

Rudolph F. Crew, Ed.D., Superintendent of Schools

**SUBJECT:           REQUEST FOR APPROVAL OF THE SPECIAL TEACHERS ARE  
                      REWARDED (STAR) PERFORMANCE PAY PLAN FOR M-DCPS  
                      INSTRUCTIONAL PERSONNEL**

**LINK TO DISTRICT  
STRATEGIC PLAN: NEGOTIATE AND DEVELOP CONTRACTS WITH EACH  
                      BARGAINING UNIT**

In 2006, the Florida Legislature appropriated \$147.5M to implement the performance pay requirements of Section 1012.22, Florida Statutes, through the Special Teachers Are Rewarded (STAR) proviso. This legislation establishes the requirements and guidelines each District must follow in developing a performance-based pay plan. At least the top 25% of each District's instructional personnel are eligible for the incentive bonus which is equal to 5% of the recipient's base salary. Each District will be allocated state funds to finance the performance pay plan provided it meets the proviso requirements and timelines.

By December 31, 2006, School Districts were required by the state to submit a locally developed performance pay plan according to the STAR proviso language. Further, a plan must be approved by the School Board and either approved by the United Teachers of Dade (UTD) or imposed pursuant to the provisions of Chapter 447, Florida Statutes, by March 1, 2007. Accordingly, M-DCPS has developed a performance pay plan (attached) which adheres to all applicable requirements set forth by the Florida Department of Education (FLDOE). FLDOE has notified the District that its performance pay plan is approved subject to School Board and Union approval as set forth above. All instructional personnel will automatically be included in the M-DCPS/STAR model. However, the primary indicator for determining STAR performance pay awards will be improved student achievement of learning gains, knowledge of learner standards and instructional program delivery. This plan will replace the previous performance pay plan negotiated and submitted to the FLDOE in 2002.

**RECOMMENDED:**           That The School Board of Miami-Dade County, Florida,  
                                  approve the proposed STAR Performance Pay Plan.

OSP:jmg

SP-1

MEMORANDUM

February 20, 2007

**TO:** The Honorable Chair and Members of The School Board of Miami-Dade County, Florida

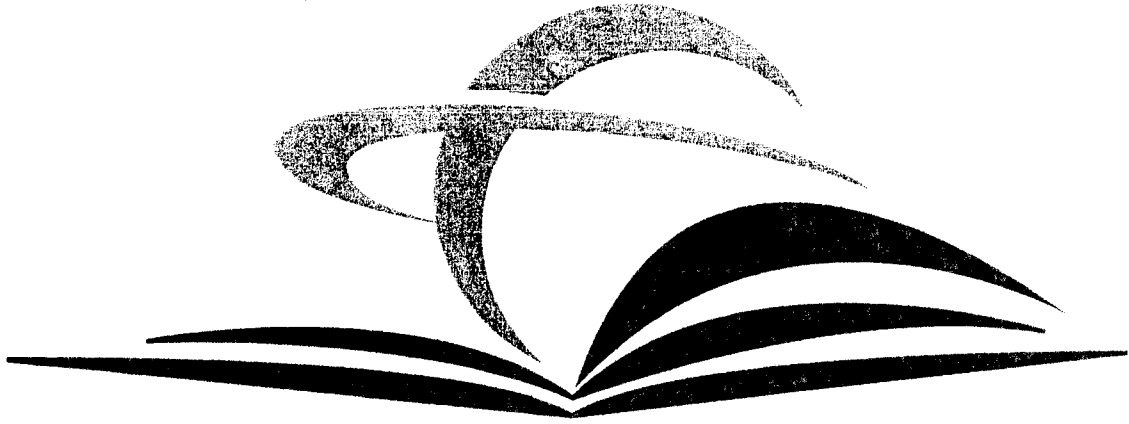
**FROM:** Rudolph F. Crew, Superintendent of Schools 

**SUBJECT: SUPPLEMENTAL INFORMATION FOR BOARD AGENDA ITEM SP-1, FOR THE FEBRUARY 21, 2007 SPECIAL SCHOOL BOARD MEETING, REQUEST FOR APPROVAL OF THE SPECIAL TEACHERS ARE REWARDED (STAR) PERFORMANCE PAY PLAN FOR M-DCPS INSTRUCTIONAL PERSONNEL**

Attached for your information is supplemental material for Board Agenda Item SP-1 for the Special School Board meeting of February 21, 2007. If you have any questions, please contact Ms. Ofelia San Pedro, Deputy Superintendent, Business Operations, at (305) 995-4581.

RFC:jmg  
M1013

Attachment



**Miami-Dade County Public Schools**  
*giving our students the world*

**SPECIAL TEACHERS ARE REWARDED (STAR) PLAN**

**Proposal Submission to the Florida Department of Education**  
**Revised February 2007**

# EXECUTIVE SUMMARY

In May 2006 the Florida State Legislature passed the Special Teachers Are Rewarded (STAR) proviso. The Miami-Dade County Public Schools (M-DCPS) application to participate in the STAR program is based on two key factors: (1) maintaining quality of instructional personnel and (2) rewarding quality instructional personnel. M-DCPS strives to attract, develop, and retain quality instructional professionals. While many instructional professionals become educators because of the intrinsic rewards associated with working with students and colleagues, extrinsic motivators such as salary and professional development opportunities can impact career decision-making.

The awarding of a bonus in M-DCPS is based on three criteria and performance evaluation standards established for use with the STAR program. These criteria include:

- ◆ Improved student achievement performance
- ◆ use of a STAR five-point rating scale and two performance standards in the areas of Knowledge of Learners and Instructional/Program Delivery

For teachers whose courses are linked to the reading or mathematics Florida Comprehensive Assessment Test (FCAT), this data will be used in the formula to determine learner progress. Appropriate external assessments will be used to determine learner progress for professionals who are not linked by course number to the reading or mathematics FCAT.

This document details the M-DCPS response to the STAR plan. M-DCPS used technical assistance papers published by the Florida Department of Education in developing this plan. First, a detailed background of the plan is provided as well as a listing of appropriate external measures for use by non-FCAT instructional professionals. The formula for determining the top 25% of instructional professionals is also provided.

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## INTRODUCTION

The Miami-Dade County Public Schools' (M-DCPS) application to participate in the 2006-07 *Special Teachers Are Rewarded* (STAR) program is described in the following pages. The application is designed to adhere to all applicable requirements as detailed in the June 13, 2006, memorandum from Florida Department of Education Commissioner John L. Winn. Specifically, the M-DCPS application addresses the following key components:

- ◆ All instructional personnel are included in the program.
- ◆ Financial awards will be made available for instructional personnel at elementary, middle, and high school levels. Additionally, all instructional personnel who are assigned to regional or district offices will be assigned to the K-12 school or schools that mirror their job assignment duties and will be eligible for awards. *For example, a region level school psychologist is assigned to a set number of schools. The data from those schools to which the school psychologist is assigned would be utilized in determining that employee's eligibility for a financial award.*
- ◆ Applications are not required for personnel to participate in the program. Rather, instructional personnel will be included automatically in the M-DCPS STAR program.
- ◆ The STAR bonus funds will be distributed to no less than 25% of the instructional personnel. The bonuses will be no less than 5% of the base pay of the recipients. If additional funds become available, awards will be extended beyond the top 25% until the funds are exhausted.
- ◆ The primary factor for determining the STAR bonus awards will be improvement in student achievement. The improved student achievement factor will constitute 80% of the STAR award criteria.
- ◆ The STAR performance rating system on two performance standards is a five-point scale, including the following ratings: Exemplary, Superior, Proficient\*, Developing/Needs Improvement, and Unsatisfactory. NOTE: Please see the section entitled, "Five Point Rating Scale for Performance Standards" for details.
- ◆ Determination of student achievement is dependent upon the professional's job assignment.
  - Student achievement progress for reading/language arts, math, science, and social studies teachers of students in grades 4 – 10 will be based upon FCAT reading and/or mathematics data.
  - For core academic teachers of students in grades 11 – 12 whose students are not tied to FCAT data, the STAR award will be based on end of course assessments.
  - DIBELS Assessment data will be used to determine STAR awards for teachers in grades three and below.
  - Student achievement progress for non-FCAT instructional personnel and who are not teachers mentioned in the previous two bullets will be based on a combination of FCAT data for students to whom the instructional personnel are assigned and assessments that are aligned to the Sunshine State Standards

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\* Proficient is considered satisfactory.

# IMPLEMENTATION OF THE M-DCPS STAR PROGRAM

The M-DCPS STAR Program uses a combination of objective data obtained from FCAT and other measures in concert with administrator assessments of instructional personnel performance on two performance standards. Eighty-percent of the STAR award will be based on improved student achievement and 20% of the STAR award will be based on performance ratings on two specific performance standards. A five-level rating system is used (see page 14), however only professionals with ratings of satisfactory performance (i.e., proficient, superior, and exemplary) are eligible for STAR awards. Table 1 provides an overview of the formula used to determine the STAR award. Each component in the table is discussed within this implementation section. Note: percentages have been converted into points.

**Table 1. STAR Plan Point Formula**

Evaluation Criteria	Total Possible Points	Evaluation Categories and Points	
		Rating	Points
<b>Student Achievement</b>	80 This will weight the student achievement as 80% of the total score	Percentile rank within level position	80% of percentile rank (i.e. a 99 <sup>th</sup> percentile ranking X .80 = 79.2 points and a 79 <sup>th</sup> percentile ranking X .80 = 63.2 points)**
<b>Knowledge of Learners Standard</b>	10 Knowledge of Learners Standards will constitute 10% of the total score	Exemplary	10% of 100 points = 10 points
		Superior	10% of 70 points = 7 points
		Proficient*	10% of 50 points = 5 points
<b>Instructional Delivery and Engagement (Teachers)  Program Delivery (Instructional Support/Student Services)</b>	10 Instructional/Program delivery will constitute 10% of the total score  (note: total possible points for all three categories = 100)	Exemplary	10% of 100 points = 10 points
		Superior	10% of 70 points = 7 points
		Proficient*	10% of 50 points = 5 points

\* An instructional professional may receive only ONE proficient rating to be eligible for the STAR bonus.

\*\* For example, if the student achievement ranking for a teacher is at the 99 percentile that percentile is multiplied by 80% to determine the number of points assigned in this category, which in this case is 79.2. If the same teacher is then rated as superior on Knowledge of Student Learners he/she will receive 7 points and rated exemplary on Instructional Delivery he/she will receive 10 points for a total score of 96.2 points.

## Student Achievement Data Use

### Introduction

Research studies support the link between student achievement and teacher performance.<sup>†</sup> Contemporary research has focused on the value-added connection between teaching and learning, with a leading example of this assessment process being the Tennessee Value-added Assessment System and multiple studies have substantiated the influence of the classroom teacher on learning. Analysis of data from these and other programs offer dramatic evidence regarding the influence of the classroom teacher on student learning.

Consider the following examples of the link between student achievement and teacher effectiveness:

- ◆ In a study from the University of Tennessee's Value-Added Research and Assessment Center, researchers found that when children, beginning in third grade, were placed with three high performing teachers in a row, they scored, on average, at the 96th percentile on Tennessee's statewide mathematics assessment at the end of fifth grade. When children with comparable achievement histories starting in third grade were placed with three low performing teachers in a row, their average score on the same mathematics assessment was at the 44th percentile. This is an enormous 52-percentile point difference for children who presumably had comparable abilities and skills.<sup>‡</sup>
- ◆ In a comparable study by researchers in Dallas, Texas, similar results were found in both math and reading during the early grades. When first grade students were fortunate enough to be placed with three high performing teachers in a row, their average performance on the math section of the Iowa Tests of Basic Skills increased from the 63<sup>rd</sup> percentile to the 87<sup>th</sup> in contrast to their peers with similar scores whose performance decreased from the 58<sup>th</sup> percentile to the 40<sup>th</sup>, a percentile difference of 42 points. A similar analysis in reading found a percentile difference of 44 points.<sup>§</sup>

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<sup>†</sup> Mendro, R. L. (1998). Student achievement and school and teacher accountability. *Journal of Personnel Evaluation in Education*, 12, 257-267; Nye, B., Konstantopoulos, S., & Hedges, L.V. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26(3), 237-257; Tucker, P.D. & Stronge, J.H. (2005). *Linking teacher evaluation and student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development; Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.

<sup>‡</sup> Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement* (Research Progress Report). Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

<sup>§</sup> Jordan, H., Mendro, R., & Weerasinghe, D. (1997, July). *Teacher effects on longitudinal student achievement*. Paper presented at the Sixth Annual Evaluation Institute sponsored by CREATE, Indianapolis, IN.



The studies in Tennessee and Texas produced strikingly similar findings: Highly effective teachers are able to produce much greater gains in student achievement than their less effective counterparts.

Links between the work of instructional support professionals and student services professionals and student achievement is also supported. Consider the following examples:

- ◆ High quality libraries impact student achievement. Researchers found that schools with high quality libraries have test scores that are 10 to 18 percent higher than schools with low quality libraries, even when controlling for socio-economic status. A central component to a high quality library was a high quality media specialist.\*\*
- ◆ Three studies of the impact of counselors on student achievement found that school counseling services make a difference in the academic performance of students. In three Florida counties, school counselors used targeted intervention with students. In the three counties where targeted interventions were used, students increased on average 20 percentile points on the Mathematics FCAT and 15 percentile points on the reading FCAT.††

These studies support the link between the work of teachers, instructional support professionals, and student services professionals and the progress of students.

### **Division of Instructional Groups**

Eighty percent of the STAR award determination is based on student academic progress. A key consideration in the use of learner data across all instructional personnel groups (e.g., grade levels, content areas, instructional support functions, student services functions) is the necessity for a fair and equitable process. M-DCPS STAR Program has different ways to assess student achievement based on instructional personnel's placement into stratified groups. There are two groupings: school level/instructional personnel classification and teaching/position assignment. The top 25% of instructional personnel within each nested group, based on the STAR points formula described in Table 1, will receive the STAR award.

### **Teaching/Position Assignment Stratification**

The second level of stratification will take place within each instructional level, i.e. Elementary, Middle Level and High School. The categories are defined in Table 2.

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\*\* Lance, K.C. (2004). Libraries and student achievement. The importance of school libraries for improving student achievement. *Threshold*, 8-9. Retrieved online at <http://www.eiconline.org>

†† Webb, L.D., Brigman, G.A., Campbell, C. (2005). Linking school counselors and student success: A replication of the student success skills approach to targeting the academic and social competence of students. *Professional School Counseling*, 8(5), 407 – 413.

**Table 2. Stratified Groups and Categories Used to Determine STAR Award**

<b>Group</b>	<b>Category</b>
<b>Elementary</b>	K – 3 Core Academic Teachers
	4 – 5 Core Academic Teachers
	K – 5 Non-Core Academic Teachers*
	ESE Teachers
	Instructional Support*
	Student Services*
<b>Middle Level</b>	6 – 8 Teachers Linked Directly to FCAT Data
	6 – 8 Science Teachers
	6 – 8 Social Studies Teachers
	6 – 8 Non-core Academic Teachers*
	ESE Teachers
	Instructional Support*
	Student Services*
<b>High School</b>	9 – 12 Teachers Linked Directly to FCAT Data
	9 – 12 Science Teachers
	9 – 12 Social Studies Teachers
	11 – 12 Core Academic Teachers Not Directly Linked to FCAT Data
	9 – 12 Non-Core Academic Teachers*
	ESE Teachers
	Instructional Support*
	Student Services*

\* These positions are further grouped into like categories as shown in Tables 3.1-3.3.

The Assessment and Data Analysis Department will analyze the FCAT data once it is received to determine percentile rankings at the elementary, middle, and high school levels for teachers who are directly or can be directly linked to FCAT data. For instructional personnel who are directly linked to multiple FCAT tests, as is often the situation in elementary classrooms, the STAR award will be based upon both the FCAT Reading and Mathematics Test.

For personnel who are not directly linked to FCAT data and who do not teach a core content area, the award will be based on either FCAT School Reading and/or Mathematics data as appropriate or a combination of FCAT and end of course assessments based on the Sunshine State Standards.

FCAT value tables provided by the Florida State Department of Education will be used to determine STAR bonus awards. Similar value tables will be developed by the district for other assessments being used to determine the STAR award. The number of points awarded for student achievement will be based on an overall ranking within each grouping. Tables 3.1 – 3.3 show the assessment data that will be used for instructional personnel.

**Student Assessment Data Use for STAR Award by School Level 2006-2007**

*Elementary Level – Table 3.1*

<b>Elementary Level Position</b>	<b>Grade Level</b>	<b>Pre Achievement Data</b>	<b>Post Achievement Data</b>
<b>Teacher</b>	K-3	DIBELS *	DIBELS
<b>Teacher</b>	4-5	FCAT Reading and Mathematics	FCAT Reading and Mathematics
<b>Science ***</b>	K-5	FCAT Mathematics	FCAT Science (grade 5 only)
<b>Social Studies</b>	K-5	N/A	N/A
<b>Guidance</b>	All	FCAT School Reading	FCAT School Reading
<b>Media Specialist</b>	All	FCAT School Reading	FCAT School Reading
<b>Physical Education Art Music</b>	All	FCAT Reading	Content Area Assessment
<b>ESE</b>	All	FCAT Reading and Mathematics or Content Area Assessment	FCAT Reading and Mathematics or Content Area Assessment
<b>Foreign Language</b>	All	FCAT Reading	Content Area Assessment
<b>School Psychologist School Social Worker</b>	All	FCAT School Reading	FCAT School Reading
<b>Reading Coach</b>	All	FCAT School Reading	FCAT School Reading
<b>Other **</b>	All	Appropriate FCAT Reading or Mathematics (specific to students served)	Appropriate FCAT Reading or Mathematics (specific to students served)

\* *Although the FCAT is administered in Grade 3, DIBELS will be used to measure student achievement gains as both pre- and post-assessment data are available. Since the FCAT is administered for the first time at the end of Grade 3, pre-assessment data will not be available to measure student learning gains.*

\*\* *Other: Other positions such as occupational therapists, physical therapists, and those considered instructional support or student services will also be included in the award.*

\*\*\* *M-DCPS will use district developed end of course assessments or assessments available from the Florida State Department of Education Assessment Clearinghouse that are aligned to Sunshine State Standards and to Instructional Content in M-DCPS, where appropriate. This*

Clearinghouse has been made available through a partnership with the Florida State Department of Education.

Student Assessment Data Use for STAR Award by School Level 2006-2007

Middle Level – Table 3.2

Middle Level Position	Grade Level	Pre Achievement Data	Post Achievement Data
Reading/Language Arts Reading Coach	6-8	FCAT Reading	FCAT Reading
Mathematics	6-8	FCAT Mathematics	FCAT Mathematics
Science	6-7 8	FCAT Mathematics FCAT Mathematics	FCAT Mathematics FCAT Science
Social Studies	6-8	FCAT Reading	FCAT Reading
Guidance Media Specialist School Social Worker School Psychologist	All	FCAT Reading (specific to students served)	FCAT Reading (specific to students served)
Physical Education Art Music Technical/Career Education	6-8	FCAT Reading	Content Area Assessment **
ESE	6-8	FCAT Reading and Mathematics or Content Area Assessment	FCAT Reading and Mathematics or Content Area Assessment
Foreign Language	6-8	FCAT Reading	Content Area Assessment
Literacy Coaches	All	FCAT School Reading	FCAT School Reading
Other ***	All	FCAT Reading and Mathematics (specific to students served)	FCAT Reading and Mathematics (specific to students served)

\*\* M-DCPS will use district developed end of course assessments or assessments available from the Florida State Department of Education Assessment Clearinghouse that are aligned to Sunshine State Standards and to Instructional Content in M-DCPS, where appropriate. This Clearinghouse has been made available through a partnership with the Florida State Department of Education.

\*\*\* Other: Other positions such as occupational therapists, physical therapists, and those considered instructional support or student services will also be included in the award.

**Student Assessment Data Use for STAR Award by School Level 2006-2007**  
**High School Level – Table 3.3**

<b>High School Level Position</b>	<b>Grade Level</b>	<b>Pre Achievement Data</b>	<b>Post Achievement Data</b>
<b>Reading/Language Arts</b>	9-10	FCAT Reading	FCAT Reading
<b>Reading/Language Arts</b>	11-12	FCAT Reading;	Content Area Assessment * *
<b>Mathematics</b>	9-10 11-12	FCAT Mathematics FCAT Mathematics	FCAT Mathematics Content Area Assessment**
<b>Science</b>	9-10, 11-12	FCAT Mathematics FCAT Mathematics	Content Area Assessment * *
<b>Social Studies</b>	9-10 11-12	FCAT Reading FCAT Reading	FCAT Reading Content Area Assessment * *
<b>Core Academic Teachers Not Tied to FCAT Data</b>	11-12	FCAT School Reading and Mathematics	Content Area Assessment **
<b>Guidance Media Specialist School Social Worker School Psychologist</b>	All	FCAT Reading for specific students served	FCAT Reading for specific students served
<b>ESE</b>	All	FCAT Reading and/or Mathematics as appropriate	FCAT Reading and/or Mathematics as appropriate
<b>Physical Education Art Music Technical/Career Education</b>	All	FCAT Reading	Content Area Assessment * *
<b>Foreign Language</b>	All	FCAT Reading;	Content Area Assessment * *
<b>Reading Coach</b>	All	FCAT School Reading	FCAT School Reading
<b>Other * * *</b>	All	FCAT Reading and Mathematics (specific to students served)	FCAT Reading and Mathematics (specific to students served)

\* \* *M-DCPS will use district developed end of course assessments or assessments available from the Florida State Department of Education Assessment Clearinghouse that are aligned to Sunshine State Standards and to Instructional Content in M-DCPS, where appropriate. This Clearinghouse has been made available through a partnership with the Florida State Department of Education.*

\* \* \* *Other: Other positions such as occupational therapists, physical therapists, and those considered instructional support or student services will also be included in the award.*

## **Instructional Personnel Evaluation System Ratings Use**

The STAR initiative was introduced during a transitional time for M-DCPS between an employee performance appraisal system in place since the 1990s and a new one that is currently being piloted in 30 schools in the 2006-07 academic year. Because the current performance appraisal system, PACES does not meet the required criteria of a five-point rating scale a rating system and performance standards was developed for use with STAR. This series of rubrics address Florida requirements defined by s. 1012.34(3)(a).

### **Five Point Rating Scale for Performance Standards**

M-DCPS will use a five-point rating scale for two specific performance standards: Knowledge of Learners and Instructional Delivery and Engagement/Program Delivery.<sup>\*\*</sup> The two standards selected for use in the 2006-07 STAR program reflect critical areas related to student achievement and are aligned to Florida State Statute 1012.34. The five-point scale and the two performance standards are delineated below.

#### *Application of a Five-point Scale*

The rating scale to be used in the M-DCPS STAR program includes five levels on a continuum from “exemplary” to “unsatisfactory.” The use of the performance appraisal rubric enables evaluators to acknowledge instructional personnel who exceed expectations (i.e., “exemplary” and “superior”), acknowledge those who meet the standard (i.e., proficient), and use the two lower levels of feedback for teachers and other instructional professionals who do not meet expectations (i.e., “developing/needs improvement” and “unsatisfactory”). Instructional personnel must have ratings at the proficient and higher levels to be competitive to receive a STAR bonus. An instructional professional may have only one proficient rating to be eligible for the STAR award. Table 4 provides details regarding the five points on the scale.

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<sup>\*\*</sup> For 2006-07, only the two noted performance standards will use a five-point rating scale for instructional personnel. Beginning in 2008-09, all instructional personnel will be rated on a five-point scale for all performance standards. The reason for the delay in implementing a five-point scale with all performance standards in 2006-07 is to allow for a pilot program with the new M-DCPS performance evaluation system to be implemented.

**Table 4. Definitions of Terms Used in the Rating Scale**

<b>Rating</b>	<b>Description</b>	<b>Performance Characteristics</b>
<b>Exemplary</b>	The professional performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school district's mission and goals.	Exceptional performance: <ul style="list-style-type: none"> <li>◆ consistently exhibits behaviors that have a strong positive impact on learners and the school climate</li> <li>◆ serves as a role model to others</li> <li>◆ sustains high performance over a period of time</li> </ul>
<b>Superior</b>	The professional performing at this level often demonstrates initiative, raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the school district's mission and goals.	High-quality performance: <ul style="list-style-type: none"> <li>◆ exceeds the requirements contained in the job description as expressed in the evaluation criteria</li> <li>◆ consistently seeks opportunities to learn and apply new skills</li> </ul>
<b>Proficient</b>	The professional meets the standard in a manner that is consistent with the school district's mission and goals.	Effective performance: <ul style="list-style-type: none"> <li>◆ meets the requirements contained in the job description as expressed in the evaluation criteria</li> <li>◆ demonstrates willingness to learn and apply new skills</li> <li>◆ exhibits behaviors that have a positive impact on learners and the school climate</li> </ul>
<b>Developing/ Needs Improvement</b>	The professional often performs below the established standard or in a manner that is inconsistent with the school district's mission and goals.	Ineffective performance: <ul style="list-style-type: none"> <li>◆ requires support in meeting the standards</li> <li>◆ results in less than quality work performance</li> <li>◆ leads to areas for professional improvement being jointly identified and planned between the professional and evaluator</li> </ul>
<b>Unsatisfactory</b>	The professional consistently performs below the established standard or in a manner that is inconsistent with the school district's mission and goals.	Poor-quality performance: <ul style="list-style-type: none"> <li>◆ does not meet the requirements contained in the job description as expressed in the evaluation criteria</li> <li>◆ may result in the employee not being recommended for continued employment</li> </ul>

The performance rubric is a behavioral summary scale that describes acceptable performance levels for the performance standard. It states the measure of performance expected and provides a general description of what a rating entails. The performance rubric guides evaluators in assessing *how well* the standards are performed. There is one standard for Knowledge of Learners that applies to all instructional professionals. There are two versions of the Instructional/Program Delivery Standard in order to address the differences between the work of teachers and other instructional personnel. The standard and its accompanying rubrics appear on the following pages as well as a table showing the alignment of the standard with assessment criteria for instructional personnel provided in Florida State Statute 1012.34. The rubric is designed to increase reliability among evaluators and to help instructional personnel to focus on ways to enhance their professional practice.

*Knowledge of Learners Standard*

**Performance Standard. Knowledge of Learners**

The instructional professional identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

Performance Appraisal Rubric

<p><b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i></p>	<p><b>Superior</b> <i>In addition to meeting the standard ...</i></p>	<p><b>Proficient</b> <i>The description is the actual performance standard.</i></p>	<p><b>Developing</b></p>	<p><b>Unsatisfactory</b></p>
<p>The instructional professional consistently plays a leadership role by integrating knowledge of learners to address the needs of the target learning community.</p>	<p>The instructional professional often meets the individual and diverse needs of learners in a highly effective manner.</p>	<p><b>The instructional professional identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</b></p>	<p>The instructional professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.</p>	<p>The instructional professional consistently demonstrates a lack of awareness of the needs of the target learning community or does not consistently make appropriate accommodations to meet those needs.</p>



**Performance Standard. Instructional Delivery and Engagement**

The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

**Performance Appraisal Rubric**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.	The teacher often promotes learning by addressing the academic needs of all groups of students at a high level, and by using a variety of appropriate instructional strategies and technologies.	The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.	The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or does not consistently implement instructional strategies to academically engage learners.

**Performance Standard. Program Delivery**

The instructional support/student services professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.

**Performance Appraisal Rubric**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The instructional support professional consistently provides a key leadership role in promoting and providing best practices in the delivery of services consistent with established standards and guidelines.	The instructional support professional often demonstrates a high level of performance in implementing services to the targeted learning community consistent with established standards and guidelines.	<b>The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.</b>	The instructional support professional often implements services ineffectively to the targeted learning community based on established standards and guidelines.	The instructional support professional consistently does not implement services to the targeted learning community in a manner that is aligned with established standards and guidelines.

**Alignment of Performance Standards to Assessment Criteria in Florida State Statute 1012.34.**

The two standards selected for use in the 2006-07 STAR program reflect critical areas related to student achievement and are aligned to Florida State Statute 1012.34. Table 5 indicates alignment between the two standards used in the STAR bonus determination and the seven assessment criteria for instructional personnel listed in Florida State Statute 1012.34.

**Table 5. Alignment Between Performance Standards and Florida State Statute 1012.34**

Assessment Criteria Florida State Statute, 1012.34	Knowledge of Learners	Instructional Delivery and Engagement	Program Delivery
1. Performance of students	X	X	X
2. Ability to maintain appropriate discipline	X	X	X
3. Knowledge of subject matter		X	X
4. Ability to plan and deliver instruction and the use of technology in the classroom	X	X	X
5. Ability to evaluate instructional needs	X	X	X
6. Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement	X		X
7. Other professional competencies, responsibilities, and requirements as established by rules of the State Board of Education and policies of the district school board	X	X	X

# APPENDIX

## Miami-Dade Public Schools STAR Plan for Instructional Personnel

**District Name:** Miami-Dade County Public Schools

**STAR Plan Contact's Name, Title, and Contact Information:**

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**Date District Approved STAR Plan is Submitted to DOE for Review:** \_\_\_\_\_ (Must be prior to 12/31/2006)

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

\* MDCPS has established a Performance Incentive Program for all administrators and has allocated \$1.4 million in district General Fund dollars to support the plan. We have attached the administrator incentive plan for reference.

	✓	Requirement	M-DCPS STAR Plan Component
1.	✓	All instructional personnel as defined in s. 1012.(2)(a)-(d), F.S., are included in the district's STAR Plan.	All instructional personnel evaluated will be evaluated with the STAR five point scoring rubric as noted in table 4. The three main groups of instructional personnel evaluated are: teachers, student services personnel, and instructional support personnel. Specific scoring rubrics have been developed for each group, as applicable, for use with the selected performance standards.
2.	✓	The plan provides awards for elementary, middle, and high school instructional personnel.	Personnel at the three specified levels are included. Additionally, instructors at adult learning programs evaluated by M-DCPS are eligible.
3.	✓	The plan does not require an application from any instructional personnel.	None is required.
4.	✓	The plan provides for distribution of bonuses no less than 5% of the base pay and to no less than 25% of instructional personnel.	25% of eligible M-DCPS instructional personnel will receive bonuses of no less than 5% of their base pay.
5.	✓	The plan provides for use of remaining funds and any additional funds distributed from a recalculation after April 1, 2007.	Bonuses of not less than 5% of instructional personnel's base pay will be awarded. If additional funds become available, awards will be extended beyond the top 25% until the funds are exhausted.
6.	✓	The primary factor (a minimum of 50%) in determining the award for each individual is the improvement in achievement for that individual's students.	80% of the award is based on improved student achievement.
7.	✓	The evaluation instrument includes five levels similar to: Unsatisfactory, Needs Improvement, Satisfactory, High-performing, and Outstanding.	The five levels in STAR are: <ul style="list-style-type: none"> <li>• Exemplary</li> <li>• Superior</li> <li>• Proficient *</li> <li>• Developing/ Needs Improvement</li> <li>• Unsatisfactory</li> <li>•</li> </ul>

8.	✓	District Plans may provide awardees receive no more than one "satisfactory" rating on all factors.	Instructional personnel must have all ratings at the proficient and higher levels to be competitive to receive a STAR bonus. Instructional personnel may not have more than one proficient rating to receive a STAR bonus.
The plan lists the methods used to measure <i>improvement in student performance</i> over the course of the year, and each method is linked to each instructional personnel by course number in accordance with the proviso language as follows:			
9.	✓	Instructional personnel linked by course numbers to instruction in reading or math shall be determined by a standardized test.	See Table 3 in STAR document
10.	✓	Secondary instructional personnel linked by course number to instruction in social studies or science are assessed by: <ul style="list-style-type: none"> <li>• A standardized test;</li> <li>• Linking improved student achievement in reading or mathematics of the students enrolled in the instructional personnel's social studies or science class, as measured by a standardized test, or</li> <li>• By instruments that measure the Sunshine State Standards for the area, including challenging grade-level content and critical thinking.</li> </ul>	See Table 3 in STAR document
11.	✓	Instructional personnel not linked by course numbers to instruction in reading, math, secondary science or secondary social studies are determined by instruments that measure the Sunshine State Standards for the area, including challenging grade-level content and critical thinking skills	FCAT Reading and Mathematics Content Area Assessments, if appropriate*
12.	✓	District-developed or selected methods to assess instructional personnel in specialized areas, including exceptional student education, fine arts, career and technical education.	See Table 3 in STAR document

\* *M-DCPS will use district developed end of course assessments or assessments available from the Florida State Department of Education Assessment Clearinghouse that are aligned to Sunshine State Standards and to Instructional Content in M-DCPS, where appropriate. This Clearinghouse has been made available through a partnership with the Florida State Department of Education.*