

The School District of Osceola County, Florida
10-Month Instructional Salary Schedule
Salary Comparison

Experience	Current Salary	New Salary	% Change
0	37,800	38,036	0.62%
1	37,800	38,273	1.25%
2	38,000	38,475	1.25%
3	38,285	38,764	1.25%
4	38,550	39,032	1.25%
5	38,800	39,285	1.25%
6	39,200	39,690	1.25%
7	39,650	40,146	1.25%
8	40,300	40,804	1.25%
9	40,950	41,462	1.25%
10	41,600	42,120	1.25%
11	42,250	42,778	1.25%
12	42,950	43,487	1.25%
13	43,650	44,196	1.25%
14	44,350	44,904	1.25%
15	45,100	45,664	1.25%
16	46,000	46,575	1.25%
17	46,800	47,385	1.25%
18	47,950	48,549	1.25%
19	49,800	50,423	1.25%
20	52,550	53,207	1.25%
21	56,935	57,647	1.25%
22	58,000	58,725	1.25%
23	58,475	59,206	1.25%
24	58,475	59,206	1.25%
25	58,475	59,206	1.25%
26+ **	60,800	61,560	1.25%

** New base salary for 26+ is 60,800 plus non-recurring bonus of 760

MEMORANDUM OF UNDERSTANDING

DIFFERENTIATED ACCOUNTABILITY TRANSFER AND RETENTION INCENTIVE

Whereas both parties want to raise student achievement and also want to comply with State requirements under the Differential Accountability System, the Bargaining Leadership Team was charged with the development of a recruitment and retention incentive program for certain corrective action schools. This Memorandum of Understanding is a renewal of one executed in 2010-11. The Bargaining Leadership Team, approved the following plan:

TRANSFER INCENTIVE

A transfer incentive will be offered to encourage teachers with demonstrated mastery in improving student performance to transfer to a "D" or "F" school (Schools: INTERVENE, CORRECT II, and PREVENT II.) To be eligible for the one time transfer incentive the teacher must meet all of the following criteria:

1. Evaluations from the previous school year must be an overall outstanding rating on the Spring teacher assessment. This is a one-time transfer incentive.
2. Classroom teachers of Math and Reading must have learning gains at the 80% level or higher for FCAT tested Math or Reading during the previous year; or, be Language Arts teachers with 90% or more of their students scoring 4.0 or higher on FCAT Writing during the previous year; or, be a Science teacher with 65% of their students scoring at Level 3 or above during the previous year.
3. A teacher who transfers to an eligible school at least 10 days prior to the first day of pre-planning and is assigned to teach a "core" class assessed by FCAT (Core subject tested by FCAT are math, reading, language arts and science) is eligible to receive a \$1500 transfer bonus if the teacher is on the site's payroll teaching a core subject on April 15 of the next year. The incentive will be paid within the next two regular payrolls following the April 15 date. (Ex. Teacher A is hired for XYZ High School as a Math teacher. Her students are tested by FCAT. She is hired and on the payroll on August 15, 2011 at XYZ High School. She remains at XYZ High School and is still teaching math to FCAT tested students on April 15, 2012. She is eligible and will be paid the incentive in one of the next two regular payroll runs (April 30 or May 15, 2012).

PERFORMANCE INCENTIVE STATE GRADE/AYP

A performance incentive will be offered at schools with a school grade of "D or F" (2009-10) and designated as INTERVENE, CORRECT II or PREVENT II on the Differentiated Accountability Model. To be eligible for the one time performance incentive, the teacher must meet the following criteria:

- A \$500 performance incentive will be paid two payrolls after the data is available for FINAL school grades to all teachers who are still employed in paid status on the last day of the teachers' work year 2010-11 if school letter grade is raised to a "B" or better and earn AYP (Adequate Yearly Progress).

PERFORMANCE/RETENTION INCENTIVE CRITERIA

A retention/performance incentive will be offered at schools with a school grade of "D or F" (2010-11 for elementary schools and 2009-10 for high schools) and designated as INTERVENE, CORRECT II, or PREVENT II on the Differentiated Accountability Model. To be eligible for the incentive:

1. Classroom teachers must have learning gains as follows:
 - a. A classroom teacher of record for Reading must have 80% FCAT Reading learning gains (Grades 4-10); OR,
 - b. A classroom teacher of record for Mathematics must have 80% FCAT Mathematics learning gains (Grades 4-10); OR,
 - c. A classroom teacher of record for Language Arts must have 90% of their students earning 4.0 or higher on FCAT Writes (Grades 4,8, and 10); OR,
 - d. A classroom teacher of record for Science must have 65% of their students scoring at level 3 or higher on FCAT Science (Grades 5,8,and 11); OR,
2. All teachers not included above will qualify for the incentives if:
 - a. 80% of the total student body achieves learning gains on all FCAT tested subjects (Reading or Mathematics) and the school earns AYP for the previous school year.

Learning gains will be calculated based on all students included for AYP (Adequate Yearly Progress) calculations.

PERFORMANCE INCENTIVE

- A \$1500 incentive will be paid two payrolls after the calculation of student learning gains for all teachers who are in paid status on the last day of the teachers' work year if the teacher meets the above criteria and has an overall "Effective" rating on their instructional assessment.

RETENTION INCENTIVE

- A \$500 retention incentive will be paid to those teachers who met the performance incentive criteria during the preceding year if they continue to teach at the same facility during the following year. The incentive will be paid in four (4) equal payments according to the supplement payroll calendar if they remain employed throughout the year or one ¼ of the incentive for each quarter the teacher remains at the school up to four (4). Teachers who are subject to involuntary transfer will not be penalized and will receive all installments up to four (4).

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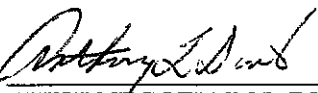


CHIEF NEGOTIATOR FOR OCSB
Dr. Lissette Brizendine

OSCEOLA COUNTY EDUCATION
ASSOCIATION



OCEA PRESIDENT
Apryle Jackson



CHIEF NEGOTIATOR FOR OCEA
Tony Donato

MEMORANDUM OF UNDERSTANDING

Whereas both parties to the contract agree to work collaboratively to resolve all issues that impact teachers; and

Whereas the School District of Osceola County, Florida currently has three high schools – Poinciana, Gateway, and Celebration, achieving at the lowest 5% of the state; and

Whereas the Osceola County Education Association on behalf of the teachers in Osceola County agree that the model chosen to improve Poinciana, Gateway and Celebration may resolve issues that impact the teachers of Osceola County for 2011-2012 school year:

Therefore, be it resolved that the parties agree to the following:


- For the 2011-2012 school year, teachers at Poinciana, Gateway and Celebration will work one (1) additional hour per week at their daily rate of pay beginning the week of August 22, 2011. Principals at each school will determine the manner in which the time will be distributed within the work week to best meet the needs of that site.
- The additional time may be used for weekly lesson study (collaborative planning), parent communication, training, professional learning communities, and/or model classroom observations.

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MEMORANDUM OF UNDERSTANDING

Both parties agree to place the following Articles or portions of articles indicated in bold, italicized text in abeyance for the 2011-2012 school year as part of the implementation of the new teacher assessment plan based upon the Marzano Model:

12.01 (partial) All teachers must be assessed annually. *The Instructional Assessment system will be on-line beginning with the 2009-10 school year. Annual contract teachers will be observed using the Florida Performance Measurement System form. Professional Services Contract Teachers and Continuing Contract Teachers shall mutually determine with their principal within their first forty-five days annually whether to use the FPMS, a narrative observation or other observation techniques appropriate to their assessment.*
(11/18/09)

12.02 (partial) *The assessment process will reflect those concepts and indicators developed by the Teacher Assessment Taskforce and beta tested during the 2008-09 school year.*

12.03 *The assessment form, observation report, and the Professional Development Plan forms are found in Appendix G, H, and I, respectively.*

EXPERIENCE	0-3 YEARS	4 or MORE YEARS	4 or MORE YEARS
PERFORMANCE CRITERIA	INSTRUCTIONAL ASSESSMENT PROCESS	NOT ALL INDICATORS PROFICIENT ON MOST RECENT OSCEOLA INSTRUCTIONAL ASSESSMENT	ALL PROFICIENT OR HIGHER INDICATORS ON MOST RECENT OSCEOLA INSTRUCTIONAL ASSESSMENT
ASSESSMENT PROCESS	TWO (2) PER YEAR MINIMUM	TWO (2) PER YEAR MINIMUM	ONE (1) PER YEAR MINIMUM
PERFORMANCE OBSERVATION	A MINIMUM OF ONE (1) FLORIDA PERFORMANCE MEASUREMENT SYSTEM OBSERVATION PER ASSESSMENT PROCESS	A MINIMUM OF ONE (1) FLORIDA PERFORMANCE MEASUREMENT SYSTEM OBSERVATION PER ASSESSMENT PROCESS	A MINIMUM OF ONE (1) OBSERVATION PER ASSESSMENT PROCESS

Note: The Florida Performance Measurement System (FPMS) Observation Form is used by the administrator to indicate status of current patterns of effective and ineffective teaching performance. The teacher may respond in writing to the administrator's analysis of the data. Both parties will sign the observation report and the teacher given a copy. This instrument is used in conjunction with the on-line assessment process.

(11/18/09)

Teacher Evaluation System (TES) will be made up of two components in school year 2011-12 for teachers in FCAT grades and subject areas, the score on the Marzano Evaluation Model and the score on the State of Florida's value added tables of student learning growth or a mutually agreed upon evaluation measure. Each teacher will receive an overall rating of Highly Effective, Effective, Needs Improvement (referred to as Developing in the case of teachers in their first three years of employment), or Unsatisfactory based upon the total number of points accrued on the two measures.

NEW PROVISIONS FOR IMPLEMENTATION 2011-2012

1. Both Parties agree to the use of the observation forms which are part of the Marzano Teacher Observation Model.
2. iObservation will be the platform used by the district and teachers for observation/evaluation for the 2011-2012 school year.
3. All administrative personnel observing/evaluating teachers will be trained on the system prior to observations/evaluations.
4. All teachers will be provided an overview of the new observation/evaluation system within the first 45 days of school or employment. Such overview may be made available on-line for the convenience of teachers and administration.
In addition, a full day of faculty training on the new Marzano Observation System is planned for the Professional Development Day during Pre-planning. The faculty training will be conducted by the trained administrators, and the trained "Osceola 100" teachers at that school site.
5. Domain 1, with its three Lesson Segments, nine Design Questions, and 41 Elements, will be the Domain selected for the school year 2011-12. Domains 2-4 will all be included with Domain 1 in all subsequent years of implementation.
 - For year one, all teachers will be observed using the Marzano Observation system.
 - For year one, teachers will have 50% of their summative evaluation based on their students' FCAT scores or a mutually agreed upon evaluation measure to be determined during the first 45 days. The other 50% of the summative score will be based on all observation scores developed throughout the course of the school year by observing administrators.
 - It is agreed that the first 45 days of the school year will be a hold harmless period in which both parties will gain experience with the observation system and with the exception of those required by statute.
6. The administrator and the teacher shall meet to determine the elements to be focused on for the 2011-2012 school year.
7. The number of elements upon which to focus the observations/evaluation for year one, from Domain 1 shall be as follows:

- Teachers are to individually select at least one, but no more than two elements, initially. If the teacher is consistently rated on these elements at the “Applying” or “Innovating” score, he/she can select another element for professional growth for the remainder of the school year.
- The administrator can also request that a teacher select one element, if based on data points entered during classroom observations, an area for potential growth is observed and documented.
- The administrator in collaboration with the Faculty Steering Committee may select one school-wide element applicable to all faculty members.

8. Administrators will observe the teacher on the following schedule:

The administrative staff at each school, which includes the Principal and Assistant Principal(s), will conduct observations of, and data reviews with, the teacher.

	Category I (0-3 years)	Struggling Teachers*	Category II (4 or more years)	Category III (10 or more years)
Formal (Announced)	2 Additional Optional, See Below	2 Additional Optional, See Below	1 Additional Optional, See Below	1
Informal (Announced or Unannounced)	2 Additional Optional, See Below	2 Additional Optional, See Below	1 Additional Optional, See Below	1

Category I and Struggling Teachers may benefit from additional classroom visits. The recommended observation schedule suggests—


- 4 announced Formal Observations for Category I, 5-9 for Struggling Teachers, 2 for Category II, and 1-2 for Category III;
- 5 announced or unannounced Informal Observations for Category I, 5-9 for Struggling Teachers, 2 for Category II, and 1-2 for Category III;
- Twice monthly Classroom Walkthroughs for Category I and Struggling Teachers, Monthly for Categories II and III.

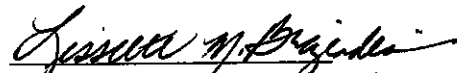
9. Teachers may receive an additional observation by a trained observer mutually agreed upon by the teacher and the administration. Such observation shall be part of the teacher’s overall evaluation for the 2011-2012 school year.

**Struggling teachers are those not meeting district expectations regarding their performance and are usually placed on an improvement plan. He/ She may be referred to an Osceola 100 Teacher for additional assistance. Also, teachers in this category will have a higher number of observations from their supervisor.*


Both parties understand that the implementation of the new teacher observation/evaluation system is an on-going process and will be impacted by legislation and other issues, and as such, both parties agree to negotiate, in good faith, a Memorandum of Understanding for the following year or replacement contract language for Article XII.

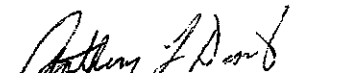
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Dr. Lissette M. Brizendine

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Apryle Jackson


CHIEF NEGOTIATOR FOR OCEA
Tony Donato

TA 11/10/2011
(M) SB

MEMORANDUM OF UNDERSTANDING

Both parties agree to the following guidelines allowing for a one time supplement to compensate the Osceola 100 Teachers for their support of the Marzano Teacher Evaluation Model implementation during the 2011/2012 school year.

- I. The Osceola 100 Teachers will be paid a total supplement of \$500.00 which will be divided into three payments, the first of which shall be \$250 and the final two shall be \$125. These amounts will be paid according to the established supplement payment schedule.
- II. The Osceola 100 Teachers will be made available to teachers as resources to assist with the first year implementation of the Marzano Teacher Evaluation Model.
- III. As teacher leaders in the field, they will serve as a resource at the school site to:
 - Assist their administrators with initial and ongoing teacher training in the Marzano Teacher Evaluation System.
 - Be available to their colleagues to provide support and/or additional training (individual, small group, grade level, etc.) when needed.
 - Serve as a contact with the Professional Development Department for clarification on specific points in the observation and/or evaluation instruments.
 - Assist with continued training on the Marzano protocol with the entire faculty.
 - Assist with training of new instructional employees on the Marzano protocol.
 - Other (as determined in collaboration with administration).

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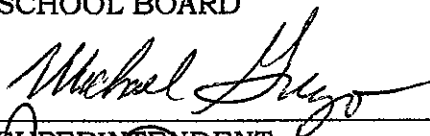
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Dr. Lissette Brizendine

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MEMORANDUM OF UNDERSTANDING

In regard to Article XII - TEACHER ASSESSMENT, the parties agree to pursue the adoption of the Marzano/Florida Department of Education State model teacher observation and evaluation system for initial implementation during the 2011-12 school year. It is understood by both parties that the system is still under development by the Marzano organization and the Florida Department of Education, and will be subject to collaborative review, evaluation and modification during the 2011-12 school year and subsequent school years. Also, both parties agree that changes will be made to subsequent versions in compliance with FS 1012.34 and are subject to collective bargaining as established in Chapter 447. At such time as a final version has been established, both parties agree to negotiate, in good faith, replacement contract language for Article XII.

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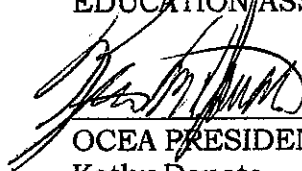


SUPERINTENDENT
Dr. Michael Grego

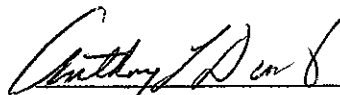


CHIEF NEGOTIATOR FOR OCSB
Mark A. Munas

OSCEOLA COUNTY
EDUCATION ASSOCIATION



OCEA PRESIDENT
Kathy Donato



CHIEF NEGOTIATOR FOR OCEA
Tony Donato