

ARTICLE XI
Teacher Evaluation

- 11.1 A. **ALL EMPLOYEES shall be assessed in accordance with s. 1012.34, F.S., through the provisions of the Danielson Framework. Should Florida law regarding teacher evaluation system requirements be changed by the Florida legislature or overturned by a court decision to which Bay District School is subject, the parties agree to promptly renew collective bargaining negotiations for this article.**

Teachers shall be evaluated in accordance with the Bay District Schools **Instructional Personnel Evaluation System** ~~Teacher Assessment Manual~~.

- B. The principal or a designee of the principal of each school shall explain any modifications to the evaluation process to the teachers in his/her school through individual or group conference prior to the start of the student school year. Any new teacher will have the evaluation process explained within 15 calendar days from the start of the teacher school year by the Principal or designee of the Principal. Any teacher hired after the start of the teacher school year will be given an explanation of the evaluation process within fifteen (15) calendar days after hiring. In all instances cited above the evaluation process may be explained to teachers by use of a video presentation.
- 11.2 A. For the annual observation of all teachers, the principal, assistant principal, **dean** ~~administrative assistant~~ or district administrator when applicable shall observe the teacher's performance within the assigned area. All administrators performing observations must have completed an in-service training in utilization of the observation instrument.

Observations may take several forms. A full observation must last at least thirty minutes and shall be scheduled with the teacher at least twenty-four hours in advance. The observation may be divided over two separate days, no more than five days apart, as long as those days' activities are discussed in the pre-conference and post-conference.

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A pop-in observation is shorter, lasting ten (10) to fifteen (15) minutes, and is used to gather evidence for no more than three components which were not rated in any earlier full observation. A pop-in observation must be scheduled with the teacher in the following manner: Pop-ins will be scheduled following observation reviews. Notice must be given of the period or subject to be observed within five (5) days' time of the pop-in observation.

Classroom visits are the normal unannounced day-to-day visits that an administrator performs. If during the course of these visits the administrator **chooses to use evidence from these visits to support evaluation information, it will first be discussed with the teacher** ~~sees "Highly Effective" or "Effective" evidence, he/she may add it to the teacher's evaluation. If the evidence is judged to be "Needs Improvement" or "Unsatisfactory", the administrator must meet with the teacher prior to adding it to the teacher's evaluation for clarification and to discuss improvement.~~ Evaluation ratings of "Needs Improvement" or "Unsatisfactory" may not be given on the basis of a single classroom visit unless such a rating is based on egregious behavior.

Full observations of Category I and II teachers shall occur a minimum of two times a year. Full observations of all other categories of teachers shall occur at least once a year unless school principal extends alternate evaluation. Unless, in case of absence, illness, or an emergency by teacher or administrator, the evaluator shall meet with the teacher within ten (10) workdays to provide written feedback specific to the components upon which teacher is observed and what consequences may occur if the desired improvements are not achieved.

A teacher who is not satisfied with his/her observation may request and will be granted an additional observation, full or pop-in, conducted by a different administrator if so requested by the teacher. The administrator will be selected by the Human Resources Department. Such requests must be made by the teacher within ten (10) workdays of the earlier referenced observation review meeting with their administrator. Other additional observations, full or pop-in, may occur if the administrator gives the teacher advance notice as outlined earlier in this article. Note that all observations are opportunities to

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gather evidence of the teacher's performance. If more than one observation of any type is completed, it does not delete or take precedence over the first. Evidence from subsequent observations are combined with those previously gathered to determine the teacher's rating.

- B. All teachers shall select goals for their Deliberate Practice (DP) that meet their students' needs in the areas of student performance and classroom strategies. The goals will be developed in collaboration with his or her Professional Learning Community (PLC). Both the teacher and the administrator shall mutually agree to the goals and resulting strategies for assisting students' performance. In the event of a disagreement, administrators have the right to assign goals and strategies for Category I & II teachers. If the administrator perceives a requirement for professional growth or need not addressed in the DP, that may be addressed through the steps of the Corrective Action Plan of the Bay District Schools' **Instructional Personnel Evaluation System** ~~Teacher Assessment Program~~.

- C. ~~In accordance with the Danielson framework and state law, qualifying Category I and II instructors shall have the ability to carry over from the prior complete summative instructional appraisal, any component rating of "effective" or "highly effective" to the current year, as long as The instructional focus of the individual remains within the same academic area at the same school.~~

~~This does not negate the requirement for pre and post observation conferences, nor the requirement for two observations, but does allow for the instructional employee and administrator to focus on the components where continuous improvement is still needed.~~

- 11.3 The teacher's assigned administrator will meet with category I and II teachers prior **to the end of the first semester** ~~December 15th~~ on their Formative Evaluation to discuss and review that portion of the evaluation based on the administrator's observation(s) and the teacher's DP. All teachers shall have the same sections of their Summative Evaluation reviewed with their administrator no later than twenty (20) working days before teacher renewal letters are due. The

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administrator and the teacher shall sign the required forms at these meetings and the teacher shall receive a copy. Such signature by the teacher only acknowledges that he/she has read the report and does not necessarily indicate agreement with its content.

The evaluator may amend an evaluation for any teacher based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The teacher will receive a copy of this amended evaluation within ten (10) work days.

11.4 Any form devised by an evaluator in a school or department for visitation or observations within the classroom will include the dates, times, and places of such observations, the evaluator's assessment of the teacher's strengths and weaknesses and the evaluator's recommendations to the teacher. If the employee feels the formal written evaluation is incomplete, inaccurate, or unjust, the said employee may put objections in writing and have them attached to the evaluation report to be placed in the personnel file. The file copy of such objection shall be signed by both parties to indicate awareness of the content.

11.5 ~~A.~~ If a teacher's final and complete evaluation (including student growth component) indicates that an employee is not performing in a satisfactory manner, the evaluator must give him/her specific notice, in writing, describing the unsatisfactory performance. Following such notice, the evaluator must also confer with the employee, make written recommendations for correction of the deficiencies, and provide assistance to the employee in correcting such deficiencies within a prescribed period of time. The district shall pay the cost of any specific in-service prescribed by the district to correct the deficiency.

The evaluation criteria to be used by the Board must include, as a minimum, those criteria established by Florida Statute(s).

~~B. If a teacher is placed on a Corrective Action Plan, the steps in Corrective Action shall be progressive and defined as: Verbal Warning/Verbal Reprimand, Letter of Counseling, Notice of Unsatisfactory Performance, Professional Improvement Plan. In cases of serious misconduct or where just cause, as defined by State Statute, is involved, the District is not bound by these progressive discipline steps.~~

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- 11.6 Employees in the certified bargaining unit shall not be required to evaluate other employees of the unit ~~unless an agreement is established through negotiations for a career ladder program that requires peer evaluation~~. Teachers may provide input to administrative evaluators regarding the performance of employees outside the Association's bargaining unit.
- 11.7 Any information that is adversely used in a teacher's evaluation shall be substantiated by the administration. No anonymous input shall be utilized to adversely affect a teacher's evaluation.
- 11.8 The failure of the district to provide specific services to students as per Individualized Educational Plan, Academic Improvement Plan or 504 Plan in a timely manner, shall not be used to negatively impact a teacher's evaluation.
- 11.9 The evaluation of a teacher shall not be adversely affected due to the exercise of a teacher's right to remove disruptive students from the classroom except as stipulated by law.
- 11.10 It is the teacher's responsibility to verify his/her student roster. At the teacher's request, using the roster verification process and tool, a student shall be removed from the teacher's roster for any of the following reasons:
- Student was in teacher's class for less than two (2) weeks.
 - Student was absent thirty (30) or more days in a semester.
 - Student was on Hospital/Homebound and did not receive instruction in the course standards from the teacher.

At the principal's discretion, upon the teacher's request, a student may be removed for other reasons.

- 11.11 Teachers shall belong to the Professional Learning Community aligned with their primary teaching assignments. Teachers who have multiple teaching assignments shall be expected to remain in contact with the PLCs that are planning instruction for classes to which they are assigned. The teacher's evaluation, however, will be based upon the teacher's primary PLC membership as designated by the teacher and his/her administrator.

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It is the district's intent that standards-based preparation and planning is teacher-drive and that PLCs prepare and plan together as often as the teachers decide they need in order to accomplish the preparation and planning tasks at hand and a minimum of once per week. In the event that benchmark testing, common assessment, or PLC data reveals that student achievement is in question, however, the administrator (as the instructional leader) reserves the right to assist the PLC in the preparation and planning process by temporarily requiring up to one additional preparation and planning session per week (up to four

additional per month) during the time that teachers are being paid to prepare and plan. In that event, the PLC may provide student achievement evidence that the additional planning sessions are not needed.

TA date: _____

BDS Chief Negotiator: _____

ABCE Chief Negotiator: _____

ABCE Executive Director: _____

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