

The Villages Charter School Evaluation Tools Rubric

I: Planning

A. Lesson Plans

Outstanding:

- Instruction is always well organized and directed
- Well organized in a clear, concise format
- Long range planning evident
- Lessons reflect organization, planning and creativity
- Consistently modifies the curriculum by planning and creating individual student goals
- Strong evidence of Instructional Focus is shown
- Shows a high level of creativity when integrating multiple subject areas
- Breaks curriculum down into instructionally appropriate segments
- SSS and curriculum guides are noted and followed
- Uses a variety of resources
- Consistently integrates extended/enrichment activities
- Consistently documents appropriate intervention strategies including ESE, ESOL and specific learning strategies for all students

High Performing:

- The lessons are well organized and purposeful
- Long range planning is evident in most cases
- Lessons reflect organization, planning and creativity
- Typically modifies the curriculum by planning and creating individual student goals
- Consistent evidence of Instructional Focus is shown
- Consistently integrates multiple subject areas
- Lessons are well designed to fit into instructional periods
- Preparation results in lessons which achieve objectives
- Covers the curriculum in appropriate sequence within allocated time frame
- Notes student differences and takes this into account in discussions and lesson presentation

Satisfactory:

- Organization is apparent
- Some long range planning evident
- Modifies the curriculum by planning and creating student goals
- Evidence of Instructional Focus is shown
- Integrates multiple subject areas
- Breaks curriculum down into segments
- SSS and curriculum guides are noted and followed
- Uses a few varieties of resources
- Integrates extended/enrichment activities
- Documents appropriate intervention strategies including ESE, ESOL and specific learning strategies for all students

Needs Improvement:

- Class organization and direction is not always evident
- Long range planning is not often evident
- Sporadic evidence of Instructional Focus is shown
- Sometimes lessons are too long or too short for the time allotted
- Lacks creativity when attempting to integrate multiple subject areas
- Struggles with breaking curriculum down into segments
- Little evidence that SSS and curriculum guides are noted and followed
- Uses a few varieties of resources
- Rarely integrates extended/enrichment activities
- Seldom documents appropriate intervention strategies including ESE, ESOL and specific learning strategies for all students

Unsatisfactory:

- Organization does not follow a format or plan, little organization evident
- Long range planning is not clear
- Lessons need improvement in organization, planning and creativity
- The curriculum is straight forward with little or no effort to create goals
- Little or no evidence of Instructional Focus is shown
- Rarely integrates multiple subject areas
- SSS and curriculum guides are not organized or followed
- Curriculum is not segregated into appropriate segments
- Makes little or no use of available resources
- Little or no evidence of extended/enrichment activities
- Little or no evidence of appropriate intervention strategies including ESE, ESOL and specific learning strategies for all students

B. Substitute Planning

Outstanding:

- Clear, concise, well organized information that can be easily followed
- Exemplary classroom policies and procedures are available for the substitute, including bell schedule and lunch room procedures
- Maintains instructional momentum on a consistent basis
- Duties are noted and always clear
- Reflects exemplary stewardship of time
- Seating charts are included and always accurate
- Has quality extra assignments prepared for students in the event that they complete planned work early
- Detailed notes reference for special needs students who may need special attention and maintains files for substitute reference
- Gives detailed feedback to secretary on the effectiveness of the substitute's work performance or any concerns with the substitute upon return

High Performing:

- Clear, concise, well organized information that can be followed
- Well written classroom policies and procedures are available for the substitute, including bell schedule and lunch room procedures
- Maintains instructional momentum
- Duties are noted and provide guidance
- Reflects good stewardship of time
- Seating charts are included and helpful to the substitute
- Has several extra assignments prepared for students in the event that they complete planned work early
- Clear notes reference for special needs students who may need special attention and maintains files for substitute reference
- Consistently gives feedback to secretary on the effectiveness of the substitute's work performance or any concerns with the substitute upon return

Satisfactory:

- Clear, concise, organized information that can be followed by a quality substitute
- Classroom policies and procedures are available for the substitute, including bell schedule and lunch room procedures
- Plans relate to the subject matter
- Duties are noted
- Reflects stewardship of time
- Seating charts are included, with few mistakes
- Has extra assignments prepared for students in the event that they complete planned work early
- Notes reference for special needs students who may need special attention and maintains files for substitute reference
- Gives feedback on the effectiveness or any concerns with the substitute upon return

Needs Improvement:

- Information is not well organized and is difficult to follow
- Classroom policies and procedures are not well written
- Plans relate to the subject matter
- Duties are noted, but are not always clear
- Reflects stewardship of time
- Seating charts are included, but not always accurate
- Rarely has extra assignments prepared for students in the event that they complete planned work early
- Minimal notes reference for special needs students who may need special attention and maintains files for substitute reference
- Gives minimal feedback on the effectiveness or any concerns with the substitute upon return

Unsatisfactory:

- Vague information that requires assistance in order to be followed
- Classroom policies and procedures are not available for the substitute, including bell schedule and lunch room procedures
- Lesson plans show no continuity in the time line of academic instruction (lessons were busy work and not related to current instructional focus)
- Duties are not noted
- Does not reflect good stewardship of time
- Seating charts are not included
- There are not enough activities planned to engage students
- Does not note reference for special needs students who may need special attention and does not maintain files for substitute reference
- Does not give feedback on the effectiveness or any concerns with the substitute upon return

C. Team Collaboration

Outstanding:

- Actively participates, stays involved and shows leadership in team meetings
- Initiates responsibility within the team for various duties
- Creatively shares resources with others
- Demonstrates flexibility in incorporating the team's academic focus and projects on a consistent basis
- Shows unique perspective when listening to the ideas and thoughts of colleagues
- Consistently is sought out for advice and assistance by colleagues
- Regularly recognizes strengths and weaknesses and plans for opportunities to share positive feedback and strategies for improvement with colleagues
- Consistently communicates clearly to all team members with regard to every aspect of duty

High Performing:

- Stays involved and actively participates in team meetings
- Takes responsibility within the team for various duties
- Offers and shares resources with others
- Demonstrates flexibility in incorporating the team's academic focus and projects
- Is interested in and considerate of the ideas and thoughts of colleagues
- Is sought out for advice and assistance by colleagues
- Recognizes strengths and weaknesses and plans for opportunities to share positive feedback and strategies for improvement with colleagues
- Openly communicates clearly to all team members with regard to every aspect of duty

Satisfactory:

- Participates in team meetings
- Takes on team responsibility when asked
- Shares resources with others
- Incorporates the team's academic focus and projects
- Is considerate of the ideas and thoughts of colleagues
- Provides advice and assistance to colleagues
- Recognizes strengths and weaknesses and plans for opportunities to share positive feedback and strategies for improvement with colleagues
- Communicates clearly to all team members with regard to every aspect of duty

Needs Improvement:

- Attends team meetings but has little involvement
- Rarely assists with team responsibilities
- Rarely shares resources with others
- Is rigid in incorporating the team's academic focus and projects
- Is seldom interested in and considerate of the ideas and thoughts of colleagues
- Rarely offers advice and assistance to colleagues
- Rarely recognizes strengths and weaknesses and does not plan for opportunities to share positive feedback and strategies for improvement with colleagues
- Rarely communicates clearly to team members with regard to every aspect of duty

Unsatisfactory:

- Attends team meetings with little to no involvement
- Does not complete or assist with team responsibilities
- Does not shares resources with others
- Fails to incorporate the team's academic focus and projects
- Resists interest in and is inconsiderate of the ideas and thoughts of colleagues
- Does not offer advice and assistance to colleagues
- Has a bad attitude toward the strengths and weaknesses of the team
- Does not communicate clearly to team members with regard to every aspect of duty

D. Data Analysis

Outstanding:

- Uses research-based data analysis techniques that guide instructional focus and direction
- Consistently reviews individual student achievement and adjusts instruction appropriately
- Consistently shares and provides specific feedback to students
- Consistently uses data for professional growth
- Consistently pursues and researches information in his/her field based on the results of student performance data

High Performing:

- Actively seeks out results that guide instructional focus and direction
- Regularly reviews individual student achievement and adjusts instruction appropriately
- Shares and provides specific feedback to students
- Regularly uses data for professional growth
- Actively pursues and researches information in his/her field based on the results of student performance data

Satisfactory:

- Looks at results that guide instructional focus and direction
- Reviews individual student achievement and adjusts instruction appropriately
- Shares and provides feedback to students
- Uses data for professional growth
- Researches information in his/her field based on the results of student performance data

Needs Improvement:

- Rarely seeks out results that guide instructional focus and direction
- Rarely reviews individual student achievement to adjust instruction appropriately
- Rarely shares and provides feedback to students
- Rarely uses data for professional growth

Unsatisfactory:

- Fails to seek out results that guide instructional focus and direction
- Fails to review individual student achievement to adjust instruction appropriately
- Fails to share and provides feedback to students
- Fails to use data for professional growth
- Fails to research information in his/her field based on the results of student performance data

E. Instructional Focus

Outstanding:

- Leads and participates in the annual creation of Instructional Focus Calendars
- Provides outstanding support to new faculty and non-subject area teachers in implementing IF Calendars
- Consistently seeks out alternative resources to enrich instructional focus
- Consistently remains on target and within time frames for each instructional focus

High Performing:

- Actively participates in the annual creation of Instructional Focus Calendars
- Provides support to new faculty and non-subject area teachers in implementing IF Calendars
- Regularly seeks out alternative resources to enrich instructional focus
- Remains on target and within time frames for each instructional focus

Satisfactory:

- Participates in the annual creation of Instructional Focus Calendars
- Supports new faculty and non-subject area teachers in implementing IF Calendars, when asked
- Seeks out alternative resources to enrich instructional focus
- Seldom varies from target and time frames for each instructional focus

Needs Improvement:

- Rarely participates in the annual creation of Instructional Focus Calendars
- Provides little evidence of support to new faculty and non-subject area teachers in implementing IF Calendars
- Rarely seeks out alternative resources to enrich instructional focus
- Often does not remain on target and within time frames for each instructional focus

Unsatisfactory:

- Does not participate in the annual creation of Instructional Focus Calendars
- Provides no evidence of support to new faculty and non-subject area teachers in implementing IF Calendars
- Does not seek out alternative resources to enrich instructional focus
- Does not remain on target and within time frames for each instructional focus

F. Professional Goals

Outstanding:

- Utilizes a wide range of specific student data in the creation of professional goals
- Professional goals are consistently visited and acted upon during the school year
- Creatively seeks feedback from stakeholders to plan opportunities for growth

High Performing:

- Utilizes student data in the creation of professional goals
- Professional goals are visited and acted upon during the school year
- Utilizes feedback from stakeholders to plan opportunities for growth

Satisfactory:

- Utilizes generic class data in the creation of professional goals
- Professional goals are visited and acted upon during the school year
- Utilizes some feedback from stakeholders to plan opportunities for growth

Needs Improvement:

- Does not use relevant student data in the creation of relative professional goals
- Professional goals are not regularly visited and acted upon during the school year
- Seldom utilizes feedback from stakeholders to plan opportunities for growth

Unsatisfactory:

- Does not utilize student data in the creation of relative professional goals
- Professional goals are not visited and acted upon during the school year
- Does not utilize feedback from stakeholders to plan opportunities for growth

II. Implementation

A. Peer Observation

Outstanding:

- Consistently demonstrates proficiency on the Classroom Observation Tool
- Consistently exhibits leadership and insight in both roles of the peer observation

High Performing:

- Regularly demonstrates proficiency on the Classroom Observation Tool
- Regularly provides quality contributions in both roles of the peer observation

Satisfactory:

- Demonstrates proficiency on the Classroom Observation Tool
- Participates in both roles of the peer observation

Needs Improvement:

- Observation reflects a need for improvement in multiple areas
- Little participation in the peer observation component

Unsatisfactory:

- Observation reflects an immediate and urgent need for improvement in multiple areas
- No participation in the peer observation component

B. Parent Conferences

Outstanding:

- Excels at professional communication with parents
- Consistently offers a meeting environment that reflects Hospitality and promotes a positive outcome
- Creatively works with parents to ensure student improvement
- Consistently provides positive and corrective feedback on the decisions made in the conference
- Initiates contact when there is not necessarily a problem, maintains positive relations

High Performing:

- Maintains timely, open, professional communication with parents
- Maintains a meeting environment that reflects Hospitality and seeks positive solutions
- Collaborates with parents to ensure student improvement
- Provides positive and corrective feedback on the decisions made in the conference
- Initiates contact when there is not necessarily a problem, maintains positive relations

Satisfactory:

- Maintains professional communication with parents
- Offers a meeting environment that reflects a positive outcome
- Collaborates with parents
- Maintains contact with parent after conference
- Provides positive feedback when solicited

Needs Improvement:

- Has little contact with parents
- Contact with parent is negative and provides no solutions
- Conferences provide no solutions

Unsatisfactory:

- Has no contact with parents
- Contact with parent is antagonistic
- Conferences make situations worse

C. Stakeholder Surveys

Outstanding:

- Surveys reflect consistency in exceeding student and parent expectations

High Performing:

- Surveys reflect instances of meeting and often exceeding student and parent expectations

Satisfactory:

- Surveys reflect parent and student expectations are being met

Needs Improvement:

- Surveys reflect a negative environment in the classroom

Unsatisfactory:

- Surveys reflect a toxic environment in the classroom

D. Professional Goals

Outstanding:

- Exceeds expectations during implementation of the Professional Goals Plan and consistently reflects on the plan and revises if needed

High Performing:

- Develops and implements Professional Goals Plan and consistently reflects on the plan and revises if needed

Satisfactory:

- Develops and implements a Professional Goals Plan and reflects on the plan and revises if needed

Needs Improvement:

- Little evidence the teacher implemented a Professional Goals Plan

Unsatisfactory:

- No evidence the teacher implemented a Professional Goals Plan

III. Management

A. Observation

Outstanding:

- Consistently demonstrates proficiency on the Classroom Observation Tool
- Always disciplines in a dignified, fair and constructive manner
- Consistently uses a variety of techniques to address individual student needs, while maintaining instructional momentum
- Classroom management skills and clear communication of expectations consistently result in exemplary student behavior
- Frequently recognizes and rewards positive behaviors and achievement
- Consistently models appropriate behavior and attitude at all times

High Performing:

- Regularly demonstrates proficiency on the Classroom Observation Tool
- Regularly disciplines in a dignified, fair and constructive manner
- Uses a variety of techniques to address individual student needs, while maintaining instructional momentum
- Classroom management skills and clear communication of expectations have resulted in exemplary student behavior
- Regularly recognizes and rewards positive behaviors and achievement
- Models appropriate behavior and attitude at all times

Satisfactory:

- Demonstrates management proficiency on the Classroom Observation Tool
- Applies discipline in a fair and constructive manner
- Uses varied techniques to address individual student needs, while maintaining instructional momentum
- Classroom management skills and the communication of expectations have resulted in positive student behavior
- Uses rewards when recognizing positive behavior and achievement
- Models appropriate behavior and attitude in the classroom

Needs Improvement:

- Management proficiency not clearly evident on the Classroom Observation Tool
- Discipline is often not handled in a fair, dignified and constructive manner
- All student needs/issues dealing with behavior are often treated in the same manner with individual differences not taken into consideration
- Issues with behavior interrupt the instructional momentum
- Expectations for behavior have not been fully communicated
- Positive behavior and student achievement are not often rewarded or acknowledged
- A positive attitude and appropriate behavior are not consistently modeled

Unsatisfactory:

- Management proficiency is absent on the Classroom Observation Tool
- Discipline is rarely handled in a fair, dignified and constructive manner
- Dealing with behavior issues are regularly treated in the same manner without consideration for individual differences
- Issues with behavior interrupt the instructional momentum on a regular basis
- Expectations for behavior have not been clearly communicated
- Positive behavior and student achievement are seldom rewarded or acknowledged
- Poor attitude and inappropriate behavior is observed

B. Student Management Plan

Outstanding:

- Consistently establishes, communicates, and maintains clear expectations for positive student behavior
- The plan correlates and supports school policies, student code of conduct, school initiatives and the Core Ideology
- The entire plan provides tools with which to improve student behavior and for maintaining an environment that is conducive to learning while promoting positive self esteem in students
- Frequent, specific recognition and rewards are a part of the management plan

High Performing:

- Establishes, communicates, and maintains clear expectations for positive student behavior
- The plan references school policies, student code of conduct, school initiatives and the Core Ideology
- The majority of the plan provides tools with which to improve student behavior and for maintaining an environment that is conducive to learning while promoting positive self esteem in students
- Frequent, specific recognition and rewards are a part of the management plan

Satisfactory:

- The classroom management plan establishes and communicates expectations for positive student behavior
- The plan supports school initiatives
- The plan provides tools to improve student behavior and maintain an environment that is conducive to student learning
- Rewards are built into the plan

Needs Improvement:

- The classroom plan does not clearly state expectations for positive classroom behavior
- The plan does not support school initiatives such as discipline policies or the code of conduct
- The plan focuses on the consequences of negative behavior instead of the expectations and rewards of positive behavior
- Few rewards or recognitions are evident in the plan

Unsatisfactory:

- The classroom plan lowers expectations for positive classroom behavior
- The plan is in contradiction with school initiatives such as discipline policies or the code of conduct
- The plan focuses on the consequences of negative behavior and sets the stage for conflict between the student and teacher
- No rewards or recognitions are evident in the plan

C. Documentation (referral forms, contact logs, emails, phone logs)

Outstanding:

- Consistently and accurately maintains documentation of contacts that relate to students in a timely manner

High Performing:

- Regularly maintains documentation of contacts that relate to students in a timely manner

Satisfactory:

- Completes and maintains documentation of contacts that relate to students

Needs Improvement:

- Documentation of contacts related to students is not properly maintained as required by school policy or procedures within timeframes established

Unsatisfactory:

- Documentation of contacts related to students is not maintained as required by school policy or procedures within timeframes established

IV. Professional Responsibilities

Outstanding:

- Consistently exceeds expectations in alignment with the Core Values and with all responsibilities referred to on the Professional Responsibilities Expectation form

High Performing:

- Regularly exceeds expectations in alignment with the Core Values and with all responsibilities referred to on the Professional Responsibilities Expectation form

Satisfactory:

- Demonstrates alignment with the Core Values and with the responsibilities referred to on the Professional Responsibilities Expectation form

Needs Improvement:

- Little evidence of alignment with the Core Values or the responsibilities referred to on the Professional Responsibilities Expectation form

Unsatisfactory:

- No evidence of alignment with the Core Values or the responsibilities referred to on the Professional Responsibilities Expectation form

V. Professional Development

Outstanding:

- Consistently participates in and pursues opportunities for growth in alignment with school initiatives and the Professional Goals Plan. (MIP, conferences, workshops)
- Eager to implement and train others in the areas in which they have been trained
- Consistently seeks and views feedback as positive opportunities for growth
- Consistently serves as role model for students, peers, and other professionals as a life-long learner

High Performing:

- Regularly participates in and pursues opportunities for growth in alignment with school initiatives and the Professional Goals Plan. (MIP, conferences, workshops)
- Volunteers to implement and train others in the areas in which they have been trained
- Seeks and views feedback as positive opportunities for growth
- Serves as role model for students, peers, and other professionals as a life-long learner

Satisfactory:

- Participates in opportunities for growth in alignment with school initiatives and the Professional Goals Plan (MIP, conferences, workshops)
- Implements strategies in the areas in which they have been trained
- Views feedback as positive opportunities for growth
- Serves as role model for students, peers, and other professionals as a life-long learner

Needs Improvement:

- Little evidence of participation in opportunities for growth in alignment with school initiatives and the Professional Goals Plan (MIP, conferences, workshops)
- Rarely implements new strategies in the areas in which they have been trained
- Views feedback as having no value
- Little evidence of serving as role model for students, peers, and other professionals as a life-long learner

Unsatisfactory:

- No evidence of participation in opportunities for growth in alignment with school initiatives and the Professional Goals Plan (MIP, conferences, workshops)
- Fails to implement new strategies in the areas in which they have been trained
- Views feedback as negative
- No evidence of serving as role model for students, peers, and other professionals as a life-long learner

Template for STAR Plan Development INSTRUCTIONAL PERSONNEL

District or Charter School Name: The Villages Charter Schools, Inc.

STAR Plan Contact's Name, Title, and Contact Information: Dr. Randy McDaniel
The Villages Charter Schools, Inc. 251 Buffalo Trail The Villages, FL 32162
(352-259-2350) randy.mcdaniel@thevillagescharterschool.org

Date District Approved STAR Plan is Submitted to DOE for Review: _____
 (must be prior to 12/31/2006)

STAR Plan Information:	Yes / No
1. Is this a joint plan submitted by this district and all charter schools within the district?	No
2. Is the STAR plan submitted with a revised instructional personnel assessment system?	
3. Will the district be submitting a STAR plan for administrators?	

	Requirement	Notes
1.	All instructional personnel as defined in s.1012.01(1)(a)-(d), F.S., are included in the district's STAR Plan.	The purpose of STAR is to reward teachers primarily based upon the improved achievement of their students without any requirement that they apply or take any other action in order to be considered. Based upon the portion of 1012.01 cited, paraprofessionals are not required to be included in the STAR plan.
2.	The plan provides awards for elementary middle and high school instructional personnel.	
3.	The plan does not require an application from any instructional personnel.	
4.	The plan provides for distribution of bonus of no less than 5% of the base pay to no less than 25% of instructional personnel.	Plans may provide for more than 25% to be awarded (any bonus amount) or for bonuses higher than 5% to be awarded. Only if more than 75% of the district's instructional personnel receive below satisfactory ratings can less than 25% of a district's teacher receive awards. STAR awards are to be distributed as bonuses and are not part of base pay and, therefore, not eligible to be credited toward retirement. For teachers in multiple content areas, district plans may utilize local funds to provide more than one bonus or any bonus greater than 5% to teachers who meet the district criteria in an additional content area. Use of these funds must be provided for in the plan.

5.		The plan provides for use of remaining funds and any additional funds distributed from a recalculation after April 1, 2007.	
6.		The primary factor (a minimum of 50%) in determining the award for each individual is the improvement in achievement for that individual's students. For example, for a district that uses the seven evaluation criteria listed in s.1012.34, F.S., for the factors in the STAR evaluation instrument, student achievement must receive at least an equal portion of the weight as the other six factors combined such that the improved student achievement is the primary factor in determining the bonus award. Districts are free to determine weighting within these parameters. Please see the model teacher evaluation plan document provided by the Department.	The purpose of STAR is to reward teachers primarily based upon the improved achievement of their students. Plans that award personnel whose student achievement improvement is only satisfactory may not be approved by the State Board.
7.		The evaluation instrument includes five levels similar to: Unsatisfactory, Needs Improvement, Satisfactory, High-performing, and Outstanding.	Teacher and administrator evaluation instruments must contain sufficient rating categories to rate performance that is above or below satisfactory. At the very least, such instruments must have sufficient ranking levels to identify outstanding teachers in each of the seven evaluation criteria. Districts may use 4, 5, or 6 categories for each evaluation criterion.
8.		District Plans may provide that awardees receive no more than one "satisfactory" rating on all factors.	
The plan lists the methods used to measure <i>improvement in student performance over the course of the year, and each method is linked to each instructional personnel by course number in accordance with the proviso language as follows:</i>			
9.		Instructional personnel linked by course numbers to instruction in reading or math shall be determined by a standardized test	Acceptable standardized tests may include: <ul style="list-style-type: none"> • the FCAT; • locally administered nationally norm referenced tests (NRTs) for which gains could be calculated (i.e., using the previous year's NRT scores as a proxy for a pre-test); • standardized district end-of-course tests for which a pre-test is administered; or • a valid and reliable instrument that can measure value-added student gains.

10.		<p>Secondary instructional personnel linked by course number to instruction in social studies or science are assessed by</p> <ul style="list-style-type: none"> • a standardized test; • linking improved student achievement in reading or mathematics of the students enrolled in the instructional personnel's social studies or science class, as measured by a standardized test, or • by instruments that measure the Sunshine State Standards for the area, including challenging grade-level content and critical thinking skills 	
11.		<p>Instructional personnel not linked by course numbers to instruction in reading, math, secondary science or secondary social science are determined by instruments that measure the Sunshine State Standards for the area, including challenging grade-level content and critical thinking skills</p>	<p>Class-wide or school-wide reading or math standardized test results may be considered as one factor in measuring student improvement for "other" instructional personnel, such as reading coaches, media specialists, and guidance counselors, who have direct contact with these students, but it cannot be used as the exclusive measure of improved student performance for these personnel.</p>
12.		<p>District-developed or selected methods to assess instructional personnel in specialized areas, including exceptional student education, fine arts, career and technical education</p>	<p>Class-wide or school-wide reading or math standardized test results may be considered as one factor in measuring student improvement for "other" instructional personnel, such as reading coaches, media specialists, and guidance counselors, who have direct contact with these students, but it cannot be used as the exclusive measure of improved student performance for these personnel.</p>

The Villages Charter Schools
SPECIAL TEACHERS ARE REWARDED (STAR)
“STAR PLAN”
2006-2007

This plan, developed for submittal to the Florida Department of Education pursuant to sections 1012.22 and 1012.34, Florida Statutes and proviso language from 2006 state budget, is a pay for performance system that rewards individual teachers and school leaders for improved student performance. In addition, The Villages Charter Schools (VCS) plan has merged its overall teacher performance evaluation instrument with the STAR performance system data and summative criteria.

The VCS plan will provide a total number of points out of 100 possible points for the determination of the top 25% of outstanding teachers in each group (elementary, middle, high school) to receive a 5% bonus from state allocated STAR funds, with 70 possible points generated by improved student performance. The remaining 30 possible points are earned based upon the “End of Year Summary Evaluation” rubric (See Appendix A). To comply with the provisions of the STAR proviso language, the following are herein incorporated into the VCS “STAR PLAN”:

1. All instructional personnel as defined in s.012.01(1)(a)-(d), F.S. are included in the VCS Plan.
2. Instructional personnel in elementary, middle and high schools will receive the awards. Grades K-5, 6-8 & 9-12 represent the three separate Villages Charter Schools. Twenty-five percent of staff from each school will be identified and awarded STAR bonuses.
3. Within each of the three district divisional groups (K-5 elementary, 6-8 middle school, & 9-12 high school), VCS will determine which pre and post test assessment tools to utilize. Due to the small size of the VCS staff, all personnel will be ranked by building when considering STAR (See Appendix B).
4. All instructional personnel will be eligible to receive awards and no application process is required.
5. All instructional personnel must have been on the VCS payroll and actively employed for the entire school year.
6. The award bonus will be 5% of each eligible teacher’s base salary for the 2006-2007 school year.
7. Should additional funds be available for VCS from a state redistribution, VCS will utilize the funds in the following order to the extent that funds are available:

- A) Funding will be extended for bonuses of 2.5% of an individual's base salary to teachers beyond the top 25% across groups (elementary, middle school, & high school). The same ranking and criteria used to identify the top 25% of staff to receive the STAR bonus will be used to identify the teachers from this group. Funds will be distributed to the appropriate staff until the point at which all STAR funds are exhausted.
 - B) In the event of a tie, all affected teachers will qualify for the bonus. Any additional costs, due to ties, will be paid from local funds.
8. A teacher may receive no ratings of "Needs Improvement" or "Unsatisfactory" to be eligible for the STAR bonus. More than one rating ~~below~~ of "Satisfactory" disqualifies a teacher for the STAR award.
9. VCS will develop a master list of all courses taught and instructional positions within the district to identify the appropriate student assessment instrument/tool to measure improved student achievement. The following guiding principles shall apply:
- A) Improved student learning for Kindergarten shall be measured by Diebels.
 - B) Improved student learning for grades 1-3 shall be measured by gains in the SAT-10, using the previous year's scores as a baseline and utilizing a value table based upon the state's formula.
 - C) Improved student learning for all instructional personnel linked by course numbers in math and reading shall be determined by FCAT and the state's value table in grades 4-10.
 - D) End-of-course tests shall be found (either purchased by VCS or used by permission) for all courses not linked to an approved assessment instrument. FCAT scores will be used as a pre-test for the 2006-2007 school year.:-
 - E) For all non-classroom instructional personnel (guidance, media, teachers on special assignment, reading coaches, social workers, etc.) improved student achievement will be determined by a composite of overall performance of students as measured by state FCAT data correlated to the students within their respective assigned responsibilities. A value table will be developed for all personnel that fall within their job categories (See Appendix B for details).
 - F) Student data for any individual teacher may only be used in the teacher's data if the student was enrolled in the class for both FTE survey periods, with the exception of semester courses. Semester courses shall only require student enrollment in one FTE survey period for that semester.
 - G) Teachers that are assigned to cross grade level assignments (elementary, middle, high) shall be placed in the group that is the majority of their assignment for overall STAR point ranking. Non-classroom teachers shall

be assigned to the appropriate group based upon majority of FTE at their respective school(s) or area of responsibility.

Appendix A

**VCS STAR Plan
Teacher Evaluation:
100 Point Scale**

Evaluation criteria from §1012.34	Total Points Possible	Evaluation categories and points		Points earned
1. Performance of students (increased learning gains)	70	Top 25%	70	
		Top 30%	50	
		Top 35%	40	
		Top 40%	30	
		Top 50%	20	
		Top 75%	10	
		Low 25%	0	
2. Planning	8	Outstanding	8	
		High Performing	4	
		Satisfactory	2	
		Needs Improvement	0	
		Unsatisfactory	0	
3. Implementation	10	Outstanding	10	
		High Performing	8	
		Satisfactory	4	
		Needs Improvement	0	
		Unsatisfactory	0	
4. Management	4	Outstanding	4	
		High Performing	2	
		Satisfactory	1	
		Needs Improvement	0	
		Unsatisfactory	0	
5. Professional Responsibilities	4	Outstanding	4	
		High Performing	2	
		Satisfactory	1	
		Needs Improvement	0	
		Unsatisfactory	0	
6. Professional Development	4	Outstanding	4	
		High Performing	2	
		Satisfactory	1	
		Needs Improvement	0	
		Unsatisfactory	0	
Total Points Earned	100 (Max)			

Appendix B

**VCS STAR Plan
Data Elements for The Villages Charter Schools (Grades K-12*)**

Groups	Pre-Test	Post-Test	Growth Measure
Kindergarten	DIBELS	DIBELS	DIBELS value table
Grades 1-2	Stanford 10	Stanford 10	Composite Reading & Math SAT 10 value tables
Grade 3	Stanford 10	FCAT Reading & Math	Composite Reading & Math SAT 10 value tables & FCAT value tables will be average (50/50).
Grades 4-5	FCAT Reading & Math	FCAT Reading & Math	FCAT value tables will be averaged 50/50
Grades 6-8 (Reading & Math)	FCAT Reading or Math	FCAT Reading or Math	FCAT value tables
Grades 6-8 (Non-FCAT)	FCAT Reading	½ Reading FCAT scores for assigned students & ½ SSS end of course assessment	FCAT Reading or Math value table & SSS end of course assessment value table
Grades 9-10 (Reading & Math)	FCAT Reading or Math	FCAT Reading or Math	FCAT value tables
Grades 9-10 (Non-FCAT)	FCAT Reading or Math	½ Reading FCAT scores for assigned students & ½ SSS end of course assessment	FCAT Reading or Math value table & SSS end of course assessment value table
Grades 11-12	FCAT Reading or Math	SSS end of course assessment ½ Reading FCAT scores for assigned students Retakes? What if few or no students retaking? & ½ SSS end of course assessment	FCAT Reading or Math value table & SSS end of course assessment value table
Guidance	FCAT School Data	FCAT School Data	FCAT value tables (all applicable assessments will have equal weight)
Media Specialists	FCAT Reading	FCAT Reading	FCAT Reading value table
Physical Education, Art, Music & Foreign Language	FCAT Reading	½ Reading FCAT scores for assigned students This works for 9 & 10 but what	FCAT Reading value table & SSS end of course assessment value table

		will you do for 11 & 12? Same question as above. & 1/2 SSS end of course assessment	
ESE & Gifted	FCAT Reading and/or Math	FCAT Reading and/or Math	FCAT Reading and/or Math value table(s)
School Administrators	FCAT School Data	FCAT School Data	FCAT value tables

*Grades K-5, 6-8 & 9-12 represent the 3 separate Villages Charter Schools. Twenty-five percent of staff from each school will be identified and awarded STAR bonuses.

Steps to do to prepare / finish for STAR

1. Place the appropriate students in the chosen value table for **each** STAR eligible staff member.
2. Each placed student should be listed in the appropriate cell grid within the Value Table to insure the correct “starting point” for value calculations at the end of the year (whether using FCAT or other end of year assessments).
3. Develop a value (range) for the 5 (or 6) categories across the top of the value table (representing the end-of-year assessment score / value)—e.g., A, B, C, D, & F.
4. Research the feasible options (both financial and educational) to locate the best “end of year” assessments for each teacher and course K-12.
5. Educate staff and administrators on the STAR plan and process for awarding bonuses.
6. Acquire VCS Board of Directors’ approval for the submitted STAR plan.

Assumptions

1. Value tables will be constructed after the appropriate end-of-course assessment (or FCAT) has been given and scores documented. Teachers from each building will receive a score and then be ranked accordingly.
2. The selection of the school-wide value table assigns our belief about the mathematical value of movement within the FCAT levels.
3. The selection of the various percentages assigned to the “student performance” section and to the teacher evaluation section illuminate our beliefs about measuring our “best teachers”. Note: We are proposing a 70 – 30 split.
4. Due to the small size of the VCS staff, all teachers within each school will be in the same “silo”.
5. In order to comply with the mandate AND to continue to promote teamwork and collegial professional positive relationships, we are proposing to reward successful teachers outside of the required top 25% (at a smaller bonus—2.5%).

