
ARTICLE 5—ASSESSMENT

- 5.01 ALL EMPLOYEES shall be assessed in accordance with s. 1012.34, F.S., through the provisions of the Focused Teacher Evaluation Model ("FTEM"). Should Florida law regarding teacher evaluation system requirements be changed by the Florida legislature or overturned by a court decision to which the District School Board of Collier County is subject, the parties agree to promptly renew collective bargaining negotiations for this article.
- 5.02 The Principal, Assistant Principal, or, in the case of district locations, the appropriate supervising administrator (for purposes of this Article, hereinafter collectively the "Administrator[s]") is responsible for the assessment process. All EMPLOYEES shall be fully informed annually of the assessment criteria and procedures, including the EMPLOYEES' right to respond, in the context of an orientation session designed for this purpose. Orientation session(s) shall be completed for all EMPLOYEES, regardless of hire date, prior to the implementation of the annual assessment process for each EMPLOYEE. Orientation session(s) may be conducted by the Administrator or other designated individual(s).
- 5.03 EMPLOYEE Categories
- 5.31 First Year EMPLOYEE (First consecutive year of service in the District, regardless of prior experience)
 - 5.32 Category I - EMPLOYEE in 2nd through 3rd year of consecutive service in the District (First 3 years of consecutive service in the District) or new to the District regardless of prior experience
 - 5.33 Category II
EMPLOYEE in 4th through the 10th year of consecutive service in the District
 - 5.34 Category III – EMPLOYEE with more than 10 years of consecutive service in the District
 - 5.35 Category IV EMPLOYEE – EMPLOYEE who receives a Final Evaluation rating of Unsatisfactory for the prior year or EMPLOYEE who receives a second consecutive Final Evaluation rating of Needs Improvement or EMPLOYEE who receives a second Final Evaluation rating of Needs Improvement within a consecutive three-year period
 - 5.36 Category V – EMPLOYEE who teaches at eCollier Academy **will remain for the year of employment
 - 5.37 Any EMPLOYEE who returns to the District with a break in service of 18 calendar months or less will return to the category for which he/she was identified prior to his/her most recent break in service.
- 5.04 Classroom and Non-Classroom EMPLOYEES
- 5.41 Classroom EMPLOYEES: EMPLOYEES whose primary duty is instructing students in courses in classroom situations, including basic instruction, exceptional student education, career education, and adult education.
 - 5.42 Non-Classroom EMPLOYEES: EMPLOYEES whose primary duty is to support the instructional process by means other than providing direct instruction to students, to include:
 - a. Media Specialists
 - b. Exceptional Student Education Program Specialist
 - c. School Counselors
 - d. Academic Coaches
 - e. Teachers on Special Assignment (TSA)
 - f. Literacy Specialists
- 5.05 Final Evaluation Score:
- 5.51 An EMPLOYEE's final evaluation will be based 67% on an Instructional Practice score that is earned from school administrator and/or district administrator, and potentially peer observations and 33% on student growth as calculated by the state's value-added model when provided by the state or through a similar District created value-added model. In situations in which a District created value-added model is not deemed an appropriate measure, a student achievement measure or other growth measure may be

utilized upon agreement with the ASSOCIATION. The Instructional Practice score will be based on 67 available points and the Student Growth score will be based on 33 available points.

5.52 Final Evaluation Scale

The total points earned for instructional practice and student growth will be combined to achieve a final evaluation score. A final evaluation scale from 0-100 points will be used to assign each EMPLOYEE a rating as Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory. The instructional practice score and the growth score will be added together rounded to the whole number.

The agreed upon scale for First Year EMPLOYEES is:

80-100	Highly Effective
45-79	Effective
26-44	Developing
0-25	Unsatisfactory

The agreed upon scale for all other EMPLOYEES is:

80-100	Highly Effective
52-79	Effective
26-51	Developing (Category I EMPLOYEES)/ Needs Improvement (Category II, III, and IV EMPLOYEES)
0-25	Unsatisfactory

- 5.53 Any EMPLOYEE on approved leave during a given school year must receive an Instructional Practice Score based on a minimum of two (2) observations during that school year and a Student Growth score based on the EMPLOYEE's student growth data for that school year. If not available, the EMPLOYEE's prior student growth data within a three-year period when available in order to receive a Final Evaluation and rating for that school year.

5.06 Instructional Practice Score (67%):

- 5.61 Reflects EMPLOYEE performance across elements within the framework Focus Areas (4) = 23 elements.
- 5.62 Accounts for EMPLOYEE experience levels in the District
- 5.63 Assigns weights to each Focus Area based on its proportionate impact on student achievement

CLASSROOM TEACHER FORM

- a. Focus Area 1: Standards-Based Planning 13%
- b. Focus Area 2: Standards- Based Instruction 44%
- c. Focus Area 3: Conditions for Learning 30%
- d. Focus Area 4: Professional Responsibilities: 13%

NON-CLASSROOM TEACHER FORM

- a. Focus Area 1: Planning and Preparing: 27%
- b. Focus Area 2: Supporting Student Achievement: 19%
- c. Focus Area 3: Continuous Improvement of Professional Practice: 18%
- d. Focus Area 4: Professional Responsibilities non-classroom: 36%

- 5.64 Acknowledges EMPLOYEE focus on deliberate practice by measuring EMPLOYEE improvement over time on specific elements identified in the Deliberate Practice Plan

- 5.65 Equals the sum of the Status Score and Deliberate Practice Score
- 5.66 All EMPLOYEES shall receive a final Instructional Practice Score no later than May 15
- 5.67 First Year EMPLOYEES and Category IV EMPLOYEES shall receive a mid-year evaluation no later than January 30

5.07 Status Score Weighting System

- 5.71 Status Score will be obtained by computing the weighted score (based on assigned weights in 5.063) of the four Focus Area Scores (see 5.073 for Focus Area score calculation methodology)

5.72 Rating Scale for Focus Area Elements

	4	3	2	1	0
Formative Ratings used for each Focus Area Element	Innovating	Applying	Developing	Beginning	Not Using

5.73 Calculation Methodology for Focus Area Scores

The score earned for each Focus Area will be determined by calculating the average of all the individual element ratings received by the EMPLOYEE within each Focus Area. For example, an EMPLOYEE receiving five (5) element ratings in Focus Area 1 of Innovating (4), Innovating (4), Applying (3), Applying (3), and Developing (2) will receive a Focus Area 1 score of 3.2 ($16/5 = 3.2$). An EMPLOYEE receiving two (2) element ratings in Focus Area 4 of Applying (3) and Innovating (4) will receive a Focus Area 4 score of 3.5 ($7/2 = 3.5$).

- 5.74 A multiplier of 16.75 is used to convert the status score from a 4-point scale to a 67-point scale.

Scale from 4.0 to 0.0	4.0 – 3.5	3.4 – 2.5	2.4 - 1.5	1.4 - 0.0
Scale from 67.0 to 0.0	67.0 – 58.625	56.95 – 41.875	40.2 – 25.125	23.45 – 0.0

5.08 Deliberate Practice ~ ALL teachers will participate

5.81 Additive model ~ positive impact ONLY

a. Calculation: Final performance level for target elements are the highest level observed and the growth from the starting point to the highest level earned. Example: if a teacher starts an element at applying and ends at applying there is zero growth. If a teacher starts at beginning and ends at applying, applying is growth of two levels.

b. Formula for calculation: $(\text{Growth plan score} - \text{minimum possible score}) / (\text{maximum possible score} - \text{minimum possible score}) = \% \text{ of maximum score}$. Then multiply the percent by 1 to calculate the bonus that is added to the instructional practice score.

5.82 2 elements will be selected

- a. 1 by the teacher (administrator may provide input ~ teacher has final decision)
- b. 1 by the administrator (i.e.: school-wide, content area wide, grade level wide) ~ provided during pre-service week

- 5.83 Plan must be submitted by the teacher in iObservation by the end of the day on the last Friday in September

- 5.84 Plan must be approved by administrators by the end of the day on the second Friday in October

- 5.85 Discussions can be held through iObservation.

5.09 Student Growth Score (33%):

- 5.91 The value-added or achievement/growth score will be assigned points between 4-33 using a measure of standard deviation above or below the state/district average (or mean) teacher value-added or achievement/growth score for the identified assessment. EMPLOYEES who achieve a score equal to the mean would receive 16.5 points. Each standard deviation above or below the mean would equate to 5.5 points, with a maximum of 33 possible points and a minimum of 4 points. EMPLOYEES who achieve a score that is 1 standard deviation above the mean would receive 22 points. EMPLOYEES who achieve a score that is 1 standard deviation below the mean would receive 11 points.
- 5.92 The District shall maintain and publish a chart negotiated and agreed upon with the ASSOCIATION, which reflects the assessments and student growth measures by course that will be used to determine the Student Growth score for EMPLOYEES based on their assignment. The Student Growth score measures for non-classroom EMPLOYEES will also be identified on the chart. The following framework for Student Growth scores will be utilized:

ASSESSMENT	STUDENT GROWTH MEASURE
FSA for ELA and Math	State VAM
Algebra I EOC	State VAM
FCAT Science	District VAM/Achievement/Growth
All other State EOC Exams	District VAM/Achievement/Growth
District EOC Exams/Assessments (all levels and subjects not associated with statewide assessment)	District VAM/Achievement/Growth

5.10 Observation Procedures

- 5.101 Observations shall be conducted by more than one observer within the school year. In order to maintain consistency among observers, procedures for the different types of classroom observations, including length and purpose of the visit and they type of feedback that will be provided to EMPLOYEES are listed below.

	Announced	Unannounced
<p><u>Formal</u></p> <p>Classroom EMPLOYEES: Observation completed in Focus Areas 1, 2, 3</p> <p>Feedback provided in Focus Areas 1, 2, 3</p> <p>Non-Classroom EMPLOYEES: Observation completed in all 4 Focus Areas</p> <p>Feedback provided in all 4 Focus Areas</p>	<ul style="list-style-type: none"> Completed by Site Evaluator(s) Standard Observation Length – Standard Full Day Class Period or no less than 50 minutes (elementary) EMPLOYEE is informed of the observation EMPLOYEE selects the content area and lesson plan for the Formal Observation and proposes the elements that will be the focus of the lesson. Pre-Conference – EMPLOYEE and Evaluator discuss the element(s) within focus area that will be the focus of the lesson. The Evaluator may add or amend element(s) proposed by the EMPLOYEE for the observation through discussion with the EMPLOYEE. (Written form is not 	N/A

	Announced	Unannounced
	<p>required)</p> <ul style="list-style-type: none"> • During the observation, the Evaluator shall have the flexibility to provide feedback in all observed elements. • Post-Conference – Evaluator and EMPLOYEE will reflect on the focus of the lesson discussed during the pre-conference. (Written form is not required) • Written feedback provided to the EMPLOYEE no later than three (3) workdays after the observation takes place • Results used for the Final Evaluation 	
<p><u>Informal</u></p> <p>Classroom EMPLOYEES: Observation completed Focus Areas 2 and 3</p> <p>Feedback provided Focus Areas 2 and 3</p> <p>Non-Classroom EMPLOYEES: Observation completed all 4 Focus Areas</p> <p>Feedback provided all 4 Focus Areas</p>		<ul style="list-style-type: none"> • Completed by Site Evaluator(s) • Standard Observation Length – 10 to 20 minutes long • EMPLOYEE is not informed of the observation • Written feedback provided to the EMPLOYEE no later than three (3) workdays after the observation takes place • Results used for the Final Evaluation
<p>*Walkthrough – ONLY Professional Responsibilities</p>	<ul style="list-style-type: none"> • Completed by Site Evaluator(s) • One evaluation may be completed outside of an informal/formal observation; the Evaluator shall have the flexibility to provide feedback in all observed elements within professional responsibilities. • In addition to the minimum number of observations (informal/formal) • Written feedback provided to the EMPLOYEE no later than three (3) workdays after the observation takes place • Results used for the Final Evaluation 	

5.102 Observation Feedback will be provided through iObservation, pre/post conferences, and verbal/written communication. This feedback will be provided no later than three (3) workdays after the observation takes place (email/date stamp/time acceptable). The communication will include focused feedback on EMPLOYEE performance and individual continuous improvement through professional development. Feedback shall be provided in all Focus Areas (1-4).

5.103 Minimum Number of Observations The minimum number/frequency of required observations (Formal and Informal)		
Status	Formal Observations (Announced)	Combined Informal Observations (Unannounced) and Walkthroughs (Announced and Unannounced)
First Year EMPLOYEE (First consecutive year of service in the district, regardless of prior experience)	2 (One hold harmless)	4 (One hold harmless)
Category I EMPLOYEE (2 nd through 3 rd consecutive years of service in the district)	1	3
Category II EMPLOYEE (4 th through the 10 th consecutive years of service in the district)	1	2
Category III EMPLOYEE (More than 10 consecutive years of service in the district)	1	1
Category IV EMPLOYEE	2	8
Category V EMPLOYEE**	2	4
5.104 Minimum Number of Observations for Newly Hired EMPLOYEES with Late Start Date The minimum number/frequency of required observations (Formal and Informal)		
Status	Formal Observations (Announced)	Combined Informal Observations (Unannounced) and Walkthroughs (Announced and Unannounced)

Start Date: Third Monday of November - Last Friday in February	2 (One hold harmless)	2
Start Date: Monday following the last Friday in January – First Monday in March	2 (One hold harmless)	1

**Teacher will remain in the category for the full academic year. Their category will revert back their former category if they return to a school building in the following school year.

*Professional Responsibilities must be evaluated at minimum one time per year and may be done outside of an informal or formal observation.

5.105 **HOLD HARMLESS PERIOD:** Probationary First Year EMPLOYEES shall be afforded a hold harmless period. The first (1st) formal observation and the first (1st) informal/walkthrough observation will not count toward the final evaluation unless requested by the EMPLOYEE. Probationary first year EMPLOYEES hired with a late start date as defined in Section 5.104 shall also be afforded a hold harmless period for the first (1st) formal observation. Hold harmless observations shall count toward meeting the minimum number of required observations as outlined in Sections 5.103 and 5.104. EMPLOYEES are responsible for verifying that hold harmless observations are not counted toward the final evaluation. The formal and informal/walkthrough hold harmless observation(s) shall be counted toward the final evaluation if requested by the EMPLOYEE in writing (email acceptable) within five (5) contract days of receiving observation feedback in iObservation.

5.106 If the EMPLOYEE has met the minimum required observations but would like additional observations; they must notify Administration in writing (email acceptable) at least three days prior to the desired observation date. Although not required, Administration will make every effort to honor the additional observation time request.

5.11 OBSERVATION SCHEDULE:

- a. First Year EMPLOYEES shall receive a minimum of one Formal Observation in each semester. First Year, Category I, and Category II EMPLOYEES shall receive a minimum of one Informal Observation in each semester. Category III EMPLOYEES shall receive a minimum of one observation in each semester. Deviations to this provision may occur only as requested by the EMPLOYEE in writing (email acceptable). (EXCEPTION: First Year EMPLOYEES with a late start date as defined in Section 5.104 are excluded from the requirements of Section 5.11 a.)
 - b. No observation or walkthrough shall be conducted the day before Thanksgiving Break, Winter Break, or Spring Break unless it is requested by the EMPLOYEE in writing (email acceptable) to his/her supervisor.
 - c. No observation or walkthrough shall be conducted on Halloween.
 - d. No observation or walkthrough shall be conducted for an EMPLOYEE while that EMPLOYEE is administering a state or district assessment.
 - e. No observation or walkthrough shall be conducted during the first five (5) student days unless it is requested by the EMPLOYEE in writing (email acceptable) to his/her supervisor.
- 5.111 If a Classroom EMPLOYEE does not receive the minimum number of observations specified in section 5.13 or 5.14 for his/her status score by May 1, the Classroom EMPLOYEE may request to the Evaluator that his/her Focus Area 1 score be changed to 3.0 overall and the change shall be made accordingly. Likewise, if a Non-Classroom EMPLOYEE does not receive the minimum number of observations specified in section 5.13 or 5.14 for his/her status score by May 1, the Non-Classroom EMPLOYEE may request to the Evaluator that his/her Focus Area 1, 2, 3, and/or 4 scores be changed to 3.0 overall and the change shall be made accordingly. If a Classroom or Non-Classroom EMPLOYEE does not receive

any feedback (ratings) in one or more Focus Area, the EMPLOYEE may request to the Evaluator that his/her score for each applicable Focus Area score be changed to a 3.0 overall and the change shall be made accordingly.

5.112 A rating of "Not Using" may only be provided during a Formal Observation.

5.12 Category IV EMPLOYEES

5.121 Processes and Procedures for EMPLOYEES who receive a Final Evaluation rating of Unsatisfactory for the prior year or EMPLOYEES who receive a second consecutive Final Evaluation rating of Needs Improvement or EMPLOYEES who receive a second Final Evaluation rating of Needs Improvement within a consecutive three-year period (Category II and III EMPLOYEES)

5.122 General Procedures	<p>EMPLOYEE will be a member of a Professional Assistance Team, which will include the school administrators and two other EMPLOYEES who demonstrate at the Effective and/or Highly Effective level on the prior year's Final Evaluation.</p> <p>This team will meet on a monthly basis to provide support in identified areas of need. The EMPLOYEE will be required to participate in Professional Development focused on Focus Area 1-4 with an emphasis on the identified area(s) of need.</p>
5.123 Roles and responsibilities of teacher, Evaluators and association	<p>EMPLOYEE: Must actively participate throughout the entire process, accept constructive focused feedback, and demonstrate improvement on the Final Evaluation at the end of this process.</p> <p>Evaluators: Observe and provide constructive focused feedback throughout the process, provide support and mentors in identified areas of need, and ensure that the process is implemented with fidelity.</p>
5.124 Support Plans	<p>The Professional Assistance Team will collaboratively develop and implement a plan that will support the EMPLOYEE's identified areas of need.</p>
5.125 Timelines	<p>The entire process will occur during the remainder of the school year after the final evaluation is received and the process is initiated. Within the first ten work days after the EMPLOYEE receives their final evaluation score, the Professional Assistance Team (PAT) will be appointed and meet. The Support Plan will be developed within ten days after the first meeting of the PAT. Observations, feedback, and support will be provided for the remainder of the school year. Formal written feedback will be provided to the EMPLOYEE by the end of April for each of the identified areas of need.</p>

5.13 OTHER PROVISIONS

5.131 If a teacher disagrees with his/her final evaluation report, he/she may submit a written response, which shall be attached to the evaluation report.

5.132 EMPLOYEES shall be provided with their final Instructional Practice Score for the current school year prior to any recommendation being made for reappointment or non-reappointment of their annual contract. All annual contract teachers must be notified by May 15 of the intent of non-reappointment for the following year.

5.133 An EMPLOYEE who did not have his/her contract renewed may appeal to the Executive Director of Human Resources who will review all facts surrounding the contract renewal decision. The EMPLOYEE has the right to ASSOCIATION representation at the appeal. The Executive Director of Human

Resources will make a final determination on whether or not the decision to not renew the annual contract is upheld. This determination shall not be subject to the grievance procedure outlined in Article 8.

5.14 Annual Review of the Evaluations by the District

- 5.141 The joint CCEA and District CTEM Committee will meet throughout the year to provide ongoing feedback regarding the Focused Teacher Evaluation Model and the District chart, which reflects the assessments and student growth measures. At the end of each school year District staff will review the disaggregated information regarding the evaluation results of all teachers. This information will be reviewed with the CTEM Committee to determine the effectiveness of the model, the professional development needs of the teachers as a whole, and professional development needs of the Evaluators who are observing and evaluating.