches*	All	FCAT Reading Data	FCAT Reading Data
Speech Pathologists*	All	FCAT Reading Data	FCAT Reading Data

\*For the following positions school-wide FCAT data may be used. If the position is assigned a specific group of students (i.e. grade level) then that groups FCAT data should be used for Section 1.

**Learning Gain Point Determination:**

Instructional Personnel that have students assigned to them will be assigned an effectiveness value based on the State of Florida or a district developed value table for

their students. The value table structure is based on the likelihood that student increases in achievement levels will occur with a teacher receiving points for moving a student up a level. When a student increases more than one level, more points are awarded. Points are also awarded for maintaining level 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.

Instructional Support personnel who do not have 1) students specifically assigned, 2) students whose learning they specifically impact will use school-wide learning gains evaluation for STAR effectiveness determination. 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. A composite of school-wide Reading FCAT and Math FCAT will be used for this determination.

Teachers with both mathematics and reading values will be ranked on both the reading and mathematics values. The ranking used for STAR determination will be the subject area that comprises the majority (over 50%) of the teacher's assignment or the highest gain in cases where the teacher's assignment is equally split. Teachers using school data will be ranked based on the average of the reading and mathematics values equally.

The teacher's learning gains effectiveness value will be entered into the teacher's STAR assessment in Category 1: Learning Gains. This category will compose 50% of the STAR assessment.

### **Learning Gain Categories:**

For the purposes of rank ordering instructional personnel for STAR determination the following procedures will be used:

1. Instructional personnel will be divided into grade levels: Elementary, Middle and High School.
2. Once divided into grade levels, teachers will be sub-divided into instructional groups or silos based on their teaching assignment. Teachers may be included in more than one group; however, STAR eligibility will be based on a teaching assignment that composes more than 50% of their instructional day. In the case where a teacher's instructional day is equally divided, the assignment used for STAR ranking will be the assignment of the highest learning gains.
3. The Fundamental Academic instructional groups or silos will be as follows: ESE Academic, Mathematics, Reading, Science, Social Studies.
4. The Comprehensive Academic instructional groups or silos will be as follows: Physical Education, Art, Music, Foreign Language, Technical/Career Education.
5. The Instructional Support groups or silos will be as follows: Media, Guidance, Social Workers, Psychologists, and Reading Coaches.

### **SECTION II: School-wide Learning Gains average for Reading and Math**

The School-wide Learning Gains component will utilize FCAT data in Reading and Mathematics. An effectiveness value will be developed for the entire school similar

to the method described above for individual gains. A composite of school-wide Reading FCAT and Math FCAT scores will be used for this determination. Schools will be rank ordered according to school-wide learning gains on the Reading and Mathematics components. Teachers in schools in the top 50% of the ranking will receive ½ a point for every percentile rank above the 50<sup>th</sup> percentile level. For example, if a school ranked at the 70<sup>th</sup> percentile, teachers at that school would receive 10 points on the school-wide portion of the STAR assessment instrument.

The School-wide learning gains effectiveness value will be entered into the teacher's STAR assessment in Category 2: School-Wide Learning Gains. This category will compose 25% of the STAR assessment.

### **SECTION III: Final Performance Assessment**

The indicators on the Final Performance Assessment will be incorporated into the evaluation of the final component of the STAR plan. The Final Performance Assessment focuses on research based accomplished practices. This assessment instrument has been an integral part of the School District of Lee County performance pay plan since 1999. Five key indicators have been selected from the Final Performance Assessment for inclusion on the STAR Final Performance Assessment to include the following: Assessment, Planning, Learning Environment, Role of Teacher and Subject Matter.

Performance on the Final Performance Assessment is based on an evaluation process spanning the school year. The assessment documents outstanding performance as well as performance which meets or falls below performance expectations. Each indicator has five possible performance levels to include the following: Outstanding, High Performing, Satisfactory, Needs Improvement and Unsatisfactory.

The Final Performance Assessment will be entered into the teacher's STAR assessment in Category 3: Individual Final Performance Assessment. This category will compose 25% of the STAR assessment.

### **STAR Ranking**

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Teachers will be rank ordered based on their composite score in the three areas of the STAR assessment instrument with the higher score indicating a higher rating. Teachers will be ranked by effectiveness value within their assigned instructional group or silo. Teachers with the highest rankings in each instructional group or silo will receive the STAR outstanding performance pay bonus of 5% of their base salary. STAR outstanding performance pay bonuses will be awarded to those teachers with the highest scores in each instructional group or silo until the available funds are exhausted.



**THE SCHOOL DISTRICT OF LEE COUNTY**  
**SPECIAL TEACHERS ARE REWARDED (STAR)**  
**Final Performance Assessment Document FORM A: (for Teachers)**

**APPRAISAL INFORMATION**

Name:	
School:	
Position: Teacher	Months in This Position: 0
Date of Appraisal:	Apply to Fiscal Year: 07
Appraisal Period Start: July 1, 2006	Appraisal Period End: June 30, 2007
Evaluating Supervisor:	

**PART 1: IMPROVED STUDENT LEARNING: INDIVIDUAL**

Evaluation Criteria	Total Points Possible	Evaluation Categories	Points Possible	Points Earned
Improved Student Learning	50	5	50	
		4	40	
		3	30	
		2	20	
		1	10	
		Below	0	

**PART 2: IMPROVED STUDENT LEARNING: SCHOOL WIDE**

Evaluation Criteria	Total Points Possible	Evaluation Categories	Points Possible	Points Earned
Improved Student Learning	25	5	25	
		4	20	
		3	15	
		2	10	
		1	5	
		Below	0	

**PART 3: EVALUATION CRITERIA INDIVIDUAL FINAL PERFORMANCE ASSESSMENT**

Indicators	Rating
<b>Outstanding - Consistently Exceeds Expectations:</b> The employee consistently exceeds all the expectations for responsibilities and objectives, skills, abilities, and commitment required for the job. The employee possesses superior knowledge of major aspects of the total job and has had experience in each of these areas. This rating is used as special recognition for extraordinary accomplishments that have significant impact on the organization.	<b>5</b>
<b>High Performing - Frequently Exceeds Expectations:</b> The employee achieves and frequently exceeds expectations for responsibilities and objectives. Demonstrates necessary skills, abilities, and commitment required for the job. The employee possesses a working knowledge of the major aspects of the total job and has had experience in each of these areas. This rating is for unusually effective employees who perform above what is normally expected.	<b>4</b>
<b>Satisfactory-Meets Expectations:</b> The employee generally meets established expectations for responsibilities and objectives. Demonstrates required skills, abilities, and commitment for the job. The employee possesses some knowledge of the major aspects of the job and has had experience in many of these areas. This rating describes the employee whose overall performance is satisfactory, and any minor areas where performance should have been better were counterbalanced by performance beyond expectations.	<b>3</b>
<b>Needs Improvement - Partially Meets Expectations:</b> The employee does not always meet all expectations for responsibilities and objectives identified for the job. The employee possesses most necessary knowledge, skills, abilities required for the job, but additional training or commitment is required. This rating describes the employee who meets only the very minimum position requirements and whose performance could be improved.	<b>2</b>
<b>Unsatisfactory - Significantly Below Expectations:</b> The employee does not meet expectations for responsibilities and objectives. Does not demonstrate necessary knowledge, skills, abilities, and commitment required for the total job. This rating describes the employee who has not kept pace with changing requirements, whose successes have been only occasional, or whose performance has been deteriorating. Immediate and substantial improvement is needed in order to have continued employment.	<b>1</b>

**EVALUATION SUMMARY**

<i>Evaluation Criteria 1012.34</i>	<i>Total Points</i>	<i>Evaluation Category and Points</i>	<i>Points Possible</i>	<i>Points Earned</i>
<b>Assessment</b>	5	Outstanding	5	0.00
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
<b>Planning</b>	5	Outstanding	5	0.00
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
<b>Learning Environment</b>	5	Outstanding	5	0.00
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
<b>Role of the Teacher</b>	5	Outstanding	5	0.00
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
<b>Subject Matter</b>	5	Outstanding	5	0.00
		High Performing	4	
		Satisfactory	3	
		Needs Improvement	2	
		Unsatisfactory	1	
<b>Overall Appraisal Score</b>				<b>0.00</b>

Comments:

\_\_\_\_\_  
ASSESSOR'S SIGNATURE  
DATE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
ASSEESSEE'S SIGNATURE

*My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.*

Name \_\_\_\_\_ Soc. Sec. No. \_\_\_\_\_ Sch. Yr. \_\_\_\_\_ Position/Grade Level \_\_\_\_\_ School/Department or Subject \_\_\_\_\_

<b>E</b> = Exceeds Expectations
<b>M</b> = Meets Expectations
<b>B</b> = Below Expectations*
<b>N</b> = Not Targeted for Assessment

Criteria marked B require additional documentation. The assessor is encouraged to supplement this form with narrative comments below or as an attachment describing examples of exceptional performance.

**INDICATORS/ACCOMPLISHED PRACTICE**

**1. Diversity**

Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.

E	M	B	N

**2. Assessment**

Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

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**3. Planning**

Plans, implements, and evaluates effective instruction in a variety of learning environments.

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**4. Human Development & Learning**

Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

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**5. Learning Environments**

Creates and maintains a positive learning environment which fosters active engagement in learning, social interaction, cooperative learning and self-motivation.

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**6. Communication**

Uses effective communication techniques with students and all other stakeholders.

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**7. Critical Thinking**

Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

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**8. Technology**

Uses appropriate technology in teaching and learning processes.

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**9. Role of the Teacher**

Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

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**10. Continuous Improvement**

Engages in continuous professional quality improvement for self and school.

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**11. Subject Matter**

Demonstrates knowledge and understanding of the subject matter.

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**12. State, School & District Requirements**

Adheres to the Code of Ethics of the Education Profession in Florida and meets all school and district policy requirements.

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Comments: \_\_\_\_\_

Assessor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

(My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.)

STAR Indicator 