

**A Comparison of Current State Law and Florida’s Race to the Top Memorandum of Understand for Phase 2**

Issue	Florida Statute(s)	RttT Phase 2 MOU
Teacher Evaluation System	<p>s. 1012.34(3)(a)</p> <p>(a) An assessment must be conducted for each employee at least once a year. The assessment must be based upon sound educational principles and contemporary research in effective educational practices. The assessment must primarily use data and indicators of improvement in student performance assessed annually as specified in s. <a href="#">1008.22</a> and may consider results of peer reviews in evaluating the employee's performance. Student performance must be measured by state assessments required under s. <a href="#">1008.22</a> and by local assessments for subjects and grade levels not measured by the state assessment program. The assessment criteria must include, but are not limited to, indicators that relate to the following:</p> <ol style="list-style-type: none"> <li>1. Performance of students.</li> <li>2. Ability to maintain appropriate discipline.</li> <li>3. Knowledge of subject matter. The district school board shall make special provisions for evaluating teachers who are assigned to teach out-of-field.</li> <li>4. Ability to plan and deliver instruction and the use of technology in the classroom.</li> <li>5. Ability to evaluate instructional needs.</li> <li>6. Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement.</li> </ol>	<p>The Local Education Agencies (LEA) will design and implement a teacher evaluation system with teacher and principal involvement that:</p> <ol style="list-style-type: none"> <li>1. Utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation systems.</li> </ol> <p>Student achievement or growth data as defined in the grant must account for at least 50% of the teacher’s evaluation as follows:            By the end of the grant, the LEA shall include student growth as defined in (D)(2)(i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation. The LEA may phase-in the evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems beginning in the 2011-12 school years applies, at a minimum, to teachers in grades and subjects for which student growth measures have been developed by the Department</p>

	<p>7. Other professional competencies, responsibilities, and requirements as established by rules of the State Board of Education and policies of the district school board.</p>	<p>in collaboration with the advisory body as described in (D)(2)(i). The 2010-11 school year will be considered a development year for the evaluation systems.</p>
<p>Performance Pay</p>	<p>s. 1012.22 (c) <i>Compensation and salary schedules.</i>--</p> <p>2. A district school board, in determining the salary schedule for instructional personnel, must base a portion of each employee's compensation on performance demonstrated under s. <a href="#">1012.34</a>, must consider the prior teaching experience of a person who has been designated state teacher of the year by any state in the United States, and must consider prior professional experience in the field of education gained in positions in addition to district level instructional and administrative positions.</p>	<p>The LEA will implement a compensation system for teachers that:</p> <p>1. Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii).</p>
<p>Differentiated Pay</p>	<p>s. 1012.22 (c) <i>Compensation and salary schedules.</i>--</p> <p>4. Beginning with the 2007-2008 academic year, each district school board shall adopt a salary schedule with differentiated pay for both instructional personnel and school-based administrators. The salary schedule is subject to negotiation as provided in chapter 447 and must allow differentiated pay based on district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.</p>	<p>2. Implements statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are additional academic responsibilities, school demographics, critical shortage areas ((including STEM areas and Exceptional Student Education), and level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools).</p>

<p>End of Course Exams</p>	<p>Examples of references in statute:  s. 1008.22 Student assessment program for public schools.—  2.a. End-of-course assessments for a subject shall be administered in addition to the comprehensive assessments required under subparagraph 1.  End-of-course assessments must be rigorous, statewide, standardized, and developed or approved by the department. The content knowledge and skills assessed by end-of-course assessments must be aligned to the core curricular content established in the Next Generation Sunshine State Standards.  (I) Statewide, standardized end-of-course assessments in mathematics shall be administered according to this sub-sub paragraph. Beginning with the 2010-2011 school year, all students enrolled in Algebra I or an equivalent course must take the Algebra I end-of-course assessment. Students who earned high school credit in Algebra I while in grades 6 through 8 during the 2007-2008 through 2009-2010 school years and who have not taken Grade 10 FCAT Mathematics must take the Algebra I end-of course assessment during the 2010-2011 school year. For students entering grade 9 during the 2010-2011 school year and who are enrolled in Algebra I or an equivalent, each student’s performance on the end-of-course assessment in Algebra I shall constitute 30 percent of the student’s final course grade.  Beginning with students entering grade 9 in the 2011-2012 school year, a student who is enrolled in Algebra I or an equivalent must earn a passing score on the end-of-course assessment in Algebra I or attain an equivalent score as described in subsection (11) in order to earn course credit. Beginning with the 2011-2012 school year, all students enrolled in geometry or an equivalent course must take the</p>	<p><u>(D)(2) Improving teacher and principal effectiveness based on performance</u></p> <p><u>(i) Measure student growth</u>  The LEA will measure student growth based upon the performance of students on state-required assessments and, for content areas and grade levels not assessed on state-required assessments, the LEA will use state assessments or district-selected assessments that are aligned to state standards and developed or selected in collaboration with LEA stakeholders, or will use valid, rigorous national assessments.</p> <p>By the end of the grant, the LEA shall include student growth as defined in (D)(2)(i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation. The LEA may phase-in the evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems beginning in the 2011-12 school years applies, at a minimum, to teachers in grades and subjects for</p>

geometry end-of-course assessment. For students entering grade 9 during the 2011-2012 school year, each student's performance on the end-of-course assessment in geometry shall constitute 30 percent of the student's final course grade. Beginning with students entering grade 9 during the 2012-2013 school year, a student must earn a passing score on the end-of-course assessment in geometry or attain an equivalent score as described in subsection (11) in order to earn course credit.

s. 1008.22(3)(c)2c -

c. Contingent upon funding provided in the General Appropriations Act, including the appropriation of funds received through federal grants, the Commissioner of Education shall establish an implementation schedule for the development and administration of additional statewide, standardized end-of course assessments in English/Language Arts II, Algebra II, chemistry, physics, earth/space science, United States history, and world history. Priority shall be given to the development of end-of-course assessments in English/Language Arts II. The Commissioner of Education shall evaluate the feasibility and effect of transitioning from the grade 9 and grade 10 FCAT Reading and high school level FCAT Writing to an end-of-course assessment in English/Language Arts II. The commissioner shall report the results of the evaluation to the President of the Senate and the Speaker of the House of Representatives no later than July 1, 2011.

which student growth measures have been developed by the Department in collaboration with the advisory body as described in (D)(2)(i).

