

**Bargaining Minutes
CBLT February 23, 2017
CTA Office**

Attending:

Maribel Aponte	CTA	Bill Floyd	District	Mark Mitchell	CTA
David Azzarito	District	Theresa Harter-Miles	District	Megan Oats	CTA
LeighAnn Blackmore	District	Alex Heidelberg	District	Clay Phillips	CTA
David Cintron	CTA	Allison Kirby	District	Ronald Pilgrim	District
Doreen Concolino	District	Sharon Leonard	CTA	Kenrick Pratt	CTA
Albert Davies	CTA	Lisa Marie Lewis	CTA	Krista Russell	District
Wendy Doromal	CTA	Michael Marzano	CTA	Patricia Walker	District
Jason Duke	District	Clinton McCracken	CTA	Stephanie Wyka	District
Gloria Fernandez	District	Phyllis Mills	CTA	Rea Xenja	CTA

Guests: Beth Curran and Christina Kinard from Risk Management; Brandon McKelvey from Research, Accountability and Grants

Agenda:

- Fringe Benefits Committee Report
- Universal Domestic Partner Insurance Coverage
- Supplement Committee Report
- Reduction in Force
- Evaluation
- Appeals Committee Report

Fringe Benefits Committee Report (See handouts #1 and 2)

Beth Curran, Senior Director of Risk Management presented information to the group concerning projected insurance costs for 2017-18. The District is looking at a 10.9% cost increase to the overall Insurance Plan. Claims to the Plan are funded by premiums (paid by both the Board and the employees in Plan B and Plan C) and benefits which are copays, deductibles, maximum out of pockets and coinsurance. Ms. Curran shared an illustrative example where the Board contribution will increase by 8% (which is contractual language) and the increase to the employee's premium costs. Plan A does not have a premium for employees and this cost would have to be absorbed by Plans B and C.

The projections are compiled by our benefits consulting team with Arthur J. Gallagher & Company and two different insurance actuaries. CTA asked for the documentation and it will be provided.

There was a question asked about the Affordable Care Act (ACA) and if changes to the Act would affect the overall insurance Plan. Ms. Curran said that if ACA is repealed, it should not affect our overall Plan. Our plan is better off in some places than ACA.

There was a statement made that our Behavioral benefits are not very good. Ms. Curran said that the District is looking into this.

The Fringe Benefits Committee will continue to review different options to bring back to the bargaining teams.

Universal Domestic Partner Insurance Coverage

Mark Mitchell, Executive Director of Orange UniServ stated that any benefit changes that CTA will agree to must include universal domestic partner coverage. CTA believes we need to set the district apart from other districts with this type of coverage and that OCPS would attract teachers and employees to work by offering this benefit.

Supplement Committee Report

Clay Phillips, co-chair of the Supplement Committee reported that the committee is working on several pieces of proposed language and re-tiering of the athletic schedule and performing arts, along with some possible new supplements such as a supplement for National Honor Society sponsor. A preliminary costing of the proposed changes ranges from \$800K to \$1M. The committee will have one last meeting in March and will be bringing their findings to the bargaining teams at the next meeting.

Reduction in Force (see handouts #3 and #4)

Kenrick Pratt presented a proposal for teacher lay-off based upon "A Smarter Teacher Layoff System" by The New Teacher Project. Kenrick stated that the economic conditions have significantly improved since 2008, but that we need to be prepared for any contingency in the future. In CTA's proposal, lay off would be based upon a scorecard where:

- Evaluation scores would have a value between 0 and 45
- Years of experience would have a value between 0 and 25
- Degree level would have a value between 0-10
 - AA: 3
 - BA/BS: 5
 - Masters: 8
 - PhD: 10
- Contract type would have this point value:
 - Probationary: 5
 - Annual: 7
 - PSC/CC: 10
- Certification type would have a range between 0-10
 - 1 area: 5 points
 - 2 or more areas: 10 points

After discussion and a caucus called by the District, Ron Pilgrim suggested that the HR committee review and develop this criteria. Krista Russell and Wendy Doromal will coordinate meeting times.

Appeals Committee Report and Aggregation Items (See Handouts # 5 and #6)

Dr. Brandon McKelvey provided a presentation to the group outlining the chain of events from November 30, 2016 to February 21, 2017.

- On November 30, there was a bargaining meeting to discuss the appeals process. During this meeting, it was decided that appeals would be based upon the accuracy of the rosters and the calculation.

- On January 20, there was an initial meeting of the appeals committee. 51 of the 56 appeals were heard and decided at this time. 5 appeals required additional information, and additional items were discussed
- On February 21, there was an additional meeting of the appeals committee. The remaining 5 appeals were discussed along with the additional items discussed at the last meeting

There were three issues where the appeals committee wanted further discussion

Concern #1 The Accountability, Research and Evaluation department dropped some value-added models from the calculation because they did not meet research-based standards for inclusion or because the impact was not consistent with the bargained agreement. This left some teachers without scores in some of their courses and this could have impacted them negatively or positively.

- Some teachers received their scores based on only one group of their courses. If this score was negative, it may have been the case that the dropped courses and models would have helped them. If the score was positive though, the dropped courses and models could have hurt their scores.
- The appeals committee asked if there was a way to account for this in the scoring and aggregation for the following year
- There are limited choices that we have from a statistical standpoint because a value-added model can't be executed for a course that has a single teacher or six students.
- The aggregation concern happens when a teacher of Auto Mechanics 5, 6 and 7 also teaches a Journalism course and the Journalism course is the only one with a value-added model

Concern #2 – The NCIP (Non-Classroom Instructional Process) for assigning student learning growth scores was not well-known to the appeal committee members. This makes it difficult for them to judge appeals with the process.

- The NCIP is the process for providing a student learning growth score to non-classroom personnel.
 - Handouts concerning the NCIP process were provided.
 - Next year, the process will be conducted electronically to make it easier.
 - The flexibility is needed because different schools use the same personnel title in different ways. This makes sense because of differences in school size and other needs.
 - When there is a concern with the method selected, we encourage both principals and teachers to email us.
 - Dr. McKelvey requested that the group look at the process and let him know if there are specific questions or concerns
 - The process could be done at the beginning of the year, though there are so many role changes
 - The Appeals Committee wanted to make this process more transparent

Concern #3 - It can be confusing for teachers to understand how their scores will be produced year to year. This is often due to rules about the inclusion of students with valid year current and prior test scores. Many of these rules for statewide assessments are outside of the control of the district.

- There are many cases where we do not know the information that we would need to give teachers an exact accounting of the students and courses that will be included by the end of the year
- We provide no later than the last day of pre-planning, a list of all offered courses with their aligned assessments. There has been a concern about whether or not the assessment is completed by this time.
 - It is difficult to start this process during pre-planning and provide specifics because courses may not make or need to be shifted or added. Anytime someone emails Dr. McKelvey's office, they are helped to find the courses for which they are attached
 - We could place additional information on the crosswalk to help direct teachers to their courses. Other information should be included to tell teachers to check the crosswalk again if their schedule is changed or if the teacher's assignment is changed
- There are additional problems though that keep the district from providing more information
 - (1) Students count toward a teacher's score based on a school year match, and current and prior year scores. We do not know these items until the end of the year in most cases.
 - (2) The FLDOE can change the value-added model included courses. This may not be known until the end of the year.
- As we tried to think of what a teacher may want to know, it become difficult to understand what could be provided to support
- It was suggested that we write a draft of the communication for the next bargaining meeting
- There is an additional concern about departmentalization. This is something that is going to require additional discussion.
 - We also continue to monitor departmentalization. There is not a way that we have found to meet all of the minute requirements and clearly departmentalize ELA and Math. Specifically, Math teachers also receive the ELA scores because they teach reading minutes.
 - In theory, it is possible to attach these students to a Reading Coach, but the schedule makes this very unlikely. Not every school has the same number of coaches.

To-do List for Dr. McKelvey to bring back to the bargaining teams:

- (1) Aggregation method
 - There was support from Chen's aggregation method
 - Will bring back the impact at the next meeting
- (2) Additional emails for clarification
 - Expanded email about the crosswalk
 - Provide information on the aggregation method
 - Provide additional information on schedule changes
 - Additional email to remind people to keep information that they may need for an appeal in the following school year

Evaluation (see handouts #7 and #8)

Legal Requirements for Teacher Evaluation

The district provided a presentation that included an overview of F.S. 1012.34, Rule 6A-5.030, and Rule 6A-5.065 as they relate to the legal requirements for teacher evaluation in connection with instructional practice. F.S. 1012.34 requires that our evaluation system be approved by the FDOE; additionally, this statute requires our evaluation system to be aligned with the Florida Educator Accomplished Practices (FEAPs). Rule 6A-5.030 requires that the evaluation system be based on contemporary research and that the district must provide evidence that the evaluation system used includes indicators based on the FEAPs. Rule 6A-5.065 provides the FEAPs. Specific FEAPs were shared related to the requirement for standards-based instruction, using rigorous and higher order instructional techniques, and the necessity of monitoring students' understanding and providing immediate, specific feedback to students. The district noted that as the state statutes and state rules are revised, it is the district's responsibility to meet the standards established by the state. The district also shared historical teacher evaluation data in connection with the implementation of the teacher evaluation tool, and any clarifications that were made to the evaluation tool's protocols.

- 2011-12: 99.23% of teachers had a Final Score of Effective or Highly Effective
- 2012-2013: 99.62% of teachers had a Final Score of Effective or Highly Effective
- 2013-2014: 99.78% of teachers had a Final Score of Effective or Highly Effective
- 2014-2015: 99.60% of teachers had a Final Score of Effective or Highly Effective
- 2015-2016: 98.59% of teachers had a Final Score of Effective or Highly Effective

The district also shared data regarding the historical rating distribution of Domain 1 elements in observations that have been counted towards evaluation. The district noted that for the 2016-2017 school year, the frequency of applying and innovating ratings are higher than the previous year, demonstrating an upward trend in teacher proficiency.



The union stated that the data shared does not reflect the emotional impact of the evaluation tool on teachers. The union stated that when unilateral changes are made that it impacts teachers mentally and emotionally, and that the changes made to the scales were not bargained. The union stated that everything related to evaluation should be bargained. The union requested a larger version of the slide shared that connected the evaluation system implementation to historical final score ratings, and that

the data be broken down by the percentage of highly effective and effective. The district will provide this to the union.

CTA Proposal for New Deliberate Practice Scoring

CTA made a formal proposal for deliberate practice scoring removing the negative scores for beginning and not using.

- Innovating: .4
- Applying: .3
- Developing: .2
- Beginning: .1
- Not using: 0

Positives and Deltas:

+

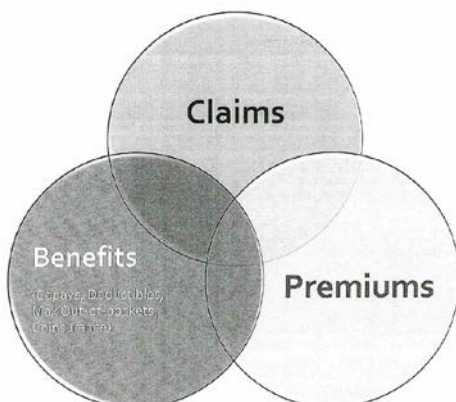
- Brandon's presentation
- David did a great job as gatekeeper
- Ms. Curran did a great job of framing the insurance issues
- Even though topics were tense, we were sane and civil

Δ

- No more side conversations while people are talking

Handouts:
Document #1

BENEFIT PLAN DESIGN



Medical Renewal 2017/2018 - Illustrative Purposes Only

1

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5

6

to CTA #2
8:51
2/23/17

Plan A - Local Plus (5,349 Employees; 12,149 Members)							
		2016/2017		2017/2018		In-Network Benefit Changes	
Plan A1	Funding Change 10.9% No benefit changes	Board Contribution	Employee Cost		Board Contribution (8%)	Employee Cost	\$ Difference
	Employee Only	\$814.60	\$0.00		\$879.77	\$23.62	\$23.62
	Employee + Child(ren)	\$814.60	\$50.00		\$879.77	\$79.07	\$29.07
	Employee + Spouse	\$814.60	\$250.00		\$879.77	\$300.87	\$50.87
	Employee + Family	\$814.60	\$300.00		\$879.77	\$356.32	\$56.32
Plan B - HRA (2,658 Employees; 2,944 Members)							
		2016/2017		2017/2018		In-Network Benefit Changes	
Plan B1	Funding Change 10.9% No benefit changes	Board Contribution	Employee Cost		Board Contribution (8%)	Employee Cost	\$ Difference
	Employee Only	\$814.60	\$37.28		\$879.77	\$64.97	\$27.69
	Employee + Child(ren)	\$814.60	\$575.84		\$879.77	\$662.23	\$86.39
	Employee + Spouse	\$814.60	\$804.42		\$879.77	\$915.73	\$111.31
	Employee + Family	\$814.60	\$1,017.70		\$879.77	\$1,152.25	\$134.55
Plan C - Network Premium (12,471 Employees; 18,243 Members)							
		2016/2017		2017/2018		In-Network Benefit Changes	
Plan C1	Funding Change 10.9% No benefit changes	Board Contribution	Employee Cost		Board Contribution (8%)	Employee Cost	\$ Difference
	Employee Only	\$814.60	\$37.28		\$879.77	\$64.97	\$27.69
	Employee + Child(ren)	\$814.60	\$1,165.10		\$879.77	\$1,315.72	\$150.62
	Employee + Spouse	\$814.60	\$1,373.88		\$879.77	\$1,547.26	\$173.38
	Employee + Family	\$814.60	\$1,568.68		\$879.77	\$1,763.29	\$194.61

Document 3:

#3 From CTA
10:53am
2/23/17

- C. Certification, contract type, seniority, and level of degree shall be sequentially used, as outlined below, to determine the order of lay-off. For non-certified positions, the sequence shall begin with seniority. The employee's status on the date of official notice to the Association of a reduction in force shall be used to determine his/her placement within the above factors.

Article XIII

- C. A scorecard shall assign points based on the best year of a teacher's most recent three years of summative ratings and shall be used to determine each effected teacher's ranking in the lay-off system. For teachers with less than three (3) years of summative ratings the best year shall be used of the evaluation(s) received. Teachers with the lowest scores in sequential order shall be the first to be considered for layoffs. The Reduction in force system shall have a maximum value of 100 points, and the scorecard shall be based on the following factors:
1. Evaluation shall have a range of 0 through 45 points and final evaluation results shall be based on the following evaluation scale: 0 – 1.0 = 9 points, 1.1 – 2.0 = 18 points, 2.0 – 2.6 = 27, 2.7 – 3.5 = 36 points and 3.5 – 4.0 = 45 points.
 2. Years of experience shall have a range of 0 through 25 points and shall be based on the following scale: 0 – 5 years = 5 points, 5 – 10 years = 10 points, 11 – 16 years = 15 points, 17 – 22 years = 20 points and 23 years and beyond shall be 25 points.
 3. Degree level shall have a range of 0 through 10 points, and shall be based on the following: Associates Degree = 3 points, Bachelor's Degree = 5 points, Master's Degree = 8 and Doctoral Degree = 10 points.
 4. Contract type shall have a value of 5, 7, or 10 points in sequential order: Probationary contract = 5 points, Annual Contract holders = 7 points and Professional Services Contract holders = 10 points.
 5. Certification type shall have a range of 0 through 10 points, based on the following: certification in one (1) area = 5 points, and certified in two (2) or more areas = 10 points.
 6. Certification for each teacher shall be established. If a teacher has certification in two or more teaching areas, s/he will designate which teaching area will be the determiner of certification for purposes of layoff.
 - a. If a teacher is teaching out-of-field and has completed less than half the requirements for said certification when a layoff occurs, his/her status shall be determined by the area of current certification. If half or more of the requirements have been completed when a layoff occurs, a teacher's status may be determined as if s/he had certification in the out-of-field area.

Document 4:

"A Smarter Teacher Layoff System" March 2010 by The New Teacher Project

http://tntp.org/assets/documents/TNTP_Smarter_Teacher_Layoffs_Mar10.pdf

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Site Instructional Manual
Non-Classroom Instructional Personnel (NCIP)
Roster Process





Statutory changes require OCPS to collect rosters for all non-classroom instructional personnel in order to construct required student learning growth scores.

Follow this 5-Step process to submit information through your school transfer folder.

If you have any questions throughout this process, please refer to the **Frequently Asked Questions** document. If your question is not answered there, please contact Tavy Chen (Tavy.Chen@ocps.net) or Brandon McKelvey (Brandon.McKelvey@ocps.net).

Step 1: Verify Your Transfer Folder has Needed Information

Your transfer folder should contain the following files:

-  Evaluation Type Form.xlsx
-  Frequently Asked Questions.docx
-  NCIP Verification Signature Form.docx
-  Site Instructional Manual.docx

If you are missing any of these files, please contact Tavy Chen or Brandon McKelvey immediately.

Step 2: Verify that the 'Evaluation Type Form' Contains the Appropriate Personnel

The personnel on this form are **non-classroom instructional personnel** who will receive the student learning growth portion of their evaluation based on this process rather than based on the classes they instruct. If you believe that there is a person on this list in error, or a person who should be on this list but is not, please refer to the Frequently Asked Questions document.

Step 3: Choose an Evaluation Type for All NCIP on the 'Evaluation Type Form'

You have three (3) options for evaluating your non-classroom instructional personnel. Select ONE of these options using the information provided in columns F – H on the 'Evaluation Type Form'. These columns are shown in the picture below.

F	G	H
School Score	Grade Level	Subgroup

Option 1 "School Score" – Column F: If the person represented on the sheet directly impacts all students in the school, please choose 'Yes' for the School Score option.

Option 2 "Grade Level" – Column G: If the person represented on the sheet only directly impacts a particular grade level or grade level band, please select the grade level band from the drop-down options.

Option 3 "Subgroup" – Column H: If the person represented on the sheet only directly impacts ESE or ELL students, please select either 'ESE' or 'ELL'.

Please do not move on to the next step until all personnel on this form have a value in one of the columns.

Step 4: Complete one 'NCIP Verification Signature Form' for each NCIP

Please print a copy of the signature form for each NCIP on the list and have them sign this form.

These forms should all be scanned and saved into the school transfer folder.

Step 5: Let us know you are done by filling out this [Google Survey](#)

At this point, you should have several completed forms in your school transfer folder:

- One (1) *Evaluation Type Form* for the whole school, and
- One (1) scanned *NCIP Verification Signature Form* for each person.

When you are done saving the files into your transfer folder, fill out the [Google survey](#) to notify us that you are ready to have your files checked.

The Principal will receive an email from Tavy Chen or Brandon McKelvey copying your Area Superintendent after we have verified all information has been properly saved in the school transfer folder.

All information must be completed and entered into your school transfer folder by:

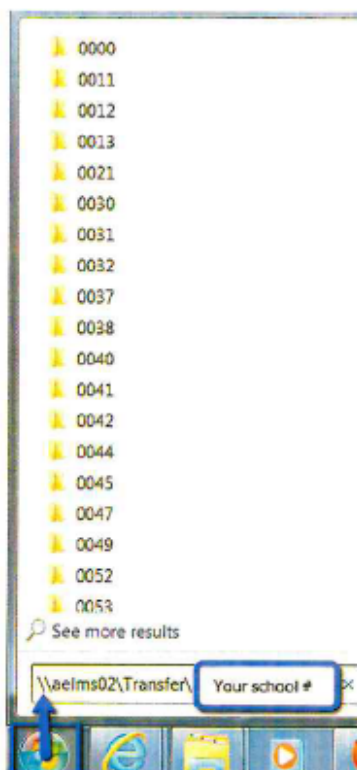
**Friday, May 22
at 5:00pm.**

Area Superintendents will be working with ARA to monitor and track completion before this date.

Frequently Asked Questions
Non-Classroom Instructional Personnel (NCIP)
Roster Process

1. *Where is the school transfer folder?*

On a PC, you can access the school transfer folder by clicking on the Start button on the bottom left of the screen and then typing `\\aelms02\Transfer\` followed by your school number in the box. For example, if you are at school 1234, you would type `\\aelms02\Transfer\1234`.



2. *What if I still can't find it?*

Ask your school's technical support person or call the ICTS help desk at (407) 317-3375. Service Center hours are 7:30 a.m. to 4:30 p.m. Monday through Friday excluding holidays.

3. *Can I add a name to the Evaluation Type Form?*

If the person's primary responsibility was instructional but not in the classroom, they are considered a non-classroom instructional personnel. Type their name on the Evaluation Type Form and complete that row. They will also need to sign a NCIP Verification Signature Form. If they have courses attached to them and are on the Evaluation Type Form with a NCIP

Verification Signature Form, the NCIP evaluation type will trump the evaluation from those courses.

4. Can I remove a name from the Evaluation Type Form?

If the person was assigned at least one course and actively taught it for both Survey 2 and 3, they are considered **classroom** instructional personnel and you may delete their name from the Evaluation Type Form.

5. What if someone on the Evaluation Type Form no longer works at my school?

You may delete their name from the Evaluation Type Form.

6. What if someone on the Evaluation Type Form is on short- or long-term leave?

If the NCIP is not available to choose their evaluation type, the administrator will choose for them. If the NCIP is unable to sign the NCIP Verification Signature Form, an administrator must still sign and scan it without them. The administrator must then email the NCIP with a notification of the evaluation type chosen, and attach the scanned image of the NCIP Verification Signature Form.

7. What should we do with a person who was scheduled to teach a course but didn't actually teach a course for Survey 2 & 3?

Include the person on the Evaluation Type Form and have them fill out a NCIP Verification Signature Form.

8. What should we do for a NCIP who used to be in the classroom but switched out at some point in the school year, or vice versa?

If the person's primary responsibility was instructional but not in the classroom, type their name on the Evaluation Type Form and fill it out. They will also need to sign a NCIP Verification Signature Form. If they have courses attached to them and are on the Evaluation Type Form with a NCIP Verification Signature Form, the NCIP evaluation type will trump the evaluation from those courses.

9. Are there any other evaluation type options other than school, grade level, or subgroup?

Not at this time. We will reevaluate the options next school year.

10. What if none of the evaluation type options matches my scenario?

Choose the evaluation type that most closely resembles the situation and that best reflects the impact this NCIP had on student learning.

11. Can I check more than one option on the NCIP Verification Signature Form?

No.

**Non-Classroom Instructional Personnel
Verification Signature Form**

By signing this form, I verify that the method selected below of calculating student learning growth has been described to me and reflects the students who are directly associated with my work at my school (or schools).

Description of Student Learning Growth Method (please select one only):

- ☐ Performance of all students **in the school** as measured by student performance on statewide assessments
- ☐ Performance of all students **in a grade level** as measured by student performance on statewide assessments
- ☐ Performance of all students **in a particular subgroup** as measured by student performance on statewide assessments

(Personnel Name)

(Date)

(Personnel Signature)





(Administrator Name)

(Date)

(Administrator Signature)

Administrator: Complete for each NCIP. Scan and save to the school transfer folder.

Orange County Public Schools



February 23, 2017
Research, Accountability and Grants
Document #6

Orange County Public Schools

Prior Meetings

November 30, 2016

- Bargaining meeting to discuss the appeals process
- Received direction from the CBLT for the appeals committee to review potential appeals on the basis of rosters and the accuracy of the calculation

January 20, 2017

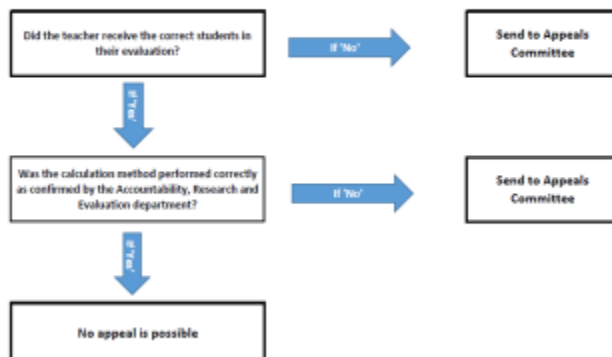
- Initial meeting of the appeals committee
- Reviewed 56 appeals
 - + 5 of the 56 appeals are still undergoing review
- Brought up additional items

February 21, 2017

- Additional meeting of the appeals committee
- Reviewed the remaining 5 appeals
- Discussed additional items

Orange County Public Schools

Student Learning Growth Appeal Workflow Chart



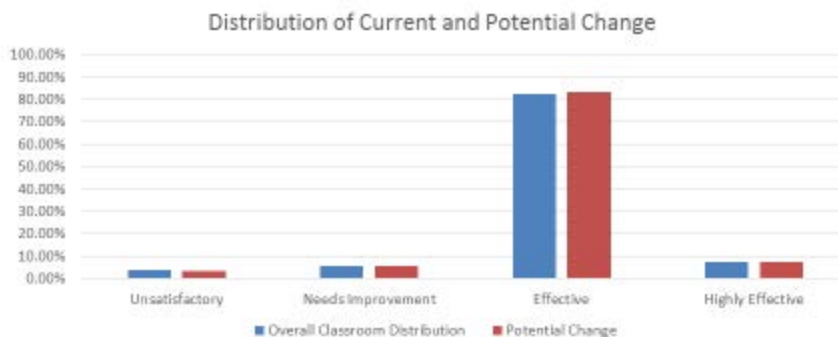
Orange County Public Schools

Concerns from Appeals Process

- 1) When models were dropped from the calculation due to the selection criteria or for not falling within a range to meet the bargained cut points, it left teachers without as many items in their evaluation
- 2) The Non-Classroom Instructional Personnel (NCIP) process is not as familiar to the committee, particularly to those on the committee who are classroom teachers.
- 3) Due to the concerns in #1 and other items due to data availability, it can be confusing to understand how evaluations should look at the end of the year. It may be possible to provide additional data.

Orange County Public Schools

Concern #1 – Impact



Orange County Public Schools

Concern #1 – Dropped Models

During the prior presentations on bargained cut points, we described our criteria for model selection and use

Models may be not included if they are:

- 1) Dramatically out of line with the bargained cut points (e.g. more 'NI' and 'U' scores)
- 2) Not meeting minimum students and teachers to run the calculation
- 3) Not consistent with research-based standards for inclusion

All three are not known until the end of the year

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Concern #1 – Continued

Moving from Unsatisfactory to Needs Improvement

- 3 classroom teachers

Moving from Unsatisfactory/Needs Improvement to Effective

- 88 classroom teachers

Moving from Effective to Highly Effective

- 4 teachers

No classroom teacher drops a level

Orange County Public Schools

Concern #3 – Informing about Evaluation

No later than the last day of pre-planning, the district provides a list of all offered courses with their aligned assessments (Article X)

Some additional information such as rosters and model inclusion would be helpful in theory, though there are concerns:

- 1) Students count toward a teacher's score based on the S2/S3 match, taking the end of year assessment and a prior year assessment
- 2) The FLDOE can change the value-added model included courses that impact course coverage. Previously these were received after the release of state VAM scores. (August)

Orange County Public Schools

Concern #2 – NCIP Process

The NCIP process impacts non-classroom instructional personnel with varied school responsibilities

There are too many differences across schools in these roles in order to make district-level rules about the appropriate student learning growth method

The process provides flexibility in choosing scores by grade level or school

Sending information and providing support to principals and NCIP to assist with the selection process

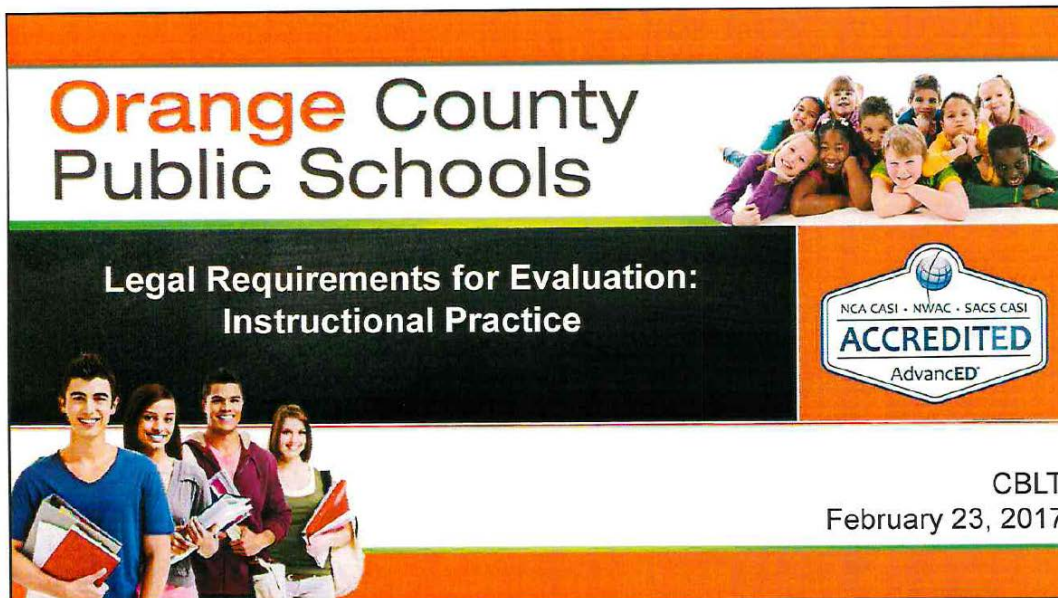
Discussion

- 1) What other options could be pursued to assist with the concern about 'dropped' models?
- 2) What can be done to assist with the communication of the NCIP and end of year score inclusion process?
- 3) Can additional information be provided that is not more confusing for teachers and administrators?
- 4) Other ideas? Other items?

Document #7: Legal Requirements for Evaluation: Instructional Practice

40 CTA
3:03pm
2/23/17

#1
2/22/2017



The banner features the Orange County Public Schools logo at the top left, with the text "Orange County Public Schools" in a large, bold font. To the right of the logo is a group photo of diverse students. Below the logo, the text "Legal Requirements for Evaluation: Instructional Practice" is displayed in a white font on a dark background. To the right of this text is a circular accreditation logo for "NCA CASI - NWAC - SACS CASI ACCREDITED AdvancED". At the bottom left, there is a photo of four students holding books. At the bottom right, the text "CBLT February 23, 2017" is written.

Orange County Public Schools

Legal Requirements for Teacher Evaluation *Instructional Practice*

- F.S. 1012.34 – Personnel Evaluation Procedures & Criteria
- Rule 6A-5.030 – District Instructional Personnel & School Administrator Evaluation Systems
- Rule 6A-5.065 – The Educator Accomplished Practices

Orange County Public Schools

F.S. 1012.34 – Personnel Evaluation Procedures & Criteria

(1)(b) The department must approve each school district's instructional personnel and school administrator evaluation systems. The department shall monitor each district's implementation of its instructional personnel and school administrator evaluation systems for compliance with the requirements of this section.

(3)(a)2. Instructional practice. – For instructional personnel, at least one-third of the performance evaluation must be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, must include indicators based upon each of the Florida Educator Accomplished Practices adopted by the State Board of education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices and may include specific job expectations related to student support.

Orange County Public Schools

Rule 6A-5.030 – District Instructional Personnel & School Administrator Evaluation Systems

(1)(a) "Contemporary research" means professional research studies that provide evidence of the impact of instructional practice and instructional leadership. Research findings are considered "contemporary" when conducted within the last ten (10) years or where the continued validity of less recent findings is supported by research conducted within the last ten (10) years.

(2) Content of Approved Evaluation Systems. To receive approval of its evaluation system, the district must submit evidence of the following requirements: (b) Instructional Practice.

2. Documentation that the district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.
3. For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.
4. For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.
5. For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

Orange County Public Schools

Rule 6A-5.065 – The Educator Accomplished Practices

(2)(a)1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses diagnostic student data to plan lessons; and,
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Orange County Public Schools

Rule 6A-5.065 – The Educator Accomplished Practices

(2)(a)2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

c. Conveys high expectations to all students;

(2)(a)3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

f. Employ higher-order questioning techniques;

Orange County Public Schools

Rule 6A-5.065 – The Educator Accomplished Practices

(2)(a)3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,

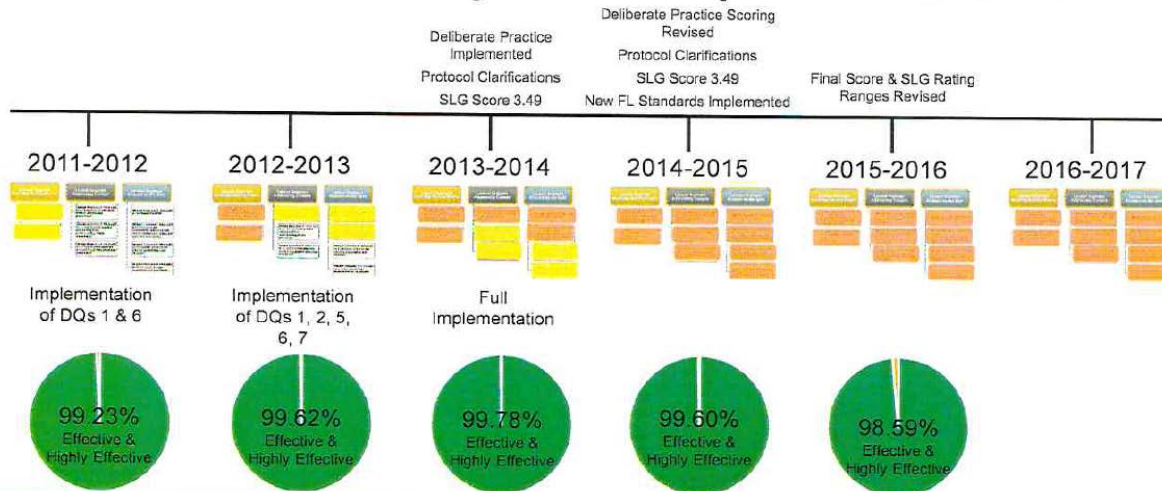
j. Utilize student feedback to monitor instructional needs and to adjust instruction.

Orange County Public Schools

The state continuously revises its standards for teachers' professional practices. As a district, it is our responsibility to meet the standards established by the state.

Orange County Public Schools

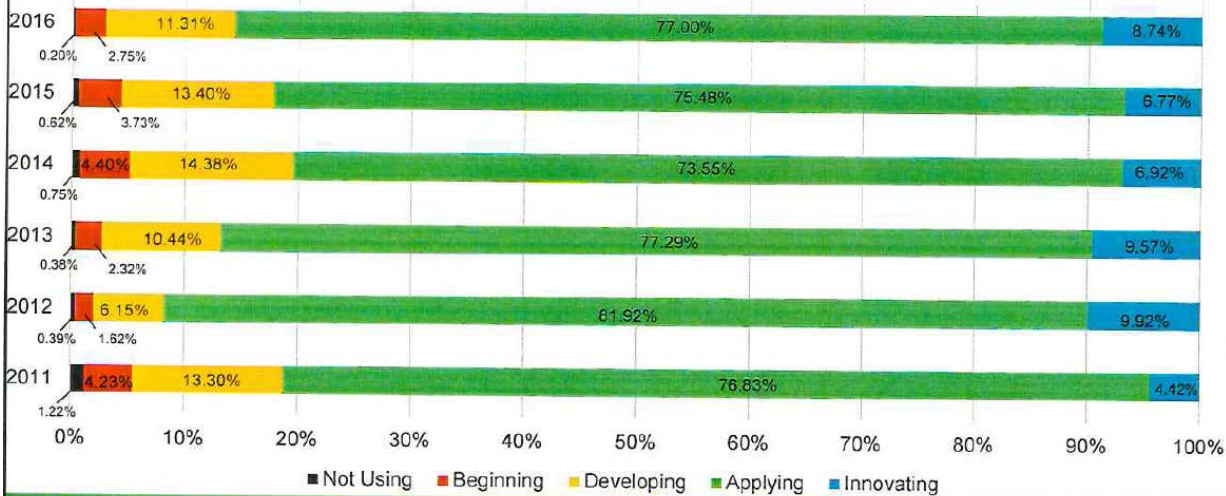
Evaluation System Implementation

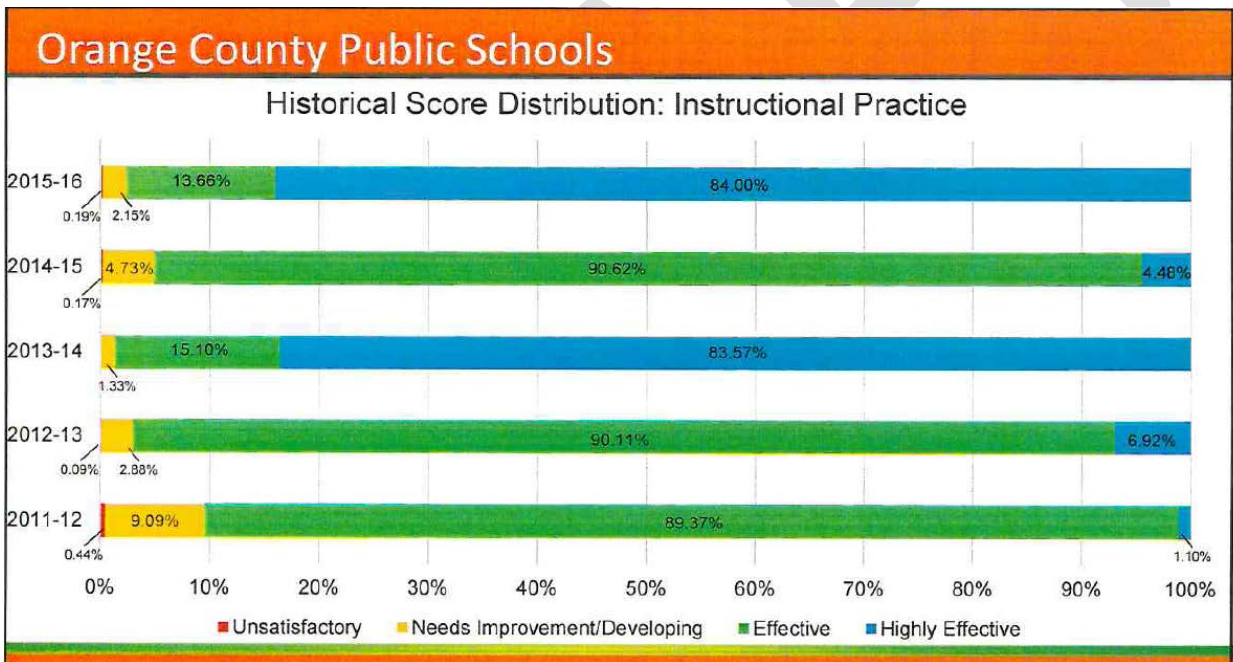
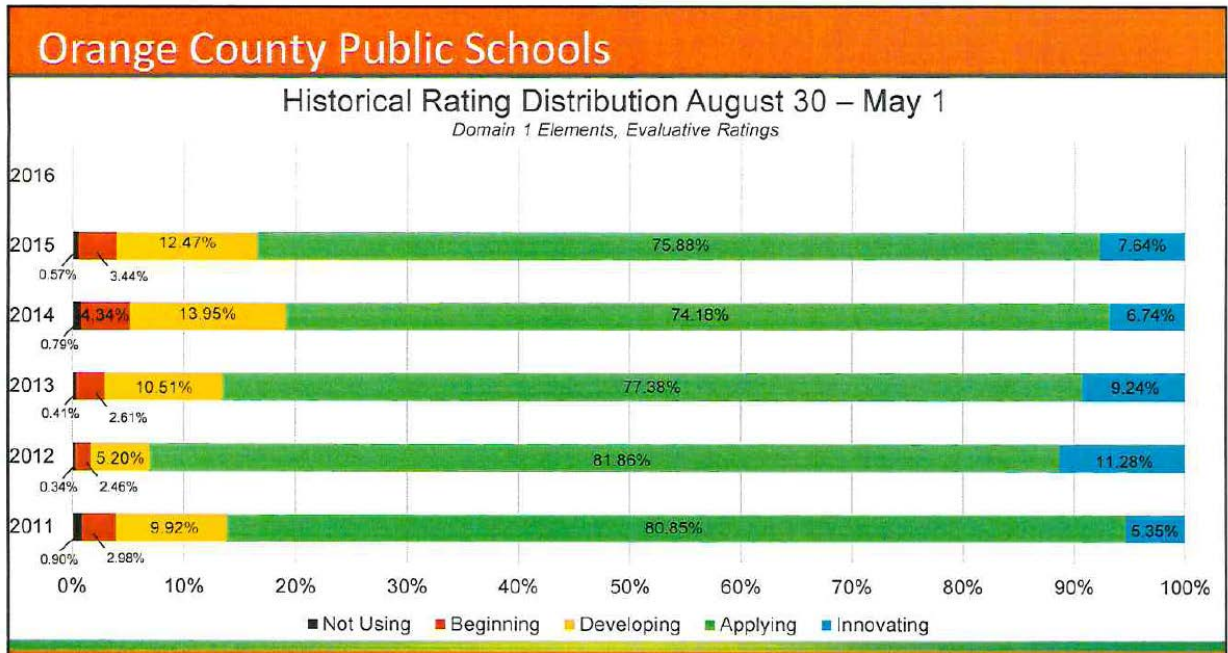


Orange County Public Schools

Historical Rating Distribution August 30 – February 22

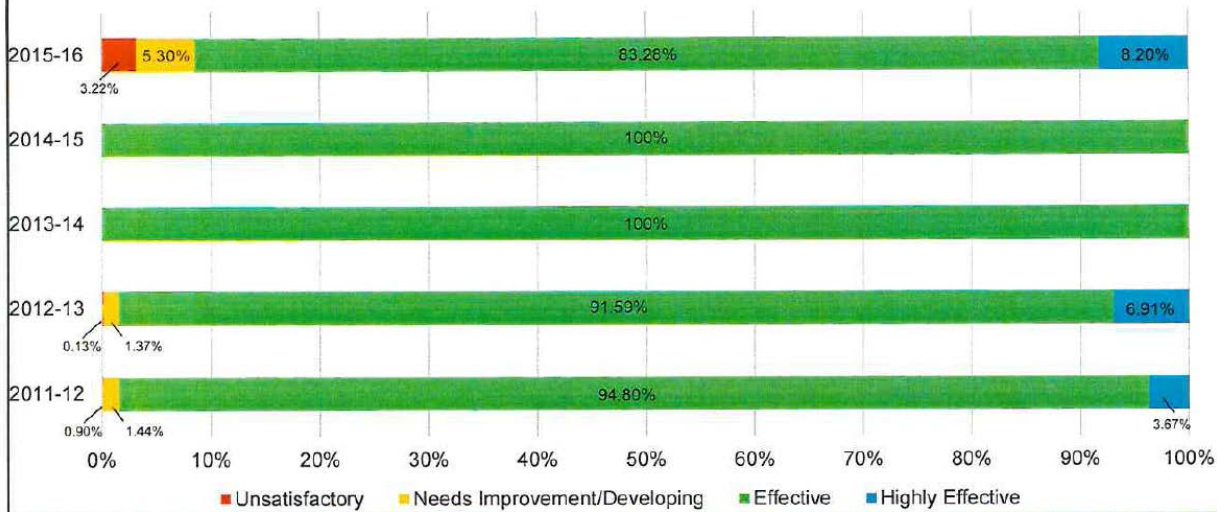
Domain 1 Elements, Evaluative Ratings





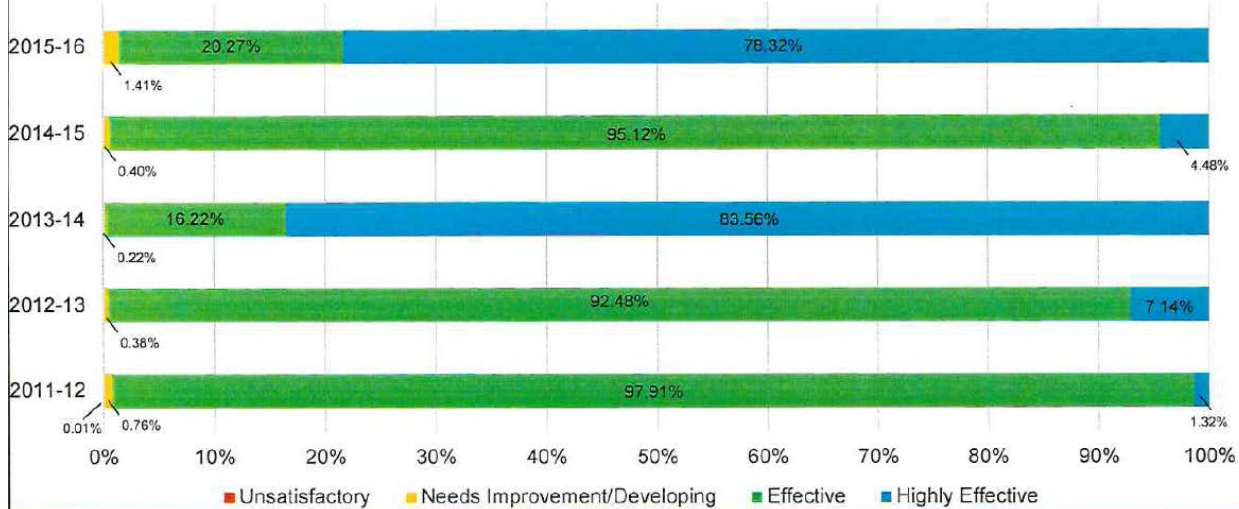
Orange County Public Schools

Historical Score Distribution: Student Learning Growth



Orange County Public Schools

Historical Score Distribution: Final Score



#8

From CTA
2/23/17

3:45pm

CTA Bargaining Proposal

February 23, 2017 Deliberate Practice

The following scoring method shall be used to determine the Deliberate Practice Score:

Innovating = +.4

Applying = +.3

Developing = +.2

Beginning = +.1

Not Using = 0

DRAFT