

**Polk State College Charter Schools
Personnel Evaluation and Development System
(PEDS)**

October 2012

Dr. Eileen Holden, Polk State College President

Current Polk State College Charter Schools

**Polk State College Collegiate High School
(Inaugural class enrolled August 2004)
Polk State College Lakeland Campus
Stephen Hull, Provost
Sallie Brisbane, Director**

**Polk State Chain of Lakes Collegiate High School
(Inaugural class enrolled August 2006)
Polk State College Winter Haven Campus
Dr. Sharon Miller, Provost
Bridget Fetter, Director**

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PART A: INTRODUCTION AND BACKGROUND

Polk State College and its Charter Schools

Polk State College, established in 1964, is a multi-campus institution serving over 20,000 students with Bachelor of Applied Science, Bachelor of Science, Associate in Science, and Associate in Arts degrees, as well as a wide range of certificate and workforce training options.

The College currently operates two charter schools. The Polk State College Collegiate High School (Lakeland Collegiate) is located in Lakeland where it enrolled its inaugural class of charter students in August 2004. The Polk State Chain of Lakes Collegiate High School (Chain of Lakes) opened in Winter Haven in August 2006. Each of Polk State College's current charter schools serves only high school juniors and seniors. These two schools are collectively referenced throughout this document as collegiate charter high schools.

While no additional charter schools are to be opened during the 2012-2013 school year, it is possible that additional charter schools will open in future years. Therefore, the College has designed the *Polk State College Charter School Personnel Evaluation and Development System (PEDS)* to be applied to both current and prospective charter schools.

Values and Beliefs

Polk State College and its charter schools share five core values:

1. **Integrity**
Characteristics—Honest, Reliable, Respectful, Fair, Direct, Consistent
2. **Leadership**
Characteristics—Knowledgeable, Motivational, Supportive, Accountable, Action-oriented, Empathetic, Optimistic, Good listener
3. **Service**
Characteristics—Considerate, Responsive, Resourceful, Flexible, Positive, Courteous, Dedicated
4. **Knowledge**
Characteristics—Enthusiastic, Innovative, Resourceful, Self-aware, Curious, Courageous, Persevering, Humble, Determined
5. **Diversity**
Characteristics—Accepting, Respectful, Inclusive, Appreciative, Sincere, Collaborative

Polk State College's charter schools also hold five common beliefs that underlie the schools' successes:

1. All Polk State College charter school enrollees possess the capacity to participate and be successful in the rigorous curriculum in both the charter schools and the College.
2. Charter school staff members are equipped with the expertise and skill to facilitate the success of their students.
3. Parents and other stakeholders are essential partners in making the schools successful.

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4. Resources from the College and the charter schools combine to create a rich learning environment for charter school enrollees.
5. The charter school initiative provides the vehicle that allows each school the creativity to maximize student success.

Polk State College’s Current Charter School Courses and Personnel

The intent of the Polk State College collegiate charter high school model is to position incoming high school juniors and seniors to complete a high school diploma and many or all of the requirements for an associate degree simultaneously. Students who enter either Lakeland Collegiate or Chain of Lakes share the same goal: They want to enroll in as many college courses as possible so they earn the maximum number of college credits and, if possible, an Associate in Arts degree by the time they finish high school.

During the 2011-2012 school year, the two collegiate charter high schools offered the following high school courses: English 3, English 4, journalism, anatomy and physiology, chemistry, Spanish 1, Spanish 2, French 2, government, economics, American history, world history, research, Algebra II, discrete math, math for college readiness, visual technology, math for college success, pre-calculus, geometry, critical thinking, research, and intensive reading. All courses are offered at the honors level if available. *PEDS* provides the mechanism to evaluate performance of students as they exit each of these courses.

Also, in 2011-2012, the two collegiate charter high schools employed a total of 20 individuals to be evaluated as instructional personnel through this plan. This total includes the staff positions listed in **Table 1**.

Table 1: 2011-2012 Collegiate High School Positions to be Evaluated through PEDS			
Position	Lakeland Collegiate	Chain of Lakes	Total
Full-Time Classroom Instructors	5	5	10
Adjunct (Part-Time) Classroom Instructors	3	3	6
Guidance Counselor	1	1	2
College and Career Advisor	1	1	2
TOTAL	10	10	20

Furthermore, each school employs both a director and an assistant director to be evaluated through the leadership component of *PEDS*.

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PEDS Development

In the fall of 2011, Polk State College identified the need to produce a charter school evaluation system with the specifications required by Florida’s Student Success Act. The College determined that the new system would direct evaluation of charter school instructional and leadership personnel but that career staff members would continue to be evaluated through the College’s established procedures.

College leadership organized the Evaluation/Compensation Collegiate Committee with representatives as follows:

- Vice President for Academic and Student Services
- Vice President for Administration and Chief Financial Officer
- Lakeland Campus Provost
- Winter Haven Campus Provost
- Human Resources Director
- Senior Accountant - Budget and Reporting
- Chain of Lakes High School Director
- Lakeland Collegiate High School Director
- Chain of Lakes High School Faculty Representative
- Lakeland Collegiate High School Faculty Representative

These representatives provided oversight and direction required to create the evaluation system by the summer of 2012.

In the winter and spring of 2012, instructional and leadership staff members at each charter school reached agreement regarding the student assessment measures to be utilized in *PEDS*. Furthermore, in the spring of 2012, both charter schools agreed to use the state-adopted model for teacher/instructor evaluation developed by Dr. Robert Marzano. This model incorporates four domains (broad competency areas) and sixty indicators (research-based effective educational practices). The four domains and the number of indicators in each are listed in **Table 2**.

Table 2: Marzano Art and Science of Teaching Teacher Evaluation Model	
Domain	Number of Indicators
Domain 1: Classroom Strategies and Behaviors	41
Domain 2: Planning and Preparing	8
Domain 3: Reflecting on Teaching	5
Domain 4: Collegiality and Professionalism	6

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These domains and indicators are aligned to the Florida Educator Accomplished Practices (FEAPs) as revised in December 2010. The alignment can be found at http://www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf.

In the summer of 2012, college and collegiate charter school personnel decided to use Florida's Student Services Personnel Evaluation Model to evaluate both guidance counselors and college and career advisors, the only student services positions at the two charter schools. "Florida's Student Services Personnel Evaluation Model and Guide" presents the purpose of the model when it states:

The purpose of Florida's Student Services Personnel Evaluation Model (SSPEM) is to assist districts by developing a state pre-approved performance evaluation system for student services personnel (i.e., school counselors, school social workers, school psychologists, and school nurses) that:

- A. Aligns with current research-based best practices and professional standards*
- B. Meets the requirements of the Student Success Act*
- C. Reflects the functions, practices, and responsibilities that positively impact student achievement, behavior, and health.*

Furthermore, in July 2012, college and collegiate charter school leaders chose to utilize the Marzano Leadership Model to evaluate charter school directors and assistant directors. This model, including 24 categories of principal actions organized in 5 domains, is integrated with the Marzano Causal Teacher Evaluation Model, and is aligned with Florida's Principal Leadership Standards. Descriptions of the leadership domains taken directly from the Marzano Center website at <http://www.marzanoevaluation.com/Leadership-Evaluation/Leadership-Model-Domains/> are listed below:

- **Domain 1: A Data-Driven Focus on Student Achievement** - Actions and behaviors within this domain help ensure that the school as a unified whole, as well as individual teachers, has a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of school administrator actions and behaviors constitute this domain.
- **Domain 2: Continuous Improvement of Instruction** - The actions and behaviors in this domain help ensure that the school as a whole, as well as individual teachers, perceives teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and are committed to enhancing those pedagogical skills on a continuous basis. Five specific categories of school administrator actions and behaviors constitute this domain.
- **Domain 3: A Guaranteed and Viable Curriculum** - The actions and behaviors in this domain help ensure that the school curriculum are designed to optimize learning for all students and that all teachers follow the curriculum. Three specific categories of school administrator actions and behaviors constitute this domain.
- **Domain 4: Cooperation and Collaboration** - The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Five specific categories of school administrator actions and behaviors constitute this domain.
- **Domain 5: School Climate** - The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well functioning. Six specific categories of school administrator actions and behaviors constitute this domain.

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PART B: SYSTEM PURPOSE AND DESIGN

The purpose of *PEDS* is to support continuous improvement of classroom instruction, student preparedness for college coursework, and overall school performance. As part of the improvement process, *PEDS* focuses on performance of students, implementation of effective instructional and leadership practices, and fulfillment of professional and job responsibilities.

The system is structured around a documented, methodical, continuous improvement process for improving student learning and the conditions that support student learning. This process will be implemented, reviewed, and updated annually through a continuous improvement process used in both charter schools and presented in **Figure 1** below.

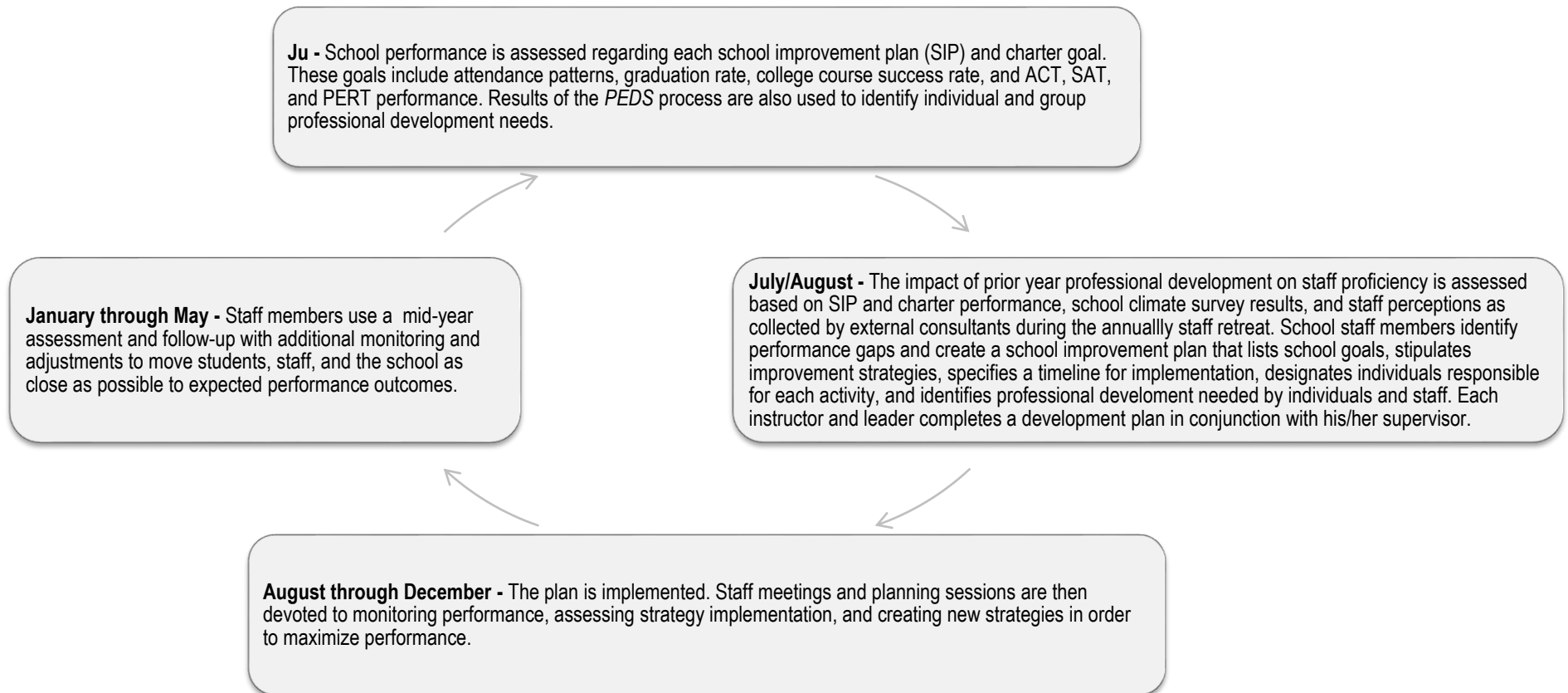


Figure 1: Continuous Improvement Cycle

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Beginning summer of 2012, *PEDS* components will be integrated into the continuous improvement process with an emphasis on optimizing staff and student performance. The timeline of staff activities that will be used to specifically address *PEDS* during the 2012-2013 school year is listed in **Figure 2**. A table with all planning and implementation activities for June 2012 through June 2013 is included in **Table 6** on page 29.

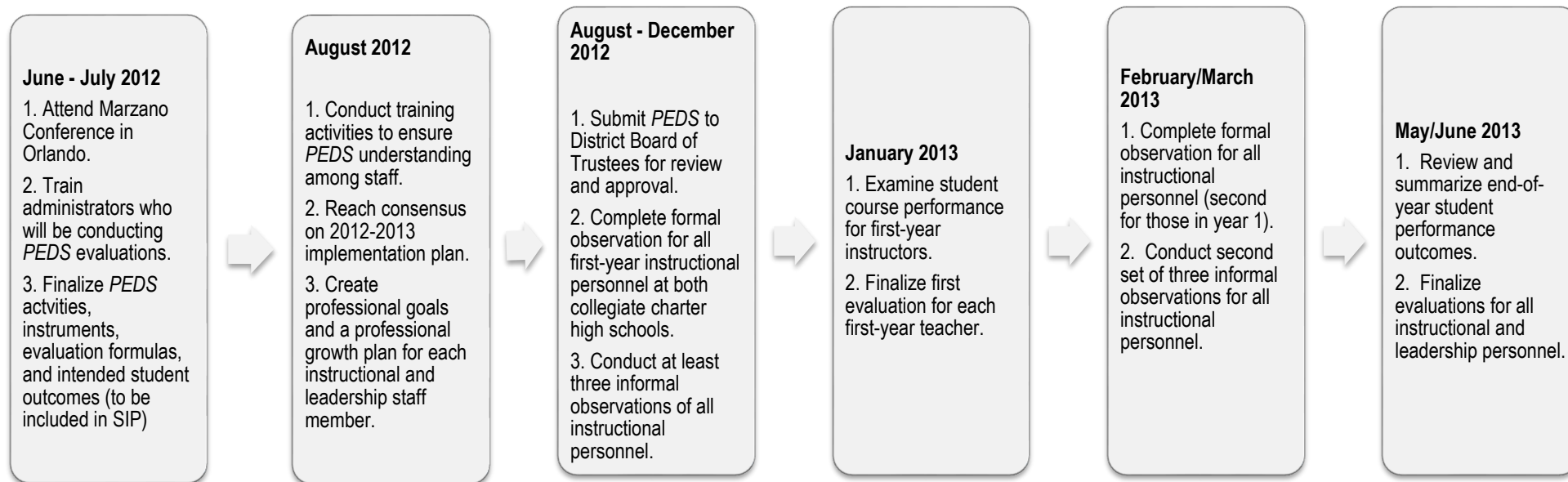


Figure 2: 2012-2013 *PEDS* timeline

PEDS incorporates multiple components that support student and school success. They include but are not necessarily limited to the following:

- The *PEDS* process concentrates instructional personnel energy on the achievement of student performance outcomes linked to each school's SIP and the overall school purpose.
- *PEDS* emphasizes leadership and instructional behaviors indicated by research to be linked to high-performing learning environments.
- Continuous improvement of individual instructor and leader effectiveness will be addressed through ongoing assessment, the creation of individual performance goals, and the provision of activities to support professional growth.
- Organizational improvement is at the core of *PEDS* because all portions of the system focus on each school's mission and purpose, its School Improvement Plan, and the unique needs of its students.

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PART C: *PEDS* IMPLEMENTATION

At Polk State College, the campus provost will evaluate the charter school director(s) on his or her campus, and each charter school director will evaluate the school's assistant director and all instructional staff members within the assigned school. All classroom and non-classroom instructional personnel will participate in the *PEDS* evaluation process.

In order to build initial understanding of the Marzano Model, at least one campus provost, the charter school directors, and instructor representatives from each charter school will attend the Marzano Pre-Conference and/or the Marzano Conference in Orlando in June 2012.

Immediately following the conference, the charter school directors and campus provosts will review the details of the Marzano model and all aspects of the new evaluation system and finalize an action plan for 2012-2013 *PEDS* implementation. Assistant directors may also participate in this planning process in order to ensure that they have a broad understanding of *PEDS*.

During the month of July 2012 or during the regularly scheduled staff retreats to be held in August 2012, the directors and/or external consultants will conduct a workshop to present the details of the new evaluation model to all instructional personnel. Workshop design will be built around four desired outcomes with the intent to:

- A. Ensure that everyone involved with the *PEDS* process is well informed about the Marzano Model and related tools to include *iObservation* and evaluation instruments.
- B. Make certain that the leadership and instructional staff from each school has a common understanding and agreement regarding how each component of *PEDS* will be used during the 2012-2013 school year.
- C. Provide the opportunity for staff members to identify activities and procedures to be used throughout the upcoming year to maximize a sense of comfort with the initial implementation cycle.
- D. Define student performance goals to be used for evaluation purposes during 2012-2013.

Throughout the 2012-2013 school year, charter school directors will follow procedures established in the summer workshop and will set aside time in regularly scheduled staff meetings to address *PEDS* implementation issues and strategies. The ongoing evaluation and modification of *PEDS* will be incorporated into each school's continuous improvement discussion and process.

During 2012-2013, each charter school director will meet on a regular basis with his or her provost to review evaluation results and to discuss professional development needs of each school's individual staff members and instructors. The two directors will also meet at least bimonthly to ensure inter-rater reliability within the Polk State College system and to identify and compare implementation issues from each school.

Furthermore, each director will present the new evaluation system to the School Advisory Council (SAC).

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In the summer of 2013, results from the 2012-2013 implementation cycle will be used to:

- Evaluate the effectiveness of *PEDS*
- Identify performance gaps to be addressed in each school's 2013-2014 SIP
- List new performance goals and improvement strategies
- Pinpoint professional development needs of instructional and leadership staff members
- Make plan adjustments for 2013-2014

Procedures

All Polk State College charter school employees must be oriented to *PEDS* each year. Charter school directors will orient newly hired personnel within four (4) weeks of hire date.

Each charter school director will conduct evaluations of all instructional personnel within that school; campus provosts will evaluate charter school directors. Evaluation of first-year instructional personnel will be conducted twice during the first year of employment at each charter school. An employee hired on or before November 15 of a given year will receive the first evaluation before the end of Term 1. The second evaluation will be completed prior to the final week of Term 2. Any employee who is hired after November 15 will receive the first evaluation at the end of the school year and the second evaluation by the end of Term 1 of the following school year.

Instructional and leadership employees on an annual or continuing contract will be evaluated once annually prior to the last week of the school year. The provost and/or director will conduct all evaluation conferences. Each conference may include a discussion of evaluation form ratings, observations, student data, and any other evidence included in the process.

All leadership and non-classroom instructional personnel will use an evaluation instrument designed for their particular needs. The Marzano Leadership Model will be used to evaluate school leaders while Florida's Student Services Personnel Evaluation Model (SSPEM) will be used with guidance counselors and college and career advisors.

As required by state statute, a significant percentage of personnel evaluations will be based upon student achievement scores, which align with a School Improvement Plan (SIP). Each charter school's SIP is based primarily on student achievement. Goals, strategies, and professional development activities are designed to improve student performance outcomes. Once *PEDS* is implemented, instructional/leadership practice results will also be used to guide the development of professional/leadership development plans using college-developed and approved instruments.

Through *PEDS*, personnel evaluation ratings are to be based upon a combination of the following:

- Student performance elements as specified in **Part D**, beginning on 16
- Professional/job responsibilities as stipulated by Polk State College and described in **Table 5** on page 26
- Employee instructional practices as observed and evaluated in the assigned work environment and based on the Florida Educator Accomplished Practices (FEAPs) or the Florida Principal Leadership Standards (FPLS)

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A multiple-step process will bring together employee performance with student performance outcomes and professional/job performance to determine an overall employee evaluation rating (Final Rating Score). This process is detailed beginning on page 15.

Calculating *Instructional Practice Score* and *Instructional Proficiency Rating*

For classroom instructors, multiple classroom observation techniques, based on Dr. Robert Marzano's system, are incorporated into *PEDS*. Although the director or other trained evaluator typically initiates classroom observations, the employee may request additional observations. Observations include:

- Informal classroom observations: The director or other trained evaluator periodically conducts informal evaluations. Such observations may be announced or unannounced.
- Formal classroom observations: The director or other trained evaluator will most often initiate a formal observation. Employees may, however, request a formal observation, and all such requests will be honored. A formal evaluation lasts not less than 30 minutes. Formal observations may be announced or unannounced.
- Targeted observations: Targeted observations may be announced or unannounced. Such observations may occur inside or outside the classroom for three (3) to ten (10) minutes. The purpose of such observations is to allow trained evaluators to gather information regarding instructional practices and behaviors on a regular basis.

Probationary and first-year instructors will receive a minimum of two formal observations. Student performance data will be shared and discussed as a regular part of the observation process. Types of student performance data that may be included in the data discussions are those connected to SIP goals or to student performance in an instructor's class. The director or designee will conduct data chats.

Instructors will receive feedback on their performance after each formal observation and after any informal observation in which concerns are noted. No modified observation instrument will be used for first-year instructors.

Continuous instructional improvement is an integral piece of the evaluation system. Feedback will be provided to instructors through:

- Observation conferences
- Final evaluation conference
- Data reviews
- Observation forms
- Final evaluation form

By July 2013, a comprehensive plan will be developed and implemented to inform individual professional development by reviewing school evaluation results and identifying areas therein for which there is the greatest need. Through the inter-rater reliability process, Polk State College will review the ratings and each domain of the evaluation and use the data to identify overall strengths and weaknesses. The charter school administrators and staff will use the data to assist in the development of professional learning experiences.

In addition to administrative observations and student performance data, Marzano's *Deliberate Practice Score* will be used as a metric. This additional metric will

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be developed during the 2012-13 school year and implemented in the 2013-14 school year.

Domains will be incorporated into *PEDS* in stages. Domain 1 will be addressed at the start of the 2012-2013 school year. The remaining domains will be fully incorporated no later than the 2014-2015 school year.

A director will calculate a classroom instructor's *Instructional Practice Score* by combining the individual's *Status Score* with his or her *Deliberate Practice Score* as follows:

- An instructor's *Status Score* addresses overall proficiency as related to the Marzano domains. It reflects the continued use of key indicators already mastered by the employee. The *Status Score* accounts for 60 percent of the *Instructional Practice Score* (100 percent in 2012-2013). Each observed key strategy is individually rated as a part of the conference/observation/summative evaluation process. Key indicators not observed during this process are not rated individually nor do they impact an individual's overall rating.
- The *Deliberate Practice Score* brings focus to the improvement of specific professional skills and practices. During the course of an evaluation period, evaluators agree to assist employees improve targeted professional practices through regular feedback, observation, professional development, and other formal and informal assistance.
- The weighted combination of the *Status Score* and the *Deliberate Practice Score* provides the *Instructional Practice Score*. It is then converted to the ***Instructional Proficiency Rating***, which accounts for 40% of the overall employee evaluation rating.



Figure 3: Calculation of Instructional Practice Score

In accordance with the Student Success Act, overall instructional performance related to key indicators is rated as:

- Highly Effective – Collected evidence supports this rating when the employee exceeds the standard (as defined on Marzano's Domain Long Form) for effective professional practice in the observed area. This rating is valued at four (4) points.
- Effective – Collected evidence supports this rating when the employee meets the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at three (3) points.
- Needs Improvement – Collected evidence supports this rating when the employee meets the standard (as defined on the Domain Long Form) for effective professional practice in the observed area on an inconsistent basis (less than 60 percent of the time). This rating is valued at two (2) points.
- Unsatisfactory – Collected evidence supports this rating when the employee regularly fails to implement the professional practice or regularly uses it incorrectly in the observed area. This rating is valued at one (1) point.

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The following seven-step process is used to determine an instructional employee's ***Instructional Practice Score***, which is converted to the ***Instructional Proficiency Rating***:

- Step 1: The evaluator rates each of the observed key indicators in each domain. There are four domains and a total of sixty elements.
 - In year one, Domain 1 will be implemented.
 - Domains 2, 3, and 4 would be implemented in the second and third year of *PEDS* implementation.
 - The ratings for each element are valued as follows: Highly Effective – 4, Effective – 3, Needs Improvement – 2, and Unsatisfactory – 1 as defined above.
- Step 2: The applicable evidence is compiled for each observed key strategy at each level (Highly Effective, Effective, Needs Improvement, and Unsatisfactory) for each of the four domains. The results for each domain rated are matched to the appropriate rating on the proficiency scale below. In year one, only observed indicators in Domain 1 are used.
- Step 3: For each domain, the percentage of the total each level represents is determined. In year one, Domain 1 will account for 100%. Upon full implementation, the Domains will be weighted as follows (rounded to nearest whole percent):
 - Domain 1: 68%
 - Domain 2: 14%
 - Domain 3: 8%
 - Domain 4: 10%
- Step 4: For each domain, the results for Step 3 are applied to the description for each level on the Proficiency Scale. This reflects a domain proficiency and will be a number between 1 and 4. To determine one of the four ratings, at least 65% of an instructor's tallies from informal and formal observations must fall into one of the four ratings based on the Marzano design. **The individual will receive the highest rating for which he/she qualifies.**
 - If at least 65% of an instructor's tallies fall into the rating of Highly Effective, the overall Instructional Practice rating will be Highly Effective.
 - If at least 65% of an instructor's tallies fall into the rating of Effective and above, the overall Instructional Practice rating will be Effective.
 - If at least 65% of an instructor's tallies fall into the rating of Needs Improvement and above, the overall Instructional Practice rating will be Needs Improvement.
 - If at least 65% of an instructor's tallies fall into the rating of Unsatisfactory, the overall Instructional Practice rating will be Unsatisfactory.
- Step 5: The weighted average of the 4 domain proficiency scores is computed and a status score from 1 to 4 determines the *Status Score* rating as shown below.
 - Highly Effective: 3.5 - 4.0
 - Effective: 2.5 - 3.4
 - Needs Improvement: 1.5 - 2.4
 - Unsatisfactory: 1.0 - 1.4

The *Status Score* accounts for 60 percent of the *Instructional Practice Score* (100 percent in 2012-2013).

- Step 6: In Deliberate Practice, employees target specific key elements on which they will focus during the course of the evaluation period for the purpose of improving professional practices. Evaluators compile evidence of each targeted key strategy, and ratings are determined for each using the Status

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Score Rating scale above. The *Deliberate Practice Score* accounts for 40 percent of the Instructional Practice Score beginning in the 2013-2014 school year.

- Step 7: After *Status Score* and *Deliberate Practice Score* ratings are weighted at 60 and 40 percent respectively, they are combined to determine the employee's *Instructional Practice Score* (from 1.0 to 4.0) and converted to the ***Instructional Proficiency Rating***.

For example, if at least 65% of an instructor's tallies on observed indicators related to overall proficiency are listed as "effective=3" and at least 65% of the same instructor's tallies related to deliberate practice elements are listed as "unsatisfactory=1," the individual's instructional practice score would be calculated as follows:

- $0.6 \times 3 = 1.8$
- $0.4 \times 1 = 0.4$
- $1.8 + 0.4 = 2.2$

The instructor's instructional practice score and the resulting instructional proficiency rating equals 2.2 or needs improvement, as listed in the scale below:

- Highly Effective: 3.5 - 4.0
- Effective: 2.5 - 3.4
- Needs Improvement: 1.5 - 2.4
- Unsatisfactory: 1.0 - 1.4

Additionally, both a ***Non-Classroom Instructional Proficiency Rating*** and a ***Leadership Proficiency Rating*** will be calculated. The specifics of both will be identified in the summer or fall of 2012. The ***Non-Classroom Instructional Proficiency Rating*** will be based on SSPEM, and the ***Leadership Proficiency Rating*** will be based on the Marzano Leadership Model.

Each proficiency rating will be combined with the appropriate ***Student Performance Measurement Score*** and the ***Professional/Job Responsibilities Rating*** to produce the ***Final Rating Score*** for each evaluation period.

Part D.I (beginning on page 18) specifies the approach to be used in the Polk State College charter schools to identify student measures appropriate to *PEDS* and to reach a ***Student Performance Measurement Score***, which will account for 40% of the overall evaluation.

The Professional/Job Responsibilities portion of the evaluation (beginning on page 25) produces the ***Professional/Job Responsibilities Score***, which will account for 20% of an individual's overall evaluation.

The scores from the three components (listed in **Figure 4**) will be combined to determine an instructor's or a leader's ***Final Rating Score***. This score, ranging from 1 to 4, is the overall job rating and will be reported on an evaluation form as one of the following:

- Highly Effective (4)

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- Effective (3)
- Needs Improvement (2)
- Unsatisfactory (1)

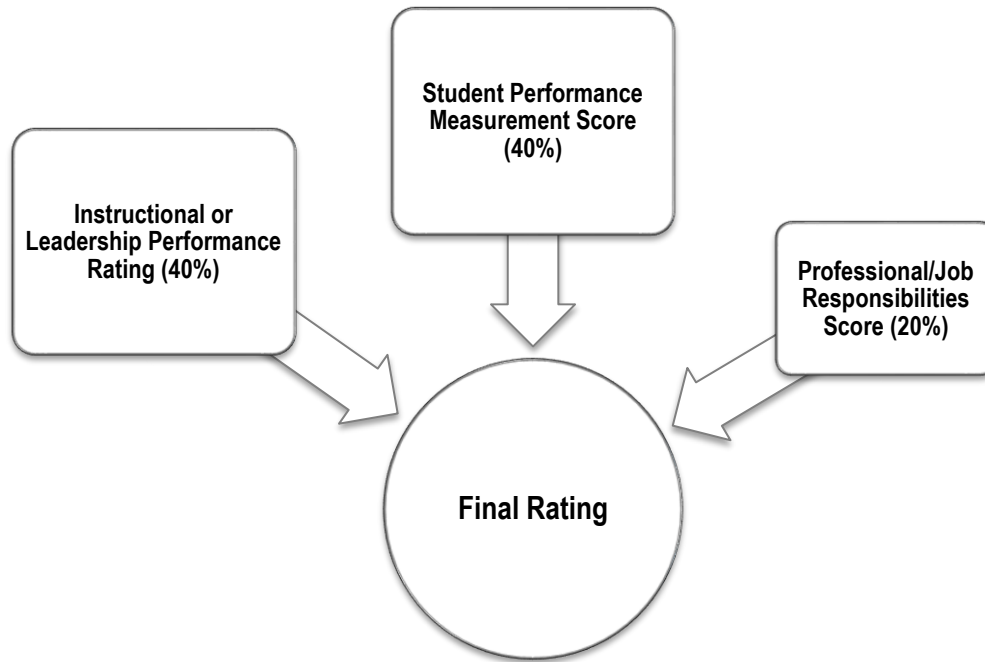


Figure 4: Percent of Final Rating Score by each Performance Component

The steps used in calculating the **Final Rating Score** are as listed in steps 1 through 4 below:

Step 1: Convert the percentage value of each component to a decimal ($40\%=0.4$ and $20\%=0.2$).

Step 2: Multiply each score by the decimal equivalent.

Step 3: Add the resulting product for each component together.

Step 4: Round the quotient up or down to the nearest whole number. This score is the Final Rating Score.

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Figure 5 illustrates the application of steps 1 through 4.

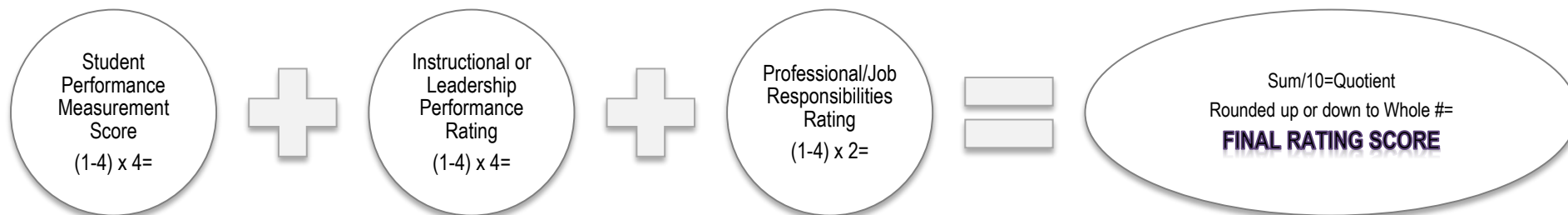


Figure 5: Calculating Final Rating Score

The process outlined above rounds the weighted average calculation in the equation of Final Rating Score = Student Performance Measurement Score of 40% + Instructional or Leadership Proficiency Rating of 40% + Professional/Job Responsibilities Score of 20%. A weighted average is a method of computing a kind of arithmetic mean of a set of numbers in which some elements of the set carry more importance (weight) than others.

An example of the application of the above steps in calculating an instructor's **Final Rating Score** is as follows: "Joe Instructor" has been rated in each category. His **Student Performance Measurement Score** is 3 (Effective), his **Instructional Proficiency Rating** is 2 (Needs Improvement), and his **Professional/Job Responsibilities Rating** is 4 (Highly Effective). The director calculated the score for each area.

- **Student Performance Measurement Score** of $3 \times 0.4 = 1.2$
- **Instructional Proficiency Rating** of $2 \times 0.4 = .8$
- **Professional/Job Responsibilities Rating** of $4 \times 0.2 = .8$

The director then adds the products together: $1.2 + 0.8 + 0.8 = 2.8$. Finally, the director rounds 2.8 up to 3, which means that "Joe Instructor's" **Final Rating Score** is 3 (Effective).

The process outlined above rounds the weighted average calculation in the equation of *Final Rating Score* = Student Performance Measurement Score of 40% + Instructional or Leadership Proficiency Rating of 40% + Professional/Job Responsibilities Score of 20%. A weighted average is a method of computing a kind of arithmetic mean of a set of numbers in which some elements of the set carry more importance (weight) than others.

All instructor and leader evaluations will be completed prior to the last week of school. In a final end-of-year evaluation conference, the director or provost will meet with instructors and/or leaders to discuss areas of professional practice for growth and areas to maintain effectiveness. The scoring process will be reviewed in detail with a full explanation of the **Final Rating Score**. The final rating will be tentative if student data results are not available by the end of the school year. Should the student data results become available within 90 days of the last day of school, the final evaluation may be amended if student performance indicates

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the need for a change. To amend the evaluation, the director or provost will meet with any person whose evaluation is being amended and will provide a detailed explanation as to the reasons for the amendment.

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PART D: SYSTEM ELEMENTS

State Board Rule 6A-5.030, F.A.C. references a checklist to be submitted by districts with their proposals. The checklist elements and description of how Polk State College's charter schools are addressing each are included in this section of the plan.

I. Performance of Student Elements

- A. Instructors of courses associated with state assessments:** The two Polk State College collegiate charter high schools currently enroll only juniors and seniors. While they administer FCAT retakes, the number of students taking the FCAT each year is quite low. During 2011-2012, only 32 of the 225 (14%) Lakeland Collegiate students were administered one or both FCAT exams. The total number of students tested at Chain of Lakes was 20 out of a total student population of 270 (7%).

Since opening, only one Lakeland Collegiate student has not passed the FCAT by the end of the senior year. Lakeland Collegiate had its first graduating class in 2005 and as of June 2011, had graduated a total of 739 students. Of its end-of-year seniors, 99% have met the FCAT requirement.

Chain of Lakes graduated its first class in 2008. Every student at Chain of Lakes (100%) has met the FCAT requirement by the end of the senior year. As of June 2011, Chain of Lakes had graduated 451 students.

Since the two schools have graduated a total of 1,190 students and 1,189 have met the FCAT requirement, the College has determined that student performance on the FCAT will not be used as a performance measure component within *PEDS*.

B. Instructors of courses not associated with state assessments

- 1. The district-determined student assessment that is used for personnel evaluations for each grade and subject not associated with state assessments, as described in Section 1008.22(8), Florida Statutes:** Polk State College has chosen to use the provision included in 1012.34 (7) (e), applicable through July 2015, that states in part, *"For courses in which enrolled students do not take the statewide assessments, measurable learning targets must be established based upon the goals of the school improvement plan and approved by the school principal."*

During the 2011-2012 school year, the two collegiate charter high schools offered the following high school courses: English 3, English 4, journalism, anatomy and physiology, chemistry, Spanish 1, Spanish 2, French 2, government, economics, American history, world history, research, Algebra II, discrete math, math for college readiness, visual technology, math for college success, pre-calculus, geometry, critical thinking, research, and intensive reading. All courses are offered at the honors level if available. During 2011-2012, there were no state or district (Polk) end-of-course (EOC) assessments available for these courses. However, state and district EOC exams will be implemented as they are created with the expectation that all courses will have EOC assessments for implementation no later than the 2014-2015 school year.

During the 2012-2013 and 2013-2014 school years and until EOC assessments are in place, assessments to be used for junior and senior courses will be tied to the purpose of both schools, which is to ensure that graduates are college ready and have earned college credits prior to

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high school graduation. Unless otherwise stipulated, all personnel will have the same student assessment results used as the student data portion of the evaluation.

Each director (principal) will specify performance categories to be included in the annual School Improvement Plan (SIP) and will work directly with Polk State College’s Director of Institutional Research, Effectiveness, and Planning to calculate performance expectations. Included in **Table 3** are six potential categories of performance with detail regarding assessment instruments, criteria to be used to assess performance, data sources to ensure validity and reliability, student groups for which each assessment is appropriate, and an indication of whether each assessment focuses on learning growth or a learning target.

Table 3: Student Assessments to be Used for Collegiate Charter High School Jr. and Sr. Courses						
#	Category	Assessment	Criteria	Data Source	Student Group	LG/LT*
1	College Readiness	PERT	State of Florida College Readiness Criteria	Polk State College Testing Services	Students not passing sections of PERT before enrolling	LT
2	College Readiness	SAT	School’s Three-Yr. SAT Results Averaged	College Board	All students	LT
3	College Readiness	ACT	School’s Three-Yr. Results Averaged (Composite or by Section)	ACT	All students	LT
4	College Readiness	PLAN and ACT	ACT Study re. Growth of 150,000 students (PLAN to ACT)	ACT	All students	LG
5	College Readiness	DE** Courses	Completion of at least one science and/or math DE Course	Polk State College Transcript and HSFR***	All students	LT
6	College Readiness	DE Courses	School’s Three-Yr. Results Averaged (% Meeting Benchmark(s) or Average Credits Earned)	Polk State College Transcript	All students	LT

*LG = Learning Growth and LT = Learning Target/Performance

**DE = Dual Enrollment

***HSFR = High School Feedback Report

- 2. The method of calculating student learning growth or performance for each assessment in I.B.1:** Polk State College’s Office of Institutional Research, Effectiveness, and Planning will directly support the process used by each collegiate charter high school to establish the criteria for calculating student learning growth or performance. Criteria to be used to calculate learning growth or performance for each assessment listed in **Table 3** are summarized in **Table 4** on page 20.

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Table 4: Calculating Student Learning Growth or Performance		
#	Assessment	Calculating Learning Growth or Performance (Learning Target)
1	PERT	Students who do not meet the cut score on one or more sections of the PERT prior to enrolling at a collegiate charter high school will retake the exam after receiving test preparation instruction. The learning target for each student is to earn the required cut score.
2	SAT	Three years of school SAT results will be averaged and used by Polk State College's Office of Institutional Research, Effectiveness, and Planning (IREP) to establish an expected range of performance. The learning target for each student <u>or</u> for the school is to meet or exceed the expected range of performance.
3	ACT	Three years of school ACT results will be averaged and used by Polk State College's Office of IREP to establish an expected range of performance. The learning target for each student <u>or</u> for the school is to meet or exceed the expected range of performance.
4	PLAN and ACT	An ACT study of 150,000 students projects reasonable growth between the PLAN and the ACT and addresses three categories of test-takers: those who score below, at, or above the benchmark score on each section of the PLAN. The collegiate charter high schools will use individual PLAN results to categorize students. The collegiate charter high school staff, with assistance from the IREP Office, will then predict each student's ACT performance. The learning growth goal for each student is to meet or exceed the expected performance.
5	Dual Enrollment Courses (Science/Math)	The High School Feedback Report and Polk State College transcripts will be used to access three years of performance related to the percentage of charter school graduates earning dual enrollment credit in science and/or math courses <u>or</u> the average number of dual enrollment science and/or math credits earned by a graduating class. The results will be used by Polk State College's IREP Office to establish an expected range of performance. The learning target for each student <u>or</u> for the school is to meet or exceed the expected range of performance.
6	Dual Enrollment Courses	Polk State College transcripts will be used to access three years of performance to determine the average number of dual enrollment credits earned by graduates <u>or</u> the percentage of graduates earning a specified number of credits. The results will be used by Polk State College's IREP Office to establish an expected range of performance. The learning target for each student <u>or</u> for the school is to meet or exceed the expected range of performance.

3. **Whether state assessment data for the assigned students is also included in the personnel evaluation and the percentage relationship of state assessment results and local assessment results:** As explained in response to Part D.I.A on page 18, no FCAT data (state assessment results) will be used as part of the assessment for collegiate charter high school instructors or administrators.
4. **How performance of student results is calculated for classroom teachers whose course load is a combination of courses associated with state assessments and those that are not:** As explained in response to Part D.I.A on 17, no FCAT data (state assessment results) will be used as part of the assessment for collegiate charter high school instructors or administrators.
5. **The scoring system that will apply to performance of student results:** The scoring system will focus on performance of students or the school in regard to one or more of the assessment categories listed in **Table 3** on page 19. Students excluded from the scoring process will be those with extensive absences (more than 10 in the school year) and those who withdraw prior to the end of a given school year.

Instructional and leadership personnel will receive a **Student Performance Measurement Score** as specified below:

- If at least 65% of students meet or exceed the performance expectation or if the school exceeds the expected performance, the overall student performance rating will be Highly Effective.
- If at least 55% but less than 65% of students meet or exceed the performance expectation or if the school meets the expected performance, the overall student performance rating will be Effective.
- If at least 40% but less than 55% of students meet or exceed the performance expectation or if the school's performance is in the "needs improvement" range, as specified by the school leadership in collaboration with Polk State College's Director of IREP, the overall student performance rating will be Needs Improvement.
- If less than 40% of students meet or exceed the performance expectation or if the school's performance is in the "unsatisfactory" range, as specified by the school leadership in collaboration with Polk State College's Director of IREP, the overall student performance rating will be Unsatisfactory.

Figure 6 presents the scale used to convert student achievement into one of four possible **Student Performance Measurement Scores**.

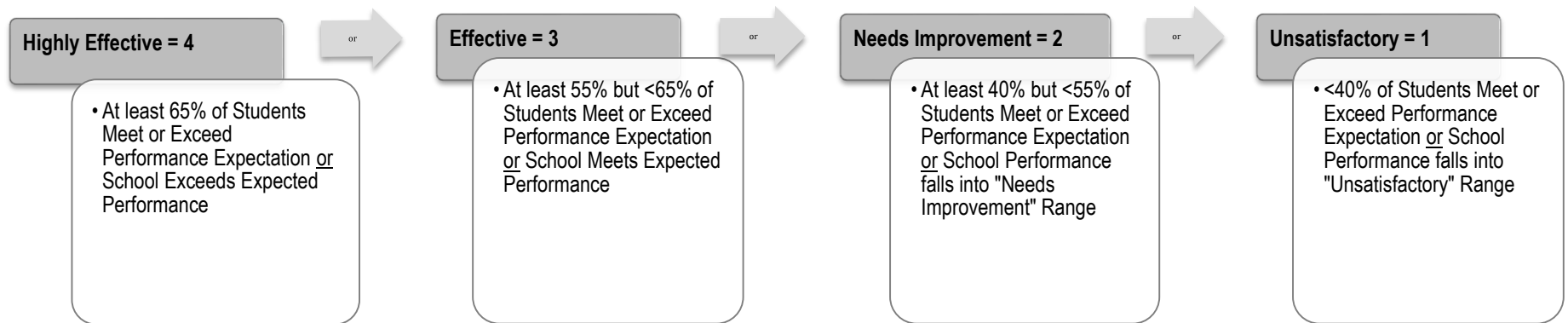


Figure 6: Calculating Student Performance Measurement Score (40% of the total)

C. For instructional personnel who are not classroom teachers:

1. **The percentage of evaluation that is based upon state assessment results of the students assigned to the individual:** As explained in response to Part D.I.A on page 18, no FCAT data (state assessment results) will be used as part of the assessment for collegiate charter high school instructors or administrators.
2. **The student outcome measures that are included in addition to the state assessment results, if applicable, and the scoring system and cut points associated with these measures:** Some or all of the student measures and related scoring system and cut points described in Part D.I.B.1,

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I.B.2, and I.B.5 will be applied to all instructional personnel, including those who are not classroom teachers.

- D. For school administrators, student learning growth results that are included in addition to statewide assessment results as calculated by the state-adopted value added model:** Some or all of the student measures and related scoring system and cut points described in I.B.1, I.B.2, and I.B.5 will be applied to school administrators. Measures used for instructional personnel will be duplicated for administrators.
- E. Including current year, student performance data in each individual's summative rating:** For the 2012-2013 and 2013-2014 school years, each school's SIP will specify the student performance data to be used in a group's and/or an individual's summative rating. Details are provided in the response to Part D.I.B, beginning on page 18. However, EOC exams, created by either the state or the district (Polk), will be implemented as they are made available.
- F. Percentage of evaluation based on performance of students:** The percentages of evaluation that will be based on performance of students in the two current Polk State College charter schools are as follows:
1. 40% for classroom instructors
 2. 40% for non-classroom instructors
 3. 40% for administrators.
- Students enrolled at the two collegiate charter high schools are enrolled for only their junior and senior years. Performance data are available only for those two years.
- G. Performance of student assessments, calculation methods, and cut scores for teachers newly hired for use in the first evaluation:** Polk State College's two collegiate charter high schools have implemented a four-period-day schedule. Therefore, students complete courses in a semester. Once EOC exams and performance criteria attached to each have been established, student EOC assessments will be used in the first evaluation. All EOC exams must be in place by 2014-2015.

During the 2012-2013 and 2013-2014 school years, overall student performance during term 1 will be used during a first-year instructor's first evaluation. The performance expectation is that every student will earn a "C" or better in every collegiate charter high school course. Each instructor's performance will include student outcomes from the courses he or she taught during term 1. The calculation method will be as follows:

- If at least 65% of students exceed expectation by making an "A" or "B," the instructor's performance will be seen as Highly Effective, earning a score of 4.
 - If at least 65% of students make a "C" or higher, the instructor's performance will be seen as Effective, earning a score of 3.
 - If at least 65% of students make a "D" or higher, the instructor's performance will be seen as Needs Improvement, earning a score of 2.
 - If fewer than 65% of students make a "D" or higher, the instructor's performance will be seen as Unsatisfactory, earning a score of 1.
- H. For the 2012-2013 and 2013-2014 school years, the number of years of student learning growth data applied to evaluations:** Part D.I.B provides detail regarding the assessment options to be applied to the two collegiate charter high schools during the 2012-2013 and 2013-2014 school years. The only assessment option tied to learning growth is linked to assessment option 4, with detail provided in **Table 3** on page 19 and **Table 4** on page 20.

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No student growth data tied to performance prior to enrollment at one of the collegiate charter high schools will be applied to evaluations.

- I. **Until July 1, 2015, identification of classroom teachers using learning targets for evaluation purposes and the procedures for implementing learning targets at the school level:** Part D.I.B (beginning on page 18) provides detail regarding the assessment options to be applied to the two collegiate charter high schools during the 2012-2013 and 2013-2014 school years. Five of six options rely on learning targets.

The College anticipates having EOC assessments provided by either the state or the district (Polk) for implementation in the collegiate charter high schools during 2014-2015. If those are not available for some or all courses, the evaluation procedures used during 2012-2013 and 2013-2014 will continue as needed through the 2014-2015 school year.

- J. **Until July 1, 2015, instructional personnel who will receive the learning growth results of an instructional team as defined in the definition section of this checklist:** As of the 2012-2013 school year, each school's director (principal) will determine whether selected assessment options listed in **Table 3** on page 19 will be applied to the evaluation of individuals or of school teams (instructional teams). These determinations may be different for the two schools and may change from one year to the next.

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II. Instructional or Leadership Practice Elements

A. The evaluation system is based on a contemporary research framework appropriate to the purpose of the evaluation system and Section 1012.34., Florida Statutes:

Classroom Instructors: Polk State College has elected to use the Marzano Evaluation Model (Marzano Model) as the basis for its evaluation system. This model is described on the Florida Department of Education website, which states, "The Marzano Evaluation Model is currently being used by the Florida Department of Education (DOE) as a model that districts can use or adapt as their evaluation model. The Marzano Evaluation Model is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus the mode can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement."

Non-Classroom Instructors: The College will use Florida's Student Services Personnel Evaluation Model (SSPEM) to evaluate both guidance counselors and college and career advisors. As announced in *Florida Department of Education DPS Memo 2012-64 dated April 20, 2012*, "A state model evaluation for non-classroom instructional personnel, specifically for Student Support Services Personnel (i.e., school counselors, school social workers, school psychologists, and school nurses) has been developed that aligns with current research-based best practices and professional standards. The model meets the requirements of the Student Success Act (Senate Bill 736, 2011), and reflects the functions, practices and responsibilities that positively impact student achievement, behavior, and health. The evaluation framework was developed by the Student Support Services Project, University of South Florida, in collaboration with the Bureau of Exceptional Education and Student Services (BEES) which vetted the model with district and university stakeholders across Florida."

Leadership Personnel: The College will utilize the Marzano Leadership Model to evaluate charter school directors and assistant directors. The Marzano Leadership Model includes 5 domains, is integrated with the Marzano Causal Teacher Evaluation Model, and is aligned with Florida's Principal Leadership Standards.

B. Observation and feedback instrument(s):

- 1. Documentation includes indicators on high effect size instructional and/or leadership strategies that result in student learning growth:** Polk State College's charter schools will use evaluation instruments that contain indicators of effective practices that are embedded in the Marzano Evaluation Models and in SSPEM.
- 2. For instructional personnel, indicators will be included that are based on each of the FEAPs, job expectations related to student support, and indicators that assess progress on deliberate practice priorities. Each system will include learning goal with scales, tracking progress, and standards-based instruction:** Polk State College has elected to use the Marzano Model for classroom instructors and SSPEM for non-classroom instructors. Both have been cross-walked with the FEAPs and include both job expectations related to student support and indicators to assess progress on deliberate practices.
- 3. For administrators, indicators will be included that are based on each of the FPLS, indicators that assess progress on deliberate practice priorities, and the additional indicators specified in Section 1012.34, Florida Statutes. The following indicators will be included: feedback practice, high effect size strategies, and facilitating professional learning.** Polk State College will utilize the Marzano Leadership

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Model to assess administrative performance based on each of the FPLS.

4. **Indicators focused on professional or job responsibilities not related to student learning, FEAPs, FPLS, or deliberate practice do not constitute more than 20% of the indicators in the evaluation system:** Indicators focused on professional or job responsibilities will account for 20% of the **Final Rating Score** for both instructional and leadership personnel. Detail regarding these responsibilities and how the **Professional/Job Responsibilities Rating** is calculated are found on pages 25 through 27.
- C. **Rubrics for distinguishing among proficiency levels in the practice elements:** The College will use Marzano and SSPEM rubrics for distinguishing among proficiency levels for instructors.
- D. **The scoring/weighting system that will apply to instructional or leadership practice and how it impacts the final annual evaluation:** PART C: **PEDS IMPLEMENTATION**, beginning on page 9 and running through page 17, specifies how an individual's **Instructional Proficiency Rating** or **Leadership Proficiency Rating** will be combined with the appropriate **Student Performance Measurement Score** and the **Professional/Job Responsibilities Rating** to produce the **Final Rating Score** for a given evaluation period.

III. Professional and Job Responsibility Elements

- A. **Professional responsibility and ethical conduct and behavior indicators based on the FEAPs and FPLS respectively:** Both professional responsibility and ethical conduct and behavior indicators are included in both Marzano Models (instructional and leadership) and in SSPEM. They are aligned with FEAPs and FPLS.
- B. **For instructional personnel: providing monitoring and feedback to students on progress toward accomplishment of the learning goals aligned with the course standards and providing a multi-tiered system of supports:** The Marzano Model Domain 1 elements address nine design questions and provide specific instructor evidence of behaviors that are used to monitor student learning, provide feedback to students, and create a multi-tiered system of support. The design questions are as follow:
 - Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?
 - Design Question #2: What will I do to help students effectively interact with new knowledge?
 - Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?
 - Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?
 - Design Question #5: What will I do to engage students?
 - Design Question #6: What will I do to establish and maintain classroom rules and procedures?
 - Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?
 - Design Question #8: What will I do to establish and maintain effective relationships with students?
 - Design Question #9: What will I do to communicate high expectations for all students?
- C. **For school administrators: providing clear goals as well as monitoring and feedback to instructional personnel on their proficiency in the indicators included in the evaluation system, providing time and resources for collegial professional learning, and a multi-tiered system of support:** The Marzano Leadership Model and Polk State College Procedure 6012 specifies that monitoring and feedback to be provided to Polk State College charter school instructors through **PEDS**. It also details the process to be used to provide time and resources for collegial professional learning and a multi-tiered system of support.

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D. **Weighting and scoring of indicators on professional and job responsibilities are incorporated into the instructional or leadership practice elements of the evaluation system:** Professional/job responsibilities will be designated for both instructional and leadership personnel and will account for 20% of the overall evaluation rating. The professional/job responsibilities categories, descriptions, and ratings are listed in **Table 5**.

Table 5: Professional/Job Responsibilities Categories and Indicators		
Category	Description	Rating
<i>Institutional Commitment</i>	Polk State College charter school personnel (instructors and leaders) are expected to demonstrate an ongoing commitment to the College and to their respective charter schools. This portion of the professional/job responsibilities category examines the percentage of prioritized professional activities in which an individual participates. School staff will determine a list of activities during pre-school activities each year.	A total of 4 points can be earned.
<i>Performance will be determined by participation in specified events.</i>		
<i>School Leadership</i>	Polk State College charter school personnel (instructors and leaders) play essential leadership roles in their respective schools. Some of these roles represent short-term commitments and minimum responsibilities. Others require extensive time commitment and a high level of responsibility. At the beginning of each year, leadership responsibilities will be listed and categorized, based on commitment required. Each staff member will meet with his or her supervisor to review possible commitments and agree to projected assignments and expected points to be earned. Levels of commitment will include: <ul style="list-style-type: none"> • High level of commitment represented by an ongoing, highly responsible assignment requiring school-wide leadership • Moderate commitment as indicated by an assignment that requires time but not the level of leadership required for the high-level commitment • Low level of commitment resulting from working on a project outside an instructional assignment that requires little time and minimal leadership 	A total of 4 points can be earned.
<i>Performance will be based on the number of points earned by an individual in a given year. Each staff member and his or her supervisor will specify leadership roles most appropriate for that person and most closely associated with his or her skills and job role.</i>		
<i>Individual Professional Growth</i>	The individual professional growth of both instructors and leaders is a very important contributor to student and school effectiveness. During the staff retreat held in July or August of each school year, every instructor and leader will complete the Polk State College Charter School Personal Growth Plan to list his or her professional goals, measurable outcomes, related strategies, and specific professional development activities, which will include conference and workshop attendance, online classes, etc. to support growth. A school director will approve goals and activities for each staff members in his or her school. The appropriate provost will approve a director's goals and activities.	A total of 4 points can be earned.
<i>Performance will be indicated by the answer to two questions:</i> <ul style="list-style-type: none"> • <i>Did the individual create a Personal Growth Plan?</i> • <i>Did the individual fully implement the Personal Growth Plan?</i> 		

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The **Professional/Job Responsibilities Rating** will be calculated by adding the ratings for the three categories and then applying the following scale:

- Total of 11 or 12 = Highly Effective (4)
- Total of 9 or 10 = Effective (3)
- Total of 7 or 8 = Needs Improvement (2)
- Total of 6 or less = Unsatisfactory (1)

IV. Summative evaluation form(s) and scoring and weighting systems that define how student growth measures and proficiency levels are calculated and combined to obtain a summative performance level. PART C: **PEDS IMPLEMENTATION**, beginning on page 9 and running through page 17, specifies how an individual's **Instructional Proficiency Rating** or **Leadership Proficiency Rating** will be combined with the appropriate **Student Performance Measurement Score** and the **Professional/Job Responsibilities Rating** to produce the **Final Rating Score** for a given evaluation period.

V. Statement of purpose consistent with the purpose for evaluation system as expressed in Section 1012.34, Florida Statutes. The primary purpose of Polk State College's charter school instructor and leadership evaluation is to improve individual and collective performance resulting in optimal student learning. The College also recognizes the statutory requirements in Florida Statute linking student performance with the evaluation process.

VI. Multiple measures are employed that inform improvement processes and evaluation decisions. The weighting and scoring of such measures are incorporated into either the student growth measure portion or practice portion of the evaluation, as appropriate, and are consistent with the statutory guidelines. As shown in **Figure 1** on page 7, multiple measures are used to inform the improvement process used in Polk State College's charter schools. The incorporation of specific measures into the student growth, practice, and professional/job responsibilities components of **PEDS** are detailed in the appropriate sections of this plan. Student growth measures are described in Part D.I.B, beginning on page 18. The practice portion is presented in detail beginning on page 11. The professional/job responsibilities stipulated by Polk State College are listed in **Table 5** on page 26.

VII. Performance Levels and the rubric(s) used to differentiate between performance levels are included in the documentation. Polk State College intends to use rubric(s) and weighting scales/scoring systems defined by the Marzano Models and by SSPEM.

VIII. Input Mechanisms

A. Identification of supervisory personnel performing evaluations:

1. The director of each Polk State College charter school will evaluate all instructional staff and the school's assistant director.
2. The provost on each Polk State College campus will evaluate the director(s) of any charter schools located on that campus.

B. Identification of any other parties with input toward evaluation: A school's assistant director, acting as a director's designee, may conduct classroom observations and provide input into the instructor evaluations.

C. A mechanism that provides an opportunity for parents to provide input into employee performance evaluations when appropriate: Results of the school climate survey completed annually by parents will be used to create the school leadership improvement goals in any year in which the overall parent rating is lower than 3 on a 4-point scale.

D. For administrators, where included by a district, description of the opportunity for instructional personnel to provide input into the

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administrator's performance evaluation: There will be no formal mechanism to provide for instructors to have input into employee performance evaluations.

- E. **Description of use of a peer assistance process where the charter schools use one for evaluation input:** There will be no formal peer assistance process.

IX. Training: Provides for training programs that are based upon guidelines provided by the department to ensure that all employees subject to an evaluation system are informed on evaluation criteria and processes, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

- A. **Systemic processes to inform workforce and evaluators on what they are to know and be able to do based on elements in the evaluation system:**
- B. **Systemic processes to provide initial training and continuously improve the capacities of workforce and evaluators to understand and implement the performance expectations in the evaluation system indicators:**

Figure 2 on page 8 lists staff activities to be conducted during the 2012-2013 school year to provide for initial *PEDS* implementation. The steps to be used to provide for *PEDS* training and monitoring and continuous improvement during the 2012-2013 school year are detailed in Part C: *PEDS* IMPLEMENTATION, which begins on page 9.

X. Continuous Improvement and Professional Development

- A. **Improvement plans—the use of performance evaluation results when developing school improvement plans:**
- B. **Continuous improvement—Instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators:** Procedures for providing feedback are included on
- C. **Professional development—Use of performance evaluation results to identify the content of individual, collegial, and system-wide professional development:**
- D. **Processes for the coordination of evaluation, school improvement, and professional development planning, data collection and analysis, and impact monitoring:**
- E. **Feedback and continuous improvement processes focused on the purpose of the evaluation system:**
- F. **Monitoring—Include a process for monitoring and evaluating the evaluation system as required in section (6) of this rule:**

PARTS B and C, beginning on page 7 and continuing through page 17, provide detail regarding how items X.A-F are addressed through *PEDS*.

XI. Reporting processes that meet the requirements of section (7) of this rule. Polk State College and its charter schools will meet all reporting requirements set forth by the Florida Department of Education.

- A. **URL where approved evaluation documents will be posted within 30 days of approval:** www.polk.edu
- B. **Description of process used to prepare annual report:** During the summer of each year, each charter school director, each campus provost, and representatives from each charter staff and each category of employees will evaluate the status of the college's charter school evaluation system and will submit written documentation as required by state rule.

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XII. Special Procedures

- A. Annual evaluation for all employees and the evaluation procedures for newly hired classroom teachers:** All employees will be evaluated at least once annually, and the observer/evaluator will provide feedback to an employee within five days after each formal observation. The timeline to be used during the 2012-2013 school year is provided in Figure 2 on page 8. Special procedures to be applied to newly hired classroom teachers are detailed elsewhere in this document and include the following:
- a. First-year instructors will receive a minimum of two formal observations per year.
 - b. Evaluation of first-year instructional personnel will be conducted twice during the first year of employment at each charter school. An employee hired on or before November 15 of a given year will receive the first evaluation before the end of Term 1. The second evaluation will be completed prior to the final week of Term 2. Any employee who is hired after November 15 will receive the first evaluation at the end of the school year and the second evaluation by the end of Term 1 of the following school year.
 - c. During the 2012-2013 and 2013-2014 school years, overall student performance during Term 1 will be used during a first-year instructor's first evaluation. The performance expectation is that every student will earn a "C" or better in every collegiate charter high school course. Each instructor's performance will include student outcomes from the courses he or she taught during Term 1. The calculation method will be the same as used in Part D.I.B.5 on page 20.
- B. Identification of teaching fields for which special evaluation procedures and criteria are necessary:** No teaching fields have been identified for which there will be special evaluation procedures and criteria.
- C. If a process for amending evaluations is included, a description of that process:** In compliance with the Student Success Act, the College will reserve the right to amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year.

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Table 6: PEDS Planning and Initial Implementation Timeline		
Date	Event	
Summer 2012 PEDS Training and Planning	May 23, 2012	Charter school director and consultant will attend Florida Department of Education Community of Practice Conference.
	June 20, 2012	Provost, charter school directors, instructional personnel, and consultants will attend Marzano Pre-Conference.
	June 21 - 22, 2012	Provost, charter school directors, and instructional personnel will attend Marzano Conference.
	June 23 - July 31, 2012	Charter school directors, instructors, and provosts will: <ul style="list-style-type: none"> • Confirm use of Marzano Model for charter high school leaders. • Specify model to be used with non-classroom instructors. • Finalize <i>PEDS</i> evaluation instruments to be used at charter high schools. Charter school directors and consultants will: <ul style="list-style-type: none"> • Create <i>PEDS</i> action plan for 2012-2013. • Design summer 2012 training plan for charter school instructional personnel.
	August 1 - August 8, 2012	Charter school directors will conduct <i>PEDS</i> training with all instructional personnel.
	August 2012	Charter school directors will create professional goals for each charter school staff member.
2012-2013 PEDS Implementation	Between August and December 2012	Charter school directors will: <ul style="list-style-type: none"> • Submit the <i>PEDS</i> document to the District Board of Trustees for review and approval. • Complete formal observations for <u>all first-year</u> instructional staff. • Conduct at least three informal observations for <u>all</u> instructional personnel.
	January 2013	Charter school directors will: <ul style="list-style-type: none"> • Examine student course performance for <u>first-year</u> instructors. • Finalize first evaluation for each <u>first-year</u> instructor.
	February - March 2013	Charter school directors and provosts will: <ul style="list-style-type: none"> • Complete formal observations for <u>all</u> personnel. • Conduct second set of three informal observations for <u>all</u> instructional personnel.
	May - June 2013	Charter school directors and provosts will: <ul style="list-style-type: none"> • Review and summarize end-of-year student performance outcomes. • Finalize evaluations for <u>all</u> instructional and leadership personnel.