



# BREVARD PUBLIC SCHOOLS

Human Resources Services  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940

## 2019-2020 School Year

### Instructional Evaluation System - IPPAS



Rule 6A-5.030  
Form IEST-2018  
Effective Date: Spring 2018

Brevard Public Schools  
Mark Mullins, Ed.D., Superintendent  
Michael Alba, Director  
Professional Learning and  
Development

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2. For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.]
3. For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.]
4. For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.]
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4. For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.]
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2. Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.]
3. Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.]
4. Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.]
5. Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.]
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7. Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.]
8. Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.]
9. Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s.1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.]
10. Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.]
11. Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.]
12. Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.]

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  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.]
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.]
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.]

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# 1. Performance of Students

**Directions:**

**The district shall provide:**

1. For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s.1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
2. For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
3. For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
4. For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
5. For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
6. For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

<b>67% Professional Practices</b>	<b><u>Professional Practices</u> <u>Based on Florida’s Educator</u> <u>Accomplished Practices</u></b>	<b>67%</b>
	<p><b>63 points – Professional Practices</b></p> <p><b>4 points – Collaboration / Mutual Accountability</b></p>	

<b>33% Student Performance</b>	<b><u>Individual Accountability</u> <u>for</u> <u>Student Academic</u> <u>Performance</u> <u>Based on Identified</u> <u>Assessments</u></b>	<b>33%</b>
	<p><b>33 points – Individual accountability for student academic performance / value added growth measures</b></p>	

The VAM score provided by the state will be converted to a 33-point scale that represents 1/3 of a teacher’s evaluation (per state mandate). The 33-point student performance portion of the teacher’s evaluation will be merged with the 67% professional practices.

Brevard Public Schools (BPS) will utilize the state-adopted teacher-level student growth measure cited in the Memorandum of Understanding (MOU) in the Race To The Top grant (D)(2)(i) as the primary factor of the teacher evaluation system. Student achievement will count for 33% of the Brevard teacher’s evaluation system. This 33% of the performance evaluation will be based upon data and indicators of student academic performance, assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments (see appendix for list) as provided in s.1008.22(8). Brevard Public school will use the formula adopted pursuant to paragraph (7)(a) for measuring student

academic performance in all course associated with statewide assessments and will select an equally appropriate formula measuring student academic performance for all other grades and subjects except as otherwise provided in subsection (7).

BPS will measure student academic performance using the formula provided by the commissioner under s.1008.22 for courses associated with statewide-standardized assessments (FSA). BPS will implement the additional student academic performance measures selected by the commissioner for the remainder of the statewide assessments included in s.1008.22 as they become available. Teachers associated with FSA ELA or math courses will be assigned a 33-point score based on their state calculated VAM score. These teachers will also receive a rating of HE, E, N, or U based on the state supplied teacher VAM categories. Teachers within this FSA ELA or Math VAM category will receive the highest possible score associated with the state reported category as follows:

Highly Effective	31 to 33 Points
Effective	27 to 30 Points
Needs Improvement or Developing	26 Points
Unsatisfactory	0 to 25 Points

These point categories are derived from prior year data and will be updated once current year state reports are available.

For grades and subjects not assessed by statewide assessments but otherwise assessed as required under s.1008.22(8), BPS will measure students' academic performance using an equally appropriate formula. All teachers in this 'NON-FSA VAM' group will be percentile ranked against their grade level, subject specific peers, and assigned a 33-point score and effectiveness rating. Using the percentile distribution established by the results of the state provided Teacher Aggregated VAM, categorical cut scores will be established for HE, E, N, or U according to the following table:

2019-20 IPPAS 33 Point Scale (G4-6)				2019-20 IPPAS 33 Point Scale (G7-10)			
IPPAS Points	3Yr School/District Measure Range	% Included		IPPAS Points	3Yr School/District Measure Range	% Included	
33	0.925 and Above	3.00%	<b>HE</b>	33	1.275 and Above	3.00%	<b>HE</b>
32	0.75 to 0.90	3.62%		32	1.025 to 1.25	1.65%	
31	0.575 to 0.725	6.41%		31	0.775 to 1.00	3.19%	
30	0.4 to 0.55	8.45%	<b>E</b>	30	0.525 to 0.75	4.28%	<b>E</b>
29	0.225 to 0.345	14.45%		29	0.275 to 0.5	6.44%	
28	0.05 to 0.2	20.69%		28	0.05 to 0.25	17.50%	
<b>27</b>	<b>-0.175 to 0.025</b>	<b>23.98%</b>		<b>27</b>	<b>-0.375 to 0.025</b>	<b>44.3%</b>	
26	-0.4 to -0.2	12.11%	<b>N or D</b>	26	-0.625 to -0.4	10.89%	<b>N or D</b>
25	-0.625 to -0.425	4.3%	<b>U</b>	25	-0.875 to -0.65	4.79%	<b>U</b>
24	-0.85 to -0.65	1.87%		24	-1.125 to -0.9	1.43%	
23	-1.075 to -0.875	0.42%		23	-1.375 to -1.15	1.03%	
22	-1.3 to -1.1	0.21%		22	-1.625 to -1.4	0.68%	
21	-1.325 & below	0.46%		21	-1.65 % below	0.86%	

For courses not measured by a statewide assessment, the district may use a student achievement measure rather than a student academic performance measure where this may be a more appropriate measure of the classroom teacher's performance. The district may also use a combination of student academic performance and achievement to assess the performance of classroom teachers. In some cases, it may be appropriate for the performance evaluation for the classroom teacher assigned to a course not included in statewide assessments,

to include the academic performance of his or her students on FSA Reading, FSA math or 8th/9th grade Algebra 1 EOC results. The performance evaluation will give greater weight to student academic performance on the district assessment.

For classroom teachers, the student academic performance portion of the evaluation will include growth data for students assigned to the teacher over the course of at least three years. If less than three years of data are available, the years for which data are available will be used. For classroom teachers that were newly hired during the current evaluative cycle, the current year data will be used.

For instructional personnel who are not classroom teachers, the student growth portion of the evaluation will include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least three years, and could include a combination of student academic performance data and the other measurable student outcomes that are specific to the assigned position. If less than three years of student growth data are available, the years for which data are available must be used.

<b>Assessment Groups (Please refer to Appendix for specific courses)</b>		
<b>Area of Responsibility</b>	<b>Student Group</b>	<b>Student Measure</b>
PK-3 <sup>rd</sup> Grade	Assigned Students	District Growth/Performance Measure
4 <sup>th</sup> – 6 <sup>th</sup> Grade	Assigned Students	FSA/FCAT Reading and Math Aggregated VAM
5 <sup>th</sup> Grade Science	Assigned Students	FCAT Science
6 <sup>th</sup> Grade Algebra 1	Assigned Students	Algebra 1 EOC
All Elective Areas	Assigned Students	FSA Reading and Math Aggregated VAM
Itinerant Teachers	Assigned Students	FSA Reading and Math Aggregated VAM
ESE Teachers	Assigned Students	FSA/FCAT Reading and Math Aggregated VAM
ESOL Teachers	Assigned Students	FSA/FCAT Reading and Math Aggregated VAM
ESE School Specialists	Whole School	FSA/FCAT Reading and Math Aggregated VAM
Instructional Coaches	Whole School	FSA Reading and Math Aggregated VAM
Guidance Counselors		
All other non-classroom		
Instructional Staff		
Media Specialists	Whole School	FSA/FCAT Reading Aggregated VAM
Reading Specific Inst. Coaches	Whole School	FSA/FCAT Reading Aggregated VAM
Math Specific Instructional Coaches	Whole School	FSA/FCAT Math Aggregated VAM
Science Specific Instructional Coach	Whole School	FSA/FCAT Math Aggregated VAM FCAT Science
Teacher's final score will be based on the weighted aggregate score of all relevant student measures associated with that teacher. Teachers who receive whole school scores are responsible for all the students at that school within the teacher's subject/grade certification area.		

**Assessment Groups (Please refer to Appendix for specific courses)**

**Middle School Instructional Positions**

<b>Area of Responsibility</b>	<b>Student Group</b>	<b>Student Measure</b>
7th - 8th Language Arts	Assigned Students	FSA/FCAT Reading Aggregated VAM
7th - 8th Reading	Assigned Students	FSA/FCAT ELA/Reading Aggregated VAM
7th - 8th Math (other than 8th grade Algebra)	Assigned Students	FSA/FCAT Math Aggregated VAM
7th Algebra 1	Assigned Students	Algebra 1 State EOC
8th Algebra 1	Assigned Students	8th Grade Algebra 1 State EOC VAM
7th - 8th Grade Geometry	Assigned Students	Geometry State EOC
7th - 8th Grade Civics	Assigned Students	Civics State EOC
7th - 8th All Other Math	Assigned Students	FSA/FCAT Math Aggregated VAM
7th Science	Assigned Students	FSA/FCAT Reading and Math
8th Science	Assigned Students	FCAT Science
7th - 8th Social Studies	Assigned Students	FSA Reading Aggregated VAM
All Elective Teachers	Assigned Students	FSA Reading and Math Aggregated VAM
Itinerant Teachers	Assigned Students	FSA Reading and Math Aggregated VAM
ESE Teachers	Assigned Students	FSA Reading and Math Aggregated VAM
ESOL Teachers	Assigned Students	FSA Reading and Math Aggregated VAM
ESE School Specialists	Whole School	FSA Reading and Math Aggregated VAM
Instructional Coaches	Whole School	FSA Reading and Math Aggregated VAM
Guidance Counselors		
All other non-classroom		
Instructional Staff		
Media Specialists	Whole School	FSA Reading and Math Aggregated VAM

Teacher's final score will be based on the weighted aggregate score of all relevant student measures associated with that teacher. Teachers who receive whole school scores are responsible for all the students at that school within the teacher's subject/grade certification area.



Assessment Groups (Please refer to Appendix for specific courses)		
High School Instructional Positions		
Area of Responsibility	Student Group	Student Measure
9th - 10th Language Arts	Assigned Students	FSA Reading Aggregated VAM
12th Reading	Assigned Students	ACT Predictive Measure
9th Algebra 1	Assigned Students	9th Algebra 1 State EOC VAM
10th - 12th Algebra 1	Assigned Students	10th-12th Algebra 1 State EOC
9th - 12th Geometry	Assigned Students	9th-12th Geometry State EOC
9th - 10th Math (Non-State EOC)	Assigned Students	FSA Reading Aggregated VAM
11th - 12th Math (Non-State EOC)	Assigned Students	ACT Predictive Measure
9th - 12th Biology/ Int. Science III	Assigned Students	Biology State EOC
9th - 10th Science (Non-State EOC)	Assigned Students	FSA Reading Aggregated VAM
11th - 12th Science (Non-State EOC)	Assigned Students	ACT Predictive Measure
9th – 12th U.S. History	Assigned Students	US History State EOC
9th - 10th Social Studies (Non-State EOC)	Assigned Students	FSA Reading Aggregated VAM
11th - 12th Social Studies (Non-State EOC)	Assigned Students	ACT Predictive Measure
All Elective Areas	Assigned Students	FSA Reading Aggregated VAM
		ACT Predictive Measure
AP/IB/AICE Courses	Assigned Students	AP/IB/AICE Outcome Measures
12th English 4	Assigned Students	English 4 BPS Final Exam
Itinerant Teachers	Assigned Students	FSA Reading Aggregated VAM
		ACT Predictive Measure
ESE Teachers	Assigned Students	FSA Reading Aggregated VAM
		ACT Predictive Measure
ESOL Teachers	Assigned Students	FSA Reading Aggregated VAM
		ACT Predictive Measure
Media Specialist	Whole School	FSA Reading Aggregated VAM
Math Instructional Coach	Whole School	FSA Reading Aggregated VAM
		Algebra 1 State EOC
		Geometry 1 State EOC
		ACT Predictive Measure
Reading Instructional Coach	Whole School	FCAT Reading Aggregated VAM
Science Instructional Coach		
All Other Non-Classroom Inst. Staff		
Teacher's final score will be based on the weighted aggregate score of all relevant student measures associated with that teacher. Teachers who receive whole school scores are responsible for all the students at that school within the teacher's subject/grade certification area.		

Moving forward the following rubric will be utilized with newly hired teachers as a midterm student achievement check.

This rubric will guide the midterm administrator-teacher feedback conversation:

<b>4</b>
Your midterm student achievement checkpoint rating: 4; 90% of your students are showing mastery of the standards within reading or your primary course assignment as evidenced by students earning an A/B during the 1 <sup>st</sup> and 2 <sup>nd</sup> nine weeks grading periods for teachers assigned within grades 3-12 or an O/S for teachers assigned within grades pre-K-2
<b>3</b>
Your midterm student achievement checkpoint rating: 3. 89%-75% of your students are showing mastery of the standards within reading or your primary course assignment as evidenced by students earning an A/B during the 1 <sup>st</sup> and 2 <sup>nd</sup> nine weeks grading periods for teachers assigned within grades 3-12 or an O/S for teachers assigned within grades pre-K-2
<b>2</b>
Your midterm student achievement checkpoint rating: 2. 74%-60% of your students are showing mastery of the standards within reading or your primary course assignment as evidenced by students earning an A/B for teachers within grades 3-12 or an O/S for grades pre- K-2
<b>1</b>
Your midterm student achievement checkpoint rating: 1. 59% or less of your students are showing mastery of the standards within reading or your primary course assignment as evidenced by students earning an A/B for teachers assigned within grades 3-12 or an O/S for teachers assigned within grades pre-K-2

## Student Performance/Growth Measures

Each of these categories will be weighted and aggregated in the final determination of a teacher's 33-point summative score to include every student associated with them.

### Value Added Measures

- Value Added Measure courses are FSA ELA and Math type courses that receive a Teacher Aggregated VAM score from the state. The teacher's score will be based on either a 1, 2, or 3-year aggregate based on their concurrent FSA/FCAT course experience. A teacher must have a minimum of 10 students associated with the most current year's score AND have at least 10 student associations in each of the qualified prior years. First Year Teachers will have only 1 years' VAM estimate score and must have at least 10 students' estimates associated with current year and grade. For this evaluation, the district will use Teacher Aggregated VAM score based on a single years' VAM estimate.
- 2+ years' VAM estimate scores (2 out of 3) will have a combination of at least two VAM estimate scores. One VAM score MUST be for the current year and must have had at least 10 students with scores associated with the current year and grade. The second/third VAM score may be from either or both prior years and have at least 10 students with scores associated that year and grade. VAM scores are converted to a 33-point scale using the following table. NOTE: A teacher that teaches multiple grades will have a VAM measure for each grade that satisfies the above rules.

### Grade 8-9 Algebra 1 EOC type courses that receive a Teacher Aggregated VAM score from the state.

- The teacher's score will be based on either a 1, 2, or 3-year aggregate based on their concurrent EOC course experience. A teacher must have a minimum of 10 students associated with the most current year's score AND have at least 10 student associations in each of the qualified prior years. Scores are assigned based on the Teacher Aggregated VAM (TAV) percentile distribution.

### Middle and High School State EOC's (Civics, Algebra 1, Algebra 2, Geometry, US History, Biology)

- Evaluative measures will be calculated using district calculated cut scores AND/OR FSA-FCAT reading or math associated regressed predictive score. The teacher's score will be based on either a 1, 2, or 3-year aggregate based on their concurrent EOC course experience. A teacher must have a minimum of 10 students associated with the most current year's score AND have at least 10 student associations in each of the qualified prior years. New Hires are required to have only one year's data with at least 10 students. All teacher scores will be converted into percentile ranked and scores are assigned based on the Teacher Aggregated VAM (TAV) percentile distribution.

### AP/IB/AICE

- Evaluation measures will be based on a combination of the average student FSA reading achievement level and the average pass rate of the teacher's AP/IB/AICE scores. Based on this matrix, teacher scores will be assigned. These courses may also be evaluated by FSA ELA, ACT, or BPSFE English 4.

### Educators that do not teach FSA reading-math type courses or state EOC's

- Educators that do not teach FSA reading-math type courses or state EOC's will have calculated scores associated with their students' (students they teach) FSA reading/math or Algebra 1 EOC VAM scores provided by the state. Depending on what course they teach, scores will be calculated by either the FSA reading VAM, FSA math VAM, 8<sup>th</sup> grade Algebra 1 EOC VAM, 9<sup>th</sup> grade Algebra 1 EOC VAM or a combination of these. This score will encompass only the most current year. English 4 teachers will be assessed based on the results of the English 4 BPS Final exam. All teacher scores will be converted into percentile ranked and assigned a score based on the FLDOE's VAM percent distribution.

## **Teacher’s FINAL Student Performance Score**

### **Teachers assigned to Students:**

- The individual teacher IPPAS Scores for each grade and measure will be multiplied by the number of students associated with that IPPAS score. All weighted “Grade” scores will be added. A final score will be divided by the total number of students associated to the teacher across all grades and measures. See example below (Note: All measures are not represented in this example):

$$\frac{(KG)(N_{KG})+(G1)(N_{G1})+(G2)(N_{G2})+(G3)(N_{G3})+(NFTAV_{G4-10})(N_{G4-10})+(TAV_{G4-10})(N_{G4-10})+(G11)(N_{G11})+(G12)(N_{G12})}{N_{Total}}$$

$N_{Total}$

- Teachers will receive an aggregated 33-point scale score based on all appropriate subject/grade VAM and NON-FSA VAM measures. Teachers will also receive an aggregated performance rating of HE, E, N, or U based on the Teacher Aggregated VAM defined performance rating categories as stated above.

### **Teachers not assigned to Students or are assigned to fewer than 10 students:**

- According to state policy, these are the only teachers that are authorized to receive a School Aggregated VAM.

### **Teachers assigned to the District:**

- According to state policy, these are the only teachers authorized to receive a District Aggregated VAM.
  - Includes Resource Teachers, Student Service Providers (like PT’s, PT’s, Psychologists...)

## 2. Instructional Practice

**Directions:**

**The district shall provide:**

1. For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].
2. Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
3. For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].
4. For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].
5. For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
6. For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].

**The district shall provide:**

1. For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].

<b>67% Professional Practices</b>	<b><u>Professional Practices Based on Florida's Educator Accomplished Practices</u></b>	<b>67%</b>
	<b>63 points – Professional Practices</b>  <b>4 points – Collaboration / Mutual Accountability</b>	

<b>33% Student Performance</b>	<b><u>Individual Accountability for Student Academic Performance Based on Identified Assessments</u></b>	<b>33%</b>
	<b>33 points – Individual accountability for student academic performance / value added growth measures</b>	

**The district shall provide:**

2. Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
3. For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].
4. For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].
5. For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
6. For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].

**Performance Appraisal System Procedures**

This section is intended to provide an overall description of the Instructional Personnel Performance System procedures. These procedures are designed to incorporate and comply with provisions of Florida Statute 1012.34 - Assessment procedures and criteria. Our district rubric for teacher evaluation consist of five dimensions that are directly correlated to the FEAPS; Dimension 1 – Instructional Design and Lesson Planning, Dimension 2 – The Learning Environment, Dimension 3 – Instructional Delivery and Facilitation, Dimension 4 – Assessment, Dimension 5 – Professional Responsibilities and Ethical Conduct. This framework is based on a hybrid model of both Danielson and Marzano.

These procedures follow:

<b>Alignment to the Florida Educator Accomplished Practices (FEAP)</b>				
<b>1. Instructional Design and Lesson Planning</b>				
Applying concepts from human development and learning theories, the effective educator consistently:				
<b>Practice</b>	<b>Evaluation Indicators</b>			
	<b>Classroom Teachers</b>	<b>Resource Teachers, Coaches, Peer Mentors</b>	<b>Non-Classroom Teachers</b>	<b>Student Services Professionals</b>
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Dimension 1 Elements 1, 3, 4	Dimension 1 Elements 1, 3, 4	Dimension 1 Element 3	Dimension 1 Elements 1, 2
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Dimension 1 Elements 1, 2	Dimension 1 Elements 2, 1	Dimension 1 Element 2	Dimension 1 Element 3
c. Designs instruction for students to achieve mastery;	Dimension 1 Elements 1, 4	Dimension 1 Element 3	Dimension 1 Element 3	Dimension 1 Elements 3, 4
d. Selects appropriate formative assessments to monitor learning;	Dimension 1 Elements 3, 2	Dimension 1 Elements 2, 1	Dimension 1 Element 2	Dimension 1 Element 1
e. Uses diagnostic student data to plan lessons; and,	Dimension 1 Element 3	Dimension 1 Element 2	Dimension 1 Element 1	Dimension 1 Element 3
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Dimension 1 Element 4	Dimension 1 Element 4	Dimension 1 Element 4	Dimension 1 Element 4

<b>2. The Learning Environment</b>				
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:				
<b>Practice</b>	<b>Evaluation Indicators</b>			
	<b>Classroom Teachers</b>	<b>Resource Teachers, Coaches, Peer Mentors</b>	<b>Non-Classroom Teachers</b>	<b>Student Services Professionals</b>
a. Organizes, allocates, and manages the resources of time, space, and attention;	Dimension 2 Elements 3, 1	Dimension 2 Element 3	Dimension 2 Element 5	Dimension 2 Elements 1, 2, 3
b. Manages individual and class behaviors through a well-planned management system;	Dimension 2 Elements 2, 4	Dimension 2 Elements 2, 4	Dimension 2 Element 1	Dimension 2 Elements 1, 2, 3, 5, 7
c. Conveys high expectations to all students;	Dimension 2 Element 2	Dimension 2 Element 2	Dimension 2 Element 2	Dimension 2 Elements 1, 2, 3, 5
d. Respects students' cultural linguistic and family background;	Dimension 2 Elements 4, 5	Dimension 2 Element 5	Dimension 2 Element 3	Dimension 2 Elements 4, 6
e. Models clear, acceptable oral and written communication skills;	Dimension 2 Element 6	Dimension 2 Element 6	Dimension 2 Element 6	Dimension 2 Elements 4, 6, 7
f. Maintains a climate of openness, inquiry, fairness and support;	Dimension 2 Elements 7, 2, 5	Dimension 2 Elements 2, 5, 7	Dimension 2 Element 1	Dimension 2 Elements 1, 6
g. Integrates current information and communication technologies;	Dimension 2 Element 7	Dimension 2 Element 7	Dimension 2 Element 7	Dimension 2 Elements 2, 6
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Dimension 2 Elements 3, 4, 5	Dimension 2 Elements 3, 4, 5	Dimension 2 Element 5	Dimension 2 Elements 4, 6, 7
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Dimension 2 Elements 2, 5	Dimension 2 Elements 2, 5	Dimension 2 Element 2	Dimension 2 Elements 1, 2

<b>3. Instructional Delivery and Facilitation</b>				
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:				
Practice	Evaluation Indicators			
	Classroom Teachers	Resource Teachers, Coaches, Peer Mentors	Non-Classroom Teachers	Student Services Professionals
a. Deliver engaging and challenging lessons;	Dimension 3 Element 4	Dimension 3 Element 4	Dimension 3 Element 2	Dimension 3 Elements 3, 4, 5, 6
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Dimension 3 Element 3	Dimension 3 Element 3	Dimension 3 Element 3	Dimension 3 Element 4
c. Identify gaps in students' subject matter knowledge;	Dimension 3 Element 1	Dimension 3 Element 1	Dimension 3 Element 1	Dimension 3 Element 4
d. Modify instruction to respond to preconceptions or misconceptions;	Dimension 3 Element 1	Dimension 3 Element 1	Dimension 3 Element 3	Dimension 3 Elements 1, 7
e. Relate and integrate the subject matter with other disciplines and life experiences;	Dimension 3 Element 5	Dimension 3 Element 5	Dimension 3 Element 3	Dimension 3 Element 2
f. Employ higher-order questioning techniques;	Dimension 3 Element 2	Dimension 3 Element 2	Dimension 3 Element 2	Dimension 3 Element 3
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Dimension 3 Element 3	Dimension 3 Element 3	Dimension 3 Element 3	Dimension 3 Elements 1, 2, 3
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Dimension 3 Element 5	Dimension 3 Element 5	Dimension 3 Element 6	Dimension 3 Elements 1, 2, 3, 4
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Dimension 3 Element 6	Dimension 3 Element 6	Dimension 3 Element 5	Dimension 3 Elements 3, 4, 5
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Dimension 3 Element 6	Dimension 3 Element 6	Dimension 3 Element 4	Dimension 3 Elements 4, 6

<b>4. Assessment</b>				
The effective educator consistently:				
Practice	Evaluation Indicators			
	Classroom Teachers	Resource Teachers, Coaches, Peer Mentors	Non-Classroom Teachers	Student Services Professionals
a. Delivers engaging and challenging lessons;	Dimension 4 Element 1	Dimension 4 Element 1	Dimension 4 Element 1	Dimension 4 Element 1
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Dimension 4 Element 2	Dimension 4 Element 2	Dimension 4 Element 2	Dimension 4 Elements 1, 2
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Dimension 4 Element 3	Dimension 4 Element 3	Dimension 4 Element 2	Dimension 4 Elements 1, 2
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Dimension 4 Element 2	Dimension 4 Element 2	Dimension 4 Element 2	Dimension 4 Element 2
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Dimension 4 Element 3	Dimension 4 Element 3	Dimension 4 Element 3	Dimension 4 Element 3
f. Applies technology to organize and integrate assessment information.	Dimension 4 Element 3	Dimension 4 Element 3	Dimension 4 Element 3	Dimension 4 Element 3



<b>5. Continuous Professional Improvement</b> The effective educator consistently:				
<b>Practice</b>	<b>Evaluation Indicators</b>			
	<b>Classroom Teachers</b>	<b>Resource Teachers, Coaches, Peer Mentors</b>	<b>Non-Classroom Teachers</b>	<b>Student Services Professionals</b>
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Dimension 5 Element 3	Dimension 5 Element 3	Dimension 5 Element 1	Dimension 5 Element 1
b. Examines and uses data-informed research to improve instruction and student achievement;	Dimension 5 Element 3	Dimension 5 Element 3	Dimension 5 Element 3	Dimension 5 Elements 3, 4
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	Dimension 5 Elements 3, 4	Dimension 5 Elements 3, 4	Dimension 5 Element 3	Dimension 5 Elements 2, 4
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Dimension 5 Elements 4, 5	Dimension 5 Elements 4, 5	Dimension 5 Element 5	Dimension 5 Element 4
e. Engages in targeted professional growth opportunities and reflective practices; and,	Dimension 5 Element 3	Dimension 5 Element 3	Dimension 5 Element 2	Dimension 5 Element 2
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Dimension 5 Element 3	Dimension 5 Element 3	Dimension 5 Element 2	Dimension 5 Element 3

<b>6. Professional Responsibility and Ethical Conduct</b>				
<b>Practice</b>	<b>Evaluation Indicators</b>			
	<b>Classroom Teachers</b>	<b>Resource Teachers, Coaches, Peer Mentors</b>	<b>Non-Classroom Teachers</b>	<b>Student Services Professionals</b>
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Dimension 5 Elements 2, 1	Dimension 5 Elements 1, 2	Dimension 5 Element 4	Dimension 5 Element 5

## **Orientation**

Each year, all instructional personnel shall be fully apprised of the School Board of Brevard County's formal Instructional Personnel Performance Appraisal procedures. This orientation will be scheduled during pre-planning and will be documented pursuant to file copies of each building pre-planning calendar of activities. During the initial orientation, all instructional personnel will be given directions to the assessment instrument, data collection forms, and supporting procedures on the district web-site. Teachers employed after the pre-planning period shall be similarly scheduled for an orientation session as previously described prior to the implementation of such procedures relative to the evaluation of said teacher. A record will be maintained at the building level indicating the attendance and satisfactory completion of the orientation session.

## **Description of Observations**

The practice in Brevard has been the supervisor evaluating the quality of a teacher's performance based on observing the teacher delivering a lesson and then the supervisor makes a judgment on the quality of teaching and writes a summative evaluation. The classroom observation model will require reflective practice on the part of the teacher to analyze and take ownership of his/her professional growth. The supervisor becomes a facilitator of the teacher's reflection. The teacher will provide relevant, objective data to support the teacher in making decisions about their teaching. It is expected that there will be times when a supervisor will have to be more directive in helping teachers improve their practice. When there may be a need for a specific instructional methodology, strategy, or the skill level of the teacher is developing and more support is necessary, it is still expected that the supervisor will encourage the development of the teacher's reflective practice to improve his/her instructional practices.

Our classroom observation process is built upon reflective practice. New teachers will need the opportunity to build their skill levels and expand their experiences to fully realize the professional growth model. These teachers will participate in a minimum of two observation cycles during the year.

The supervisors are encouraged to allow for several different observers; the observations can be conducted singularly, or in combination by a school administrator(s), district level certificated personnel, peer teachers, resource teachers, teacher leaders, or other qualified persons. All observers will be trained in how to facilitate the observation process. The focus of professional growth must be consistent; therefore, communication must occur between all observers working with the teacher so that the teacher does not receive conflicting messages.

The main goal of all supervisors in this process is to provide support to teachers and help them improve and grow professionally. The evaluation forms, in conjunction, with the planning forms and action plan reports should document what has been done to support the teacher. Consult your supervisor and Human Resources when efforts to encourage and support improvement are not resulting in desired improved performance for the teacher.

Evidence documenting teacher's work with students may include video-taped lessons, examples of lesson plans, learning goals and classroom activities, class and homework assignments, accommodations for special needs students, and English language learners, analysis of student learning products, 2-way home-school communication.

Evidence documenting fulfillment of professional responsibilities includes artifacts on school improvement goals, expansion of subject area knowledge and skills, knowledge and implementation of 21st century skills. Collegial collaboration evidence may include confirming work with colleagues, work on RTI teams, PLCs, facilitating groups, District or school teams.

Pursuant to F.S. 1012.34(5), the district school superintendent shall annually notify the department of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations.

### **New Teachers or Teachers From Out Of State/County Who Have Transferred To Brevard Public Schools (BPS)**

These teachers must participate in a minimum of four observations, two informal observations and two formal observations; by an administrator and one may be completed by a peer during the year, to include two annual evaluations by the administrator. These teachers will participate in two conferences; the first conference will precede the first annual evaluation. The second conference will precede the second annual evaluation.

### **Teachers with One or More Year of Teaching Experience for BPS**

It is expected that these teachers meet or exceed the standards set forth in Florida Educator Accomplished Practices (FEAP). Our observation process for continuous improvement is to encourage teachers to further examine their teaching practice. Teachers will be encouraged to research new and innovative strategies and include them in their teaching practices.

These teachers are provided opportunity to explore and reflect on their practice and will participate in no less than one annual evaluation. Teachers are encouraged to incorporate new and innovative strategies and move outside their “comfort-zone”. These teachers who meet or exceed the expectations of the FEAPs are focused on professional growth beyond competence.

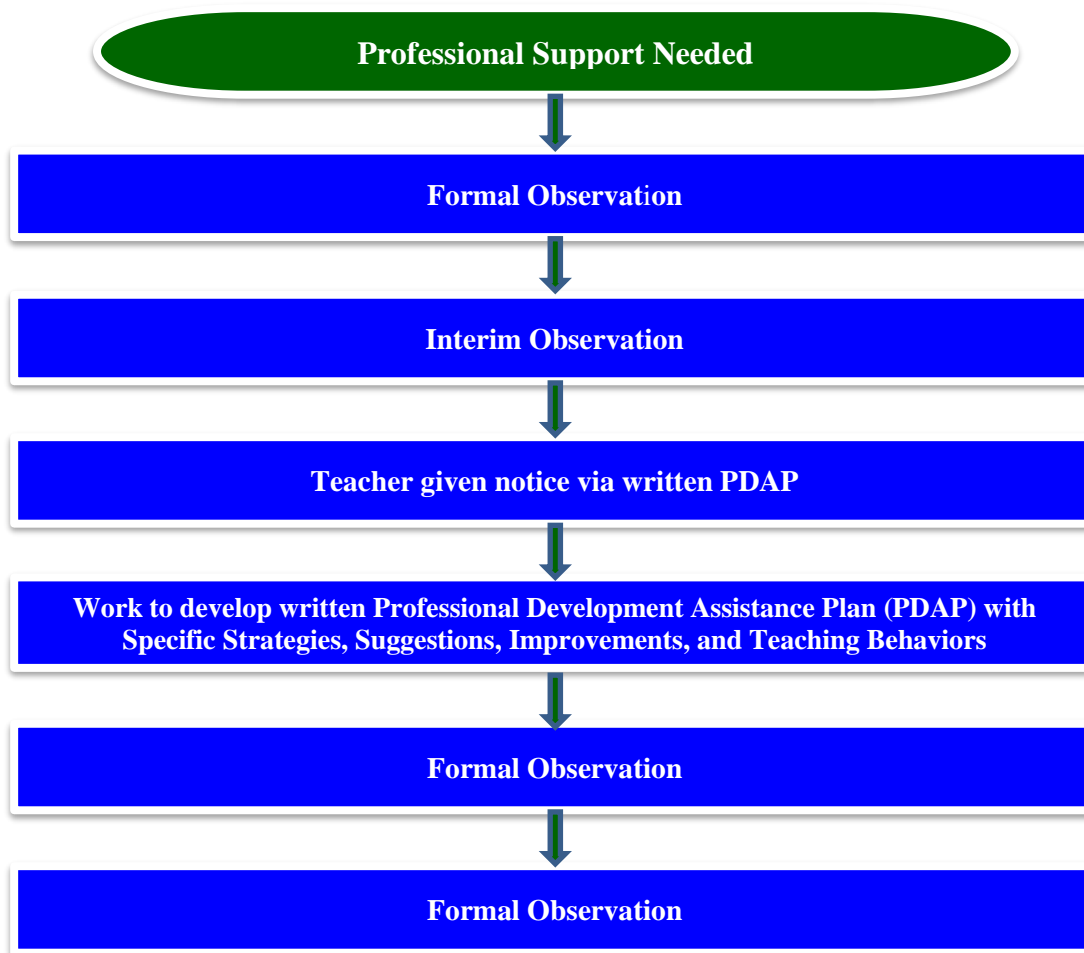
These teachers must participate in a minimum of two observations, one informal observation and one formal observation by an administrator. A conference will precede the annual evaluation.

### **Less Than Proficient Performance Ratings**

If from the formative observations, it is believed that an instructional employee’s performance in any of the performance areas falls in either the unsatisfactory or needs professional support category, the following procedures will be utilized:

- A. Written notice in the form of a formal observation that the performance within the specified area is below an effective level,
- B. The required employee conference will focus on recommendations for improvement with respect to the deficient areas,
- C. A written Professional Development Assistance Plan (PDAP) will be developed with the employee to correct said deficiencies; and
- D. A specific and reasonably prescribed period of time will be given to correct said deficiencies.

If the employee receives a rating of professional support needed or unsatisfactory in any of the performance areas, the written material identified in A through D above must be written and recorded on a Professional Development Assistance Plan form. Both the formative and summative forms and attachment(s) shall contain the teacher’s signature and date received.



### **Teacher with Unsatisfactory Ratings**

These teachers are NOT progressing toward meeting the Florida Educator Accomplished Practices (FEAP) as expected; more conferences should be conducted to provide additional opportunities for feedback and improvement. These teachers must participate in bi-monthly observations by an administrator and will be placed on a Professional Development Assistance Plan (PDAP). These additional observations will help support the decision-making process about renewal of the teacher’s contract for the next year.

The supervisor is ultimately responsible for the observation process. However, supervisors are encouraged to have the employee participate in the observation and conferencing process with different employees/supervisors. This allows employees and supervisors to gain insight from others with different experience and expertise. Any employee asked to conduct observations shall have received training in how to observe and conference. Communication must occur between all observers so that employees do not get conflicting messages and the focus on their growth is consistent. The supervisor should always be aware of the outcome of the conferences.

### **New Teacher Probationary Employee Process**

New employees to Brevard Public Schools must read and sign a Statement of Understanding acknowledging they have read the statement and understand that they are probationary employees during their first year of employment. During the probationary contract, teachers can be dismissed without cause and may resign without repercussions.

## **Interim Evaluations**

The interim evaluation is a tool used to communicate with the employee and to provide specific feedback on performance. An interim evaluation will be used when there appears to be employee performance concerns. The interim evaluation may be used at any time throughout the performance appraisal process – before the annual evaluation is completed or following the final annual evaluation. When an interim evaluation is done, all performance areas must be assessed. Interim evaluations may also be used to gather baseline data during the Probationary Process.

## **Performance Assessment, Tasks, and Timelines**

The performance appraisal system is cyclical in nature. It is a process not an event. Therefore, the following sequence of events should occur:

- A. Each instructional employee will participate with his/her supervisor in an initial performance assessment session to discuss and consider performance expectations for the teacher's specific position. It is anticipated that this planning session will occur following the discussion of the previous year's summative evaluation. The purpose of this conference summarizes and completes the previous year's evaluation cycle and initializes the calendar year for the subsequent assessment program.
- B. The supervisor and employee may schedule interim performance review(s) as needed. The specific number of reviews may depend on several factors including the nature of the performance objectives, if any, the previous performance experiences of the teacher, and the teacher's need and desire for constructive feedback.
- C. Data Collection – During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. S/he should utilize the professional performance standards data collection forms contained herein.
- D. Interim performance review may be scheduled on date(s) indicated during the performance planning session or any time determined by the supervisor or employee. The two will meet to discuss the employee's performance for any performance area identified as needing improvement. The supervisor will complete a Professional Development Assistance Plan for any performance area that is identified as less than effective. This form should indicate the specific teaching behaviors that are to be acquired, improved, or deleted and identify improvement strategies with a follow-up date for review.
- E. Performance Objectives – The follow-up of the interim review should be scheduled during the initial planning session with a time interval controlled by the nature of the objective relative to length of time required for accomplishment and/or anticipated need for coaching, feedback, or assistance.

## **Continued Process Improvement Monitoring of System Design, Review & Modification**

The district project team will receive quarterly feedback from teachers and administrators about how the system is working in the on-going effort of continuous process improvement. This quarterly data will then be reviewed by Human Resources and the project team for further data analysis. Once examined, should the data show evidence which translate to the enhancement of instruction and student learning effectiveness, modifications will be made prior to the next annual review cycle. To further delineate the analysis, a third-party evaluator will complete feedback and provide process improvement criteria.

## Performance Appraisal Model

<b>67% Professional Practices</b>	<p><b><u>Professional Practices</u></b>  <b><u>Based on Florida’s Educator</u></b>  <b><u>Accomplished Practices</u></b></p> <p><b>63 points – Professional Practices</b></p> <p><b>4 points – Collaboration / Mutual Accountability</b></p>	<b>67%</b>
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<b>33% Student Performance</b>	<p><b><u>Individual Accountability for Student Academic Performance</u></b>  <b><u>Based on Identified Assessments</u></b></p> <p><b>33 points – Individual accountability for student academic performance / value added growth measures</b></p>	<b>33%</b>
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### Parental & Community Input

The district will provide a parent input survey to the schools to be distributed to the parents of students at the school. This survey will ask parents to respond to questions about their child's instructional program, about communication between the home and school, level of parent involvement, availability of materials, and homework. These surveys will include a comment section where parents are given the opportunity to provide input on teachers, administrators, school programs, etc. This input may be in the form of commendations or recommendations. Opportunities for feedback to teachers and administrators are also provided in the district's nine-week student progress reports and interim progress reports. School Advisory Council meetings, parent-teacher conferences, and parent-administrator conferences give parents an opportunity to share information and opinions about the school and teachers. The rubrics for relationships with students and relationships with parent/community will be used to document parent/student support of instructional teachers. Data and information from any of these sources may be used in teacher evaluations.

## Classroom Teachers

### Dimension 1: Instructional Design and Lesson Planning - B.E.S.T. Module VI

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
<b>I. Sets instructional outcomes and aligns instruction with state-adopted standards</b>  <b>MASTERY LEARNING</b> <b>.58</b>	1. Learning goals and objectives are consistently clear, focus on student learning and achievement of standards and the end result is complete and coherent; directions, tasks and content reflect the full intent of the grade level content standard(s).	1. Lesson plans are aligned to the district adopted curriculum maps, district/state assessments and grade level content standard(s).	1. Lesson plans are not consistently aligned to the district adopted curriculum maps district/state assessments grade level content Standard(s).	1. Lesson plans, pacing guides, when available, do not align with the district adopted curriculum maps and/or district/state assessments or grade level content standard(s).
<b>II. Designs instruction using student prior knowledge and diagnostic student data to build differentiated unit designs and lessons</b>  <b>PRIOR ACHIEVEMENT</b> <b>.67</b>	1. Regularly accesses and systematically uses data at the item level to find strengths and challenges both for disaggregated groups and for individual students to monitor progress toward learning goals. 2. Uses these data to accurately refine and modify instruction for whole group, small groups, and for specific individuals.	1. Makes accurate use of student achievement data and uses prior student knowledge when making instructional decisions.	1. Accesses data to view class achievement and examines data but shows little application to make instructional decisions linked to analysis of data.	1. Relies on someone else to access student achievement data. 2. Does not consider data to make changes in instruction.
<b>III. Designs ways to monitor learning and student acquisition of the standards</b>  <b>UNIT GOALS</b> <b>.56</b>	1. High quality classroom performance tasks, questions, and/or assessments are designed to accurately measure student learning of the lesson objectives or unit goals and that reflect the depth and rigor of the grade level content standard(s).	1. Performance tasks, questions, and/or assessments are planned in detail around clearly defined lesson or unit objectives and grade level content standard(s).	1. Lesson plans or units are based on activities or resources rather than focused on grade level content standards.	1. There is little evidence of monitored learning or use of appropriate instructional resources to support student learning and mastery of the standards.
<b>IV. Requires students to understand and demonstrate skills and competencies</b>	1. Unit objectives and tasks are aligned to the full intent of the grade level content standard(s). They are embedded within the unit and/or require a performance component for students to demonstrate what they know and are able to do.	1. Unit objectives and tasks are aligned with state-adopted standard(s) and are written in student-friendly language and students understand what they are expected to know and be able to do by the end of the unit.	1. Although students are aware of the posted unit objective, they rely on teacher direction to focus them on what they are expected to know and be able to do.	1. Unit objectives are not known to students and students do not know what they are expected to know and be able to do.

#### DRIVING STANDARDS-BASED INSTRUCTION

## Dimension 2: Learning Environment - B.E.S.T. Module III

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
<b>I. Creates and maintains a safe and organized learning environment</b>	<ol style="list-style-type: none"> <li>Ensures student safety needs are consistently met.</li> <li>Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning.</li> </ol>	<ol style="list-style-type: none"> <li>Implements and routinely reinforce school behavioral rules and regulations and established procedures to ensure student safety needs are met.</li> </ol>	<ol style="list-style-type: none"> <li>Does not consistently reinforce school behavioral rules and regulations.</li> </ol>	<ol style="list-style-type: none"> <li>Is non-compliant and/or negligent with regard to supervision of students inside and outside the classroom setting.</li> <li>Teachers are not clear about established procedures in emergency situations.</li> </ol>
<b>II. Promotes a flexible, inclusive, collaborative, and student-centered learning environment</b>  <b>PROBLEM SOLVING LEARNING</b> <b>.61</b>	<ol style="list-style-type: none"> <li>Facilitate creating an environment where students assume responsibility for protecting instructional time and hold themselves accountable for learning.</li> </ol>	<ol style="list-style-type: none"> <li>Assumes responsibility for student learning.</li> </ol>	<ol style="list-style-type: none"> <li>In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work.</li> </ol>	<ol style="list-style-type: none"> <li>Fails to use procedures for independent and/or cooperative group work.</li> </ol>
<b>III. Allocates and manages time, space, and resources</b>  <b>TIME ON TASK</b> <b>.38</b>	<ol style="list-style-type: none"> <li>Individual needs of students are met as both the teacher and students highly organize time, space, and resources to maximize learning.</li> </ol>	<ol style="list-style-type: none"> <li>Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that students have adequate time for learning.</li> </ol>	<ol style="list-style-type: none"> <li>Failure to utilize and maintain learning experiences, activities and facilities/equipment, which result in a loss of learning opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>Poor use of physical resources, time and space is evident and/or learning is not accessible to some students resulting in considerable down-time.</li> </ol>
<b>IV. Manages student conduct</b>  <b>CLASSROOM MANAGEMENT</b> <b>.52</b>	<ol style="list-style-type: none"> <li>Students contribute to designing the classroom rules and standards of conduct upheld by all members of the classroom.</li> <li>The focus of proactive discipline is to maximize student learning time, and students show a respect for the rights of other students to learn.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher is alert to student behavior at all times and manages student conduct.</li> <li>Consequences for inappropriate behavior are reasonable, clear, and consistently applied.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher is generally aware but misses the activities of some students.</li> <li>Rules and consequences for inappropriate behavior are inconsistently applied.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher's response to student behavior is negative and counterproductive or nonexistent.</li> </ol>
<b>V. Creates a Positive Environment of Respect and Rapport</b>  <b>TEACHER - STUDENT RELATIONSHIPS</b> <b>.72</b>	<ol style="list-style-type: none"> <li>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students.</li> <li>Students demonstrate caring for one another in the classroom setting.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-student interactions are friendly and demonstrate general respect and caring.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.</li> <li>Students exhibit disrespect for the teacher.</li> <li>Student interactions are characterized with conflict, sarcasm, or put-downs.</li> </ol>



**Dimension 2: Learning Environment - continued**

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
<p><b>VI. Models and teaches clear, acceptable communication skills</b>  <b>TEACHER CLARITY</b>  <b>.75</b></p>	<ol style="list-style-type: none"> <li>1. Directions, procedures, and feedback are clear to students and anticipate possible misunderstanding.</li> <li>2. Teacher's spoken and written language conform to standard English and contain well-chosen vocabulary that enriches the lesson.</li> <li>3. Teacher finds opportunities to extend student vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Directions, procedures, and feedback are clear to students.</li> <li>2. Teacher's spoken and written language conform to standard English.</li> <li>3. Teacher uses academic language and content vocabulary accurately.</li> </ol>	<ol style="list-style-type: none"> <li>1. Directions, procedures, and feedback are clarified to students after initial student confusion.</li> <li>2. Limited use of academic language and content vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Directions, procedures, and feedback are confusing to students.</li> <li>2. Teacher's spoken or written language contains errors in spelling, grammar, or syntax.</li> </ol>
<p><b>VII. Maintains a climate of inquiry</b>  <b>.31</b></p>	<ol style="list-style-type: none"> <li>1. Engages all students in problem solving inquiry-based activities through the use of high level questioning techniques, discovery learning, shared inquiry/Socratic discussions that generate real world applications.</li> <li>2. Ideally teachers can take a back seat and discussions can be student-led.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engages all students in problem solving inquiry-based activities through the use of high level questioning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Includes some problem solving and inquiry-based activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruction does not include problem solving or inquiry-based activities.</li> </ol>

### Dimension 3: Instructional Delivery & Facilitation - B.E.S.T. Module V

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
<p><b>I. Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, modifies instruction to respond to student misconceptions</b></p> <p><b>PROVIDING FORMATIVE EVALUATION</b> .90</p>	<ol style="list-style-type: none"> <li>1. Instruction is based on rich content knowledge that is accurate, current and consistent with sound practices of the discipline and reflects the full intent of the grade level content standard(s).</li> <li>2. Checks for understanding throughout the lesson, identifies learning gaps and adjusts instruction throughout the lesson.</li> <li>3. Anticipates problems and uses multiple intervention strategies to assist student understanding and performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruction is based on content knowledge that is accurate and current reflects the full intent of the grade level content standard(s).</li> <li>2. Recognizes problems and makes adjustments during the lesson in response to student understanding and performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruction is based on a general understanding of content knowledge that is accurate but fails to reflect the most current knowledge of the discipline.</li> <li>2. Teacher does not recognize gaps in learning during the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruction references inaccurate, outdated content knowledge.</li> <li>2. Teacher does not use checks for understanding during the lesson.</li> </ol>
<p><b>II. Employs higher order questions</b></p> <p><b>QUESTIONING</b> .46</p>	<ol style="list-style-type: none"> <li>1. Strategic teacher questioning requires students to think critically, problem solve, and defend or justify their answers.</li> <li>2. Much of the questioning involves analysis and synthesis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Most teacher questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Few teacher questioning strategies invite quality responses.</li> <li>2. Teacher is quick to provide the correct answers and students are not given the opportunity to think things through.</li> </ol>	<ol style="list-style-type: none"> <li>1. Questioning is knowledge level and is solely teacher-driven.</li> </ol>
<p><b>III. Applies varied instructional strategies and resources, including technology as appropriate, to support student learning</b></p> <p><b>TEACHING STRATEGIES</b> .60</p>	<ol style="list-style-type: none"> <li>1. Uses a variety of instructional strategies and resources that engage and challenge all students and support instructional outcomes.</li> <li>2. Use of technology by students to create new products or develop new knowledge and/or skill.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses some instructional strategies to engage students and support instructional outcomes for all students.</li> <li>2. Students use technology as a learning tool.</li> </ol>	<ol style="list-style-type: none"> <li>1. Makes use of instructional strategies to support student understanding but with limited student engagement and/or application of the content.</li> <li>2. Use of technology is limited to delivery of curriculum content.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom time is often filled with activities that merely consume time and do not contribute to instructional outcomes.</li> <li>2. Use of technology is not evident, even when readily available.</li> </ol>
<p><b>IV. Delivers engaging, challenging and relevant lessons</b></p> <p><b>DIRECT INSTRUCTION</b> .59</p>	<ol style="list-style-type: none"> <li>1. High levels of rigor and relevance consistently challenge students to be intellectually engaged throughout the entire lesson including texts at or above the complexity level expected for the grade level.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lessons (and units) are designed to provide students with intellectually engaging, rigorous curriculum including texts at or above the complexity level expected for the grade level.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lessons (and units) spend the majority of the class time on knowledge level tasks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lessons (and units) are too easy for the majority of students, and class time is spent on busy work with low intellectual engagement.</li> </ol>

### Dimension 3: Instructional Delivery & Facilitation

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
<b>V. Differentiates instruction</b>  <b>COMPREHENSION INTERVENTION FOR ESE</b> <b>.77</b>	1. Each unit of instruction contains evidence (observed or documented) that the teacher has reviewed information such as student inventories, interest surveys, or performance data to provide varied opportunities for students to process information, develop differing products, or acquire new content.	1. There is evidence of regular review of student differences in making academic decisions for the classroom. 2. Students have some opportunities to vary how they learn information or produce products based on their varied abilities and interests.	1. There is limited evidence of regular review of student differences when planning learning experiences or assessments. 2. The teacher demonstrates limited use of student information to vary how students work.	1. Observations, discussions with the teacher, and/or review of lesson plans fail to demonstrate that the teacher differentiates lessons or assessments to meet the varied needs of his/her students.
<b>VI. Provides immediate and specific feedback to students</b>  <b>FEEDBACK</b> <b>.73</b>	1. Provides timely, specific, and consistent feedback during guided practice, discussion and major activities to all students.	1. Provides timely and consistent feedback.	1. Feedback does not provide specific information for students to make error corrections or is not timely enough to improve performance.	1. Provides limited or no feedback: feedback provided is not provided in a timely manner.

## Dimension 4: Assessment - B.E.S.T. Module IV

Elements	Distinguished (12 Points)	Proficient (9 Points)	Developing (5 Points)	Unsatisfactory (1 Point)
<b>I. Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.</b>	<ol style="list-style-type: none"> <li>1. Consciously plans and uses pre-assessment, formative and summative assessment data strategically to set learning goals and adjust scaffolding based on student needs.</li> <li>2. Students and the teacher analyze data results from multiple assessments to make decisions about progress and to develop appropriate interventions relative to the students' needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gathers formative and summative data during instruction and uses data to inform instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses summative assessment data to determine that students have achieved instructional outcomes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not incorporate assessment data to monitor and adjust instruction or to differentiate assessment for individuals.</li> </ol>
<b>II. Modifies formative and summative assessments to accommodate diversity</b>  <b>PROVIDES FORMATIVE EVALUATIONS</b> <b>.90</b>	<ol style="list-style-type: none"> <li>1. Consistently differentiates assessments by content, process and/or product to address the unique learning differences of students who have a wide range of learning styles and abilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Occasionally differentiates assessments to address the unique learning differences of students who have a wide range of learning styles and abilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Little evidence is provided that assessments are differentiated to meet the needs of students' learning styles or abilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Required student accommodations for assessment are not provided.</li> </ol>
<b>III. Communicates assessment data to students and parents</b>  <b>COMMUNICATE WITH SCHOOLS &amp; PARENTS (grade reporting in isolation; absence of parent/teacher rapport/relationship)</b> <b>.14</b>  <b>PARENTAL INVOLVEMENT</b> <b>.51</b>	<ol style="list-style-type: none"> <li>1. Clearly communicates assessment criteria, due dates, and grading methodology in accordance with district procedures to promote student learning.</li> <li>2. Proactively creates and maintains frequent and effective two-way communication with students and parents (e.g., student-led conferences, etc.)</li> <li>3. Uses technology to organize, monitor, and communicate student learning and assessment information to appropriate stakeholders.</li> <li>4. Provides all parents with information specific to their child, about standards and expectations in a format parents can understand.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completes and regularly updates grades and progress reports in accordance with district procedures to allow students to check their own progress.</li> <li>2. Uses conferences with parents and students to share assessment data with parents.</li> <li>3. Uses technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner.</li> <li>4. Provides parents with information about academic standards and expectations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not consistently communicate progress with students and parents in a timely fashion.</li> <li>2. Struggles to use technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner.</li> <li>3. Provides limited information to parents about academic standards and expectations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not proactively complete grades and progress reports according to the district's schedule.</li> <li>2. Does not use technology to communicate student learning and assessment information to appropriate stakeholders.</li> <li>3. Does not provide parents with information about academic standards and expectations.</li> </ol>

## **Dimension 5: Professional Responsibilities & Ethical Conduct - B.E.S.T. Module I**

<b>Elements</b>	<b>Distinguished (12 Points)</b>	<b>Proficient (9 Points)</b>	<b>Developing (5 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>I. Demonstrates professional responsibilities, punctuality, attendance, and timely completion of records and reports</b>	<ol style="list-style-type: none"> <li>1. Complies fully with and consistently with professional responsibilities, school rules, policies and procedures regarding punctuality and attendance.</li> <li>2. Consistently maintains and reports current information on students, lesson plans, and other required data.</li> </ol>	<ol style="list-style-type: none"> <li>1. Usually complies with professional responsibilities, school rules, policies and procedures.</li> <li>2. Usually updates and reports information on students, lesson plans, reports and other required data.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inconsistently complies with professional responsibilities, school rules, policies and procedures.</li> <li>2. Has a system that is rudimentary and only partially effective for maintaining student information, lesson plans, reports, and other data.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not comply with professional responsibilities, school rules, policies and procedures.</li> <li>2. Maintenance and reporting of information on students, lesson plans, and other required data is incomplete and/or out of date.</li> </ol>
<b>II. Complies with school and district policies, procedures, programs, and the Florida Code of Ethics for educators</b>	<ol style="list-style-type: none"> <li>1. Complies fully with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators.</li> </ol>	<ol style="list-style-type: none"> <li>1. Usually complies with district and school policies, rules, procedures and the Florida Code of Ethics for educators.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inconsistently complies with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not comply with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators.</li> </ol>
<b>III. Demonstrates professionalism</b>	<ol style="list-style-type: none"> <li>1. Consistently displays conduct based on the highest professional standards.</li> <li>2. Consistently acts honestly and with integrity when dealing with students, parents, colleagues and/or the community.</li> <li>3. Demonstrates a pattern of participation in district and/or school initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Deals with students, parents and/or colleagues with honesty and integrity.</li> <li>2. Frequently participates in and implements school and district initiatives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses poor judgment when dealing with students, parents and/or colleagues.</li> <li>2. Rarely participates in and/or implements school and district initiatives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.</li> <li>2. Does not participate in or implement school and district initiatives.</li> </ol>
<b>IV. Initiates professional communication with appropriate stakeholders</b>	<ol style="list-style-type: none"> <li>1. Promotes a two-way partnership between school and home.</li> <li>2. Maintains regular communication between classroom and student's family regarding the instructional program and the child's progress.</li> <li>3. Connects frequently and successfully to families and communities. (e.g. newsletters, family nights, websites, electronic communication, and phone calls).</li> <li>4. Students and their families understand what they are expected to know and be able to do.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provides regular information about the instructional program.</li> <li>2. Is available as needed to respond to parental concerns.</li> <li>3. Makes efforts to successfully connect families, school, and communities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates in school's activities for parent communication but offers limited information regarding the instructional program.</li> <li>2. Partially address parents' concerns with little or no follow up.</li> <li>3. Makes minimal attempts to connect families and communities to the instructional program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provides little or no information about the instructional program.</li> <li>2. Does not respond or responds inappropriately to parental concerns.</li> <li>3. Makes no attempt to connect families and communities to the instructional program.</li> </ol>
<b>V. Provides information about school and community resources to parents</b>	<ol style="list-style-type: none"> <li>1. Consistently provides all parents with multiple strategies and opportunities to assist with student learning.</li> <li>2. Consistently provides parents with information about the school, community events and resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provides strategies and opportunities for parents to assist with student learning.</li> <li>2. Provides parents with information about the school, community events and resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provides opportunities for parents to assist with student learning.</li> <li>2. Provides parents with limited information about community events and resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not provide or promote opportunities for parents to assist with student learning.</li> <li>2. Does not provide parents with information about community events and resources.</li> </ol>

## Non-Classroom Teachers

### Dimension 1: Instruction/Intervention Planning and Design for Non-Classroom Teachers

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
<b>I. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.</b>	1. Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	1. Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Does not work with team to identify, problem solve, and plan academic and behavioral interventions. 2. Ineffectively demonstrates the practice/skill required
<b>II. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.</b>	1. Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	1. Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Instruction and interventions are not aligned with school improvement priorities and other mandates
<b>III. Applies evidence-based research and best practices to improve instruction/interventions.</b>	1. Applies evidenced-based best practices when developing and planning instruction and interventions across all levels (individual, targeted group, school, systems).	1. Applies evidence-based and best practices when developing and planning instruction and intervention.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Fails to apply or poorly applies evidence-based and best practices when developing and planning instruction and intervention
<b>IV. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.</b>	1. Collaborates to identify systems- level needs, resources, and infrastructure to access services and supports.	1. Develops a support plan that reflects the goals of student/client systems and supports the goal.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Support plans are ineffectively developed

## Dimension 2: Learning Environment for Non-Classroom Teachers

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
<b>I. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.</b>	1. Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	1. Interacts with school personnel to promote and implement school-wide positive behavior supports.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not interact with school personnel to promote and implement school-wide positive behavior supports. 2. Poorly demonstrates the practice/skill required
<b>II. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience ownership).</b>	1. Examines need and feasibility for systemic intervention to support and increase student engagement.	1. Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not consult with school personnel to support and /or increase student engagement. 2. Ineffectively demonstrates the practice/skill required
<b>III. Integrates relevant cultural issues and contexts that impact family–school partnerships.</b>	1. Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family–school.	1. Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not or ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.
<b>IV. Promotes a continuum of crisis intervention services</b>	1. Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	1. Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.	1. Practice is emerging but requires supervision, support and/or training to be independently effective.	1. Does not effectively demonstrate skills related to intervention services.
<b>V. Allocates and manages time, space, and resources</b>	1. Arranges physical resources to assure accessibility to all stakeholders.	1. Use of physical resources and space contribute to student success.	1. Use of physical space limits accessibility to parents and students.	1. Poor use of physical space and resources.
<b>VI. Models clear, acceptable communication skills</b>	1. Spoken and written language conforms to standard English and contains well-chosen vocabulary.	1. Spoken and written language conforms to standard English.	1. Spoken and written language is not always clear and understood.	1. Poor use of standard English.
<b>VII. Directions, procedures, and feedback are clear to all stakeholders</b>	1. Directions, procedures, and feedback are clear to all stakeholders.	1. Directions, procedures, and feedback are clear to most stakeholders.	1. Directions, procedures, and feedback are clarified to stakeholders after initial confusion	1. Directions and procedures are confusing.

### Dimension 3: Instructional Delivery & Facilitation for Non-Classroom Teachers

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
<b>I. Collaborates with school-based and/or district-level teams to develop and maintain a multi-tiered continuum of services to support the academic, social, emotional, and behavioral success and health of all students.</b>	<ol style="list-style-type: none"> <li>Facilitates the development of services at the school/ district level by planning and implementing interventions that address systemic issues/concerns.</li> <li>Facilitates and uses various technology for implementing interventions on regular basis.</li> </ol>	<ol style="list-style-type: none"> <li>Facilitates the development of services at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.</li> <li>Uses various technology for implementing interventions periodically.</li> </ol>	<ol style="list-style-type: none"> <li>Practice is emerging but requires supervision, support, and/or training to be independently effective.</li> <li>Uses various technology for interventions occasionally.</li> </ol>	<ol style="list-style-type: none"> <li>Does not contribute to the development and implementation of services at the school level ineffectively demonstrates the practice/skill required.</li> <li>Does not use various technology for interventions.</li> </ol>
<b>II. Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.</b>	<ol style="list-style-type: none"> <li>Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.</li> </ol>	<ol style="list-style-type: none"> <li>Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/behavioral, and health services.</li> </ol>	<ol style="list-style-type: none"> <li>Practice is emerging but requires supervision, support, and/or training to be independently effective.</li> </ol>	<ol style="list-style-type: none"> <li>Does not consult/collaborate</li> <li>Demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.</li> </ol>
<b>III. Implements evidence-based practices within a multi-tiered framework.</b>	<ol style="list-style-type: none"> <li>Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.</li> </ol>	<ol style="list-style-type: none"> <li>Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.</li> </ol>	<ol style="list-style-type: none"> <li>Practice is emerging but requires supervision, support, and/or training to be independently effective.</li> </ol>	<ol style="list-style-type: none"> <li>Does not incorporate.</li> <li>Ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.</li> </ol>
<b>IV. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.</b>	<ol style="list-style-type: none"> <li>Identifies the systemic barriers to learning and facilitates the development of broader support systems for stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.</li> </ol>	<ol style="list-style-type: none"> <li>Practice is emerging but requires supervision, support, and/or training to be independently effective.</li> </ol>	<ol style="list-style-type: none"> <li>Does not identify barriers to learning or connect students with resources that support positive outcomes/goals.</li> <li>Ineffectively demonstrates the practice/skill required.</li> </ol>
<b>V. Promotes student outcomes related to transitional needs.</b>	<ol style="list-style-type: none"> <li>Develops/plans district-level or school-level policies/interventions/supports that address student transitional needs.</li> </ol>	<ol style="list-style-type: none"> <li>Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of transitional needs.</li> </ol>	<ol style="list-style-type: none"> <li>Practice is emerging but requires supervision, support, and/or training to be independently effective.</li> </ol>	<ol style="list-style-type: none"> <li>Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.</li> </ol>



**Dimension 3: Instructional Delivery & Facilitation for Non-Classroom Teachers - *continued***

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
<b>VI. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.</b>	1. Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	1. Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.

## **Dimension 4: Assessment for Non-Classroom Teachers**

<b>Elements</b>	<b>Distinguished (12 Points)</b>	<b>Proficient (9 Points)</b>	<b>Developing (5 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>I. Collects and uses data to develop and implement interventions within a problem-solving framework.</b>	<ol style="list-style-type: none"> <li>1. Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice is emerging but requires supervision, support, and/or training to be effective independently.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not collect or use data to inform interventions within a problem-solving framework</li> <li>2. Ineffectively demonstrates the practice/skill required</li> </ol>
<b>II. Analyzes multiple sources of qualitative and quantitative data to inform decision making to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.</b>	<ol style="list-style-type: none"> <li>1. Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.</li> <li>2. Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.</li> <li>2. Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice is emerging but requires supervision, support, and/or training to be effective independently.</li> <li>2. Practice is emerging but requires supervision, support, and/or training to be effective independently.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not analyze, integrate, and interpret data from multiple source or use data to inform decisions</li> <li>2. Ineffectively demonstrates the practice/skill required</li> <li>3. Does not monitor student progress or evaluate the effectiveness of</li> <li>4. Academic and behavioral instruction/intervention</li> <li>5. Ineffectively demonstrates the practice skill required</li> </ol>
<b>III. Shares student performance data in a relevant and understandable way with students, parents, and administrators.</b>	<ol style="list-style-type: none"> <li>1. Provides feedback on student performance and for effective assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provides feedback on student performance and/or for effective assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice is emerging but requires supervision, support, and/or training to be effective independently.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not provide feedback on student performance and other assessment data</li> <li>2. Does not present data in a way that is understandable and relevant</li> <li>3. Ineffectively demonstrates the practice/skill required</li> </ol>

## Dimension 5: Professional Responsibilities & Ethical Practice for Non-Classroom Teachers

Elements	Distinguished (12 Points)	Proficient (9 Points)	Developing (5 Points)	Unsatisfactory (1 Point)
<b>I. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.</b>	1. Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	1. Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not develop a personal professional growth plan with goals related to performance evaluation outcomes 2. Shows ineffective effort in this practice/skill.
<b>II. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).</b>	1. Facilitates or actively contributes to professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	1. Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not participate in professional development opportunities 2. Demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
<b>III. Demonstrates effective recordkeeping and communication skills.</b>	1. Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	1. Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not or ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.
<b>IV. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards</b>	1. Demonstrates a clear understanding of professional practice standards and ethics. 2. Operationalizes standards in day-to-day practice as a model for professional community members.	1. Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena
<b>V. Reports to stakeholders about student performance and academic progress</b>	1. Consistently interprets and explains individual school or grade-level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an ongoing picture of student performance.	1. Interprets and explains district level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an accurate picture of student performance.	1. Limited information shared with stakeholders on student progress at the district or school level. 2. Does not provide an accurate picture of student performance in a timely manner.	1. Does not provide stakeholders with information about students' performance and academic progress.

## Resource Teachers, Coaches, and Peer Mentors

### Dimension 1: Instructional Design and Planning for Resource Teachers, Coaches, and Peer Mentors

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
<b>I. Sets instructional outcomes and aligns curriculum with state-adopted standards</b>	1. Instructional goals and/or program-related objectives are consistently clear, focus on stakeholder learning and achievement of standards and the end result is complete and coherent; directions, procedures, and content are appropriate for and clear to all students.	1. Session plans are aligned to the district adopted curriculum maps, district/state assessments, and/or program-related objectives.	1. Session plans are not consistently aligned to the district adopted curriculum maps, district/state assessments, and/or program related objectives.	1. Session plans, pacing guides, when available, do not align with the district adopted curriculum maps, district/state assessments, and/or program related objectives.
<b>II. Designs learning opportunities using student prior knowledge and diagnostic data to provide differentiated support</b>	1. Regularly accesses and systematically uses data at the item level to find strengths and challenges both for disaggregated groups and for individual schools and stakeholders.	1. Makes accurate use of student achievement data (school or district level) when making instructional or program-related decisions.	1. Accesses data to view school achievement and examines data but shows little application to make instructional decisions linked to analysis of data.	1. Relies on someone else to access student achievement data. 2. When data is accessed, it may not be used to make decisions. 3. Does not consider data to make changes in instruction.
<b>III. Designs ways to support learning and development of standards based instruction</b>	1. Empowers stakeholders to implement high quality performance tasks, questions, and/or assessments to accurately measure student learning of the lesson objective or unit goals and reflect the depth and rigor of the content standards.	1. Session is planned in detail around clearly defined objectives. Has knowledge of a variety of strategies, models, and/or assessments that build toward full understanding of the content standards or program objectives.	1. Session plans are based on activities or resources rather than focused on objectives. Standards or objective alignment is not a priority.	1. There is little evidence of monitored learning, standards/objective alignment, or use of appropriate instructional resources.
<b>IV. Supports stakeholders in understanding and demonstration of skills and competencies</b>	1. Create opportunities for stakeholders to demonstrate competencies in their field.	1. Session objectives are written in language that will enhance stakeholders' ability to understand what they are expected to know and be able to do by the end of each session.	1. Although stakeholders are aware of the stated objectives, explanation is needed for the stakeholders to make connections between the objectives and the session tasks.	1. Session objectives are not known to stakeholders, leaving them wondering what they are expected to know and be able to do.

## **Dimension 2: Learning Environment for Resource Teachers, Coaches, and Peer Mentors**

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

<b>Elements</b>	<b>Distinguished (13 Points)</b>	<b>Proficient (10 Points)</b>	<b>Developing (6 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>I. Creates and maintains a safe and organized learning environment</b>	<ol style="list-style-type: none"> <li>Empowers and supports stakeholders in assuming responsibility for regulations and established procedures to ensure safety.</li> <li>Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning.</li> </ol>	<ol style="list-style-type: none"> <li>Implements and routinely reinforces regulations and established procedures to ensure stakeholder safety needs are consistently met.</li> </ol>	<ol style="list-style-type: none"> <li>Does not consistently reinforce regulations and/or is not clear about established procedures in emergency situations.</li> </ol>	<ol style="list-style-type: none"> <li>Is non-compliant and/or negligent with regard to policies and procedures required by the district and/or department.</li> </ol>
<b>II. Promotes a flexible, inclusive, collaborative, and student-centered learning environment</b>	<ol style="list-style-type: none"> <li>Fosters and creates, through collaboration among stakeholders, a stimulating and inclusive learning environment; maximizes potential for equal learning opportunities for every individual.</li> <li>Creates an environment where stakeholders assume responsibility and hold themselves accountable for their learning.</li> </ol>	<ol style="list-style-type: none"> <li>Fosters a stimulating and inclusive learning environment.</li> <li>Teacher assumes responsibility for stakeholder learning and participation.</li> </ol>	<ol style="list-style-type: none"> <li>Does not recognize situations in which differentiation is necessary to support stakeholders.</li> <li>Stakeholders are often confused about expectations during group or independent work activities.</li> </ol>	<ol style="list-style-type: none"> <li>Fails to use procedures for independent and/or cooperative group work.</li> <li>Shows little or no effort to provide support to the varied range of learners in a particular session.</li> </ol>
<b>III. Allocates and manages time, space, and resources</b>	<ol style="list-style-type: none"> <li>Supports implementation of or arranges physical resources proactively to assure accessibility to all stakeholders, taking into account individual needs.</li> <li>Learning experiences, activities and physical spaces are highly organized and efficiently facilitated by all stakeholders who each assume responsibility for maximizing time for learning.</li> </ol>	<ol style="list-style-type: none"> <li>Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that stakeholders have adequate time for learning.</li> </ol>	<ol style="list-style-type: none"> <li>Failure to utilize and maintain facilities/equipment results in loss of learning opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>Poor use of physical resources and space is evident and/or learning is not accessible to some stakeholders, resulting in poor morale and inefficiency.</li> </ol>

## **Dimension 2: Learning Environment for Resource Teachers, Coaches, and Peer Mentors**

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

### **Creates a Positive Environment of Respect and Rapport**

<b>Elements</b>	<b>Distinguished (13 Points)</b>	<b>Proficient (10 Points)</b>	<b>Developing (6 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>IV. Manages student conduct</b>	<ol style="list-style-type: none"> <li>1. Stakeholders contribute to ground rules and standards of conduct upheld by all members of the session.</li> <li>2. The focus of management is to maximize learning time and show a respect for the rights of others to learn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Standards for stakeholder conduct are established and monitored by the teacher leader.</li> <li>2. Teacher is alert to stakeholder behavior at all times and redirects when stakeholder actions take away from the learning environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher is generally aware but makes little attempt to redirect off-task stakeholders.</li> <li>2. Management techniques do not consistently reinforce the responsibility of the stakeholders to be positive participants.</li> </ol>	<ol style="list-style-type: none"> <li>1. Response to stakeholder behavior is inconsistent or negative and counterproductive.</li> </ol>
<b>V. Creates a Positive Environment of Respect and Rapport</b>	<ol style="list-style-type: none"> <li>1. Interactions with stakeholders reflect genuine respect and caring for individuals as well as session groups.</li> <li>2. Stakeholders are encouraged to demonstrate respect and caring for one another in the instructional setting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactions with stakeholders are friendly and demonstrate general respect and caring.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactions with stakeholders are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for stakeholders' cultures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interaction with at least some stakeholders is negative, demeaning, sarcastic, or inappropriate.</li> <li>2. Stakeholders exhibit disrespect for the teacher leader.</li> <li>3. Stakeholder interactions are characterized by conflict, sarcasm, or put-downs.</li> </ol>
<b>VI. Models and teaches clear, acceptable communication skills</b>	<ol style="list-style-type: none"> <li>1. Directions, procedures, and feedback are clear to stakeholders and possible misunderstandings are anticipated.</li> <li>2. Spoken and written language conforms to standard English and contains well-chosen vocabulary.</li> <li>3. Teacher seeks opportunities to extend stakeholder vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Directions, procedures, and feedback are clear to stakeholders.</li> <li>2. Teacher's spoken and written language conforms to standard English.</li> <li>3. Teacher/student interactions serve as a model of respectful rapport.</li> </ol>	<ol style="list-style-type: none"> <li>1. Directions, procedures, and feedback are clarified to stakeholders after initial stakeholder confusion.</li> <li>2. Teacher's spoken language is audible and when written, is legible.</li> <li>3. Teacher/student interactions are cordial, but may not transfer to positive relations between stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>1. Directions, procedures, and feedback are confusing to stakeholders.</li> <li>2. Teacher's spoken language is inaudible to some stakeholders.</li> <li>3. Writing is illegible or contains errors in grammar or syntax.</li> <li>4. Teacher/stakeholder interactions reflect a lack of rapport.</li> </ol>
<b>VII. Maintains a climate of inquiry</b>	<ol style="list-style-type: none"> <li>1. Facilitates a culture of professional inquiry that promotes stakeholder leadership in learning and in applying a variety of problem solving, inquiry-based strategies.</li> <li>2. Engages stakeholders in problem solving inquiry-based activities through the use of high level questioning techniques, discovery learning, shared inquiry/Socratic discussions.</li> <li>3. Problem solving culminates in stakeholder generated real-world applications.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engages stakeholders in problem solving inquiry-based activities through the use of high level questioning.</li> <li>2. Stakeholders' interactions and responses indicate individual understanding of content and/or concepts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Includes some problem solving and inquiry-based activities.</li> <li>2. Some stakeholders are not involved or adequately prepared, do not understand or are not engaged in the processes.</li> <li>3. A limited number of effective inquiry-based strategies are used.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruction does not regularly include problem solving or inquiry-based activities.</li> <li>2. Stakeholders are not involved and no effort is evident</li> </ol>

### **Dimension 3: Instructional Delivery & Facilitation for Resource Teachers, Coaches, and Peer Mentors**

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

<b>Elements</b>	<b>Distinguished (13 Points)</b>	<b>Proficient (10 Points)</b>	<b>Developing (6 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>I. Utilizes knowledge of the subject to enrich stakeholders' understanding, identifies gaps in learning, modifies instruction to respond to misconceptions</b>	<ol style="list-style-type: none"> <li>1. Instruction and support is based on rich content knowledge that is accurate, current and consistent with sound practices of the discipline.</li> <li>2. Uses a variety of checks for understanding to identify learning gaps and adjust instruction.</li> <li>3. Anticipates problems and uses multiple intervention strategies to assist stakeholder understanding and performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruction is based on content knowledge that is accurate and current.</li> <li>2. Recognizes problems and makes adjustments during the session in response to stakeholder understanding and performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruction is based on a general understanding of content knowledge that is accurate but fails to reflect the most current knowledge of the discipline.</li> <li>2. Does not check for understanding or recognize gaps in learning during the session.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruction references inaccurate, outdated content knowledge.</li> <li>2. Does not use checks for understanding during the session.</li> </ol>
<b>II. Employs higher order questions</b>	<ol style="list-style-type: none"> <li>1. Strategic questioning requires stakeholders to think critically, problem solve, and defend or justify their answers.</li> <li>2. Much of the questioning involves analysis and synthesis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Questioning strategies invite quality responses.</li> <li>2. Provide the correct answers and stakeholders are not given the opportunity to think things through.</li> </ol>	<ol style="list-style-type: none"> <li>1. Questioning is knowledge level and is solely teacher-driven.</li> </ol>
<b>III. Applies varied instructional strategies and resources</b>	<ol style="list-style-type: none"> <li>1. Uses multiple resources and an extensive repertoire of instructional strategies that engage and challenge all stakeholders and support desired outcomes.</li> <li>2. Model and support use of technology to create new products and develop new knowledge and/or skill.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses multiple instructional strategies to maintain focus, engage stakeholders and support desired outcomes for all.</li> </ol>	<ol style="list-style-type: none"> <li>1. Makes use of a limited number of instructional strategies to support stakeholder understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Session time is often filled with activities that merely consume time and do not contribute to desired outcomes.</li> </ol>
<b>IV. Models and supports engaging, challenging, and relevant lessons</b>	<ol style="list-style-type: none"> <li>1. High levels of rigor and relevance challenge stakeholders to be intellectually engaged throughout.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sessions are designed to provide stakeholders with rigorous content that is intellectually engaging.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sessions spend the majority of the time on knowledge level tasks that may require only some intellectual engagement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sessions are focused on irrelevant tasks with low intellectual engagement.</li> </ol>

**Dimension 3: Instructional Delivery & Facilitation for Resource Teachers, Coaches, and Peer Mentors – *continued***

<p><b>V. Differentiates Instruction</b></p>	<p>1. Differentiates instruction efficiently and appropriately product to address the unique learning differences of stakeholders. 2. Support stakeholders in the development of units of instruction that contains evidence (observed or documented) that the stakeholder has reviewed information such as student inventories, interest surveys, or performance data to provide varied opportunities for students to process information, develop differing products, or acquire new content.</p>	<p>1. Provides evidence of incorporating various differentiated instructional strategies (e.g. grouping by interest, multiple intelligences) or opportunities to meet the needs of stakeholders with varying experience levels and learning styles.</p>	<p>1. Provides little evidence of incorporating differentiated instruction.</p>	<p>1. Does not differentiate opportunities for stakeholders.</p>
<p><b>VI. Provides immediate and specific feedback to stakeholders</b></p>	<p>1. Provides timely, specific, and consistent feedback during guided practice, discussion or major activities.</p>	<p>1. Provides timely and consistent feedback.</p>	<p>1. Feedback does not provide specific information for stakeholders to make error corrections or is not timely enough to improve performance.</p>	<p>1. Provides inadequate or no feedback: feedback provided is not provided in a timely manner.</p>



## **Dimension 4: Assessment for Resource Teachers, Coaches, and Peer Mentors**

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

<b>Elements</b>	<b>Distinguished (12 Points)</b>	<b>Proficient (9 Points)</b>	<b>Developing (5 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>I. Analyzes and applies data from multiple measures to identify learning needs, inform instruction, and monitor progress</b>	<ol style="list-style-type: none"> <li>Consciously plans and uses data results from multiple formative and summative assessments to make decisions regarding <ul style="list-style-type: none"> <li>Professional development needs</li> <li>Student achievement trends in similar schools or feeder patterns</li> <li>Progress in relation to learning standards</li> </ul> </li> <li>Seeks opportunities to evaluate assessment data on overall district or school data and by subgroups.</li> <li>Progress monitoring data is regularly used to provide specific feedback to individual schools or appropriate stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>Uses data results from multiple formative and summative assessments strategically to set and adjust professional development goals based on district needs.</li> <li>Gathers data from various sources and uses data to design sessions for targeted schools or groups of stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>Gathers data results from formative and summative assessments, but does not rely on data when determining district needs.</li> <li>Use of formative assessment data is rudimentary, assessing some instructional outcomes.</li> </ol>	<ol style="list-style-type: none"> <li>Does not incorporate assessment data to target stakeholder participant group, in session development, or in differentiation of assessments/outcomes.</li> </ol>
<b>II. Modifies assessments to accommodate diversity</b>	<ol style="list-style-type: none"> <li>Models and supports the creation of differentiated assessments by content, process and/or product to address the unique learning differences of stakeholders that have a wide range of learning styles and/or experiences.</li> </ol>	<ol style="list-style-type: none"> <li>Incorporates appropriate in-process and follow-up assessment/evidence that acknowledge the unique learning differences of stakeholders that have a wide range of learning styles and abilities.</li> </ol>	<ol style="list-style-type: none"> <li>Little evidence is provided that assessments/opportunities for evidence of desired outcomes are differentiated to meet the needs of stakeholders' learning styles or abilities.</li> </ol>	<ol style="list-style-type: none"> <li>Assessments are "one size fits all."</li> </ol>
<b>III. Communicates assessment data to stakeholders</b>	<ol style="list-style-type: none"> <li>Responds promptly to requests for data from district or school leaders.</li> <li>Teacher is proactive in creating and maintaining frequent and effective two-way communication with stakeholders.</li> <li>Seeks opportunities to assist schools in making decisions based on assessment data.</li> <li>Uses technology to organize, monitor, and communicate learning and assessment information to appropriate stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>Creates and maintains effective communication with all stakeholders regarding assessment data.</li> <li>Teacher has designed a system for documenting and reporting stakeholder learning and credit. This is communicated to schools and stakeholders in a timely manner via available systems.</li> <li>Leads conferences or sessions with school groups to share assessment data with stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>Communicates assessment data to schools or stakeholders at the end of the school year.</li> <li>Teacher does not consistently communicate learning credits with individual stakeholders or schools in a timely fashion.</li> <li>Discusses data-based decisions only when required.</li> </ol>	<ol style="list-style-type: none"> <li>Has little or no communication with stakeholders regarding assessment data.</li> <li>Stakeholders and schools do not know the value of learning credits until they appear on official transcripts.</li> <li>Does not use assessment data in making decisions.</li> </ol>

## **Dimension 5: Professional Responsibilities & Ethical Conduct for Resource Teachers, Coaches, and Peer Mentors**

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

<b>Elements</b>	<b>Distinguished (12 Points)</b>	<b>Proficient (9 Points)</b>	<b>Developing (5 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>I. Demonstrates punctuality, attendance, and timely completion of records and reports</b>	<ol style="list-style-type: none"> <li>1. Complies fully with all district or department rules, policies and procedures regarding punctuality and attendance.</li> <li>2. Has developed a system for maintaining information on programs, reports and other data which is efficient, current and useful.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complies with district or department rules, policies and procedures.</li> <li>2. The system for maintaining information on programs, reports and other data is effective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inconsistently complies with district or department rules, policies and procedures.</li> <li>2. The system for maintaining programs, reports and other data is rudimentary and only partially effective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not comply with district or department rules, policies and procedures.</li> <li>2. There is no system of record keeping; records or other data or the system are in disarray.</li> </ol>
<b>II. Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics</b>	<ol style="list-style-type: none"> <li>1. The teacher complies with district and department policies, rules, procedures and the Code of Ethics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complies fully with district and department policies, rules, procedures and the Code of Ethics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inconsistently complies with district and department policies, rules, procedures and/or the Code of Ethics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Does not comply with district and department policies, rules, procedures and/or the Code of Ethics.</li> </ol>
<b>III. Demonstrates professionalism</b>	<ol style="list-style-type: none"> <li>1. Displays conduct based on the highest professional standards.</li> <li>2. Acts honestly and with integrity when dealing with stakeholders.</li> <li>3. Demonstrates a pattern of participation in district initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Deals with students, parents and/or colleagues with honesty and integrity.</li> <li>2. Participates in and implements district initiatives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses poor judgment when dealing with students, parents and/or colleagues.</li> </ol>	<ol style="list-style-type: none"> <li>1. Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.</li> </ol>

## **Dimension 5: Professional Responsibilities & Ethical Conduct for Resource Teachers, Coaches, and Peer Mentors - *continued***

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

<b>Elements</b>	<b>Distinguished (12 Points)</b>	<b>Proficient (9 Points)</b>	<b>Developing (5 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>IV. Initiates professional communication with appropriate stakeholders</b>	<ol style="list-style-type: none"> <li>Promotes a two-way partnership between district and community.</li> <li>Maintains regular communication between stakeholders regarding the instructional programs and the progress of individual schools.</li> <li>Efforts to connect stakeholders to the instructional program are frequent and successful.</li> <li>These may include, but are not limited to, newsletters, student events, Board updates, information sessions, websites, electronic communication, and phone calls.</li> </ol>	<ol style="list-style-type: none"> <li>Provides regular information about the instructional program.</li> <li>Is available as needed to respond to stakeholder concerns.</li> <li>Efforts to connect district and community stakeholders are successful.</li> </ol>	<ol style="list-style-type: none"> <li>Participates in district's activities for stakeholder communication but offers limited information regarding the instructional program.</li> <li>Stakeholders' concerns are only partially addressed with little or no follow up.</li> <li>Makes minimal attempts to connect stakeholders to the instructional program.</li> </ol>	<ol style="list-style-type: none"> <li>Provides little or no information about the instructional program.</li> <li>Does not respond or responds inappropriately to stakeholder concerns.</li> <li>Makes no attempt to connect stakeholders to the instructional program.</li> </ol>
<b>V. Establishes a relationship of mutual trust and respect with stakeholders</b>	<ol style="list-style-type: none"> <li>Consistently considers background and culture when working with stakeholders.</li> <li>Demonstrates sensitivity, respect, and understanding of diverse community to build positive relationships with all stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrates sensitivity, respect, and understanding of diverse community to build a positive relationship.</li> </ol>	<ol style="list-style-type: none"> <li>Does not establish a relationship of trust and mutual respect with stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>Does not maintain a community-friendly learning environment.</li> <li>Does not consistently reach out to invite stakeholders to collaborate and participate in learning.</li> </ol>

## Student Services Professionals

### Dimension 1: Instructional Design and Planning for Student Services Professionals

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Distinguished (13 Points)	Proficient (10 Points)	Developing (6 Points)	Unsatisfactory (1 Point)
<b>I. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.</b>	Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required.
<b>II. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.</b>	Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
<b>III. Applies evidence-based research and best practices to improve instruction/interventions.</b>	Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
<b>IV. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.</b>	Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).

## **Dimension 2: Learning Environment for Student Services Professionals**

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

<b>Elements</b>	<b>Distinguished (13 Points)</b>	<b>Proficient (10 Points)</b>	<b>Developing (6 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>I. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.</b>	Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
<b>II. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).</b>	Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.
<b>III. Promotes safe school environments.</b>	Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.

## **Dimension 2: Learning Environment for Student Services Professionals**

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

### **Creates a Positive Environment of Respect and Rapport**

<b>Elements</b>	<b>Distinguished (13 Points)</b>	<b>Proficient (10 Points)</b>	<b>Developing (6 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>IV. Integrates relevant cultural issues and contexts that impact family–school partnerships.</b>	Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family–school partnerships.	Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.
<b>V. Provides a continuum of crisis intervention services.</b>	Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.
<b>VI. Develops a collaborative partnership with parents and community to promote student success.</b>	Fosters a welcoming environment for parents and others to discuss challenges and barriers that prevent student success.	Works with parents and others to receive valued input for plan development.	Practice is emerging but requires assistance to become effective independently.	Does not OR ineffectively engages with parents and community to promote student success.
<b>VII. Provides targeted training and assistance to schools to encourage positive socio/emotional/behavioral student success.</b>	Demonstrates expertise and provides training specific to building positive relationships and rapport with students.	Delivers targeted training to create positive socio/emotional/behavioral school environments.	Practice is emerging but requires assistance to become effective independently.	Does not OR ineffectively trains/assists schools in promoting positive socio/emotional settings for students.

### **Dimension 3: Instructional Delivery & Facilitation for Student Services Professionals**

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

<b>Elements</b>	<b>Distinguished (13 Points)</b>	<b>Proficient (10 Points)</b>	<b>Developing (6 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>I. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.</b>	Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group or school needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
<b>II. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.</b>	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
<b>III. Implements evidence-based practices within a multi-tiered framework.</b>	Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.
<b>IV. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.</b>	Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrated the practice/skill required.

**Dimension 3: Instructional Delivery & Facilitation for Student Services Professionals – *continued***

<p><b>V. Promotes student outcomes related to career and college readiness.</b></p>	<p>Develops/plans district-level or school-level policies/interventions/ supports that address student postsecondary goal attainment.</p>	<p>Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals.</p>	<p>Practice is emerging but requires supervision, support, and/or training to be independently effective.</p>	<p>Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.</p>
<p><b>VI. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.</b></p>	<p>Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.</p>	<p>Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.</p>	<p>Practice is emerging but requires supervision, support, and/or training to be independently effective.</p>	<p>Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.</p>



## **Dimension 4: Assessment for Student Services Professionals**

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

<b>Elements</b>	<b>Distinguished (12 Points)</b>	<b>Proficient (9 Points)</b>	<b>Developing (5 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>I. Collects, uses and analyzes multiple sources of qualitative and quantitative data to implement interventions and inform decision making within a problem-solving framework.</b>	Trains and mentors others to use and/or facilitate the collection of school and district data relevant to informing problem identification, problem analysis, and intervention design at the systems level. This data is analyzed, integrated and interpreted at the school or district level to inform decision making	Uses available school and/or district data and collects additional student data (e.g. screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design. This data is analyzed, integrated and interpreted at the individual and group level, and uses data to inform decisions	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect, analyze or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
<b>II. Uses data to monitor progress (academic, social/emotional/behavioral) to evaluate the effectiveness of services on student achievement.</b>	Trains and mentors others to use school and district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect, analyze or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
<b>III. Shares student performance data, progress and evaluation results in a relevant and understandable way with students, parents, and administrators.</b>	Trains and mentors others to provide feedback on student performance and other assessment data to stakeholders in a manner that is understandable, caring, and relevant to stakeholder interest/needs.	Delivers student performance data, progress, and evaluation results in a relevant and understandable way with students, parents, and administrators.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect, analyze or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.

## **Dimension 5: Professional Responsibilities & Ethical Conduct for Student Services Professionals**

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

<b>Elements</b>	<b>Distinguished (12 Points)</b>	<b>Proficient (9 Points)</b>	<b>Developing (5 Points)</b>	<b>Unsatisfactory (1 Point)</b>
<b>I. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.</b>	Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is developing but requires supervision, support, and/or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.
<b>II. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).</b>	Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Practice is developing but requires supervision, support, and/or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
<b>III. Implements knowledge and skills learned in professional development activities.</b>	Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is developing but requires supervision, support, and/or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
<b>IV. Demonstrates effective recordkeeping and communication skills.</b>	Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is developing but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.
<b>V. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.</b>	Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is developing but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.

### 3. Other Indicators of Performance

**Directions:**

**The district shall provide:**

1. The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
2. The percentage of the final evaluation that is based upon the additional indicators; and
3. The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Development Plan
- Other indicators, as selected by the district

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**The district shall provide:**

1. The additional performance indicators, if the district chooses to include such additional indicators pursuant to s.1012.34(3)(a)4., F.S.
2. The percentage of the final evaluation that is based upon the additional indicators
3. The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.]

Performance indicators include these additional indicators pursuant to s.1012.34(3)(a)4: Collaboration and Mutual Accountability.

Collaborative and Mutual Accountability is worth (4 points) which comprises 4% of the overall evaluation.

The scoring method for the Teacher Evaluation is as follows:

**5 Domains – Formative Evaluation Observation Component**

|                                                                   |           |
|-------------------------------------------------------------------|-----------|
| Domain 1 Instructional Design & Lesson Planning                   | 13 points |
| Domain 2 Learning Environment                                     | 13 points |
| Domain 3 Instructional Delivery & Facilitation                    | 13 points |
| Domain 4 Assessment                                               | 12 points |
| Domain 5 Professional Responsibility & Ethical Conduct            | 12 points |
| <i>(Only evaluator points are attributed to this total)</i> TOTAL | 63 points |

## Continuous Professional Improvement Component

|                                         |              |                   |
|-----------------------------------------|--------------|-------------------|
| Collaboration and Mutual Accountability |              | 4 points          |
|                                         | <b>TOTAL</b> | <b>4 points</b>   |
| <b>FORMATIVE EVALUATION</b>             | <b>TOTAL</b> | <b>67 POINTS</b>  |
| <b>STUDENT PERFORMANCE</b>              | <b>TOTAL</b> | <b>33 POINTS</b>  |
| <b>OVERALL</b>                          | <b>TOTAL</b> | <b>100 POINTS</b> |

The ratings on the indicators aggregate to a score on the five (5) Domains (Professional Practices) on points assigned to each rating for Dimensions 1 – 3: (HE = 13 points; E = 10 points; D/NI = 6 points; U = 1 point), Dimensions 4 and 5: (HE = 12 points; E = 9 points; D/NI = 5 points; U = 1 point).

The ratings on the Continuous Professional Improvement Components indicators aggregate to a score on the 4 points assigned to each rating (Collaboration & Mutual Accountability 4 points).

The ratings on the Student Performance (VAM) aggregate to a score total of 33 points.

Adding all three components using point values assigned will determine the teacher's evaluation score out of 100.

# Instructional Personnel Performance Assessment System: The Process 2019-2020

## 1. Formal Observations:

- a. Formative in nature
- b. Minimum of 2 for teachers with less than a year of experience with BPS; 1 for teachers who have completed 1 or more years of experience in Brevard Public Schools
- c. Time frame for the observation provided to the teacher
- d. Preconference required, documentation of dialogue occurs in the meeting
- e. Full lesson segment (minimum of 20 minutes)
- f. Post conference with scored feedback on elements observed required within 10 school days
- g. Scored feedback serves as evidence for midterm, interim and/or formal evaluation of professional practice

## 2. Informal Observations:

- a. Formative in nature
- b. Minimum of 1 for all teachers by administrator
- c. Scored feedback on element(s) observed provided within 5 school days, electronically or face-to-face
- d. Scored feedback serves as evidence for midterm, interim and/or formal evaluation of professional practice
- e. Additional 1 required for teachers with less than a year of experience with BPS, by peer or administrator, with written feedback

## 3. Midterm Evaluation of Professional Practice:

- a. Formative in nature
- b. 1 required during first semester for teachers with less than a year of experience with BPS
- c. Includes teacher's self-reflection
- d. Includes at least one formal observation (see steps in # 1)
- e. Requires evaluation of all 5 IPPAS dimensions

## 4. Interim Evaluation of Professional Practice:

- a. Completed for any teacher with whom an administrator has a performance concern
- b. Includes teacher's self-reflection
- c. Includes at least one formal observation (see steps in #1)
- d. Requires evaluation of all 5 IPPAS dimensions
- e. PDAP's will be developed with the teacher, implemented by the teacher and the administrator, and monitored by the administrator for each dimension if dimensions 1 - 3 are scored at 6.5 or below or, dimensions 4 and 5 are scored at 6.0 or below
- f. Administrators will identify no more than 2 dimensions at a time for focused effort during a 2-4 week improvement cycle
- g. PDAP's may be continued or added at the conclusion of the improvement cycle if additional growth is needed

## 5. Annual Evaluation of Professional Practice (63 points):

- a. Summative in nature, mastery-based
- b. Required annually for all teachers in the spring
- c. Includes teacher's self-reflection
- d. Requires evaluation of all 5 IPPAS dimensions
- e. Evidence will not be required for indicators or dimensions on which the administrator's score and the teacher's self-reflection score are equivalent or on indicators or dimensions that have been previously documented through the observation process
- f. All evidence remains at the school

## 6. Summative Part 1:

- a. 67 points
- b. Includes Annual Evaluation of Professional Practice (63 points) and Collaborative/Mutual Accountability Score (4 points)
- c. Original is signed in the spring of the current school year by teacher and administrator and submitted to the District

## 7. Summative Part 2:

- a. Totals 100 points
- b. Includes Summative Part 1 (2/3) and Student Achievement Scores (1/3)
- c. Original is signed in the fall of the next school year by teacher & administrator and submitted to the District

**Administrators may conduct additional formal or informal observations. If evidence will be used in formal evaluations, teachers must be provided written feedback in accordance with the contract.**

**Administrators may conduct classroom walk-throughs or instructional rounds with other administrators or teachers for data collection and inter-rater reliability. These events are NOT evidence for a teacher's evaluation. Prior notice to the teacher of a walk-through is not required.**

### **Additional Required Steps in the Process:**

## 8. Collaboration & Mutual Accountability Teams

- Teams may be comprised of teachers choosing to work together from inside or outside the school
- Teams must include a minimum of 3 teachers per team
- Teachers who choose to work with teachers from outside the school will have to make arrangements with their administrator for scheduled collaborative time that does not take away from other instructional responsibilities
- Collaboration may be face-to-face, or via an electronic medium, or a combination, but should be regular and ongoing
- Teams have two purposes: 1) working together to improve each other's instructional practice, and 2) working with at-risk students to improve their achievement and close the achievement gap
- Teams will be established in collaboration with the supervising administrator at the beginning of the school year or within one week of the DOH.
  - New teachers will be assigned to a CMA team by an administrator no later than one week after DOH.
  - Team and self-scoring to be completed by March 2020

**Short-term Evaluation:**

- For teachers who work less than 99 days.
- For teachers retiring or going out on long-term leave with less than a semester of service
- For short-term contract teachers
- Teachers who receive a short-term evaluation will not be eligible for performance pay for the current school year

**The Percentage of the Final Evaluation Based on Additional Indicators**

| Additional Indicators                          | Score %           | Scoring Method             | Calculation                                                                                                                                                                                                     |
|------------------------------------------------|-------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Collaboration and Mutual Accountability</b> | <b>4 pts = 4%</b> | <b>See attached rubric</b> | <b><u>Collaboration</u></b> – Collaborative team members will self-assess and score each other using the Collaborative & Mutual Accountability rubrics. Team scores will be averaged for a total of (4) points. |



## Collaboration and Mutual Accountability

| 4 points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3 points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2 points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 point                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 0 points                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Teacher seeks from and provides colleagues with input regarding specific instructional strategies and practices.</li> <li>2. The teacher interacts with colleagues in a positive manner to promote student learning and school-wide success through team efforts, vertical and/or horizontal articulation and common assessments.</li> <li>3. The teacher is aware of the school's primary initiatives and consistently participates in them in accordance with his/her talents and abilities.</li> <li>4. The teacher's actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning and dedication to the mission of teaching and learning.</li> </ol> | <ol style="list-style-type: none"> <li>1. Teacher seeks from and/or provides colleagues with input regarding specific instructional strategies and practices.</li> <li>2. The teacher interacts with colleagues in a positive manner to promote student learning and school-wide success to include at least two of the following: vertical and/or horizontal articulation, team efforts or common assessments.</li> <li>3. The teacher is aware of the school's primary initiatives and participates in them on a regular basis.</li> <li>4. The teacher's actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning and dedication to the mission of teaching and learning.</li> </ol> | <ol style="list-style-type: none"> <li>1. Teacher occasionally seeks from and/or provides colleagues with input regarding specific instructional strategies and practices.</li> <li>2. The teacher works effectively with colleagues to promote student learning and school when asked to do so.</li> <li>3. The teacher is aware of the school's primary initiatives and will participate in them when asked to do so.</li> <li>4. The teacher's actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning and dedication to the mission of teaching and learning.</li> </ol> | <ol style="list-style-type: none"> <li>1. Teacher will seek from and/or provide colleagues with input regarding specific instructional strategies and practices when asked to do so.</li> <li>2. Teacher does not consistently interact with colleagues in a positive manner to promote student learning and school-wide success.</li> <li>3. While teacher may be aware of the school's primary initiatives, he/she participates in them sporadically and reluctantly.</li> </ol> | <ol style="list-style-type: none"> <li>1. Little or no evidence that the teacher seeks from and/or provides colleagues with input regarding specific instructional strategies and practices when asked to do so.</li> <li>2. Teacher is disengaged and/or exhibits destructive negativism.</li> </ol> |

#### **4. Summative Evaluation Score**

**Directions:**

**The district shall provide:**

1. The summative evaluation form(s); and
2. The scoring method, including how it is calculated and combined; and
3. The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].

**See next page for information:**

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## 5. Additional Requirements

### **Directions:**

#### **The district shall provide:**

1. Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
2. Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
3. Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
4. Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
5. Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
6. Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
7. Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
8. Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].
9. Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].
10. Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
11. Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].
12. Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

#### **The district shall provide:**

1. Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]

To ensure that the IPPAS calculation is as accurate as possible for each teacher, Section 1012.34(1)(a), Florida Statute requires the State Board of Education to establish a process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes relating to the identity of students for whom the individual is responsible.

All instructional staff will use the FDOE online tool to verify the information, make changes, and submit to the district contacts their roster verification. Teachers will be able to verify that the students were on their roster (enrolled) during Survey (2) and (3), add students that may be missing from the roster, as well as delete students that should not be included based on Survey (2) and (3) enrollment. The principal or a delegated representative will verify and enter teacher roster changes through this online roster verification tool for submission to the Florida Department of Education.

Each school principal or their designee will need to distribute, collect, verify, and record additions or deletions for their school for a final review by the district who will ultimately submit these additions/deletions to the state in preparation for the IPPAS calculations.

**The district shall provide:**

2. Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.]

Observations and evaluation of a teacher's performance for the purpose of formal evaluation will be conducted either singularly or in combination by a school administrator(s), district level administrator(s), or other qualified person(s), who may be specifically requested by the school board to assist in observations and evaluations. All formal evaluations will be conducted by the teacher's supervisor. However, feedback from observations conducted by district level administrators or peer mentor teachers will be provided to the teacher for constructive purposes. All formal evaluations will be conducted with the knowledge of the teacher. If an evaluator is used who is not regularly assigned to work in the same school as the teacher being evaluated, the evaluator will be identified to the teacher prior to such evaluation.

**The district shall provide:**

3. Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.]

All teachers will be apprised of the formal evaluation procedures during preplanning. A teacher who is employed after the preplanning period will be similarly apprised prior to the implementation of such procedures relative to the evaluation. The appraisal will include an overview of the appraisal system, description of summative I and II evaluation and forms, description of the five dimensions and scoring rubrics, description of the collaboration and mutual accountability and forms and the scoring method and calculation system. Administrators who evaluate teachers must attend the annual Evaluation Procedures: Initial Observation Certification for IPPAS training in order to evaluate instructional personnel.

**The district shall provide:**

4. Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.]

Feedback from formal evaluations will be discussed within ten workdays following an observation of the teacher. The purpose for such discussion will be for the evaluator and teacher to examine the teacher's strengths and weaknesses and possible assistance to be given and means for improvement of those strengths and weaknesses. The teacher will be provided a signed copy, or electronic copy, of the formal evaluation within twenty-four hours of the discussion.

**The district shall provide:**

- 5. Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.]

District and school evaluative data is collected and discussed at the macro (district) and micro (school/department) levels to support professional development as trends emerge. District and school resources are employed to meet the needs at all levels to support teachers in a continuous improvement cycle to demonstrate attainment of knowledge and skills as verified by school and district leaders.

**The district shall provide:**

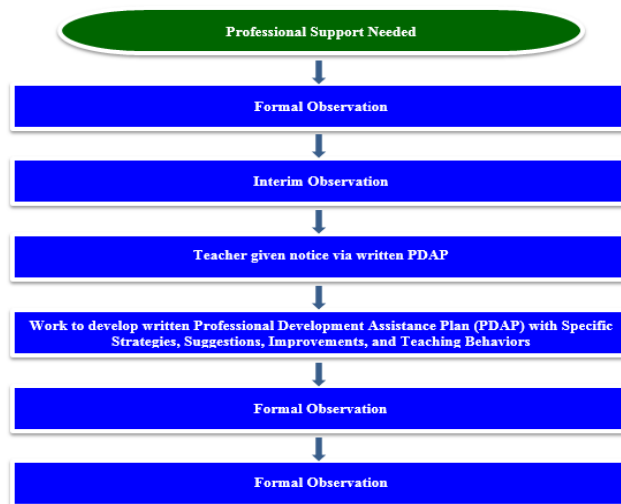
- 6. Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.]

**Less Than Proficient Performance Ratings**

If from the formative observations, it is believed that an instructional employee’s performance in any of the performance areas falls in either the unsatisfactory or needs professional support category, the following procedures will be utilized:

- A. Written notice in the form of a formal observation that the performance within the specified area is below an effective level,
- B. The required employee conference will focus on recommendations for improvement with respect to the deficient areas,
- C. A written Professional Development Assistance Plan (PDAP) will be developed with the employee to correct said deficiencies; and
- D. A specific and reasonably prescribed period of time will be given to correct said deficiencies.

If the employee receives a rating of professional support needed or unsatisfactory in any of the performance areas, the written material identified in A through D above must be written and recorded on a Professional Development Assistance Plan form. Both the formative and summative forms and attachment(s) shall contain the teacher’s signature and date received.



## **Teacher with Unsatisfactory Ratings**

These teachers are NOT progressing toward meeting the Florida Educator Accomplished Practices (FEAP) as expected; more conferences should be conducted to provide additional opportunities for feedback and improvement. These teachers must participate in bi-monthly observations by an administrator and will be placed on a Professional Development Assistance Plan (PDAP). These additional observations will help support the decision-making process about renewal of the teacher's contract for the next year.

The supervisor is ultimately responsible for the observation process. However, supervisors are encouraged to have the employee participate in the observation and conferencing process with different employees/supervisors. This allows employees and supervisors to gain insight from others with different experience and expertise. Any employee asked to conduct observations shall have received training in how to observe and conference. Communication must occur between all observers so that employees do not get conflicting messages and the focus on their growth is consistent. The supervisor should always be aware of the outcome of the conferences.

**The district shall provide:**

7. Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.]

All instructional personnel will be evaluated at least once a year. Teachers will have no less than one consecutive twenty-minute administrative observation as part of a formal annual evaluation and no longer than the period of time that the particular class or activity is in session. The feedback will be reduced to writing. Any other observations of the teacher's performance by administration in the evaluation of the teacher's performance will be in writing and provided to the teacher within five working days.

**The district shall provide:**

8. Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.]

## **Teachers with One or More Years of Teaching Experience for BPS**

All teachers must participate in no less than one annual evaluation.

Teachers must participate in a minimum of two observations, one informal observation and one formal observation. A conference will precede the annual evaluation.

**The district shall provide:**

9. Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.]

## **New Teachers or Teachers From Out Of State/County Who Have Transferred To Brevard Public Schools (BPS)**

These teachers must participate in a minimum of four observations, two informal observations and two formal observations, by an administrator and one may be completed by a peer during the year, to include two annual evaluations by the administrator. These teachers will participate in two conferences; the first conference will precede the first annual evaluation. The second conference will precede the second annual evaluation.



**The district shall provide:**

10. Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.]

### **Parental & Community Input**

The district will provide a parent input survey to the schools to be distributed to the parents of students at the school. This survey will ask parents to respond to questions about their child's instructional program, about communication between the home and school, level of parent involvement, availability of materials, and homework. These surveys will include a comment section where parents are given the opportunity to provide input on teachers, administrators, school programs, etc. This input may be in the form of commendations or recommendations. Opportunities for feedback to teachers and administrators are also provided in the district's nine-week student progress reports and interim progress reports. School Advisory Council meetings, parent-teacher conferences, and parent-administrator conferences give parents an opportunity to share information and opinions about the school and teachers. The rubrics for relationships with students and relationships with parent/community will be used to document parent/student support of instructional teachers. Data and information from any of these sources may be used in teacher evaluations.

**The district shall provide:**

11. Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.]

A teacher must have worked a minimum of two consecutive nine-week grading periods in the same school with the same students to be eligible for the District's state-approved pay for performance program. All other teachers will be evaluated on a Short-term Evaluation by the principal or administrative designee upon the end of the short term contract.

**The district shall provide:**

12. Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.]

### **District Peer Mentor Teachers**

Brevard Public Schools makes available to all instructional employees the services of its District Peer Mentor Teachers. These highly trained, highly qualified professionals work with new teachers, teachers experiencing difficulties in any of the performance areas in the performance appraisal system, or any other instructionally certified employee who can benefit from their professional, collegial services. The main purpose of their work is to provide developmental assistance and support to improve employee performance. Peer Mentor Teacher services may be requested by employee self-referral or by an administrative referral. Interested employees may contact the Department of Professional Learning and Development for further information.

## 6. District Evaluation Procedures

### **Directions:**

**The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:**

1. In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.]
  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.]
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.]
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.]
2. The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.]
3. Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

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**The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:**

1. In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.]
  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.]
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.]
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.]

Feedback from formal evaluations will be discussed and signed by teacher and evaluator within ten workdays following an observation of the teacher. The purpose for such discussion will be for the evaluator and teacher to examine the teacher's strengths and weaknesses and possible assistance to be given and means for improvement of those strengths and weaknesses. The teacher will be provided a signed copy, or electronic copy, of the formal evaluation within twenty-four hours of the discussion. Teachers will be provided with a copy of the written evaluation (or electronic copy) and given observation records. The teacher will be given an opportunity to submit written comments regarding evaluation and records within fifteen workdays of the receipt by the teacher. The teacher's response will be attached and sent along with the evaluation and placed in the teacher's employment file in the Human Resources department. In accordance with 1012.34(3)(c), F.S., the Human Resources department submits a written report of the all teacher evaluations for the superintendent for reviewing of the employee's contract.

**The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:**

2. The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.]
3. Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.]

**Guideline and Timeline for Needs Improvement/Unsatisfactory Teachers**

**First Year - Overall Needs Improvement Evaluation**

Teacher is placed on an interim evaluation and Professional Development Assistance Plan(s) (PDAP) until improvement is achieved. District Peer Mentor Teacher is assigned by Professional Learning and Development.

**Interim Evaluation of Professional Practice:**

1. Completed for any teacher with whom an administrator has a performance concern.
2. Includes teacher's self-reflection.
3. Includes at least one formal observation.
4. Requires evaluation of all five (5) IPPAS dimensions.
5. PDAP's will be developed with the teacher, implemented by the teacher and the administrator, and monitored by the administrator for each dimension if dimensions 1 - 3 are scored at 6.5 or below or, dimensions 4 and 5 scored at 6.0 or below.

**Second Year - Overall Needs Improvement Evaluation**

Teacher is again placed on an interim evaluation and the Professional Development Assistance Plan(s) (PDAP). A District Peer Mentor Teacher will continue with services to aid in improvement. The teacher's salary is frozen in accordance with the teacher contract.

**Interim Evaluation of Professional Practice**

1. Completed for any teacher with whom an administrator has a performance concern.
2. Interim evaluation and PDAPs are prepared with a follow-up of every thirty (30) days.
3. Includes teacher's self-reflection.
4. Includes at least one formal observation.
5. Requires evaluation of all five (5) IPPAS dimensions.
6. PDAP's will be developed with the teacher, implemented by the teacher and the administrator, and monitored by the administrator for each dimension if dimensions 1 - 3 are scored at 6.5 or below or, dimensions 4 and 5 scored at 6.0 or below.

**Unsatisfactory Evaluation – PSC teacher**

Teacher is notified in writing that he/she is being placed on a ninety (90)-day probation following the receipt of the notice of unsatisfactory performance.

**Interim Evaluation of Professional Practice**

1. Interim evaluation and PDAPs are prepared with a follow-up of every fourteen (14) days.

2. Includes teacher's self-reflection.
3. Includes at least one formal observation.
4. Requires evaluation of all five (5) IPPAS dimensions.
5. PDAP's will be developed with the teacher, implemented by the teacher and the administrator, and monitored by the administrator for each dimension if dimensions 1 - 3 are scored at 6.5 or below or, dimensions 4 and 5 scored at 6.0 or below..
  - Within fourteen (14) days after the close of the ninety (90) calendar days, the evaluator must determine whether the performance deficiencies have been corrected and forward a recommendation to Human Resources Services.
  - Within fourteen (14) days after receiving the evaluator's recommendation, the superintendent or designee, must notify the employee who holds a professional services contract (PSC), in writing, whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment.
  - The employee must, within fifteen (15) days after receipt of the district school superintendent's recommendation, submit a written request for a hearing.
  - The hearing shall be conducted at the district school board's election in accordance with one of the procedures outlined in 1012.34 a. and b.

The teacher's salary is frozen in accordance with the teacher contract.

The superintendent or designee will notify the Department of Education of any instructional personnel who receive two consecutive unsatisfactory evaluations and will notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment as outlined in s.1012.34(5), F. S.

## **7. District Self-Monitoring**

### **Directions:**

**The district shall provide a description of its process for annually monitoring its evaluation system.**

**The district self-monitoring shall determine the following:**

1. Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
2. Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
3. Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
4. Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
5. Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.]

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**The district self-monitoring shall determine the following:**

1. Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]

### **Evaluators' Understanding of the Proper Use of Evaluation Criteria and Processes Including Evaluator Accuracy and Inter-Rater Reliability**

#### **Process Training**

All administrators must participate in training relative to the instructional evaluation process.

The following aspects are included in the training:

- required number of informal observations with feedback for annual contract teachers and professional service contract teachers.
- required number of formal observations with feedback for annual contract teachers and professional service contract teachers.
- required mid-term evaluations for annual contract teachers.
- when interim evaluation is required.
- when professional Development Assistance Plans are required.
- point value within Summative Part 1.
- due dates associated with the instructional evaluation for teachers and administrators.

#### **Process Test**

All administrators are required to take and pass a test on the processes relative to the instructional evaluation.

#### **Observation Certification**

All administrators were recertified in classroom observation during the previous school year. Newly appointed administrators must participate in observation certification training, view two lessons on videotape and score both observations. Observation ratings are then scored by comparing the participant's scores to the scores from the norming team.

Additionally, all administrators are now on a three-year cycle for recertification relative to classroom observation and feedback. New administrators will be trained by Cambridge Education relative to job-

embedded effective classroom observation and feedback certification annually. This includes accurate scoring for inter-rater reliability and providing effective feedback to teachers about instructional feedback.

**The district self-monitoring shall determine the following:**

2. Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]

Evaluators meet monthly with their direct supervisors to conduct instructional rounds to help ensure compliance with IPPAS requirements. Feedback is entered into ProGOE within ten days of each formal observation and teachers sign off post-conference to ensure feedback has been received and understood. Yearly, teachers provide feedback through TNTP's Insight Survey to the value and timeliness of the instructional feedback they are given. Schools scoring low in these areas work with their immediate supervisors to create a plan to improve their practice.

All instructional employees go through a yearly orientation, part of which is both a video and a power point presentation produced by the district about the performance appraisal process in order to ensure fidelity of the information being shared. Each separate component of the orientation, when completed, is verified by an administrator prior to the evaluation process beginning.

**The district self-monitoring shall determine the following:**

3. Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]

All evaluators will use ProGOE to monitor the proper implementation of evaluation procedures. A timeline of the evaluation process as well as the necessary documentation will be available in ProGOE. The district will review evaluations annually to ensure that all procedures and policies were followed appropriately.

The Department of Professional Learning and Development will provide training to all new assistant principals regarding the district policies and procedures of the evaluation system. All participants must pass an assessment on the evaluation procedures, rubrics, and timelines. The participants will watch 2 videos of classroom lessons and evaluate the instruction based on the rubric. The participant's evaluation ratings are compared to the norming committee's evaluation ratings. Participants must pass the with a score of 60% or higher in order to begin evaluating staff. Participants not passing the initial observation certification will receive one on one mentoring from the Department of Professional Learning and Development until they show proficiency in evaluating staff.

Brevard Public Schools will utilize an Education Consultant from Cambridge Education, LLC to provide calibration of the evaluation system for assistant principals and principals. Administrators will participate in this calibration once every three (3) years to monitor and verify evaluation procedures are being implemented properly. After each calibration session, the consultant will provide a detailed report on each participant. The district will review these reports to identify district trends and administrators needing more support in the area of evaluation and feedback. Small group and one on one remediation will be provided to administrators as needed.

**The district self-monitoring shall determine the following:**

4. Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]

## **Professional Development**

Each teacher sets clearly defined training objectives. Objectives are linked to the Florida Educator Accomplished Practices. Specific and measurable student performance objectives are designed by the teacher based on the needs and characteristics of his/her class. Student objectives are linked to a state/district or school-approved student standard, such as the Florida Standards, Grade Level Expectations, School Improvement Plan Objectives, Strategic Plan Objectives or Individual Education Plans. The student performance objectives are measured by the teacher, and results are reported to the principal. See the Professional Development Planning section of this document for more in-depth information about the professional development planning process.

**The district self-monitoring shall determine the following:**

5. Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

District and school evaluative data is collected and discussed at the macro (district) and micro (school/department) levels to support professional development as trends emerge. District and school resources are employed to meet the needs at all levels to support teachers in a continuous improvement cycle to demonstrate attainment of knowledge and skills as verified by school and district leaders.

**8. APPENDIX**

<b>Instructional Personnel Performance Appraisal System Rubric Classification</b>			
<b>Classroom Teacher Rubric</b>	<b>Non-Classroom Teacher Rubric</b>	<b>Resource Teacher Rubric</b>	<b>Student Services Professional Rubric</b>
Classroom Teacher (Elementary, Middle, Senior)	Certified School Counselor Guidance Counselor	Instructional Coach (Early Childhood, Math, Science, Writing, Title 1 Literacy Trainer)	School Psychologist
Media Specialist	Guidance Services Professional	Literacy Coach (Elementary, Middle, High)	Certified Behavioral Analyst
Speech Language Pathologist	ESE Support Specialist	Resource Teachers, including FDLRS	
Occupational Therapist	Social Worker	Coordinating Teacher	
Physical Therapist	Audiologist	Teacher on Assignment (Administrative Responsibilities)	
		Adult Education Learning Specialists	
		Student Activity Coordinator (Athletic Director)	
		District Peer Mentor	
		Technology Integrator	



**IPPAS TIMELINE FOR ADMINISTRATORS 2019-2020**

IPPAS TIMELINE FOR ADMINISTRATORS 2019-2020			
IPPAS Requirements	Less than 1 year in BPS	Teacher with more than a year of experience with BPS	Teacher with more than a year of experience, but has difficulties
<b>Informal Observations</b>			
Informal Observation	Ongoing by administrator; <u>Minimum 1 1st</u> Semester	Ongoing by administrator; <u>Minimum 1 1st Semester</u>	Ongoing by administrator; <u>Minimum 1 1st Semester</u>
Informal Observation	Ongoing by administrator; <u>Minimum 1 2nd</u> Semester		
<b>Formal Observations</b>			
Pre-Conference			
Formal Observation			As soon as the area of weakness is recognized by administrator
Post-Conference	Aug 2019 - Dec 2019		
Pre-Conference			
Formal Observation			
Post-Conference	Spring 2020	Fall 2019 - Spring 2020	Fall 2019- Spring 2020
<b>Midterm / Interim Evaluation</b>			
Midterm Evaluation	December 20, 2019		
Interim Evaluation			As soon as the area of weakness is recognized by administrator
<b>Additional Requirements</b>			
Mid Year Conference	Nov 2019 - Jan 2020	Nov 2019 - Jan 2020	Nov 2019 - Jan 2020
Annual Self-Assessment	February 1, 2020	February 1, 2020	February 1, 2020
Collaboration & Mutual Accountability	March 15, 2020	March 15, 2020	March 15, 2020
<b>Summative Evaluations</b>			
Annual Evaluation & Summative Evaluation Part 1	April 17,2020	AC Teachers - April 17,2020 CC/PSC Teachers–May 1,2020	AC Teachers - April 17,2020 CC/PSC Teachers–May 1,2020
Summative Evaluation Part 2 2018-19	Fall 2020	Fall 2020	Fall 2020

revised 07/17/2019

## 2019-2020 IPPAS

### Scoring Ranges

#### Evaluation of Professional Practices

Score	Begin Range	End Range
Highly Effective	53	63
Effective	38	52
Needs Improvement	16	37
Unsatisfactory	5	15

#### Collaboration & Mutual Accountability

Score	Begin Range	End Range
Highly Effective	3.4	4
Effective	2.4	3.3
Needs Improvement	1.4	2.3
Unsatisfactory	1	1.3

#### Summative Part 1\*

Score	Begin Range	End Range
Highly Effective	55.5	67
Effective	39.5	55.4
Needs Improvement	18.5	39.4
Unsatisfactory	0	18.4

#### Summative Part 2\*

Score	Begin Range	End Range
Highly Effective	85.5	100
Effective	68.5	85.4
Needs Improvement	45.5	68.4
Unsatisfactory	0	45.4

\* = ROUNDING WILL OCCUR FOR SUMMATIVES 1 AND 2

## Instructional Personnel – Short-Term Evaluation Form

Name \_\_\_\_\_ School Year \_\_\_\_\_  
*Last First MI* ID # \_\_\_\_\_

Department/School \_\_\_\_\_ Principal/Dept Head \_\_\_\_\_  
*Name Number*

Assignment \_\_\_\_\_

\_\_\_\_\_ has rendered  Satisfactory  Developing  Unsatisfactory performance for the  
short term period of \_\_\_\_\_  
(dates)

**Summary Statement (Required):**

\_\_\_\_\_/\_\_\_\_\_  
Signature of Principal/Administrative Supervisor (Required) (Blue Ink Only) Date

\_\_\_\_\_/\_\_\_\_\_  
Signature of Assistant Principal (Required) (Blue Ink Only) Date

**Teacher Comments (Optional):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**My signature indicates that this evaluation has been discussed with me:**

\_\_\_\_\_/\_\_\_\_\_  
Signature of Employee (Blue Ink Only) Date

## 2019-20 IPPAS Course/IPPAS Assessment Measure Master List

The following table consists of every course offered in the district. All courses are listed by student and grade level, that is, a course/grade is listed separately if there were students from different grades enrolled in the same course.

- For instance, 0100300 shows up three times because the course has G10, G11, and G12 student enrollment. Notice that teachers teaching this course will receive a NFTAV\_R score based on all of the G10 students associated with that course. These teachers will also receive an ACT Combo score based on all of the G11 and G12 students associated with 0100300.

<b>2019-20 IPPAS Master Course List</b>			
<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
0100060	M/J Introduction to Art History	7	NFTAV_R-M
0100060	M/J Introduction to Art History	8	NFTAV_R-M
0100300	Advanced Placement Art-History of Art	10	NFTAV_R
0100300	Advanced Placement Art-History of Art	11	ACT Combo
0100300	Advanced Placement Art-History of Art	12	ACT Combo
0100310	Introduction to Art History	9	NFTAV_R
0100310	Introduction to Art History	10	NFTAV_R
0100310	Introduction to Art History	11	ACT Combo
0100310	Introduction to Art History	12	ACT Combo
0101010	M/J Two-Dimensional Studio Art 1	6	NFTAV_R-M
0101010	M/J Two-Dimensional Studio Art 1	7	NFTAV_R-M
0101010	M/J Two-Dimensional Studio Art 1	8	NFTAV_R-M
0101020	M/J Two-Dimensional Studio Art 2	6	NFTAV_R-M
0101020	M/J Two-Dimensional Studio Art 2	7	NFTAV_R-M
0101020	M/J Two-Dimensional Studio Art 2	8	NFTAV_R-M
0101026	M/J Two-Dimensional Studio Art 3	7	NFTAV_R-M
0101026	M/J Two-Dimensional Studio Art 3	8	NFTAV_R-M
0101035	M/J Exploring Three-Dimensional Art	6	NFTAV_R-M
0101035	M/J Exploring Three-Dimensional Art	7	NFTAV_R-M
0101035	M/J Exploring Three-Dimensional Art	8	NFTAV_R-M
0101040	M/J Three-Dimensional Studio Art 1	7	NFTAV_R-M
0101040	M/J Three-Dimensional Studio Art 1	8	NFTAV_R-M
0101100	M/J Visual Art 1	7	NFTAV_R-M
0101100	M/J Visual Art 1	8	NFTAV_R-M
0101100	M/J Visual Art 1	9	NFTAV_M
0101100	M/J Visual Art 1	9	NFTAV_R
0101110	M/J Visual Art 2	7	NFTAV_R-M
0101110	M/J Visual Art 2	8	NFTAV_R-M
0101110	M/J Visual Art 2	9	NFTAV_R
0101110	M/J Visual Art 2	9	NFTAV_M
0101300	Two-Dimensional Studio Art 1	9	NFTAV_R

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
0101300	Two-Dimensional Studio Art 1	10	NFTAV_R
0101300	Two-Dimensional Studio Art 1	11	ACT Combo
0101300	Two-Dimensional Studio Art 1	12	ACT Combo
0101310	Two-Dimensional Studio Art 2	9	NFTAV_R
0101310	Two-Dimensional Studio Art 2	10	NFTAV_R
0101310	Two-Dimensional Studio Art 2	11	ACT Combo
0101310	Two-Dimensional Studio Art 2	12	ACT Combo
0101320	Two-Dimensional Studio Art 3 Honors	9	NFTAV_R
0101320	Two-Dimensional Studio Art 3 Honors	10	NFTAV_R
0101320	Two-Dimensional Studio Art 3 Honors	11	ACT Combo
0101320	Two-Dimensional Studio Art 3 Honors	12	ACT Combo
0101330	Three-Dimensional Studio Art 1	9	NFTAV_R
0101330	Three-Dimensional Studio Art 1	10	NFTAV_R
0101330	Three-Dimensional Studio Art 1	11	ACT Combo
0101330	Three-Dimensional Studio Art 1	12	ACT Combo
0101340	Three-Dimensional Studio Art 2	9	NFTAV_R
0101340	Three-Dimensional Studio Art 2	10	NFTAV_R
0101340	Three-Dimensional Studio Art 2	11	ACT Combo
0101340	Three-Dimensional Studio Art 2	12	ACT Combo
0101350	Three-Dimensional Studio Art 3 Honors	11	ACT Combo
0101350	Three-Dimensional Studio Art 3 Honors	12	ACT Combo
0101355	Creating Two-Dimensional Art	9	NFTAV_R
0101355	Creating Two-Dimensional Art	10	NFTAV_R
0101355	Creating Two-Dimensional Art	11	ACT Combo
0101355	Creating Two-Dimensional Art	12	ACT Combo
0101365	Creating Three-Dimensional Art	9	NFTAV_R
0101365	Creating Three-Dimensional Art	10	NFTAV_R
0101365	Creating Three-Dimensional Art	11	ACT Combo
0101365	Creating Three-Dimensional Art	12	ACT Combo
0101370	AICE Art and Design 1 AS Level	11	ACT Combo
0101370	AICE Art and Design 1 AS Level	12	ACT Combo
0102300	Ceramics/Pottery 1	9	NFTAV_R
0102300	Ceramics/Pottery 1	10	NFTAV_R
0102300	Ceramics/Pottery 1	11	ACT Combo
0102300	Ceramics/Pottery 1	12	ACT Combo
0102310	Ceramics/Pottery 2	9	NFTAV_R
0102310	Ceramics/Pottery 2	10	NFTAV_R
0102310	Ceramics/Pottery 2	11	ACT Combo
0102310	Ceramics/Pottery 2	12	ACT Combo
0102320	Ceramics/Pottery 3 Honors	9	NFTAV_R

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
0102320	Ceramics/Pottery 3 Honors	11	ACT Combo
0102320	Ceramics/Pottery 3 Honors	12	ACT Combo
0103000	M/J Digital Art & Design 1	7	NFTAV_R-M
0103000	M/J Digital Art & Design 1	8	NFTAV_R-M
0103010	M/J Digital Art & Design 2	8	NFTAV_R-M
0104300	Advanced Placement Art-Drawing Portfolio	10	NFTAV_R
0104300	Advanced Placement Art-Drawing Portfolio	11	ACT Combo
0104300	Advanced Placement Art-Drawing Portfolio	12	ACT Combo
0104340	Drawing 1	9	NFTAV_R
0104340	Drawing 1	10	NFTAV_R
0104340	Drawing 1	11	ACT Combo
0104340	Drawing 1	12	ACT Combo
0104350	Drawing 2	10	NFTAV_R
0104350	Drawing 2	11	ACT Combo
0104350	Drawing 2	12	ACT Combo
0104360	Drawing 3 Honors	11	ACT Combo
0104360	Drawing 3 Honors	12	ACT Combo
0104370	Painting 1	9	NFTAV_R
0104370	Painting 1	10	NFTAV_R
0104370	Painting 1	11	ACT Combo
0104370	Painting 1	12	ACT Combo
0107472	International Baccalaureate Film Studies 2	11	ACT Combo
0107472	International Baccalaureate Film Studies 2	12	ACT Combo
0108310	Creative Photography 1	9	NFTAV_R
0108310	Creative Photography 1	10	NFTAV_R
0108310	Creative Photography 1	11	ACT Combo
0108310	Creative Photography 1	12	ACT Combo
0108320	Creative Photography 2	10	NFTAV_R
0108320	Creative Photography 2	11	ACT Combo
0108320	Creative Photography 2	12	ACT Combo
0108330	Creative Photography 3 Honors	11	ACT Combo
0108330	Creative Photography 3 Honors	12	ACT Combo
0108360	AICE Art and Design - Photography AS Level	11	ACT Combo
0108360	AICE Art and Design - Photography AS Level	12	ACT Combo
0108370	Digital Art Imaging 1	7	NFTAV_R-M
0108370	Digital Art Imaging 1	8	NFTAV_R-M
0108370	Digital Art Imaging 1	9	NFTAV_R
0108370	Digital Art Imaging 1	10	NFTAV_R
0108370	Digital Art Imaging 1	11	ACT Combo
0108370	Digital Art Imaging 1	12	ACT Combo

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
0108380	Digital Art Imaging 2	9	NFTAV_R
0108380	Digital Art Imaging 2	10	NFTAV_R
0108380	Digital Art Imaging 2	11	ACT Combo
0108380	Digital Art Imaging 2	12	ACT Combo
0108390	Digital Art Imaging 3 Honors	11	ACT Combo
0108390	Digital Art Imaging 3 Honors	12	ACT Combo
0108769	Digital Art Imaging 3 Honors	9	NFTAV_R
0108769	Digital Art Imaging 3 Honors	10	NFTAV_R
0108769	Digital Art Imaging 3 Honors	11	ACT Combo
0108769	Digital Art Imaging 3 Honors	12	ACT Combo
0109310	Portfolio Development: Drawing -Honors	11	ACT Combo
0109310	Portfolio Development: Drawing -Honors	12	ACT Combo
0109320	Portfolio Development: Two-Dimensional Design Honors	10	NFTAV_R
0109320	Portfolio Development: Two-Dimensional Design Honors	11	ACT Combo
0109320	Portfolio Development: Two-Dimensional Design Honors	12	ACT Combo
0109330	Portfolio Development: Three-Dimensional Design-Honors	11	ACT Combo
0109330	Portfolio Development: Three-Dimensional Design -Honors	12	ACT Combo
0109350	Advanced Placement Studio Art Two-Dimensional Design Portfolio	10	NFTAV_R
0109350	Advanced Placement Studio Art Two-Dimensional Design Portfolio	11	ACT Combo
0109350	Advanced Placement Studio Art Two-Dimensional Design Portfolio	12	ACT Combo
0109360	Advanced Placement Studio Art Three-Dimensional Design Portfolio	10	NFTAV_R
0109360	Advanced Placement Studio Art Three-Dimensional Design Portfolio	11	ACT Combo
0109360	Advanced Placement Studio Art Three-Dimensional Design Portfolio	12	ACT Combo
0200320	Advanced Placement Computer Science A	9	NFTAV_R
0200320	Advanced Placement Computer Science A	10	NFTAV_R
0200320	Advanced Placement Computer Science A	11	ACT Combo
0200320	Advanced Placement Computer Science A	12	ACT Combo
0200325	Advanced Placement Computer Science A Innovation	10	NFTAV_R
0200325	Advanced Placement Computer Science A Innovation	11	ACT Combo
0200325	Advanced Placement Computer Science A Innovation	12	ACT Combo
0300000	M/J Dance 1	7	NFTAV_R-M
0300000	M/J Dance 1	8	NFTAV_R-M
0300010	M/J Dance 2	7	NFTAV_R-M
0300010	M/J Dance 2	8	NFTAV_R-M
0400000	M/J Theatre 1	6	NFTAV_R-M
0400000	M/J Theatre 1	7	NFTAV_R-M
0400000	M/J Theatre 1	8	NFTAV_R-M
0400010	M/J Theatre 2	7	NFTAV_R-M
0400010	M/J Theatre 2	8	NFTAV_R-M
0400020	M/J Theatre 3	7	NFTAV_R-M

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
0400020	M/J Theatre 3	8	NFTAV_R-M
0400110	M/J Technical Theatre: Design and Production	7	NFTAV_R-M
0400110	M/J Technical Theatre: Design and Production	8	NFTAV_R-M
0400300	Introduction to Drama	9	NFTAV_R
0400310	Theatre 1	9	NFTAV_R
0400310	Theatre 1	10	NFTAV_R
0400310	Theatre 1	11	ACT Combo
0400310	Theatre 1	12	ACT Combo
0400320	Theatre 2	9	NFTAV_R
0400320	Theatre 2	10	NFTAV_R
0400320	Theatre 2	11	ACT Combo
0400320	Theatre 2	12	ACT Combo
0400330	Theatre 3 Honors	10	NFTAV_R
0400330	Theatre 3 Honors	11	ACT Combo
0400330	Theatre 3 Honors	12	ACT Combo
0400340	Theatre 4 Honors	9	NFTAV_R
0400340	Theatre 4 Honors	10	NFTAV_R
0400340	Theatre 4 Honors	11	ACT Combo
0400340	Theatre 4 Honors	12	ACT Combo
0400400	Acting 4 Honors	12	ACT Combo
0400410	Technical Theatre Design & Production 1	9	NFTAV_R
0400410	Technical Theatre Design & Production 1	10	NFTAV_R
0400410	Technical Theatre Design & Production 1	11	ACT Combo
0400410	Technical Theatre Design & Production 1	12	ACT Combo
0400420	Technical Theatre Design & Production 2	10	NFTAV_R
0400420	Technical Theatre Design & Production 2	11	ACT Combo
0400420	Technical Theatre Design & Production 2	12	ACT Combo
0400430	Technical Theatre Design & Production 3	10	NFTAV_R
0400430	Technical Theatre Design & Production 3	11	ACT Combo
0400430	Technical Theatre Design & Production 3	12	ACT Combo
0400440	Technical Theatre Design & Production 4 Honors	12	ACT Combo
0400500	Theatrical Direction and Stage Management 1	11	ACT Combo
0400500	Theatrical Direction and Stage Management 1	12	ACT Combo
0400620	Theatre Improvisation	12	ACT Combo
0400660	Theatre, Cinema and Film Production	8	NFTAV_R-M
0400660	Theatre, Cinema and Film Production	9	NFTAV_R
0400660	Theatre, Cinema and Film Production	10	NFTAV_R
0400660	Theatre, Cinema and Film Production	11	ACT Combo
0400660	Theatre, Cinema and Film Production	12	ACT Combo
0400700	Musical Theatre 1	9	NFTAV_R



**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
0400700	Musical Theatre 1	10	NFTAV_R
0400700	Musical Theatre 1	11	ACT Combo
0400700	Musical Theatre 1	12	ACT Combo
0400710	Musical Theatre 2	10	NFTAV_R
0400710	Musical Theatre 2	11	ACT Combo
0400710	Musical Theatre 2	12	ACT Combo
0400720	Musical Theatre 3	10	NFTAV_R
0400720	Musical Theatre 3	11	ACT Combo
0400720	Musical Theatre 3	12	ACT Combo
0400810	International Baccalaureate Theatre 1	11	ACT Combo
0400820	International Baccalaureate Theatre 2	12	ACT Combo
0400830	International Baccalaureate Theatre 3	12	ACT Combo
0500000	M/J Personal, Career, and School Development Skills 1	5	NFTAV_R-M
0500000	M/J Personal, Career, and School Development Skills 1	6	NFTAV_R-M
0500000	M/J Personal, Career, and School Development Skills 1	7	NFTAV_R-M
0500000	M/J Personal, Career, and School Development Skills 1	8	NFTAV_R-M
0500002	M/J Personal, Career, School Development Skills 1 & Career Planning	7	NFTAV_R-M
0500002	M/J Personal, Career, School Development Skills 1 & Career Planning	8	NFTAV_R-M
0500300	Executive Internship 1	9	NFTAV_R
0500300	Executive Internship 1	11	ACT Combo
0500300	Executive Internship 1	12	ACT Combo
0500370	Voluntary Public Service	9	NFTAV_R
0500370	Voluntary Public Service	10	NFTAV_R
0500370	Voluntary Public Service	11	ACT Combo
0500370	Voluntary Public Service	12	ACT Combo
0500500	Personal, Career, and School Development Skills 1	7	NFTAV_R-M
0500500	Personal, Career, and School Development Skills 1	9	NFTAV_R
0500500	Personal, Career, and School Development Skills 1	10	NFTAV_R
0500500	Personal, Career, and School Development Skills 1	11	ACT Combo
0500500	Personal, Career, and School Development Skills 1	12	ACT Combo
0500510	Personal, Career, and School Development Skills 2	9	NFTAV_R
0500510	Personal, Career, and School Development Skills 2	10	NFTAV_R
0500510	Personal, Career, and School Development Skills 2	12	ACT Combo
0701320	French 1	7	NFTAV_R
0701320	French 1	8	NFTAV_R
0701320	French 1	9	NFTAV_R
0701320	French 1	10	NFTAV_R
0701320	French 1	11	ACT English
0701320	French 1	12	ACT English
0701330	French 2	7	NFTAV_R

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
0701330	French 2	8	NFTAV_R
0701330	French 2	9	NFTAV_R
0701330	French 2	10	NFTAV_R
0701330	French 2	11	ACT English
0701330	French 2	12	ACT English
0701340	French 3 Honors	8	NFTAV_R
0701340	French 3 Honors	9	NFTAV_R
0701340	French 3 Honors	10	NFTAV_R
0701340	French 3 Honors	11	ACT English
0701340	French 3 Honors	12	ACT English
0701350	French 4 Honors	10	NFTAV_R
0701350	French 4 Honors	11	ACT English
0701350	French 4 Honors	12	ACT English
0701360	French 5 Honors	11	ACT Read
0701380	Advanced Placement French Language and Culture	11	ACT English
0701810	Florida's Pre-International Baccalaureate French 2	9	NFTAV_R
0701820	Florida's Pre-International Baccalaureate French 3	9	NFTAV_R
0701820	Florida's Pre-International Baccalaureate French 3	10	NFTAV_R
0701820	Florida's Pre-International Baccalaureate French 3	11	ACT English
0701830	International Baccalaureate French 4 Language B	10	NFTAV_R
0701830	International Baccalaureate French 4 Language B	11	ACT English
0701840	International Baccalaureate French 5 Language B	11	ACT English
0701840	International Baccalaureate French 5 Language B	12	ACT English
0701865	International Baccalaureate French 6	12	ACT English
0702320	German 1	8	NFTAV_R
0702320	German 1	9	NFTAV_R
0702320	German 1	10	NFTAV_R
0702320	German 1	11	ACT English
0702320	German 1	12	ACT English
0702330	German 2	10	NFTAV_R
0702330	German 2	11	ACT English
0702330	German 2	12	ACT English
0702340	German 3 Honors	10	NFTAV_R
0702340	German 3 Honors	11	ACT English
0702340	German 3 Honors	12	ACT English
0702350	German 4 Honors	11	ACT English
0702350	German 4 Honors	12	ACT English
0702380	Advanced Placement German Language and Culture	12	ACT English
0706000	M/J Latin, Beginning	6	NFTAV_R-M
0706300	Latin 1	7	NFTAV_R

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
0706300	Latin 1	8	NFTAV_R
0706300	Latin 1	9	NFTAV_R
0706300	Latin 1	10	NFTAV_R
0706300	Latin 1	11	ACT English
0706300	Latin 1	12	ACT English
0706310	Latin 2	8	NFTAV_R
0706310	Latin 2	9	NFTAV_R
0706310	Latin 2	10	NFTAV_R
0706310	Latin 2	11	ACT English
0706310	Latin 2	12	ACT English
0706320	Latin 3 Honors	9	NFTAV_R
0706320	Latin 3 Honors	10	NFTAV_R
0706320	Latin 3 Honors	11	ACT English
0706320	Latin 3 Honors	12	ACT English
0706330	Latin 4 Honors	12	ACT English
0706375	Advanced Placement Latin	12	ACT English
0706380	AICE Latin Language AS Level	12	ACT English
0706382	Pre-AICE Latin Language 1 IGCSE Level	9	NFTAV_R
0706382	Pre-AICE Latin Language 1 IGCSE Level	10	NFTAV_R
0706382	Pre-AICE Latin Language 1 IGCSE Level	11	ACT English
0706382	Pre-AICE Latin Language 1 IGCSE Level	12	ACT English
0706384	Pre-AICE Latin Language 2 IGCSE Level	10	NFTAV_R
0706384	Pre-AICE Latin Language 2 IGCSE Level	11	ACT English
0706384	Pre-AICE Latin Language 2 IGCSE Level	12	ACT English
0707000	M/J Chinese - Beginning	6	NFTAV_R-M
0707010	M/J Chinese - Intermediate	7	NFTAV_R
0707010	M/J Chinese - Intermediate	8	NFTAV_R
0708000	M/J Spanish, Beginning	6	NFTAV_R-M
0708000	M/J Spanish, Beginning	7	NFTAV_R
0708000	M/J Spanish, Beginning	8	NFTAV_R
0708340	Spanish 1	6	NFTAV_R-M
0708340	Spanish 1	7	NFTAV_R
0708340	Spanish 1	8	NFTAV_R
0708340	Spanish 1	9	NFTAV_R
0708340	Spanish 1	10	NFTAV_R
0708340	Spanish 1	11	ACT English
0708340	Spanish 1	12	ACT English
0708350	Spanish 2	7	NFTAV_R
0708350	Spanish 2	8	NFTAV_R
0708350	Spanish 2	9	NFTAV_R

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
0708350	Spanish 2	10	NFTAV_R
0708350	Spanish 2	11	ACT English
0708350	Spanish 2	12	ACT English
0708360	Spanish 3 Honors	9	NFTAV_R
0708360	Spanish 3 Honors	10	NFTAV_R
0708360	Spanish 3 Honors	11	ACT English
0708360	Spanish 3 Honors	12	ACT English
0708370	Spanish 4 Honors	8	NFTAV_R
0708370	Spanish 4 Honors	9	NFTAV_R
0708370	Spanish 4 Honors	10	NFTAV_R
0708370	Spanish 4 Honors	11	ACT English
0708370	Spanish 4 Honors	12	ACT English
0708380	Spanish 5 Honors	11	ACT English
0708380	Spanish 5 Honors	12	ACT English
0708400	Advanced Placement-Spanish Language	9	NFTAV_R
0708400	Advanced Placement -Spanish Language	10	NFTAV_R
0708400	Advanced Placement -Spanish Language	11	ACT English
0708400	Advanced Placement -Spanish Language	12	ACT English
0708410	Advanced Placement-Spanish Literature	11	ACT English
0708410	Advanced Placement -Spanish Literature	12	ACT English
0708530	AICE Spanish Language A Level	9	NFTAV_R
0708530	AICE Spanish Language A Level	10	NFTAV_R
0708530	AICE Spanish Language A Level	11	ACT English
0708530	AICE Spanish Language A Level	12	ACT English
0708534	Pre-AICE Spanish 2 IGCSE Level	9	NFTAV_R
0708534	Pre-AICE Spanish 2 IGCSE Level	10	NFTAV_R
0708534	Pre-AICE Spanish 2 IGCSE Level	11	ACT English
0708534	Pre-AICE Spanish 2 IGCSE Level	12	ACT English
0708800	Florida's Pre-International Baccalaureate Spanish 1	9	NFTAV_R
0708800	Florida's Pre-International Baccalaureate Spanish 1	11	ACT English
0708810	Florida's Pre-International Baccalaureate Spanish 2	9	NFTAV_R
0708820	Florida's Pre-International Baccalaureate Spanish 3	9	NFTAV_R
0708820	Florida's Pre-International Baccalaureate Spanish 3	10	NFTAV_R
0708830	International Baccalaureate Spanish 4 Language B	10	NFTAV_R
0708830	International Baccalaureate Spanish 4 Language B	11	ACT English
0708840	International Baccalaureate Spanish 5 Language B	10	NFTAV_R
0708840	International Baccalaureate Spanish 5 Language B	11	ACT English
0708840	International Baccalaureate Spanish 5 Language B	12	ACT English
0708865	International Baccalaureate Spanish 6	12	ACT English
0708870	International Baccalaureate Mid Yrs. Prog Spanish 1	7	NFTAV_R

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
0708870	International Baccalaureate Mid Yrs. Prog Spanish 1	8	NFTAV_R
0708870	International Baccalaureate Mid Yrs. Prog Spanish 1	9	NFTAV_R
0708880	International Baccalaureate Mid Yrs. Prog Spanish 2	7	NFTAV_R
0708880	International Baccalaureate Mid Yrs. Prog Spanish 2	8	NFTAV_R
0708880	International Baccalaureate Mid Yrs. Prog Spanish 2	9	NFTAV_R
0708880	International Baccalaureate Mid Yrs. Prog Spanish 2	10	NFTAV_R
0708890	International Baccalaureate Mid Yrs. Prog Spanish 3	9	NFTAV_R
0708890	International Baccalaureate Mid Yrs. Prog Spanish 3	10	NFTAV_R
0708890	International Baccalaureate Mid Yrs. Prog Spanish 3	11	ACT English
0708890	International Baccalaureate Mid Yrs. Prog Spanish 3	12	ACT English
0711300	Chinese 1	7	NFTAV_R
0711300	Chinese 1	9	NFTAV_R
0711300	Chinese 1	10	NFTAV_R
0711300	Chinese 1	11	ACT English
0711310	Chinese 2	8	NFTAV_R
0711310	Chinese 2	10	NFTAV_R
0711310	Chinese 2	11	ACT English
0711310	Chinese 2	12	ACT English
0711320	Chinese 3 Honors	5	NFTAV_R
0711320	Chinese 3 Honors	11	ACT English
0711320	Chinese 3 Honors	12	ACT English
0711330	Chinese 4 Honors	5	NFTAV_R
0711330	Chinese 4 Honors	9	NFTAV_R
0711330	Chinese 4 Honors	11	ACT English
0711330	Chinese 4 Honors	12	ACT English
0800000	M/J Health 1	5	NFTAV_R-M
0800000	M/J Health 1	6	NFTAV_R-M
0800000	M/J Health 1	7	NFTAV_R-M
0800000	M/J Health 1	8	NFTAV_R-M
0800010	M/J Health 2	8	NFTAV_R-M
0800300	Health 1-Life Management Skills	9	NFTAV_R
0800300	Health 1-Life Management Skills	10	NFTAV_R
0800300	Health 1-Life Management Skills	11	ACT Combo
0800300	Health 1-Life Management Skills	12	ACT Combo
0800310	Health 2-Personal Health	12	ACT Combo
0800320	First Aid and Safety	9	NFTAV_R
0800320	First Aid and Safety	10	NFTAV_R
0800320	First Aid and Safety	11	ACT Combo
0800320	First Aid and Safety	12	ACT Combo
0800330	Personal, Social, and Family Relationships	12	ACT Combo

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
0800350	Adolescent Health Problems	10	NFTAV_R
0800350	Adolescent Health Problems	11	ACT Combo
0800350	Adolescent Health Problems	12	ACT Combo
0800360	Health Explorations Honors	11	ACT Combo
0800370	Parenting 1	8	NFTAV_R-M
0800370	Parenting 1	9	NFTAV_R
0800370	Parenting 1	10	NFTAV_R
0800370	Parenting 1	11	ACT Combo
0800370	Parenting 1	12	ACT Combo
0800380	Parenting 2	8	NFTAV_R-M
0800380	Parenting 2	9	NFTAV_R
0800380	Parenting 2	10	NFTAV_R
0800380	Parenting 2	11	ACT Combo
0800380	Parenting 2	12	ACT Combo
0800390	Health for Expectant Parents	7	NFTAV_R-M
0800390	Health for Expectant Parents	8	NFTAV_R-M
0800390	Health for Expectant Parents	9	NFTAV_R
0800390	Health for Expectant Parents	10	NFTAV_R
0800390	Health for Expectant Parents	11	ACT Combo
0800390	Health for Expectant Parents	12	ACT Combo
0900305	Humanities 1 Honors	11	ACT Read
0900305	Humanities 1 Honors	12	ACT Read
0900315	Humanities 2 Honors	11	ACT Read
0900315	Humanities 2 Honors	12	ACT Read
0900320	Humanities 2 (since 1500) Honors	11	ACT Read
0900320	Humanities 2 (since 1500) Honors	12	ACT Read
0900800	International Baccalaureate Theory of Knowledge 1	11	ACT Read
0900800	International Baccalaureate Theory of Knowledge 1	12	ACT Read
0900810	International Baccalaureate Theory of Knowledge 2	12	ACT Read
1000000	M/J Intensive Language Arts (MC)	6	TAV_R
1000000	M/J Intensive Language Arts (MC)	6	FCAT FSA Retake
1000000	M/J Intensive Language Arts (MC)	7	TAV_R
1000000	M/J Intensive Language Arts (MC)	7	FCAT FSA Retake
1000000	M/J Intensive Language Arts (MC)	8	TAV_R
1000000	M/J Intensive Language Arts (MC)	8	FCAT FSA Retake
1000000	M/J Intensive Language Arts (MC)	9	TAV_R
1000010	M/J Intensive Reading (MC)	5	NFTAV_R
1000010	M/J Intensive Reading (MC)	6	TAV_R
1000010	M/J Intensive Reading (MC)	6	FCAT FSA Retake
1000010	M/J Intensive Reading (MC)	7	TAV_R

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1000010	M/J Intensive Reading (MC)	7	FCAT FSA Retake
1000010	M/J Intensive Reading (MC)	8	TAV_R
1000010	M/J Intensive Reading (MC)	8	FCAT FSA Retake
1000400	Intensive Language Arts	9	TAV_R
1000400	Intensive Language Arts	9	FCAT FSA Retake
1000400	Intensive Language Arts	10	TAV_R
1000400	Intensive Language Arts	10	FCAT FSA Retake
1000400	Intensive Language Arts	11	ACT Read
1000410	Intensive Reading	7	TAV_R
1000410	Intensive Reading	7	FCAT FSA Retake
1000410	Intensive Reading	8	TAV_R
1000410	Intensive Reading	8	FCAT FSA Retake
1000410	Intensive Reading	9	TAV_R
1000410	Intensive Reading	9	FCAT FSA Retake
1000410	Intensive Reading	10	TAV_R
1000410	Intensive Reading	10	FCAT FSA Retake
1000410	Intensive Reading	11	ACT Read
1000410	Intensive Reading	11	FCAT FSA Retake
1000410	Intensive Reading	12	ACT Read
1000410	Intensive Reading	12	FCAT FSA Retake
1001010	M/J Language Arts 1	4	NFTAV_R
1001010	M/J Language Arts 1	6	TAV_R
1001010	M/J Language Arts 1	7	TAV_R
1001040	M/J Language Arts 2	6	TAV_R
1001040	M/J Language Arts 2	7	TAV_R
1001040	M/J Language Arts 2	8	TAV_R
1001040	M/J Language Arts 2	9	TAV_R
1001050	M/J Language Arts 2, Advanced	7	TAV_R
1001050	M/J Language Arts 2, Advanced	8	TAV_R
1001060	M/J International Baccalaureate Language Arts 2	7	TAV_R
1001070	M/J Language Arts 3	7	TAV_R
1001070	M/J Language Arts 3	8	TAV_R
1001070	M/J Language Arts 3	9	TAV_R
1001080	M/J Language Arts 3, Advanced	7	TAV_R
1001080	M/J Language Arts 3, Advanced	8	TAV_R
1001080	M/J Language Arts 3, Advanced	9	TAV_R
1001090	M/J International Baccalaureate Language Arts 3	8	TAV_R
1001310	English 1	7	NFTAV_R
1001310	English 1	8	TAV_R
1001310	English 1	9	TAV_R

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1001310	English 1	10	TAV_R
1001310	English 1	11	ACT English
1001310	English 1	12	ACT English
1001320	English Honors 1	8	TAV_R
1001320	English Honors 1	9	TAV_R
1001320	English Honors 1	10	TAV_R
1001320	English Honors 1	11	ACT English
1001340	English 2	7	NFTAV_R
1001340	English 2	9	TAV_R
1001340	English 2	10	TAV_R
1001340	English 2	11	ACT English
1001340	English 2	12	ACT English
1001350	English Honors 2	9	TAV_R
1001350	English Honors 2	10	TAV_R
1001350	English Honors 2	11	ACT English
1001350	English Honors 2	12	ACT English
1001370	English 3	9	NFTAV_R
1001370	English 3	10	NFTAV_R
1001370	English 3	11	ACT English
1001370	English 3	12	ACT English
1001380	English Honors 3	10	NFTAV_R
1001380	English Honors 3	11	ACT English
1001380	English Honors 3	12	ACT English
1001400	English 4	9	NFTAV_R
1001400	English 4	10	NFTAV_R
1001400	English 4	11	ACT English
1001400	English 4	11	BPSFE English 4
1001400	English 4	12	ACT English
1001400	English 4	12	BPSFE English 4
1001405	English 4: Florida College Prep	10	NFTAV_R
1001405	English 4: Florida College Prep	11	ACT English
1001405	English 4: Florida College Prep	11	BPSFE English 4
1001405	English 4: Florida College Prep	12	ACT English
1001405	English 4: Florida College Prep	12	BPSFE English 4
1001410	English Honors 4	10	NFTAV_R
1001410	English Honors 4	11	ACT English
1001410	English Honors 4	11	BPSFE English 4
1001410	English Honors 4	12	ACT English
1001410	English Honors 4	12	BPSFE English 4
1001420	Advanced Placement English Language and Composition	10	NFTAV_R



**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1001420	Advanced Placement English Language and Composition	11	ACT English
1001420	Advanced Placement English Language and Composition	12	ACT English
1001430	Advanced Placement English Literature and Composition	11	ACT English
1001430	Advanced Placement English Literature and Composition	12	ACT English
1001480	Communications Methodology Honors	12	ACT English
1001550	AICE English Language AS Level	10	TAV_R
1001550	AICE English Language AS Level	11	ACT English
1001550	AICE English Language AS Level	12	ACT English
1001551	AICE English Language 2 A Level	11	ACT English
1001551	AICE English Language 2 A Level	12	ACT English
1001560	Pre-AICE English Language IGCSE Level	9	TAV_R
1001800	Florida's Pre-International Baccalaureate English 1	9	TAV_R
1001810	Florida's Pre-International Baccalaureate English 2	10	TAV_R
1001830	International Baccalaureate English 4	12	ACT English
1001840	International Baccalaureate Mid Yrs. Prog English 1	9	TAV_R
1001845	International Baccalaureate Mid Yrs. Prog English 2	10	TAV_R
1002010	M/J Language Arts 2 Through ESOL	7	TAV_R
1002020	M/J Language Arts 3 Through ESOL	8	TAV_R
1002180	M/J Developmental Language Arts Through ESOL (MC)	7	TAV_R
1002180	M/J Developmental Language Arts Through ESOL (MC)	8	TAV_R
1002300	English 1 Through ESOL	9	TAV_R
1002300	English 1 Through ESOL	10	TAV_R
1002310	English 2 Through ESOL	9	TAV_R
1002310	English 2 Through ESOL	10	TAV_R
1002320	English 3 Through ESOL	9	NFTAV_R
1002320	English 3 Through ESOL	10	NFTAV_R
1002320	English 3 Through ESOL	11	ACT English
1002520	English 4 Through ESOL	12	ACT English
1004300	Semantics and Logic Honors	12	ACT English
1005370	AICE English Literature 1 AS Level	11	ACT English
1005370	AICE English Literature 1 AS Level	12	ACT English
1005380	Pre-AICE English Literature IGCSE Level	10	TAV_R
1006000	M/J Journalism 1	7	NFTAV_R
1006000	M/J Journalism 1	8	NFTAV_R
1006010	M/J Journalism 2	8	NFTAV_R
1006300	Journalism 1	8	NFTAV_R
1006300	Journalism 1	9	NFTAV_R
1006300	Journalism 1	10	NFTAV_R
1006300	Journalism 1	11	ACT English
1006300	Journalism 1	12	ACT English

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1006310	Journalism 2	9	NFTAV_R
1006310	Journalism 2	10	NFTAV_R
1006310	Journalism 2	11	ACT English
1006310	Journalism 2	12	ACT English
1006320	Journalism 3	10	NFTAV_R
1006320	Journalism 3	11	ACT English
1006320	Journalism 3	12	ACT English
1006330	Journalism 4	10	NFTAV_R
1006330	Journalism 4	11	ACT English
1006330	Journalism 4	12	ACT English
1006331	Journalism 5 Honors	11	ACT English
1006331	Journalism 5 Honors	12	ACT English
1006332	Journalism 6 Honors	11	ACT English
1006332	Journalism 6 Honors	12	ACT English
1006375	Social Media 1	8	NFTAV_R
1006375	Social Media 1	9	NFTAV_R
1006375	Social Media 1	10	NFTAV_R
1006375	Social Media 1	11	ACT English
1006375	Social Media 1	12	ACT English
1007000	M/J Speech and Debate 1	6	NFTAV_R
1007000	M/J Speech and Debate 1	7	NFTAV_R
1007000	M/J Speech and Debate 1	8	NFTAV_R
1007300	Speech 1	9	NFTAV_R
1007300	Speech 1	10	NFTAV_R
1007300	Speech 1	11	ACT English
1007300	Speech 1	12	ACT English
1007305	Speech 1	9	TAV_R
1007305	Speech 1	10	TAV_R
1007305	Speech 1	11	ACT English
1007305	Speech 1	12	ACT English
1007315	Speech 2	12	ACT English
1007330	Debate 1	9	NFTAV_R
1007330	Debate 1	10	NFTAV_R
1007330	Debate 1	11	ACT English
1007330	Debate 1	12	ACT English
1007340	Debate 2	10	NFTAV_R
1007340	Debate 2	12	ACT English
1007350	Debate 3 Honors	10	NFTAV_R
1007350	Debate 3 Honors	12	ACT English
1008010	M/J Reading 1	4	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1008010	M/J Reading 1	6	TAV_R
1008040	M/J Reading 2	7	TAV_R
1008040	M/J Reading 2	9	NFTAV_R
1008070	M/J Reading 3	7	TAV_R
1008070	M/J Reading 3	8	TAV_R
1008070	M/J Reading 3	9	NFTAV_R
1008080	M/J Reading 3, Advanced	8	TAV_R
1008320	Reading Honors	9	TAV_R
1008320	Reading Honors	10	TAV_R
1008350	Reading for College Success	9	NFTAV_R
1008350	Reading for College Success	10	NFTAV_R
1008350	Reading for College Success	11	ACT Read
1008350	Reading for College Success	12	ACT Read
1009000	M/J Creative Writing 1	7	NFTAV_R
1009000	M/J Creative Writing 1	8	NFTAV_R
1009320	Creative Writing 1	9	NFTAV_R
1009320	Creative Writing 1	10	NFTAV_R
1009320	Creative Writing 1	11	ACT English
1009320	Creative Writing 1	12	ACT English
1009330	Creative Writing 2	9	NFTAV_R
1009330	Creative Writing 2	10	NFTAV_R
1009330	Creative Writing 2	11	ACT English
1009330	Creative Writing 2	12	ACT English
1009360	AICE General Paper AS Level	9	TAV_R
1009360	AICE General Paper AS Level	10	TAV_R
1009360	AICE General Paper AS Level	11	ACT English
1009360	AICE General Paper AS Level	12	ACT English
1100000	M/J Library Skills/Information Literacy (MC)	4	NFTAV_R
1100000	M/J Library Skills/Information Literacy (MC)	5	NFTAV_R
1100000	M/J Library Skills/Information Literacy (MC)	6	NFTAV_R
1100000	M/J Library Skills/Information Literacy (MC)	7	NFTAV_R
1200310	Algebra 1	7	TAV_M
1200310	Algebra 1	7	EOC Alg 1 6-7
1200310	Algebra 1	8	TAV_Algebra
1200310	Algebra 1	9	TAV_Algebra
1200310	Algebra 1	10	EOC Alg 1 10-12
1200310	Algebra 1	11	EOC Alg 1 10-12
1200310	Algebra 1	12	EOC Alg 1 10-12
1200320	Algebra 1 Honors	7	TAV_M
1200320	Algebra 1 Honors	7	EOC Alg 1 6-7

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1200320	Algebra 1 Honors	8	TAV_Algebra
1200320	Algebra 1 Honors	9	TAV_Algebra
1200320	Algebra 1 Honors	10	EOC Alg 1 10-12
1200320	Algebra 1 Honors	11	EOC Alg 1 10-12
1200320	Algebra 1 Honors	12	EOC Alg 1 10-12
1200330	Algebra 2	8	EOC Alg 2
1200330	Algebra 2	9	EOC Alg 2
1200330	Algebra 2	10	EOC Alg 2
1200330	Algebra 2	11	EOC Alg 2
1200330	Algebra 2	12	EOC Alg 2
1200340	Algebra 2 Honors	8	TAV_M
1200340	Algebra 2 Honors	8	EOC Alg 2
1200340	Algebra 2 Honors	9	EOC Alg 2
1200340	Algebra 2 Honors	10	EOC Alg 2
1200340	Algebra 2 Honors	11	EOC Alg 2
1200340	Algebra 2 Honors	12	EOC Alg 2
1200370	Algebra 1-A	7	NFTAV_M
1200370	Algebra 1-A	8	TAV_M
1200370	Algebra 1-A	9	NFTAV_R
1200370	Algebra 1-A	10	NFTAV_R
1200370	Algebra 1-A	11	ACT Math
1200370	Algebra 1-A	12	ACT Math
1200380	Algebra 1-B	9	TAV_Algebra
1200380	Algebra 1-B	10	EOC Alg 1 10-12
1200380	Algebra 1-B	11	EOC Alg 1 10-12
1200380	Algebra 1-B	12	EOC Alg 1 10-12
1200390	International Baccalaureate Mid Yrs. Prog Algebra 1	7	TAV_M
1200390	International Baccalaureate Mid Yrs. Prog Algebra 1	7	EOC Alg 1 6-7
1200390	International Baccalaureate Mid Yrs. Prog Algebra 1	8	TAV_Algebra
1200395	International Baccalaureate Mid Yrs. Prog Algebra 2	9	EOC Alg 2
1200395	International Baccalaureate Mid Yrs. Prog Algebra 2	10	EOC Alg 2
1200400	Intensive Mathematics	8	NFTAV_M
1200400	Intensive Mathematics	9	FCAT FSA Retake
1200400	Intensive Mathematics	9	NFTAV_R
1200400	Intensive Mathematics	10	FCAT FSA Retake
1200400	Intensive Mathematics	10	NFTAV_R
1200400	Intensive Mathematics	11	FCAT FSA Retake
1200400	Intensive Mathematics	11	ACT Math
1200400	Intensive Mathematics	12	FCAT FSA Retake
1200400	Intensive Mathematics	12	ACT Math

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1200500	Advanced Algebra with Financial Applications	12	ACT Math
1200700	Mathematics for College Readiness	10	NFTAV_R
1200700	Mathematics for College Readiness	11	ACT Math
1200700	Mathematics for College Readiness	12	ACT Math
1201300	Mathematical Analysis Honors	11	ACT Math
1201315	Analysis of Functions Honors	10	NFTAV_R
1201315	Analysis of Functions Honors	11	ACT Math
1201315	Analysis of Functions Honors	12	ACT Math
1202300	Calculus Honors	11	ACT Math
1202300	Calculus Honors	12	ACT Math
1202310	Advanced Placement Calculus AB	10	NFTAV_R
1202310	Advanced Placement Calculus AB	11	ACT Math
1202310	Advanced Placement Calculus AB	12	ACT Math
1202320	Advanced Placement Calculus BC	10	NFTAV_R
1202320	Advanced Placement Calculus BC	11	ACT Math
1202320	Advanced Placement Calculus BC	12	ACT Math
1202340	Pre-Calculus Honors	8	NFTAV_M
1202340	Pre-Calculus Honors	9	NFTAV_R
1202340	Pre-Calculus Honors	10	NFTAV_R
1202340	Pre-Calculus Honors	11	ACT Math
1202340	Pre-Calculus Honors	12	ACT Math
1202352	AICE Mathematics 1 AS Level	10	NFTAV_R
1202352	AICE Mathematics 1 AS Level	11	ACT Math
1202352	AICE Mathematics 1 AS Level	12	ACT Math
1202362	AICE Mathematics and Probability and Statistics 1 AS Level	10	NFTAV_R
1202362	AICE Mathematics and Probability and Statistics 1 AS Level	11	ACT Math
1202362	AICE Mathematics and Probability and Statistics 1 AS Level	12	ACT Math
1202364	AICE Mathematics and Probability and Statistics 2 A Level	10	NFTAV_R
1202364	AICE Mathematics and Probability and Statistics 2 A Level	11	ACT Math
1202364	AICE Mathematics and Probability and Statistics 2 A Level	12	ACT Math
1202375	International Baccalaureate Pre-Calculus	10	NFTAV_R
1202375	International Baccalaureate Pre-Calculus	11	ACT Math
1202810	International Baccalaureate Calculus and Descriptive	11	ACT Math
1202810	International Baccalaureate Calculus and Descriptive	12	ACT Math
1202830	International Baccalaureate Advanced Calculus	12	ACT Math
1204000	M/J Intensive Mathematics (MC)	6	TAV_M
1204000	M/J Intensive Mathematics (MC)	6	FCAT FSA Retake
1204000	M/J Intensive Mathematics (MC)	7	TAV_M
1204000	M/J Intensive Mathematics (MC)	7	FCAT FSA Retake
1204000	M/J Intensive Mathematics (MC)	8	TAV_M

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1204000	M/J Intensive Mathematics (MC)	8	FCAT FSA Retake
1205010	M/J Grade 6 Mathematics	4	TAV_M
1205010	M/J Grade 6 Mathematics	5	TAV_M
1205010	M/J Grade 6 Mathematics	6	TAV_M
1205010	M/J Grade 6 Mathematics	7	TAV_M
1205020	M/J Grade 6 Mathematics	6	TAV_M
1205040	M/J Grade 7 Mathematics	6	TAV_M
1205040	M/J Grade 7 Mathematics	7	TAV_M
1205040	M/J Grade 7 Mathematics	8	TAV_M
1205040	M/J Grade 7 Mathematics	9	NFTAV_R
1205050	M/J Grade 7 Mathematics Advanced	6	TAV_M
1205050	M/J Grade 7 Mathematics Advanced	7	TAV_M
1205050	M/J Grade 7 Mathematics Advanced	8	TAV_M
1205070	M/J Grade 8 Pre-Algebra	7	TAV_M
1205070	M/J Grade 8 Pre-Algebra	8	TAV_M
1205070	M/J Grade 8 Pre-Algebra	9	TAV_M
1205100	M/J International Baccalaureate Pre-Algebra	7	TAV_M
1206310	Geometry	7	NFTAV_M
1206310	Geometry	7	EOC Geometry
1206310	Geometry	8	EOC Geometry
1206310	Geometry	8	NFTAV_M
1206310	Geometry	9	EOC Geometry
1206310	Geometry	10	EOC Geometry
1206310	Geometry	11	EOC Geometry
1206310	Geometry	12	EOC Geometry
1206320	Geometry Honors	7	NFTAV_M
1206320	Geometry Honors	7	EOC Geometry
1206320	Geometry Honors	8	EOC Geometry
1206320	Geometry Honors	8	NFTAV_M
1206320	Geometry Honors	9	EOC Geometry
1206320	Geometry Honors	10	EOC Geometry
1206320	Geometry Honors	11	EOC Geometry
1206320	Geometry Honors	12	EOC Geometry
1206810	International Baccalaureate Mid Yrs. Prog Geometry	8	EOC Geometry
1206810	International Baccalaureate Mid Yrs. Prog Geometry	8	NFTAV_M
1206810	International Baccalaureate Mid Yrs. Prog Geometry	9	EOC Geometry
1207300	Liberal Arts Mathematics 1	7	NFTAV_M
1207300	Liberal Arts Mathematics 1	9	NFTAV_R
1207300	Liberal Arts Mathematics 1	10	NFTAV_R
1207300	Liberal Arts Mathematics 1	11	ACT Math

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1207300	Liberal Arts Mathematics 1	12	ACT Math
1207310	Liberal Arts Mathematics 2	9	NFTAV_R
1207310	Liberal Arts Mathematics 2	10	NFTAV_R
1207310	Liberal Arts Mathematics 2	11	ACT Math
1207310	Liberal Arts Mathematics 2	12	ACT Math
1209800	International Baccalaureate Mathematics Studies	10	NFTAV_R
1209800	International Baccalaureate Mathematics Studies	11	ACT Math
1209810	Pre-AICE Mathematics 1 IGCSE Level	7	TAV_M
1209810	Pre-AICE Mathematics 1 IGCSE Level	7	EOC Alg 1 6-7
1209810	Pre-AICE Mathematics 1 IGCSE Level	8	TAV_Algebra
1209810	Pre-AICE Mathematics 1 IGCSE Level	8	NFTAV_M
1209820	Pre-AICE Mathematics 2 IGCSE Level	8	NFTAV_M
1209820	Pre-AICE Mathematics 2 IGCSE Level	8	EOC Geometry
1209820	Pre-AICE Mathematics 2 IGCSE Level	9	EOC Geometry
1209820	Pre-AICE Mathematics 2 IGCSE Level	10	EOC Geometry
1209820	Pre-AICE Mathematics 2 IGCSE Level	11	EOC Geometry
1209825	Pre-AICE Mathematics 3 IGCSE Level	9	EOC Alg 2
1209825	Pre-AICE Mathematics 3 IGCSE Level	10	EOC Alg 2
1209825	Pre-AICE Mathematics 3 IGCSE Level	11	EOC Alg 2
1209825	Pre-AICE Mathematics 3 IGCSE Level	12	EOC Alg 2
1210300	Probability & Statistics with Applications Honors	10	NFTAV_R
1210300	Probability & Statistics with Applications Honors	11	ACT Math
1210300	Probability & Statistics with Applications Honors	12	ACT Math
1210310	IB Statistics and Introductory Differential Calculus	11	ACT Math
1210310	IB Statistics and Introductory Differential Calculus	12	ACT Math
1210320	Advanced Placement Statistics	9	NFTAV_R
1210320	Advanced Placement Statistics	10	NFTAV_R
1210320	Advanced Placement Statistics	11	ACT Math
1210320	Advanced Placement Statistics	12	ACT Math
1211300	Trigonometry Honors	10	NFTAV_R
1211300	Trigonometry Honors	11	ACT Math
1211300	Trigonometry Honors	12	ACT Math
1298310	Advanced Topics in Mathematics (formerly 129830A)	10	NFTAV_R
1298310	Advanced Topics in Mathematics (formerly 129830A)	11	ACT Combo
1298310	Advanced Topics in Mathematics (formerly 129830A)	12	ACT Combo
1300330	Advanced Placement Music Theory	10	NFTAV_R
1300330	Advanced Placement Music Theory	11	ACT Combo
1300330	Advanced Placement Music Theory	12	ACT Combo
1300340	Music of the World	11	ACT Combo
1300395	AICE Music 1 AS Level	10	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1300395	AICE Music 1 AS Level	11	ACT Combo
1300395	AICE Music 1 AS Level	12	ACT Combo
1300816	International Baccalaureate Music 1	11	ACT Combo
1300818	International Baccalaureate Music 2	11	ACT Combo
1300818	International Baccalaureate Music 2	12	ACT Combo
1300830	International Baccalaureate Music 4	11	ACT Combo
1300830	International Baccalaureate Music 4	12	ACT Combo
1301030	M/J Keyboard 1	7	NFTAV_R-M
1301030	M/J Keyboard 1	8	NFTAV_R-M
1301060	M/J Guitar 1	7	NFTAV_R-M
1301060	M/J Guitar 1	8	NFTAV_R-M
1301070	M/J Guitar 2	7	NFTAV_R-M
1301070	M/J Guitar 2	8	NFTAV_R-M
1301090	M/J Exploring Music 1	4	NFTAV_R-M
1301090	M/J Exploring Music 1	5	NFTAV_R-M
1301090	M/J Exploring Music 1	6	NFTAV_R-M
1301100	M/J Exploring Music 2	7	NFTAV_R-M
1301100	M/J Exploring Music 2	8	NFTAV_R-M
1301320	Guitar 1	9	NFTAV_R
1301320	Guitar 1	10	NFTAV_R
1301320	Guitar 1	11	ACT Combo
1301320	Guitar 1	12	ACT Combo
1301360	Keyboard 1	9	NFTAV_R
1301360	Keyboard 1	10	NFTAV_R
1301360	Keyboard 1	11	ACT Combo
1301360	Keyboard 1	12	ACT Combo
1301370	Keyboard 2	10	NFTAV_R
1301370	Keyboard 2	11	ACT Combo
1301370	Keyboard 2	12	ACT Combo
1301380	Keyboard 3	10	NFTAV_R
1301380	Keyboard 3	11	ACT Combo
1301380	Keyboard 3	12	ACT Combo
1301390	Keyboard 4 Honors	12	ACT Combo
1302000	M/J Band 1	6	NFTAV_R-M
1302000	M/J Band 1	7	NFTAV_R-M
1302000	M/J Band 1	8	NFTAV_R-M
1302010	M/J Band 2	7	NFTAV_R-M
1302010	M/J Band 2	8	NFTAV_R-M
1302020	M/J Band 3	8	NFTAV_R-M
1302040	M/J Orchestra 1	7	NFTAV_R-M



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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1302040	M/J Orchestra 1	8	NFTAV_R-M
1302050	M/J Orchestra 2	7	NFTAV_R-M
1302050	M/J Orchestra 2	8	NFTAV_R-M
1302060	M/J Orchestra 3	7	NFTAV_R-M
1302060	M/J Orchestra 3	8	NFTAV_R-M
1302070	M/J Orchestra 4	7	NFTAV_R-M
1302070	M/J Orchestra 4	8	NFTAV_R-M
1302080	M/J Instrumental Techniques 1	7	NFTAV_R-M
1302110	M/J Instrumental Ensemble 1	7	NFTAV_R-M
1302110	M/J Instrumental Ensemble 1	8	NFTAV_R-M
1302120	M/J Instrumental Ensemble 2	7	NFTAV_R-M
1302120	M/J Instrumental Ensemble 2	8	NFTAV_R-M
1302300	Band 1	9	NFTAV_R
1302300	Band 1	10	NFTAV_R
1302300	Band 1	11	ACT Combo
1302300	Band 1	12	ACT Combo
1302310	Band 2	9	NFTAV_R
1302310	Band 2	10	NFTAV_R
1302310	Band 2	11	ACT Combo
1302310	Band 2	12	ACT Combo
1302320	Band 3	9	NFTAV_R
1302320	Band 3	10	NFTAV_R
1302320	Band 3	11	ACT Combo
1302320	Band 3	12	ACT Combo
1302330	Band 4	9	NFTAV_R
1302330	Band 4	10	NFTAV_R
1302330	Band 4	11	ACT Combo
1302330	Band 4	12	ACT Combo
1302340	Band 5 Honors	9	NFTAV_R
1302340	Band 5 Honors	10	NFTAV_R
1302340	Band 5 Honors	11	ACT Combo
1302340	Band 5 Honors	12	ACT Combo
1302350	Band 6 Honors	9	NFTAV_R
1302350	Band 6 Honors	11	ACT Combo
1302350	Band 6 Honors	12	ACT Combo
1302360	Orchestra 1	9	NFTAV_R
1302360	Orchestra 1	10	NFTAV_R
1302360	Orchestra 1	11	ACT Combo
1302360	Orchestra 1	12	ACT Combo
1302370	Orchestra 2	9	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1302370	Orchestra 2	10	NFTAV_R
1302370	Orchestra 2	11	ACT Combo
1302370	Orchestra 2	12	ACT Combo
1302380	Orchestra 3	9	NFTAV_R
1302380	Orchestra 3	10	NFTAV_R
1302380	Orchestra 3	11	ACT Combo
1302380	Orchestra 3	12	ACT Combo
1302390	Orchestra 4	9	NFTAV_R
1302390	Orchestra 4	10	NFTAV_R
1302390	Orchestra 4	11	ACT Combo
1302390	Orchestra 4	12	ACT Combo
1302400	Orchestra 5 Honors	10	NFTAV_R
1302400	Orchestra 5 Honors	11	ACT Combo
1302400	Orchestra 5 Honors	12	ACT Combo
1302410	Orchestra 6 Honors	9	NFTAV_R
1302410	Orchestra 6 Honors	11	ACT Combo
1302410	Orchestra 6 Honors	12	ACT Combo
1302420	Instrumental Techniques 1	9	NFTAV_R
1302420	Instrumental Techniques 1	10	NFTAV_R
1302420	Instrumental Techniques 1	11	ACT Combo
1302420	Instrumental Techniques 1	12	ACT Combo
1302430	Instrumental Techniques 2	9	NFTAV_R
1302430	Instrumental Techniques 2	10	NFTAV_R
1302430	Instrumental Techniques 2	11	ACT Combo
1302430	Instrumental Techniques 2	12	ACT Combo
1302440	Instrumental Techniques 3	10	NFTAV_R
1302440	Instrumental Techniques 3	11	ACT Combo
1302440	Instrumental Techniques 3	12	ACT Combo
1302450	Instrumental Techniques 4 Honors	10	NFTAV_R
1302450	Instrumental Techniques 4 Honors	11	ACT Combo
1302450	Instrumental Techniques 4 Honors	12	ACT Combo
1302460	Instrumental Ensemble 1	9	NFTAV_R
1302460	Instrumental Ensemble 1	10	NFTAV_R
1302460	Instrumental Ensemble 1	11	ACT Combo
1302460	Instrumental Ensemble 1	12	ACT Combo
1302470	Instrumental Ensemble 2	9	NFTAV_R
1302470	Instrumental Ensemble 2	10	NFTAV_R
1302470	Instrumental Ensemble 2	11	ACT Combo
1302480	Instrumental Ensemble 3	9	NFTAV_R
1302480	Instrumental Ensemble 3	10	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1302480	Instrumental Ensemble 3	11	ACT Combo
1302480	Instrumental Ensemble 3	12	ACT Read
1302490	Instrumental Ensemble 4 Honors	10	NFTAV_R
1302490	Instrumental Ensemble 4 Honors	11	ACT Combo
1302490	Instrumental Ensemble 4 Honors	12	ACT Combo
1302500	Jazz Ensemble 1	9	NFTAV_R
1302500	Jazz Ensemble 1	10	NFTAV_R
1302500	Jazz Ensemble 1	11	ACT Combo
1302500	Jazz Ensemble 1	12	ACT Combo
1302510	Jazz Ensemble 2	9	NFTAV_R
1302510	Jazz Ensemble 2	10	NFTAV_R
1302510	Jazz Ensemble 2	11	ACT Combo
1302510	Jazz Ensemble 2	12	ACT Combo
1302520	Jazz Ensemble 3	10	NFTAV_R
1302520	Jazz Ensemble 3	11	ACT Combo
1302520	Jazz Ensemble 3	12	ACT Combo
1302530	Jazz Ensemble 4 Honors	9	NFTAV_R
1302530	Jazz Ensemble 4 Honors	10	NFTAV_R
1302530	Jazz Ensemble 4 Honors	11	ACT Combo
1302530	Jazz Ensemble 4 Honors	12	ACT Combo
1303000	M/J Chorus 1	6	NFTAV_R-M
1303000	M/J Chorus 1	7	NFTAV_R-M
1303000	M/J Chorus 1	8	NFTAV_R-M
1303010	M/J Chorus 2	7	NFTAV_R-M
1303010	M/J Chorus 2	8	NFTAV_R-M
1303010	M/J Chorus 2	9	NFTAV_R
1303070	M/J Vocal Techniques 1	7	NFTAV_R-M
1303100	M/J Vocal Ensemble 1	7	NFTAV_R-M
1303150	M/J Music Technology	7	NFTAV_R-M
1303150	M/J Music Technology	8	NFTAV_R-M
1303300	Chorus 1	9	NFTAV_R
1303300	Chorus 1	10	NFTAV_R
1303300	Chorus 1	11	ACT Combo
1303300	Chorus 1	12	ACT Combo
1303310	Chorus 2	9	NFTAV_R
1303310	Chorus 2	10	NFTAV_R
1303310	Chorus 2	11	ACT Combo
1303310	Chorus 2	12	ACT Combo
1303320	Chorus 3	9	NFTAV_R
1303320	Chorus 3	10	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1303320	Chorus 3	11	ACT Combo
1303320	Chorus 3	12	ACT Combo
1303330	Chorus 4	9	NFTAV_R
1303330	Chorus 4	10	NFTAV_R
1303330	Chorus 4	11	ACT Combo
1303330	Chorus 4	12	ACT Combo
1303340	Chorus 5 Honors	9	NFTAV_R
1303340	Chorus 5 Honors	10	NFTAV_R
1303340	Chorus 5 Honors	11	ACT Combo
1303340	Chorus 5 Honors	12	ACT Combo
1303350	Chorus 6 Honors	10	NFTAV_R
1303350	Chorus 6 Honors	11	ACT Combo
1303350	Chorus 6 Honors	12	ACT Combo
1303360	Chorus Register-Specific 1	9	NFTAV_R
1303360	Chorus Register-Specific 1	10	NFTAV_R
1303360	Chorus Register-Specific 1	11	ACT Combo
1303360	Chorus Register-Specific 1	12	ACT Combo
1303370	Chorus Register-Specific 2	9	NFTAV_R
1303370	Chorus Register-Specific 2	10	NFTAV_R
1303370	Chorus Register-Specific 2	11	ACT Combo
1303370	Chorus Register-Specific 2	12	ACT Combo
1303380	Chorus Register-Specific 3	11	ACT Combo
1303390	Chorus Register-Specific 4 Honors	12	ACT Combo
1303400	Vocal Techniques 1	9	NFTAV_R
1303400	Vocal Techniques 1	10	NFTAV_R
1303400	Vocal Techniques 1	11	ACT Combo
1303400	Vocal Techniques 1	12	ACT Combo
1303410	Vocal Techniques 2	9	NFTAV_R
1303410	Vocal Techniques 2	10	NFTAV_R
1303410	Vocal Techniques 2	11	ACT Combo
1303410	Vocal Techniques 2	12	ACT Combo
1303420	Vocal Techniques 3	10	NFTAV_R
1303420	Vocal Techniques 3	11	ACT Combo
1303420	Vocal Techniques 3	12	ACT Combo
1303430	Vocal Techniques 4 Honors	11	ACT Combo
1303430	Vocal Techniques 4 Honors	12	ACT Combo
1303440	Vocal Ensemble 1	9	NFTAV_R
1303440	Vocal Ensemble 1	10	NFTAV_R
1303440	Vocal Ensemble 1	11	ACT Combo
1303440	Vocal Ensemble 1	12	ACT Combo

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1303450	Vocal Ensemble 2	9	NFTAV_R
1303450	Vocal Ensemble 2	10	NFTAV_R
1303450	Vocal Ensemble 2	11	ACT Combo
1303450	Vocal Ensemble 2	12	ACT Combo
1303460	Vocal Ensemble 3	10	NFTAV_R
1303460	Vocal Ensemble 3	11	ACT Combo
1303460	Vocal Ensemble 3	12	ACT Combo
1303470	Vocal Ensemble 4 Honors	9	NFTAV_R
1303470	Vocal Ensemble 4 Honors	10	NFTAV_R
1303470	Vocal Ensemble 4 Honors	11	ACT Combo
1303470	Vocal Ensemble 4 Honors	12	ACT Combo
1305300	Eurhythmics 1	9	NFTAV_R
1305300	Eurhythmics 1	10	NFTAV_R
1305300	Eurhythmics 1	11	ACT Combo
1305300	Eurhythmics 1	12	ACT Combo
1305310	Eurhythmics 2	10	NFTAV_R
1305310	Eurhythmics 2	11	ACT Combo
1305310	Eurhythmics 2	12	ACT Combo
1305320	Eurhythmics 3	11	ACT Combo
1305320	Eurhythmics 3	12	ACT Combo
1305330	Eurhythmics 4	9	NFTAV_R
1305330	Eurhythmics 4	12	ACT Combo
1400000	M/J Peer Counseling 1	6	NFTAV_R-M
1400000	M/J Peer Counseling 1	7	NFTAV_R-M
1400000	M/J Peer Counseling 1	8	NFTAV_R-M
1400300	Peer Counseling 1	7	NFTAV_R-M
1400300	Peer Counseling 1	8	NFTAV_R-M
1400300	Peer Counseling 1	9	NFTAV_R
1400300	Peer Counseling 1	10	NFTAV_R
1400300	Peer Counseling 1	11	ACT Combo
1400300	Peer Counseling 1	12	ACT Combo
1400310	Peer Counseling 2	9	NFTAV_R
1400310	Peer Counseling 2	10	NFTAV_R
1400310	Peer Counseling 2	11	ACT Combo
1400310	Peer Counseling 2	12	ACT Combo
1400320	Peer Counseling 3	9	NFTAV_R
1400320	Peer Counseling 3	10	NFTAV_R
1400320	Peer Counseling 3	11	ACT Combo
1400320	Peer Counseling 3	12	ACT Combo
1400330	Peer Counseling 4	10	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1400330	Peer Counseling 4	11	ACT Combo
1400330	Peer Counseling 4	12	ACT Combo
1501300	Personal Fitness	9	NFTAV_R
1501300	Personal Fitness	10	NFTAV_R
1501300	Personal Fitness	11	ACT Combo
1501300	Personal Fitness	12	ACT Combo
1501310	Fitness Lifestyle Design	9	NFTAV_R
1501310	Fitness Lifestyle Design	10	NFTAV_R
1501310	Fitness Lifestyle Design	11	ACT Combo
1501310	Fitness Lifestyle Design	12	ACT Combo
1501340	Weight Training 1	8	NFTAV_R-M
1501340	Weight Training 1	9	NFTAV_R
1501340	Weight Training 1	10	NFTAV_R
1501340	Weight Training 1	11	ACT Combo
1501340	Weight Training 1	12	ACT Combo
1501350	Weight Training 2	9	NFTAV_R
1501350	Weight Training 2	10	NFTAV_R
1501350	Weight Training 2	11	ACT Combo
1501350	Weight Training 2	12	ACT Combo
1501360	Weight Training 3	9	NFTAV_R
1501360	Weight Training 3	10	NFTAV_R
1501360	Weight Training 3	11	ACT Combo
1501360	Weight Training 3	12	ACT Combo
1501380	Personal Fitness Trainer	9	NFTAV_R
1501380	Personal Fitness Trainer	10	NFTAV_R
1501380	Personal Fitness Trainer	11	ACT Combo
1501380	Personal Fitness Trainer	12	ACT Combo
1501390	Comprehensive Fitness	9	NFTAV_R
1501390	Comprehensive Fitness	10	NFTAV_R
1501390	Comprehensive Fitness	11	ACT Combo
1501390	Comprehensive Fitness	12	ACT Combo
1501410	Power Weight Training 1	9	NFTAV_R
1501410	Power Weight Training 1	10	NFTAV_R
1501410	Power Weight Training 1	11	ACT Combo
1501410	Power Weight Training 1	12	ACT Combo
1502410	Individual and Dual Sports 1	8	NFTAV_R-M
1502410	Individual and Dual Sports 1	9	NFTAV_R
1502410	Individual and Dual Sports 1	10	NFTAV_R
1502410	Individual and Dual Sports 1	11	ACT Combo
1502410	Individual and Dual Sports 1	12	ACT Combo

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1502420	Individual and Dual Sports 2	9	NFTAV_R
1502420	Individual and Dual Sports 2	10	NFTAV_R
1502420	Individual and Dual Sports 2	11	ACT Combo
1502420	Individual and Dual Sports 2	12	ACT Combo
1502430	Individual and Dual Sports 3	10	NFTAV_R
1502430	Individual and Dual Sports 3	11	ACT Combo
1502430	Individual and Dual Sports 3	12	ACT Combo
1502460	Self Defense Activities	8	NFTAV_R-M
1502470	Recreational Activities	9	NFTAV_R
1502470	Recreational Activities	10	NFTAV_R
1502470	Recreational Activities	11	ACT Combo
1502470	Recreational Activities	12	ACT Combo
1502480	Outdoor Education	9	NFTAV_R
1502480	Outdoor Education	10	NFTAV_R
1502480	Outdoor Education	11	ACT Combo
1502480	Outdoor Education	12	ACT Combo
1502490	Care and Prevention of Athletic Injuries	9	NFTAV_R
1502490	Care and Prevention of Athletic Injuries	10	NFTAV_R
1502490	Care and Prevention of Athletic Injuries	11	ACT Combo
1502490	Care and Prevention of Athletic Injuries	12	ACT Combo
1502500	Sports Officiating	9	NFTAV_R
1502500	Sports Officiating	10	NFTAV_R
1502500	Sports Officiating	11	ACT Combo
1502500	Sports Officiating	12	ACT Combo
1503310	Basketball	9	NFTAV_R
1503310	Basketball	10	NFTAV_R
1503310	Basketball	11	ACT Combo
1503310	Basketball	12	ACT Combo
1503315	Basketball 2	9	NFTAV_R
1503330	Softball	9	NFTAV_R
1503330	Softball	10	NFTAV_R
1503330	Softball	11	ACT Combo
1503330	Softball	12	ACT Combo
1503350	Team Sports 1	8	NFTAV_R-M
1503350	Team Sports 1	9	NFTAV_R
1503350	Team Sports 1	10	NFTAV_R
1503350	Team Sports 1	11	ACT Combo
1503350	Team Sports 1	12	ACT Combo
1503360	Team Sports 2	9	NFTAV_R
1503360	Team Sports 2	10	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1503360	Team Sports 2	11	ACT Combo
1503360	Team Sports 2	12	ACT Combo
1503400	Aerobics 1	10	NFTAV_R
1503400	Aerobics 1	11	ACT Combo
1504460	Swimming 1	9	NFTAV_R
1504460	Swimming 1	10	NFTAV_R
1504460	Swimming 1	11	ACT Combo
1504460	Swimming 1	12	ACT Combo
1504470	Swimming 2	9	NFTAV_R
1504470	Swimming 2	10	NFTAV_R
1504470	Swimming 2	11	ACT Combo
1504470	Swimming 2	12	ACT Combo
1504490	Water Safety	9	NFTAV_R
1504490	Water Safety	10	NFTAV_R
1504490	Water Safety	11	ACT Combo
1504490	Water Safety	12	ACT Combo
1504500	Tennis 1	9	NFTAV_R
1504500	Tennis 1	10	NFTAV_R
1504500	Tennis 1	11	ACT Combo
1504500	Tennis 1	12	ACT Combo
1504510	Tennis 2	9	NFTAV_R
1504510	Tennis 2	10	NFTAV_R
1504510	Tennis 2	11	ACT Combo
1505500	Volleyball 1	9	NFTAV_R
1505500	Volleyball 1	10	NFTAV_R
1505500	Volleyball 1	11	ACT Combo
1505500	Volleyball 1	12	ACT Combo
1505510	Volleyball 2	9	NFTAV_R
1505510	Volleyball 2	10	NFTAV_R
1505510	Volleyball 2	11	ACT Combo
1505510	Volleyball 2	12	ACT Combo
1505520	Volleyball 3	9	NFTAV_R
1505520	Volleyball 3	10	NFTAV_R
1505520	Volleyball 3	11	ACT Combo
1505520	Volleyball 3	12	ACT Combo
1505550	Wrestling 1	10	NFTAV_R
1505550	Wrestling 1	11	ACT Combo
1505550	Wrestling 1	12	ACT Combo
1505560	Wrestling 2	10	NFTAV_R
1505560	Wrestling 2	11	ACT Combo



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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1505560	Wrestling 2	12	ACT Combo
1506320	HOPE-Physical Education Variation	8	NFTAV_R-M
1506320	HOPE-Physical Education Variation	9	NFTAV_R
1506320	HOPE-Physical Education Variation	10	NFTAV_R
1506320	HOPE-Physical Education Variation	11	ACT Combo
1506320	HOPE-Physical Education Variation	12	ACT Combo
1508000	M/J Fitness - Grade 6	4	NFTAV_R-M
1508000	M/J Fitness - Grade 6	5	NFTAV_R-M
1508000	M/J Fitness - Grade 6	6	NFTAV_R-M
1508200	M/J Team Sports - Grade 7	6	NFTAV_R-M
1508400	M/J Extreme/Alternative Sports - Grade 8	7	NFTAV_R-M
1508600	M/J Comprehensive - Grades 6/7	7	NFTAV_R-M
1508700	M/J Comprehensive - Grades 7/8	7	NFTAV_R-M
1508700	M/J Comprehensive - Grades 7/8	8	NFTAV_R-M
1508700	M/J Comprehensive - Grades 7/8	9	NFTAV_R
1700000	M/J Research 1	6	NFTAV_R-M
1700000	M/J Research 1	7	NFTAV_R-M
1700000	M/J Research 1	8	NFTAV_R-M
1700010	M/J Research 2	6	NFTAV_R-M
1700010	M/J Research 2	7	NFTAV_R-M
1700010	M/J Research 2	8	NFTAV_R-M
1700020	M/J Research 3	8	NFTAV_R-M
1700060	M/J Career Research and Decision Making	7	NFTAV_R-M
1700060	M/J Career Research and Decision Making	8	NFTAV_R-M
1700060	M/J Career Research and Decision Making	9	NFTAV_R
1700100	M/J Critical Thinking, Problem Solving, and Learning Strategies	6	NFTAV_R-M
1700100	M/J Critical Thinking, Problem Solving, and Learning Strategies	7	NFTAV_R-M
1700100	M/J Critical Thinking, Problem Solving, and Learning Strategies	8	NFTAV_R-M
1700100	M/J Critical Thinking, Problem Solving, and Learning Strategies	9	NFTAV_R
1700120	M/J AVID 7th	7	NFTAV_R-M
1700120	M/J AVID 7th	8	NFTAV_R-M
1700125	M/J AVID 7th & Career Planning	7	NFTAV_R-M
1700130	M/J AVID 8th	8	NFTAV_R-M
1700300	Research 1	9	NFTAV_R
1700300	Research 1	10	NFTAV_R
1700360	Florida's Pre-International Baccalaureate Inquiry Skills	9	NFTAV_R
1700364	AICE Global Perspectives and Independent Research 1 AS Level	10	NFTAV_R
1700364	AICE Global Perspectives and Independent Research 1 AS Level	11	ACT Combo
1700364	AICE Global Perspectives and Independent Research 1 AS Level	12	ACT Combo
1700366	AICE Global Perspectives and Independent Research 2 Pre-U	11	ACT Read

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1700370	Critical Thinking and Study Skills	7	NFTAV_R-M
1700370	Critical Thinking and Study Skills	9	NFTAV_R
1700370	Critical Thinking and Study Skills	10	NFTAV_R
1700370	Critical Thinking and Study Skills	11	ACT Combo
1700370	Critical Thinking and Study Skills	12	ACT Combo
1700372	AICE Thinking Skills 1 AS Level	10	NFTAV_R
1700372	AICE Thinking Skills 1 AS Level	11	ACT Combo
1700372	AICE Thinking Skills 1 AS Level	12	ACT Combo
1700374	AICE Thinking Skills 2 A Level	11	ACT Read
1700380	Career Research and Decision Making	7	NFTAV_R-M
1700380	Career Research and Decision Making	8	NFTAV_R-M
1700380	Career Research and Decision Making	9	NFTAV_R
1700380	Career Research and Decision Making	10	NFTAV_R
1700380	Career Research and Decision Making	11	ACT Combo
1700380	Career Research and Decision Making	12	ACT Combo
1700390	Advancement Via Individual Determination 1	9	NFTAV_R
1700390	Advancement Via Individual Determination 1	10	NFTAV_R
1700400	Advancement Via Individual Determination 2	9	NFTAV_R
1700400	Advancement Via Individual Determination 2	10	NFTAV_R
1700400	Advancement Via Individual Determination 2	11	ACT Read
1700410	Advancement Via Individual Determination 3	10	NFTAV_R
1700410	Advancement Via Individual Determination 3	11	ACT Combo
1700410	Advancement Via Individual Determination 3	12	ACT Read
1700420	Advancement Via Individual Determination 4	12	ACT Combo
1700500	Advanced Placement Capstone Seminar	10	NFTAV_R
1700500	Advanced Placement Capstone Seminar	11	ACT Combo
1700500	Advanced Placement Capstone Seminar	12	ACT Combo
1700510	Advanced Placement Capstone Research	11	ACT Read
1800300	Air Force: Aerospace Science 1	9	NFTAV_R
1800300	Air Force: Aerospace Science 1	10	NFTAV_R
1800300	Air Force: Aerospace Science 1	11	ACT Combo
1800300	Air Force: Aerospace Science 1	12	ACT Combo
1800310	Air Force: Aerospace Science 2	10	NFTAV_R
1800310	Air Force: Aerospace Science 2	11	ACT Combo
1800310	Air Force: Aerospace Science 2	12	ACT Combo
1800320	Air Force: Aerospace Science 3	9	NFTAV_R
1800320	Air Force: Aerospace Science 3	10	NFTAV_R
1800320	Air Force: Aerospace Science 3	11	ACT Combo
1800320	Air Force: Aerospace Science 3	12	ACT Combo
1800330	Air Force: Aerospace Science 4 - Leadership Development	9	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1800330	Air Force: Aerospace Science 4 - Leadership Development	10	NFTAV_R
1800330	Air Force: Aerospace Science 4 - Leadership Development	11	ACT Combo
1800330	Air Force: Aerospace Science 4 - Leadership Development	12	ACT Combo
1800340	Advanced Aerospace Science	9	NFTAV_R
1800360	Air Force: Aerospace Science 4	12	ACT Combo
1801300	Army: Leadership Education and Training 1	9	NFTAV_R
1801300	Army: Leadership Education and Training 1	10	NFTAV_R
1801300	Army: Leadership Education and Training 1	11	ACT Combo
1801300	Army: Leadership Education and Training 1	12	ACT Combo
1801310	Army: Leadership Education and Training 2	9	NFTAV_R
1801310	Army: Leadership Education and Training 2	10	NFTAV_R
1801310	Army: Leadership Education and Training 2	11	ACT Combo
1801310	Army: Leadership Education and Training 2	12	ACT Combo
1801320	Army: Leadership Education and Training 3	10	NFTAV_R
1801320	Army: Leadership Education and Training 3	11	ACT Combo
1801320	Army: Leadership Education and Training 3	12	ACT Combo
1801330	Army: Leadership Education and Training 4	10	NFTAV_R
1801330	Army: Leadership Education and Training 4	11	ACT Combo
1801330	Army: Leadership Education and Training 4	12	ACT Combo
1802300	Naval Science 1	9	NFTAV_R
1802300	Naval Science 1	10	NFTAV_R
1802300	Naval Science 1	11	ACT Combo
1802300	Naval Science 1	12	ACT Combo
1802310	Naval Science 2	9	NFTAV_R
1802310	Naval Science 2	10	NFTAV_R
1802310	Naval Science 2	11	ACT Combo
1802310	Naval Science 2	12	ACT Combo
1802320	Naval Science 3	10	NFTAV_R
1802320	Naval Science 3	11	ACT Combo
1802320	Naval Science 3	12	ACT Combo
1802330	Naval Science 4	11	ACT Combo
1802330	Naval Science 4	12	ACT Combo
1803300	Marine Corps: Leadership Education 1	9	NFTAV_R
1803300	Marine Corps: Leadership Education 1	10	NFTAV_R
1803300	Marine Corps: Leadership Education 1	11	ACT Combo
1803300	Marine Corps: Leadership Education 1	12	ACT Combo
1803310	Marine Corps: Leadership Education 2	9	NFTAV_R
1803310	Marine Corps: Leadership Education 2	10	NFTAV_R
1803310	Marine Corps: Leadership Education 2	11	ACT Combo
1803310	Marine Corps: Leadership Education 2	12	ACT Combo

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
1803320	Marine Corps: Leadership Education 3	10	NFTAV_R
1803320	Marine Corps: Leadership Education 3	11	ACT Combo
1803320	Marine Corps: Leadership Education 3	12	ACT Combo
1803330	Marine Corps: Leadership Education 4	11	ACT Combo
1803330	Marine Corps: Leadership Education 4	12	ACT Combo
1900300	Driver Education/Traffic Safety-Classroom	8	NFTAV_R-M
1900300	Driver Education/Traffic Safety-Classroom	9	NFTAV_R
1900300	Driver Education/Traffic Safety-Classroom	10	NFTAV_R
1900300	Driver Education/Traffic Safety-Classroom	11	ACT Combo
1900300	Driver Education/Traffic Safety-Classroom	12	ACT Combo
1900310	Driver Education/Traffic Safety-Classroom and Laboratory	8	NFTAV_R-M
1900310	Driver Education/Traffic Safety- Classroom and Laboratory	9	NFTAV_R
1900310	Driver Education/Traffic Safety- Classroom and Laboratory	10	NFTAV_R
1900310	Driver Education/Traffic Safety- Classroom and Laboratory	11	ACT Combo
1900310	Driver Education/Traffic Safety- Classroom and Laboratory	12	ACT Combo
2000310	Biology 1	8	EOC Biology
2000310	Biology 1	8	FCAT Sci 8
2000310	Biology 1	8	NFTAV_R-M
2000310	Biology 1	9	EOC Biology
2000310	Biology 1	10	EOC Biology
2000310	Biology 1	11	EOC Biology
2000310	Biology 1	12	EOC Biology
2000320	Biology 1 Honors	8	EOC Biology
2000320	Biology 1 Honors	8	FCAT Sci 8
2000320	Biology 1 Honors	8	NFTAV_R-M
2000320	Biology 1 Honors	9	EOC Biology
2000320	Biology 1 Honors	10	EOC Biology
2000320	Biology 1 Honors	11	EOC Biology
2000320	Biology 1 Honors	12	EOC Biology
2000321	AICE Biology 1 AS Level	9	NFTAV_R
2000321	AICE Biology 1 AS Level	10	NFTAV_R
2000321	AICE Biology 1 AS Level	11	EOC Biology
2000321	AICE Biology 1 AS Level	12	EOC Biology
2000322	Pre-AICE Biology IGCSE Level	9	EOC Biology
2000322	Pre-AICE Biology IGCSE Level	10	EOC Biology
2000322	Pre-AICE Biology IGCSE Level	11	EOC Biology
2000322	Pre-AICE Biology IGCSE Level	11	ACT Science
2000323	AICE Biology 2 A Level	10	NFTAV_R
2000330	Biology 2 Honors	9	NFTAV_R
2000330	Biology 2 Honors	10	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
2000330	Biology 2 Honors	11	ACT Science
2000330	Biology 2 Honors	12	ACT Science
2000340	Advanced Placement Biology	9	NFTAV_R
2000340	Advanced Placement Biology	10	NFTAV_R
2000340	Advanced Placement Biology	11	ACT Science
2000340	Advanced Placement Biology	12	ACT Science
2000350	Anatomy and Physiology	9	NFTAV_R
2000350	Anatomy and Physiology	10	NFTAV_R
2000350	Anatomy and Physiology	11	ACT Science
2000350	Anatomy and Physiology	12	ACT Science
2000360	Anatomy and Physiology Honors	9	NFTAV_R
2000360	Anatomy and Physiology Honors	10	NFTAV_R
2000360	Anatomy and Physiology Honors	11	ACT Science
2000360	Anatomy and Physiology Honors	12	ACT Science
2000380	Ecology	10	NFTAV_R
2000380	Ecology	11	ACT Science
2000380	Ecology	12	ACT Science
2000410	Zoology	9	NFTAV_R
2000410	Zoology	10	NFTAV_R
2000410	Zoology	11	ACT Science
2000410	Zoology	12	ACT Science
2000500	Bioscience 1 Honors	10	NFTAV_R
2000500	Bioscience 1 Honors	11	ACT Science
2000500	Bioscience 1 Honors	12	ACT Science
2000510	Bioscience 2 Honors	11	ACT Read
2000800	Florida's Pre-International Baccalaureate Biology 1	9	EOC Biology
2000805	International Baccalaureate Biology 1	11	ACT Science
2000810	International Baccalaureate Biology 2	11	ACT Science
2000810	International Baccalaureate Biology 2	12	ACT Science
2000820	International Baccalaureate Biology 3	12	ACT Science
2000850	International Baccalaureate Mid Years Prog Biology	9	EOC Biology
2001310	Earth/Space Science	7	NFTAV_R-M
2001310	Earth/Space Science	9	NFTAV_R
2001310	Earth/Space Science	10	NFTAV_R
2001310	Earth/Space Science	11	ACT Science
2001310	Earth/Space Science	12	ACT Science
2001320	Earth/Space Science Honors	11	ACT Read
2001340	Environmental Science	9	NFTAV_R
2001340	Environmental Science	10	NFTAV_R
2001340	Environmental Science	11	ACT Science

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
2001340	Environmental Science	12	ACT Science
2001375	International Baccalaureate Environmental Systems & Societies 2	11	ACT Read
2001380	Advanced Placement Environmental Science	10	NFTAV_R
2001380	Advanced Placement Environmental Science	11	ACT Science
2001380	Advanced Placement Environmental Science	12	ACT Science
2001381	AICE Environmental Management AS Level	10	NFTAV_R
2001381	AICE Environmental Management AS Level	11	ACT Science
2001381	AICE Environmental Management AS Level	12	ACT Science
2002040	M/J Comprehensive Science 1	4	NFTAV_R-M
2002040	M/J Comprehensive Science 1	5	NFTAV_R-M
2002040	M/J Comprehensive Science 1	6	NFTAV_R-M
2002050	M/J Comprehensive Science 1, Advanced	6	NFTAV_R-M
2002070	M/J Comprehensive Science 2	6	NFTAV_R-M
2002070	M/J Comprehensive Science 2	7	NFTAV_R-M
2002070	M/J Comprehensive Science 2	8	NFTAV_R-M
2002070	M/J Comprehensive Science 2	8	FCAT Sci 8
2002080	M/J Comprehensive Science 2, Advanced	6	NFTAV_R-M
2002080	M/J Comprehensive Science 2, Advanced	7	NFTAV_R-M
2002080	M/J Comprehensive Science 2, Advanced	8	NFTAV_R-M
2002080	M/J Comprehensive Science 2, Advanced	8	FCAT Sci 8
2002085	M/J Comprehensive Science 2 Accelerated Honors	7	NFTAV_R-M
2002090	M/J International Baccalaureate MYP Comprehensive Science 2	7	NFTAV_R-M
2002100	M/J Comprehensive Science 3	7	NFTAV_R-M
2002100	M/J Comprehensive Science 3	8	NFTAV_R-M
2002100	M/J Comprehensive Science 3	8	FCAT Sci 8
2002100	M/J Comprehensive Science 3	9	NFTAV_R
2002110	M/J Comprehensive Science 3, Advanced	7	NFTAV_R-M
2002110	M/J Comprehensive Science 3, Advanced	8	NFTAV_R-M
2002110	M/J Comprehensive Science 3, Advanced	8	FCAT Sci 8
2002110	M/J Comprehensive Science 3, Advanced	9	NFTAV_R
2002120	M/J International Baccalaureate MYP Comprehensive Science 3	8	NFTAV_R-M
2002120	M/J International Baccalaureate MYP Comprehensive Science 3	8	FCAT Sci 8
2002200	M/J STEM Environmental Science	7	NFTAV_R-M
2002340	Experimental Science 1 Honors	9	NFTAV_R
2002340	Experimental Science 1 Honors	10	NFTAV_R
2002340	Experimental Science 1 Honors	11	ACT Science
2002340	Experimental Science 1 Honors	12	ACT Science
2002350	Experimental Science 2 Honors	9	NFTAV_R
2002350	Experimental Science 2 Honors	10	NFTAV_R
2002350	Experimental Science 2 Honors	11	ACT Science

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
2002350	Experimental Science 2 Honors	12	ACT Science
2002360	Experimental Science 3 Honors	9	NFTAV_R
2002360	Experimental Science 3 Honors	11	ACT Science
2002360	Experimental Science 3 Honors	12	ACT Science
2002370	Experimental Science 4 Honors	12	ACT Science
2002400	Integrated Science 1	7	NFTAV_R-M
2002400	Integrated Science 1	9	NFTAV_R
2002400	Integrated Science 1	10	NFTAV_R
2002400	Integrated Science 1	11	ACT Science
2002400	Integrated Science 1	12	ACT Science
2002410	Integrated Science 1 Honors	9	NFTAV_R
2002410	Integrated Science 1 Honors	10	NFTAV_R
2002410	Integrated Science 1 Honors	11	ACT Science
2002410	Integrated Science 1 Honors	12	ACT Science
2002420	Integrated Science 2	9	NFTAV_R
2002420	Integrated Science 2	10	NFTAV_R
2002420	Integrated Science 2	11	ACT Science
2002420	Integrated Science 2	12	ACT Science
2002430	Integrated Science 2 Honors	9	NFTAV_R
2002430	Integrated Science 2 Honors	10	NFTAV_R
2002430	Integrated Science 2 Honors	11	ACT Science
2002430	Integrated Science 2 Honors	12	ACT Science
2002440	Integrated Science 3	9	EOC Biology
2002440	Integrated Science 3	10	EOC Biology
2002440	Integrated Science 3	11	EOC Biology
2002440	Integrated Science 3	12	EOC Biology
2002450	Integrated Science 3 Honors	10	EOC Biology
2002450	Integrated Science 3 Honors	11	EOC Biology
2002450	Integrated Science 3 Honors	12	EOC Biology
2002480	Forensic Sciences 1	8	NFTAV_R-M
2002480	Forensic Sciences 1	8	FCAT Sci 8
2002480	Forensic Sciences 1	9	NFTAV_R
2002480	Forensic Sciences 1	10	NFTAV_R
2002480	Forensic Sciences 1	11	ACT Science
2002480	Forensic Sciences 1	12	ACT Science
2002490	Forensic Sciences 2	8	NFTAV_R-M
2002490	Forensic Sciences 2	8	FCAT Sci 8
2002490	Forensic Sciences 2	11	ACT Science
2002490	Forensic Sciences 2	12	ACT Science
2002500	Marine Science 1	9	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
2002500	Marine Science 1	10	NFTAV_R
2002500	Marine Science 1	11	ACT Science
2002500	Marine Science 1	12	ACT Science
2002510	Marine Science 1 Honors	9	NFTAV_R
2002510	Marine Science 1 Honors	10	NFTAV_R
2002510	Marine Science 1 Honors	11	ACT Science
2002510	Marine Science 1 Honors	12	ACT Science
2002515	AICE Marine Science 1 AS Level	10	NFTAV_R
2002515	AICE Marine Science 1 AS Level	11	ACT Science
2002515	AICE Marine Science 1 AS Level	12	ACT Science
2002530	Marine Science 2 Honors	11	ACT Science
2002530	Marine Science 2 Honors	12	ACT Science
2002535	AICE Marine Science 2 A Level	10	NFTAV_R
2003310	Physical Science	9	NFTAV_R
2003310	Physical Science	10	NFTAV_R
2003310	Physical Science	11	ACT Science
2003310	Physical Science	12	ACT Science
2003340	Chemistry 1	7	NFTAV_R-M
2003340	Chemistry 1	9	NFTAV_R
2003340	Chemistry 1	10	NFTAV_R
2003340	Chemistry 1	11	ACT Science
2003340	Chemistry 1	12	ACT Science
2003350	Chemistry 1 Honors	9	NFTAV_R
2003350	Chemistry 1 Honors	10	NFTAV_R
2003350	Chemistry 1 Honors	11	ACT Science
2003350	Chemistry 1 Honors	12	ACT Science
2003360	Chemistry 2 Honors	10	NFTAV_R
2003360	Chemistry 2 Honors	11	ACT Science
2003360	Chemistry 2 Honors	12	ACT Science
2003370	Advanced Placement Chemistry	10	NFTAV_R
2003370	Advanced Placement Chemistry	11	ACT Science
2003370	Advanced Placement Chemistry	12	ACT Science
2003371	AICE Chemistry 1 AS Level	10	NFTAV_R
2003371	AICE Chemistry 1 AS Level	11	ACT Science
2003371	AICE Chemistry 1 AS Level	12	ACT Science
2003372	Pre-AICE Chemistry IGCSE Level	10	NFTAV_R
2003372	Pre-AICE Chemistry IGCSE Level	11	ACT Science
2003372	Pre-AICE Chemistry IGCSE Level	12	ACT Math
2003373	AICE Chemistry 2 A Level	12	ACT Math
2003380	Physics 1	9	NFTAV_R



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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
2003380	Physics 1	10	NFTAV_R
2003380	Physics 1	11	ACT Science
2003380	Physics 1	12	ACT Science
2003390	Physics 1 Honors	10	NFTAV_R
2003390	Physics 1 Honors	11	ACT Science
2003390	Physics 1 Honors	12	ACT Science
2003410	Physics 2 Honors	12	ACT Math
2003421	Advanced Placement Physics 1	9	NFTAV_R
2003421	Advanced Placement Physics 1	10	NFTAV_R
2003421	Advanced Placement Physics 1	11	ACT Science
2003421	Advanced Placement Physics 1	12	ACT Science
2003422	Advanced Placement Physics 2	11	ACT Science
2003422	Advanced Placement Physics 2	12	ACT Science
2003425	Advanced Placement Physics C: Electricity and Magnetism	12	ACT Science
2003430	Advanced Placement Physics C: Mechanics	10	NFTAV_R
2003430	Advanced Placement Physics C: Mechanics	11	ACT Science
2003430	Advanced Placement Physics C: Mechanics	12	ACT Science
2003431	AICE Physics 1 AS Level	11	ACT Science
2003431	AICE Physics 1 AS Level	12	ACT Science
2003432	Pre-AICE Physics IGCSE Level	9	NFTAV_R
2003432	Pre-AICE Physics IGCSE Level	10	NFTAV_R
2003432	Pre-AICE Physics IGCSE Level	11	ACT Science
2003432	Pre-AICE Physics IGCSE Level	12	ACT Science
2003800	Florida's Pre-International Baccalaureate Chemistry 1	10	NFTAV_R
2003805	International Baccalaureate Chemistry 1	10	NFTAV_R
2003810	International Baccalaureate Chemistry 2	11	ACT Science
2003810	International Baccalaureate Chemistry 2	12	ACT Science
2003820	International Baccalaureate Chemistry 3	12	ACT Science
2003830	International Baccalaureate Mid Years Prog Chemistry	10	NFTAV_R
2020910	Astronomy Solar/Galactic Honors	10	NFTAV_R
2100010	M/J United States History	7	NFTAV_R
2100010	M/J United States History	8	NFTAV_R
2100010	M/J United States History	9	NFTAV_R
2100020	M/J United States History Advanced	7	NFTAV_R
2100020	M/J United States History Advanced	8	NFTAV_R
2100020	M/J United States History Advanced	9	NFTAV_R
2100040	M/J International Baccalaureate MYP United States History	8	NFTAV_R
2100310	United States History	7	NFTAV_R
2100310	United States History	9	EOC USHistory
2100310	United States History	10	EOC USHistory

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
2100310	United States History	11	EOC USHistory
2100310	United States History	12	EOC USHistory
2100320	United States History Honors	9	EOC USHistory
2100320	United States History Honors	10	EOC USHistory
2100320	United States History Honors	11	EOC USHistory
2100320	United States History Honors	12	EOC USHistory
2100330	Advanced Placement United States History	9	NFTAV_R
2100330	Advanced Placement United States History	10	NFTAV_R
2100330	Advanced Placement United States History	11	ACT Read
2100330	Advanced Placement United States History	12	ACT Read
2100335	African-American History	7	NFTAV_R
2100340	African-American History	10	NFTAV_R
2100350	Florida History	10	NFTAV_R
2100350	Florida History	11	ACT Read
2100350	Florida History	12	ACT Read
2100400	The History of The Vietnam War	9	NFTAV_R
2100400	The History of The Vietnam War	10	NFTAV_R
2100400	The History of The Vietnam War	11	ACT Read
2100400	The History of The Vietnam War	12	ACT Read
2100460	Eastern and Western Heritage Honors	9	NFTAV_R
2100500	AICE United States History 1 AS Level	10	NFTAV_R
2100500	AICE United States History 1 AS Level	11	ACT Read
2100500	AICE United States History 1 AS Level	12	ACT Read
2101300	Anthropology	8	NFTAV_R
2101300	Anthropology	9	NFTAV_R
2101300	Anthropology	10	NFTAV_R
2101300	Anthropology	11	ACT Read
2101300	Anthropology	12	ACT Read
2102324	AICE Business Studies 1 AS Level	11	ACT Read
2102324	AICE Business Studies 1 AS Level	12	ACT Read
2102335	Economics with Financial Literacy	9	NFTAV_R
2102335	Economics with Financial Literacy	10	NFTAV_R
2102335	Economics with Financial Literacy	11	ACT Read
2102335	Economics with Financial Literacy	12	ACT Read
2102345	Economics with Financial Literacy Honors	9	NFTAV_R
2102345	Economics with Financial Literacy Honors	10	NFTAV_R
2102345	Economics with Financial Literacy Honors	11	ACT Read
2102345	Economics with Financial Literacy Honors	12	ACT Read
2102360	Advanced Placement Microeconomics	10	NFTAV_R
2102360	Advanced Placement Microeconomics	11	ACT Read

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
2102360	Advanced Placement Microeconomics	12	ACT Read
2102370	Advanced Placement Macroeconomics	10	NFTAV_R
2102370	Advanced Placement Macroeconomics	11	ACT Read
2102370	Advanced Placement Macroeconomics	12	ACT Read
2102410	AICE Travel & Tourism 1 AS Level	11	ACT Read
2102410	AICE Travel & Tourism 1 AS Level	12	ACT Read
2103300	World Cultural Geography	7	NFTAV_R
2103300	World Cultural Geography	9	NFTAV_R
2103300	World Cultural Geography	10	NFTAV_R
2103300	World Cultural Geography	11	ACT Read
2103300	World Cultural Geography	12	ACT Read
2103400	Advanced Placement Human Geography	9	NFTAV_R
2103400	Advanced Placement Human Geography	10	NFTAV_R
2103400	Advanced Placement Human Geography	11	ACT Read
2103400	Advanced Placement Human Geography	12	ACT Read
2104010	M/J Engaged Citizenship through Service Learning 1	6	NFTAV_R-M
2104010	M/J Engaged Citizenship through Service Learning 1	7	NFTAV_R
2104010	M/J Engaged Citizenship through Service Learning 1	8	NFTAV_R
2104020	M/J Engaged Citizenship through Service Learning 2	7	NFTAV_R
2104020	M/J Engaged Citizenship through Service Learning 2	8	NFTAV_R
2104320	Global Studies	9	NFTAV_R
2104320	Global Studies	10	NFTAV_R
2104320	Global Studies	11	ACT Read
2104320	Global Studies	12	ACT Read
2104330	Voluntary School/Community Service	9	NFTAV_R
2104330	Voluntary School/Community Service	12	ACT Read
2104350	Engaged Citizenship through Service -Learning, 1	9	NFTAV_R
2104350	Engaged Citizenship through Service -Learning, 1	10	NFTAV_R
2104350	Engaged Citizenship through Service -Learning, 1	11	ACT Read
2104350	Engaged Citizenship through Service -Learning, 1	12	ACT Read
2104360	Engaged Citizenship through Service -Learning, 2	11	ACT Read
2104360	Engaged Citizenship through Service -Learning, 2	12	ACT Read
2104600	Multicultural Studies	11	ACT Combo
2104600	Multicultural Studies	12	ACT Read
2105310	World Religions	8	NFTAV_R
2105310	World Religions	9	NFTAV_R
2106010	M/J Civics	6	EOC Civics
2106010	M/J Civics	6	NFTAV_R
2106010	M/J Civics	7	NFTAV_R
2106010	M/J Civics	7	EOC Civics

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
2106010	M/J Civics	8	NFTAV_R
2106010	M/J Civics	8	EOC Civics
2106016	M/J Civics & Career Planning	6	EOC Civics
2106016	M/J Civics & Career Planning	6	NFTAV_R
2106016	M/J Civics & Career Planning	7	NFTAV_R
2106016	M/J Civics & Career Planning	7	EOC Civics
2106020	M/J Civics, Advanced	7	NFTAV_R
2106020	M/J Civics, Advanced	7	EOC Civics
2106020	M/J Civics, Advanced	8	NFTAV_R
2106020	M/J Civics, Advanced	8	EOC Civics
2106026	M/J Civics, Advanced & Career Planning	7	NFTAV_R
2106026	M/J Civics, Advanced & Career Planning	7	EOC Civics
2106027	M/J International Baccalaureate Middle Years Program Civics Advanced	7	NFTAV_R
2106027	M/J International Baccalaureate Middle Years Program Civics Advanced	7	EOC Civics
2106030	M/J Law Studies	7	NFTAV_R
2106030	M/J Law Studies	8	NFTAV_R
2106310	United States Government	9	NFTAV_R
2106310	United States Government	10	NFTAV_R
2106310	United States Government	11	ACT Read
2106310	United States Government	12	ACT Read
2106320	United States Government Honors	9	NFTAV_R
2106320	United States Government Honors	10	NFTAV_R
2106320	United States Government Honors	11	ACT Read
2106320	United States Government Honors	12	ACT Read
2106340	Political Science	11	ACT Read
2106340	Political Science	12	ACT Read
2106350	Law Studies	7	NFTAV_R
2106350	Law Studies	9	NFTAV_R
2106350	Law Studies	10	NFTAV_R
2106350	Law Studies	11	ACT Read
2106350	Law Studies	12	ACT Read
2106360	Comparative Political Systems	10	NFTAV_R
2106360	Comparative Political Systems	11	ACT Read
2106360	Comparative Political Systems	12	ACT Read
2106380	Legal Systems and Concepts	9	NFTAV_R
2106380	Legal Systems and Concepts	10	NFTAV_R
2106380	Legal Systems and Concepts	11	ACT Read
2106380	Legal Systems and Concepts	12	ACT Read
2106390	Court Procedures	9	NFTAV_R
2106390	Court Procedures	10	NFTAV_R

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
2106390	Court Procedures	11	ACT Read
2106390	Court Procedures	12	ACT Read
2106420	Advanced Placement United States Government and Politics	10	NFTAV_R
2106420	Advanced Placement United States Government and Politics	11	ACT Read
2106420	Advanced Placement United States Government and Politics	12	ACT Read
2106430	Advanced Placement Comparative Government and Politics	11	ACT Read
2106430	Advanced Placement Comparative Government and Politics	12	ACT Read
2106460	The American Political System: Process and Power Honors	10	NFTAV_R
2106460	The American Political System: Process and Power Honors	11	ACT Read
2106460	The American Political System: Process and Power Honors	12	ACT Read
2107300	Psychology 1	8	NFTAV_R
2107300	Psychology 1	9	NFTAV_R
2107300	Psychology 1	10	NFTAV_R
2107300	Psychology 1	11	ACT Read
2107300	Psychology 1	12	ACT Read
2107310	Psychology 2	9	NFTAV_R
2107310	Psychology 2	10	NFTAV_R
2107310	Psychology 2	11	ACT Read
2107310	Psychology 2	12	ACT Read
2107350	Advanced Placement Psychology	9	NFTAV_R
2107350	Advanced Placement Psychology	10	NFTAV_R
2107350	Advanced Placement Psychology	11	ACT Read
2107350	Advanced Placement Psychology	12	ACT Read
2107360	AICE Psychology 1 AS Level	10	NFTAV_R
2107360	AICE Psychology 1 AS Level	11	ACT Read
2107360	AICE Psychology 1 AS Level	12	ACT Read
2107800	International Baccalaureate Psychology 1	11	ACT Read
2107800	International Baccalaureate Psychology 1	12	ACT Read
2107810	International Baccalaureate Psychology 2	11	ACT Read
2107810	International Baccalaureate Psychology 2	12	ACT Read
2107820	International Baccalaureate Psychology 3	12	ACT Read
2108300	Sociology	8	NFTAV_R
2108300	Sociology	9	NFTAV_R
2108300	Sociology	10	NFTAV_R
2108300	Sociology	11	ACT Read
2108300	Sociology	12	ACT Read
2108310	AICE Sociology 1 AS Level	10	NFTAV_R
2108310	AICE Sociology 1 AS Level	11	ACT Read
2108310	AICE Sociology 1 AS Level	12	ACT Read
2109010	M/J World History	4	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
2109010	M/J World History	6	NFTAV_R
2109020	M/J World History, Advanced	6	NFTAV_R
2109310	World History	7	NFTAV_R
2109310	World History	8	NFTAV_R
2109310	World History	9	NFTAV_R
2109310	World History	10	NFTAV_R
2109310	World History	11	ACT Read
2109310	World History	12	ACT Read
2109320	World History Honors	8	NFTAV_R
2109320	World History Honors	9	NFTAV_R
2109320	World History Honors	10	NFTAV_R
2109320	World History Honors	11	ACT Read
2109320	World History Honors	12	ACT Read
2109321	Pre-AICE World History IGCSE Level	9	NFTAV_R
2109321	Pre-AICE World History IGCSE Level	10	NFTAV_R
2109321	Pre-AICE World History IGCSE Level	11	ACT Combo
2109350	Contemporary History	9	NFTAV_R
2109350	Contemporary History	10	NFTAV_R
2109350	Contemporary History	11	ACT Read
2109350	Contemporary History	12	ACT Read
2109371	AICE European History 1 AS Level	10	NFTAV_R
2109371	AICE European History 1 AS Level	11	ACT Read
2109371	AICE European History 1 AS Level	12	ACT Read
2109380	Advanced Placement European History	10	NFTAV_R
2109380	Advanced Placement European History	11	ACT Read
2109380	Advanced Placement European History	12	ACT Read
2109420	Advanced Placement World History	9	NFTAV_R
2109420	Advanced Placement World History	10	NFTAV_R
2109420	Advanced Placement World History	11	ACT Read
2109420	Advanced Placement World History	12	ACT Read
2109430	Holocaust	9	NFTAV_R
2109430	Holocaust	10	NFTAV_R
2109430	Holocaust	11	ACT Read
2109430	Holocaust	12	ACT Read
2109800	International Baccalaureate Contemporary History 1	12	ACT Read
2109805	International Baccalaureate Contemporary History 2	12	ACT Read
2120710	Anthropology Honors (formerly 212071A)	9	NFTAV_R
2120710	Anthropology Honors (formerly 212071A)	10	NFTAV_R
2120710	Anthropology Honors (formerly 212071A)	11	ACT Read
2120710	Anthropology Honors (formerly 212071A)	12	ACT Read

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
2400000	Sixth Grade	4	NA
2400300	Leadership Skills Development	8	NFTAV_R
2400300	Leadership Skills Development	9	NFTAV_R
2400300	Leadership Skills Development	11	ACT Combo
2400300	Leadership Skills Development	12	ACT Combo
2400310	Leadership Techniques	10	DAV
2400310	Leadership Techniques	12	ACT Combo
2500500	Temporary Instructional Placement	6	NA
2500500	Temporary Instructional Placement	7	NA
2500500	Temporary Instructional Placement	8	NA
2500510	Temporary Instructional Placement	7	NA
2500510	Temporary Instructional Placement	9	NA
2500510	Temporary Instructional Placement	10	NA
2500510	Temporary Instructional Placement	11	NA
2500510	Temporary Instructional Placement	12	NA
3026010	HOPE-Physical Education (Core)	7	NFTAV_R-M
3026010	HOPE-Physical Education (Core)	8	NFTAV_R-M
3026010	HOPE-Physical Education (Core)	9	NFTAV_R
3026010	HOPE-Physical Education (Core)	10	NFTAV_R
3026010	HOPE-Physical Education (Core)	11	ACT Combo
3026010	HOPE-Physical Education (Core)	12	ACT Combo
3026020	AICE Physical Education 1 AS Level	10	NFTAV_R
5001010	Art â€“ Grade Kindergarten	1	BELAA 1
5001010	Art â€“ Grade Kindergarten	2	BELAA 2
5001010	Art â€“ Grade Kindergarten	KG	KLS MI
5001020	Art - Grade 1	1	BELAA 1
5001020	Art - Grade 1	2	BELAA 2
5001020	Art - Grade 1	KG	KLS MI
5001030	Art - Grade 2	1	BELAA 1
5001030	Art - Grade 2	2	BELAA 2
5001040	Art â€“ Intermediate 1	2	BELAA 2
5001040	Art - Intermediate 1	3	FSA FAIR
5001040	Art â€“ Intermediate 1	4	NFTAV_R-M
5001050	Art - Intermediate 2	3	FSA FAIR
5001050	Art â€“ Intermediate 2	4	NFTAV_R-M
5001050	Art â€“ Intermediate 2	5	NFTAV_R-M
5001050	Art â€“ Intermediate 2	6	NFTAV_R-M
5001060	Art - Intermediate 3	3	FSA FAIR
5001060	Art - Intermediate 3	5	NFTAV_R-M
5002000	Introduction to Computers	1	BELAA 1

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
5002000	Introduction to Computers	2	BELAA 2
5002000	Introduction to Computers	3	FSA FAIR
5002000	Introduction to Computers	4	NFTAV_R-M
5002000	Introduction to Computers	5	NFTAV_R-M
5002000	Introduction to Computers	6	NFTAV_R-M
5002000	Introduction to Computers	KG	KLS MI
5002000	Introduction to Computers	PK	PK Gold-Battelle
5007020	Spanish-Elementary	1	BELAA 1
5007020	Spanish-Elementary	2	BELAA 2
5007020	Spanish-Elementary	3	FSA FAIR
5007020	Spanish-Elementary	4	NFTAV_R
5007020	Spanish-Elementary	5	NFTAV_R
5007020	Spanish-Elementary	6	NFTAV_R-M
5007020	Spanish-Elementary	KG	KLS MI
5007050	Chinese-Elementary	1	BELAA 1
5007050	Chinese-Elementary	2	BELAA 2
5007050	Chinese-Elementary	3	FSA FAIR
5007050	Chinese-Elementary	4	NFTAV_R
5007050	Chinese-Elementary	5	NFTAV_R
5007050	Chinese-Elementary	KG	KLS MI
5010030	Functional Basic Skills in Communications-Elementary	1	BELAA 1
5010030	Functional Basic Skills in Communications-Elementary	2	BELAA 2
5010030	Functional Basic Skills in Communications-Elementary	3	FSA FAIR
5010030	Functional Basic Skills in Communications-Elementary	4	NFTAV_R
5010030	Functional Basic Skills in Communications-Elementary	5	NFTAV_R
5010030	Functional Basic Skills in Communications-Elementary	6	NFTAV_R-M
5010030	Functional Basic Skills in Communications-Elementary	KG	KLS MI
5010041	Language Arts - Kindergarten	1	BELAA 1
5010041	Language Arts - Kindergarten	2	BELAA 2
5010041	Language Arts - Kindergarten	KG	KLS MI
5010042	Language Arts - Grade One	1	BELAA 1
5010042	Language Arts - Grade One	2	BELAA 2
5010042	Language Arts - Grade One	KG	KLS MI
5010043	Language Arts - Grade Two	1	BELAA 1
5010043	Language Arts - Grade Two	2	BELAA 2
5010043	Language Arts - Grade Two	3	FSA FAIR
5010043	Language Arts - Grade Two	6	NFTAV_R-M
5010044	Language Arts - Grade Three	2	BELAA 2
5010044	Language Arts - Grade Three	3	FSA FAIR
5010044	Language Arts - Grade Three	4	NFTAV_R



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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
5010045	Language Arts - Grade Four	1	BELAA 1
5010045	Language Arts - Grade Four	3	TAV_R
5010045	Language Arts - Grade Four	3	FSA FAIR
5010045	Language Arts - Grade Four	4	TAV_R
5010045	Language Arts - Grade Four	5	TAV_R
5010046	Language Arts - Grade Five	3	FSA FAIR
5010046	Language Arts - Grade Five	5	TAV_R
5010046	Language Arts - Grade Five	6	TAV_R
5010200	Theatre - Grade 1	KG	KLS MI
5010210	Theatre - Grade 1	1	BELAA 1
5010220	Theatre - Grade 2	2	BELAA 2
5010230	Theatre - Intermediate 1	3	FSA FAIR
5010240	Theatre-Intermediate 2	4	NFTAV_R-M
5010250	Theatre - Intermediate 3	5	NFTAV_R-M
5010250	Theatre - Intermediate 3	6	NFTAV_R-M
5012020	Mathematics - Grade Kindergarten	1	KLS MI
5012020	Mathematics - Grade Kindergarten	1	BELAA 1
5012020	Mathematics - Grade Kindergarten	2	BELAA 2
5012020	Mathematics - Grade Kindergarten	KG	KLS MI
5012030	Mathematics - Grade One	1	BELAA 1
5012030	Mathematics - Grade One	2	BELAA 1
5012030	Mathematics - Grade One	2	BELAA 2
5012030	Mathematics - Grade One	4	NFTAV_M
5012030	Mathematics - Grade One	KG	KLS MI
5012030	Mathematics - Grade One	KG	BELAA 1
5012040	Mathematics - Grade Two	1	BELAA 1
5012040	Mathematics - Grade Two	2	BELAA 2
5012050	Mathematics - Grade Three	2	BELAA 2
5012050	Mathematics - Grade Three	3	FSA FAIR
5012060	Mathematics - Grade Four	3	FSA FAIR
5012060	Mathematics - Grade Four	4	TAV_M
5012070	Mathematics - Grade Five	3	FSA FAIR
5012070	Mathematics - Grade Five	4	TAV_M
5012070	Mathematics - Grade Five	5	TAV_M
5013060	Music - Grade Kindergarten	1	BELAA 1
5013060	Music - Grade Kindergarten	2	BELAA 2
5013060	Music - Grade Kindergarten	KG	KLS MI
5013070	Music - Grade 1	1	BELAA 1
5013070	Music - Grade 1	2	BELAA 2
5013070	Music - Grade 1	KG	KLS MI

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
5013080	Music - Grade 2	1	BELAA 1
5013080	Music - Grade 2	2	BELAA 2
5013080	Music - Grade 2	3	FSA FAIR
5013080	Music - Grade 2	5	NFTAV_R-M
5013090	Music - Intermediate 1	1	BELAA 1
5013090	Music - Intermediate 1	3	FSA FAIR
5013090	Music - Intermediate 1	4	NFTAV_R-M
5013100	Music - Intermediate 2	1	BELAA 1
5013100	Music - Intermediate 2	2	BELAA 2
5013100	Music - Intermediate 2	4	NFTAV_R-M
5013100	Music - Intermediate 2	5	NFTAV_R-M
5013110	Music - Intermediate 3	3	FSA FAIR
5013110	Music - Intermediate 3	4	NFTAV_R-M
5013110	Music - Intermediate 3	5	NFTAV_R-M
5013110	Music - Intermediate 3	6	NFTAV_R-M
5015020	Physical Education - Grade Kindergarten	1	KLS MI
5015020	Physical Education - Grade Kindergarten	1	BELAA 1
5015020	Physical Education - Grade Kindergarten	2	BELAA 2
5015020	Physical Education - Grade Kindergarten	3	FSA FAIR
5015020	Physical Education - Grade Kindergarten	4	NFTAV_R-M
5015020	Physical Education - Grade Kindergarten	5	NFTAV_R-M
5015020	Physical Education - Grade Kindergarten	KG	KLS MI
5015030	Physical Education - Grade 1	1	BELAA 1
5015030	Physical Education - Grade 1	2	BELAA 2
5015030	Physical Education - Grade 1	3	FSA FAIR
5015030	Physical Education - Grade 1	KG	KLS MI
5015040	Physical Education - Grade 2	1	BELAA 1
5015040	Physical Education - Grade 2	2	BELAA 2
5015040	Physical Education - Grade 2	3	FSA FAIR
5015050	Physical Education - Grade 3	1	BELAA 1
5015050	Physical Education - Grade 3	3	FSA FAIR
5015050	Physical Education - Grade 3	4	NFTAV_R-M
5015050	Physical Education - Grade 3	6	NFTAV_R-M
5015060	Physical Education - Grade 4	1	BELAA 1
5015060	Physical Education - Grade 4	4	NFTAV_R-M
5015060	Physical Education - Grade 4	5	NFTAV_R-M
5015070	Physical Education - Grade 5	3	FSA FAIR
5015070	Physical Education - Grade 5	5	NFTAV_R-M
5020010	Science - Grade K	1	KLS MI
5020010	Science - Grade K	1	BELAA 1

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
5020010	Science - Grade K	2	BELAA 2
5020010	Science - Grade K	KG	KLS MI
5020020	Science - Grade One	1	BELAA 1
5020020	Science - Grade One	2	BELAA 2
5020020	Science - Grade One	KG	KLS MI
5020030	Science - Grade Two	1	BELAA 1
5020030	Science - Grade Two	2	BELAA 2
5020040	Science - Grade Three	2	BELAA 2
5020040	Science - Grade Three	3	FSA FAIR
5020050	Science - Grade Four	3	FSA FAIR
5020050	Science - Grade Four	4	NFTAV_R-M
5020060	Science - Grade Five	3	FSA FAIR
5020060	Science - Grade Five	5	NFTAV_R-M
5020060	Science - Grade Five	5	FCAT Sci 5
5021020	Social Studies Grade K	1	KLS MI
5021020	Social Studies Grade K	1	BELAA 1
5021020	Social Studies Grade K	2	BELAA 2
5021020	Social Studies Grade K	KG	KLS MI
5021030	Social Studies Grade 1	1	BELAA 1
5021030	Social Studies Grade 1	2	BELAA 2
5021030	Social Studies Grade 1	KG	KLS MI
5021040	Social Studies Grade 2	1	BELAA 1
5021040	Social Studies Grade 2	2	BELAA 2
5021050	Social Studies Grade 3	2	BELAA 2
5021050	Social Studies Grade 3	3	FSA FAIR
5021060	Social Studies Grade 4	3	FSA FAIR
5021060	Social Studies Grade 4	4	NFTAV_R
5021070	Social Studies Grade 5	3	FSA FAIR
5021070	Social Studies Grade 5	5	NFTAV_R
5100060	Kindergarten	1	NA
5100070	First Grade	1	NA
5100080	Second Grade	1	NA
5100090	Third Grade	2	NA
5100100	Fourth Grade	1	NA
5100110	Fifth Grade	3	NA
5100520	District Head Start	PK	PK Gold-Battelle
5100560	Prekindergarten Other	PK	PK Gold-Battelle
5100580	Voluntary Prekindergarten Education - school year program	KG	KLS MI
5100580	Voluntary Prekindergarten Education- school year program	PK	PK Gold-Battelle
7650130	Prekindergarten Disabilities: Age 3-5	KG	DAV

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
7650130	Prekindergarten Disabilities: Age 3-5	PK	PK Gold-Battelle
7710011	Access Language Arts - Kindergarten	1	BELAA 1
7710011	Access Language Arts - Kindergarten	KG	KLS MI
7710012	Access Language Arts - Grade 1	1	BELAA 1
7710013	Access Language Arts - Grade 2	2	BELAA 2
7710014	Access Language Arts - Grade 3	3	FSA FAIR
7710014	Access Language Arts - Grade 3	4	NFTAV_R
7710015	Access Language Arts - Grade 4	1	BELAA 1
7710015	Access Language Arts - Grade 4	4	NFTAV_R
7710016	Access Language Arts - Grade 5	3	FSA FAIR
7710016	Access Language Arts- Grade 5	5	TAV_R
7712015	Access Mathematics Grade Kindergarten	1	BELAA 1
7712015	Access Mathematics Grade Kindergarten	KG	KLS MI
7712020	Access Mathematics Grade 1	1	BELAA 1
7712030	Access Mathematics Grade 2	2	BELAA 2
7712040	Access Mathematics Grade 3	3	FSA FAIR
7712040	Access Mathematics Grade 3	4	NFTAV_M
7712050	Access Mathematics Grade 4	1	BELAA 1
7712050	Access Mathematics Grade 4	4	NFTAV_M
7712060	Access Mathematics Grade 5	3	FSA FAIR
7712060	Access Mathematics Grade 5	5	TAV_M
7720015	Access Science Grade Kindergarten	1	BELAA 1
7720015	Access Science Grade Kindergarten	KG	KLS MI
7720020	Access Science Grade 1	1	BELAA 1
7720030	Access Science Grade 2	2	BELAA 2
7720040	Access Science Grade 3	3	FSA FAIR
7720040	Access Science Grade 3	4	NFTAV_R-M
7720050	Access Science Grade 4	1	BELAA 1
7720050	Access Science Grade 4	4	NFTAV_R-M
7720060	Access Science Grade 5	5	NFTAV_R
7720060	Access Science Grade 5	5	FCAT Sci 5
7721011	Access Social Studies - Kindergarten	1	BELAA 1
7721011	Access Social Studies - Kindergarten	KG	KLS MI
7721012	Access Social Studies - Grade 1	1	BELAA 1
7721013	Access Social Studies - Grade 2	2	BELAA 2
7721014	Access Social Studies - Grade 3	1	BELAA 1
7721014	Access Social Studies - Grade 3	3	FSA FAIR
7721015	Access Social Studies - Grade 4	1	BELAA 1
7721015	Access Social Studies Grade 4	4	NFTAV_R
7721016	Access Social Studies Grade 5	3	FSA FAIR

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
7721016	Access Social Studies - Grade 5	5	NFTAV_R
7721020	Unique Skills Social and Emotional: PK-5	1	DAV
7721020	Unique Skills Social and Emotional: PK-5	2	DAV
7721020	Unique Skills Social and Emotional: PK-5	3	DAV
7721020	Unique Skills Social and Emotional: PK-5	4	DAV
7721020	Unique Skills Social and Emotional: PK-5	5	DAV
7721020	Unique Skills Social and Emotional: PK-5	KG	DAV
7755040	Advanced Academics: K-5 for Gifted Students	1	BELAA 1
7755040	Advanced Academics: K-5 for Gifted Students	2	BELAA 2
7755040	Advanced Academics: K-5 for Gifted Students	3	FSA FAIR
7755040	Advanced Academics: K-5 for Gifted Students	4	TAV_R
7755040	Advanced Academics: K-5 for Gifted Students	4	NFTAV_R-M
7755040	Advanced Academics: K-5 for Gifted Students	5	NFTAV_R-M
7755040	Advanced Academics: K-5 for Gifted Students	KG	KLS MI
7763020	Speech and Auditory Training: PK-5	4	DAV
7763030	Speech Therapy: PK-5	1	DAV
7763030	Speech Therapy: PK-5	2	DAV
7763030	Speech Therapy: PK-5	3	DAV
7763030	Speech Therapy: PK-5	4	DAV
7763030	Speech Therapy: PK-5	5	DAV
7763030	Speech Therapy: PK-5	KG	DAV
7763030	Speech Therapy: PK-5	PK	DAV
7763040	Language Therapy: PK-5	1	DAV
7763040	Language Therapy: PK-5	2	DAV
7763040	Language Therapy: PK-5	3	DAV
7763040	Language Therapy: PK-5	4	DAV
7763040	Language Therapy: PK-5	5	DAV
7763040	Language Therapy: PK-5	KG	DAV
7763040	Language Therapy: PK-5	PK	DAV
7763050	Occupational Therapy: PK-5	1	DAV
7763050	Occupational Therapy: PK-5	2	DAV
7763050	Occupational Therapy: PK-5	3	DAV
7763050	Occupational Therapy: PK-5	4	DAV
7763050	Occupational Therapy: PK-5	5	DAV
7763050	Occupational Therapy: PK-5	KG	DAV
7763050	Occupational Therapy: PK-5	PK	DAV
7763060	Orientation and Mobility: PK-5	2	DAV
7763060	Orientation and Mobility: PK-5	PK	DAV
7763070	Physical Therapy: PK-5	1	DAV
7763070	Physical Therapy: PK-5	2	DAV

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
7763070	Physical Therapy: PK-5	3	DAV
7763070	Physical Therapy: PK-5	4	DAV
7763070	Physical Therapy: PK-5	5	DAV
7763070	Physical Therapy: PK-5	KG	DAV
7763070	Physical Therapy: PK-5	PK	DAV
7763080	Expanded Core Competencies: PK-5	1	DAV
7763080	Expanded Core Competencies: PK-5	2	DAV
7763080	Expanded Core Competencies: PK-5	3	DAV
7763080	Expanded Core Competencies: PK-5	4	DAV
7763080	Expanded Core Competencies: PK-5	5	DAV
7763080	Expanded Core Competencies: PK-5	KG	DAV
7763080	Expanded Core Competencies: PK-5	PK	DAV
7763090	Expanded Skills: PK-5	1	DAV
7763090	Expanded Skills: PK-5	2	DAV
7763090	Expanded Skills: PK-5	3	DAV
7763090	Expanded Skills: PK-5	4	DAV
7763090	Expanded Skills: PK-5	5	DAV
7763090	Expanded Skills: PK-5	KG	DAV
7763090	Expanded Skills: PK-5	PK	DAV
7810011	Access M/J Language Arts 1	6	NFTAV_R
7810012	Access M/J Language Arts 2	7	NFTAV_R
7810013	Access M/J Language Arts 3	8	TAV_R
7812015	Access M/J Mathematics 1	6	NFTAV_M
7812020	Access M/J Mathematics 2	7	NFTAV_M
7812030	Access M/J Mathematics 3	8	TAV_M
7815010	Physical Education: 6-8	6	NFTAV_R-M
7815010	Physical Education: 6-8	7	NFTAV_R-M
7815010	Physical Education: 6-8	8	NFTAV_R-M
7820015	Access M/J Comprehensive Science 1	6	NFTAV_R-M
7820016	Access M/J Comprehensive Science 2	7	NFTAV_R-M
7820017	Access M/J Comprehensive Science 3	8	NFTAV_R-M
7820020	Health: 6-8	7	NFTAV_R-M
7820020	Health: 6-8	8	NFTAV_R-M
7821022	Access M/J World History	6	NFTAV_R-M
7821022	Access M/J World History	8	NFTAV_R
7821023	Access M/J Civics and Career Planning	7	NFTAV_R-M
7821023	Access M/J Civics and Career Planning	8	NFTAV_R
7821025	Access M/J United States History	6	NFTAV_R-M
7821025	Access M/J United States History	7	NFTAV_R-M
7821025	Access M/J United States History	8	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
7821026	Access M/J United States History and Career Planning	8	NFTAV_R
7821030	Career and Education Planning	6	NFTAV_R-M
7821030	Career and Education Planning	7	NFTAV_R-M
7821030	Career and Education Planning	8	NFTAV_R
7821030	Career and Education Planning	8	NFTAV_M
7855040	Advanced Academics: 6-8 for Gifted Students	6	NFTAV_R-M
7855040	Advanced Academics: 6-8 for Gifted Students	7	NFTAV_R-M
7855040	Advanced Academics: 6-8 for Gifted Students	8	TAV_R
7855040	Advanced Academics: 6-8 for Gifted Students	8	NFTAV_R-M
7863000	Unique Skills: Social & Emotional 6-8	6	DAV
7863000	Unique Skills: Social & Emotional 6-8	7	DAV
7863000	Unique Skills: Social & Emotional 6-8	8	DAV
7863000	Unique Skills: Social & Emotional 6-8	9	DAV
7863010	Unique Skills: 6-8	6	DAV
7863020	Speech and Auditory Training: 6-8	7	DAV
7863020	Speech and Auditory Training: 6-8	8	DAV
7863060	Orientation and Mobility: 6-8	6	DAV
7863060	Orientation and Mobility: 6-8	7	DAV
7863070	Expanded Skills: 6-8	6	DAV
7863070	Expanded Skills: 6-8	7	DAV
7863070	Expanded Skills: 6-8	8	DAV
7863080	Expanded Core Competencies: 6-8	7	DAV
7863090	Learning Strategies: 6-8	6	DAV
7863090	Learning Strategies: 6-8	7	DAV
7863090	Learning Strategies: 6-8	8	DAV
7863090	Learning Strategies: 6-8	9	DAV
7866030	Speech Therapy: 6-8	6	DAV
7866030	Speech Therapy: 6-8	7	DAV
7866030	Speech Therapy: 6-8	8	DAV
7866030	Speech Therapy: 6-8	9	DAV
7866040	Language Therapy: 6-8	6	DAV
7866040	Language Therapy: 6-8	7	DAV
7866040	Language Therapy: 6-8	8	DAV
7866040	Language Therapy: 6-8	9	DAV
7866050	Occupational Therapy: 6-8	6	DAV
7866050	Occupational Therapy: 6-8	7	DAV
7866050	Occupational Therapy: 6-8	8	DAV
7866070	Physical Therapy: 6-8	6	DAV
7866070	Physical Therapy: 6-8	7	DAV
7866070	Physical Therapy: 6-8	8	DAV

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
7910111	Access English 1/2	9	TAV_R
7910111	Access English 1/2	10	TAV_R
7910111	Access English 1/2	11	ACT English
7910112	Access English 3/4	9	NFTAV_R
7910112	Access English 3/4	10	NFTAV_R
7910112	Access English 3/4	11	ACT English
7910112	Access English 3/4	12	ACT English
7912065	Access Geometry	9	NFTAV_R
7912070	Access Liberal Arts Mathematics	9	NFTAV_R
7912070	Access Liberal Arts Mathematics	10	NFTAV_R
7912070	Access Liberal Arts Mathematics	11	ACT Math
7912070	Access Liberal Arts Mathematics	12	ACT Math
7912080	Access Algebra 1A	9	NFTAV_R
7912080	Access Algebra 1A	10	NFTAV_R
7912080	Access Algebra 1A	11	ACT Math
7912080	Access Algebra 1A	12	ACT Math
7912090	Access Algebra 1B	9	NFTAV_R
7912090	Access Algebra 1B	10	NFTAV_R
7912090	Access Algebra 1B	11	ACT Math
7912090	Access Algebra 1B	12	ACT Math
7915015	Access Health Opportunities through Physical Education 9-12	9	NFTAV_R
7915015	Access Health Opportunities through Physical Education 9-12	10	NFTAV_R
7915015	Access Health Opportunities through Physical Education 9-12	11	ACT Combo
7915015	Access Health Opportunities through Physical Education 9-12	12	ACT Combo
7920011	Access Chemistry 1	9	NFTAV_R
7920011	Access Chemistry 1	11	ACT Science
7920011	Access Chemistry 1	12	ACT Science
7920015	Access Biology 1	9	NFTAV_R
7920015	Access Biology 1	10	NFTAV_R
7920015	Access Biology 1	11	ACT Science
7920015	Access Biology 1	12	ACT Science
7920020	Access Earth/Space Science	9	NFTAV_R
7920020	Access Earth/Space Science	10	NFTAV_R
7920020	Access Earth/Space Science	11	ACT Science
7920020	Access Earth/Space Science	12	ACT Science
7920025	Access Integrated Science 1	9	NFTAV_R
7920025	Access Integrated Science 1	10	NFTAV_R
7920025	Access Integrated Science 1	11	ACT Science
7920025	Access Integrated Science 1	12	ACT Science
7921015	Access United States Government	9	NFTAV_R



**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
7921015	Access United States Government	10	NFTAV_R
7921015	Access United States Government	11	ACT Read
7921015	Access United States Government	12	ACT Read
7921022	Access Economics with Financial Literacy	9	NFTAV_R
7921022	Access Economics with Financial Literacy	10	NFTAV_R
7921022	Access Economics with Financial Literacy	11	ACT Read
7921022	Access Economics with Financial Literacy	12	ACT Read
7921025	Access United States History	9	NFTAV_R
7921025	Access United States History	10	NFTAV_R
7921025	Access United States History	11	ACT Read
7921025	Access United States History	12	ACT Read
7921027	Access World History	9	NFTAV_R
7960010	Transition Planning: 9-12	9	DAV
7960010	Transition Planning: 9-12	10	DAV
7960010	Transition Planning: 9-12	11	DAV
7960010	Transition Planning: 9-12	12	DAV
7963010	Preparation for Adult Living	9	DAV
7963010	Preparation for Adult Living	10	DAV
7963010	Preparation for Adult Living	11	DAV
7963010	Preparation for Adult Living	12	DAV
7963040	Expanded Skills: 9-12	9	DAV
7963040	Expanded Skills: 9-12	10	DAV
7963040	Expanded Skills: 9-12	11	DAV
7963040	Expanded Skills: 9-12	12	DAV
7963050	Expanded Core Competencies: 9-12	10	DAV
7963060	Orientation and Mobility Skills	12	DAV
7963070	Unique Skills: Social & Emotional 9-12	9	DAV
7963070	Unique Skills: Social & Emotional 9-12	10	DAV
7963070	Unique Skills: Social & Emotional 9-12	11	DAV
7963070	Unique Skills: Social & Emotional 9-12	12	DAV
7963080	Learning Strategies 9-12	8	DAV
7963080	Learning Strategies 9-12	9	DAV
7963080	Learning Strategies 9-12	10	DAV
7963080	Learning Strategies 9-12	11	DAV
7963080	Learning Strategies 9-12	12	DAV
7963140	Self-Determination	9	DAV
7963140	Self-Determination	10	DAV
7963140	Self-Determination	11	DAV
7963140	Self-Determination	12	DAV
7965040	Studies for Students who are Gifted	9	DAV

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
7965040	Studies for Students who are Gifted	10	DAV
7965040	Studies for Students who are Gifted	11	DAV
7965040	Studies for Students who are Gifted	12	DAV
7966010	Physical Therapy	9	DAV
7966010	Physical Therapy	11	DAV
7966010	Physical Therapy	12	DAV
7966020	Occupational Therapy	9	DAV
7966020	Occupational Therapy	10	DAV
7966020	Occupational Therapy	11	DAV
7966020	Occupational Therapy	12	DAV
7966030	Speech Therapy	9	DAV
7966030	Speech Therapy	10	DAV
7966030	Speech Therapy	11	DAV
7966030	Speech Therapy	12	DAV
7966040	Language Therapy	9	DAV
7966040	Language Therapy	10	DAV
7966040	Language Therapy	11	DAV
7966040	Language Therapy	12	DAV
7967025	Access Two-Dimensional Studio Art 1	9	NFTAV_R
7980040	Preparation for Entrepreneurship/SelfEmployment	12	DAV
7980110	Career Preparation: 9-12	9	DAV
7980110	Career Preparation: 9-12	10	DAV
7980110	Career Preparation: 9-12	11	DAV
7980110	Career Preparation: 9-12	12	DAV
7980120	Career Experiences: 9-12	9	DAV
7980120	Career Experiences: 9-12	10	DAV
7980120	Career Experiences: 9-12	11	DAV
7980120	Career Experiences: 9-12	12	DAV
7980130	Career Placement: 9-12	10	DAV
7980130	Career Placement: 9-12	11	DAV
7980130	Career Placement: 9-12	12	DAV
8007110	Introduction to Environmental Water TEchnology/Level 2	10	NFTAV_R
8007110	Introduction to Environmental Water TEchnology/Level 2	11	ACT Combo
8007120	Intermediate Environmental Water TEchnology/Level 2	10	NFTAV_R
8007120	Intermediate Environmental Water TEchnology/Level 2	11	ACT Combo
8007120	Intermediate Environmental Water TEchnology/Level 2	12	ACT Combo
8007130	Advanced Environmental Water Technology/Level 2	12	ACT Combo
8007210	Advanced Environmental Water Reclamation Technology/ Level 2	11	ACT Combo
8007210	Advanced Environmental Water Reclamation Technology/ Level 2	12	ACT Combo
8130300	Fundamentals of Architecture and Construction	7	NFTAV_R-M

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
8200210	Computer Applications in Business 2	7	NFTAV_R-M
8200210	Computer Applications in Business 2	8	NFTAV_R-M
8200410	Business Cooperative Education-OJT	11	ACT Combo
8200410	Business Cooperative Education-OJT	12	ACT Combo
8200420	Business Cooperative Education Organization and Management	11	ACT Combo
8200420	Business Cooperative Education Organization and Management	12	ACT Combo
8200520	Computer Applications in Business 1	7	NFTAV_R-M
8200520	Computer Applications in Business 1	8	NFTAV_R-M
8200520	Computer Applications in Business 1	9	NFTAV_R
8201210	Digital Media/Multimedia Foundations 1/Level 2	8	NFTAV_R-M
8201210	Digital Media/Multimedia Foundations 1/Level 2	9	NFTAV_R
8201210	Digital Media/Multimedia Foundations 1/Level 2	10	NFTAV_R
8201210	Digital Media/Multimedia Foundations 1/Level 2	11	ACT Combo
8201210	Digital Media/Multimedia Foundations 1/Level 2	12	ACT Combo
8201220	Digital Media/Multimedia Foundations 2	10	NFTAV_R
8201230	Digital Media/Multimedia Foundations 3 - Level 2	11	ACT Combo
8201260	Digital Media/Multimedia Foundations 6 - Level 2	10	NFTAV_R
8203310	Accounting Applications 1/Level 3	9	NFTAV_R
8203310	Accounting Applications 1/Level 3	10	NFTAV_R
8203310	Accounting Applications 1/Level 3	11	ACT Combo
8203310	Accounting Applications 1/Level 3	12	ACT Combo
8203320	Accounting Applications 2/Level 3	10	NFTAV_R
8203320	Accounting Applications 2/Level 3	11	ACT Combo
8203320	Accounting Applications 2/Level 3	12	ACT Combo
8207010	Emerging Technology in Business	9	NFTAV_R
8207220	PC Support 2/Level 3	10	NFTAV_R
8207220	PC Support 2/Level 3	11	ACT Combo
8207220	PC Support 2/Level 3	12	ACT Combo
8207310	Introduction to Information Technology/Level 2	7	NFTAV_R-M
8207310	Introduction to Information Technology/Level 2	9	NFTAV_R
8207310	Introduction to Information Technology/Level 2	10	NFTAV_R
8207310	Introduction to Information Technology/Level 2	11	ACT Combo
8207310	Introduction to Information Technology/Level 2	12	ACT Combo
8208110	Game & Simulation Foundations/Level 2	8	NFTAV_R-M
8208110	Game & Simulation Foundations/Level 2	9	NFTAV_R
8208110	Game & Simulation Foundations/Level 2	10	NFTAV_R
8208110	Game & Simulation Foundations/Level 2	11	ACT Combo
8208110	Game & Simulation Foundations/Level 2	12	ACT Combo
8208130	Game & Simulation 2D Graphic Development	10	NFTAV_R
8209020	Computing for College and Careers/Level 2	6	NFTAV_R-M

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
8209020	Computing for College and Careers/Level 2	7	NFTAV_R-M
8209020	Computing for College and Careers/Level 2	8	NFTAV_R-M
8209020	Computing for College and Careers/Level 2	9	NFTAV_R
8209020	Computing for College and Careers/Level 2	10	NFTAV_R
8209020	Computing for College and Careers/Level 2	11	ACT Combo
8209020	Computing for College and Careers/Level 2	12	ACT Combo
8209100	Careers in Fashion and Interior Design	6	NFTAV_R-M
8209100	Careers in Fashion and Interior Design	7	NFTAV_R-M
8209100	Careers in Fashion and Interior Design	8	NFTAV_R-M
8209510	Digital Design 1/Level 2	9	NFTAV_R
8209510	Digital Design 1/Level 2	10	NFTAV_R
8209510	Digital Design 1/Level 2	11	ACT Combo
8209510	Digital Design 1/Level 2	12	ACT Combo
8209520	Digital Design 2/Level 3	9	NFTAV_R
8209520	Digital Design 2/Level 3	10	NFTAV_R
8209520	Digital Design 2/Level 3	11	ACT Combo
8209520	Digital Design 2/Level 3	12	ACT Combo
8209530	Digital Design 3/Level 3	10	NFTAV_R
8209530	Digital Design 3/Level 3	11	ACT Combo
8209530	Digital Design 3/Level 3	12	ACT Combo
8209540	Digital Design 4/Level 3	11	ACT Combo
8209540	Digital Design 4/Level 3	12	ACT Combo
8209550	Digital Design 5	12	ACT Combo
8212120	Business Software Applications 1/Level 2	9	NFTAV_R
8212120	Business Software Applications 1/Level 2	10	NFTAV_R
8212120	Business Software Applications 1/Level 2	11	ACT Combo
8212120	Business Software Applications 1/Level 2	12	ACT Combo
8212160	Business Software Applications 2/Level 2	9	NFTAV_R
8212160	Business Software Applications 2/Level 2	10	NFTAV_R
8212160	Business Software Applications 2/Level 2	11	ACT Combo
8212160	Business Software Applications 2/Level 2	12	ACT Combo
8212201	Medical Office Technology 1/Level 2	9	NFTAV_R
8212201	Medical Office Technology 1/Level 2	10	NFTAV_R
8212201	Medical Office Technology 1/Level 2	11	ACT Combo
8212201	Medical Office Technology 1/Level 2	12	ACT Combo
8212202	Medical Office Technology 2/Level 2	9	NFTAV_R
8212202	Medical Office Technology 2/Level 2	10	NFTAV_R
8212202	Medical Office Technology 2/Level 2	11	ACT Combo
8212202	Medical Office Technology 2/Level 2	12	ACT Combo
8216110	International Business Systems/Level 2	9	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
8216110	International Business Systems/Level 2	12	ACT Combo
8216130	Business Internship	12	ACT Combo
8300310	Workplace Essentials/Level 2	10	NFTAV_R
8300310	Workplace Essentials/Level 2	12	ACT Combo
8300430	Guided Workplace Learning (Internship)/Level 2	12	ACT Combo
8303010	Diversified Career Technology Principles	8	NFTAV_R-M
8400100	Health Science Education Directed Study	12	ACT Combo
8400320	Medical Skills and Services	9	NFTAV_R
8401010	Technical Design 1	9	NFTAV_R
8401010	Technical Design 1	10	NFTAV_R
8401010	Technical Design 1	11	ACT Combo
8401010	Technical Design 1	12	ACT Combo
8401020	Technical Design 2	9	NFTAV_R
8401020	Technical Design 2	10	NFTAV_R
8401020	Technical Design 2	11	ACT Combo
8401020	Technical Design 2	12	ACT Combo
8401030	Technical Design 3	10	NFTAV_R
8401110	Applied Engineering Technology I/Level 3	9	NFTAV_R
8401110	Applied Engineering Technology I/Level 3	10	NFTAV_R
8401110	Applied Engineering Technology I/Level 3	11	ACT Combo
8401110	Applied Engineering Technology I/Level 3	12	ACT Combo
8401120	Applied Engineering Technology II/Level 3	10	NFTAV_R
8401120	Applied Engineering Technology II/Level 3	11	ACT Combo
8401120	Applied Engineering Technology II/Level 3	12	ACT Combo
8401130	Applied Engineering Technology III	11	ACT Combo
8404110	Maritime 1	10	NFTAV_R
8405110	Early Childhood Education 1 NEW/Level 2	9	NFTAV_R
8405110	Early Childhood Education 1 NEW/Level 2	10	NFTAV_R
8405110	Early Childhood Education 1 NEW/Level 2	11	ACT Combo
8405110	Early Childhood Education 1 NEW/Level 2	12	ACT Combo
8405120	Early Childhood Education 2 NEW/Level 2	10	NFTAV_R
8405120	Early Childhood Education 2 NEW/Level 2	11	ACT Combo
8405120	Early Childhood Education 2 NEW/Level 2	12	ACT Combo
8405130	Early Childhood Education 3 NEW/Level 2	10	NFTAV_R
8405130	Early Childhood Education 3 NEW/Level 2	11	ACT Combo
8405130	Early Childhood Education 3 NEW/Level 2	12	ACT Combo
8405140	Early Childhood Education 4 NEW/Level 3	10	NFTAV_R
8405140	Early Childhood Education 4 NEW/Level 3	11	ACT Combo
8405140	Early Childhood Education 4 NEW/Level 3	12	ACT Combo
8417100	Health Science 1/Level 2	9	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
8417100	Health Science 1/Level 2	10	NFTAV_R
8417100	Health Science 1/Level 2	11	ACT Combo
8417100	Health Science 1/Level 2	12	ACT Combo
8417110	Health Science 2/Level 2	9	NFTAV_R
8417110	Health Science 2/Level 2	10	NFTAV_R
8417110	Health Science 2/Level 2	11	ACT Combo
8417110	Health Science 2/Level 2	12	ACT Combo
8417120	Health and Wellness 3, Level 2	10	NFTAV_R
8417120	Health and Wellness 3, Level 2	11	ACT Combo
8417120	Health and Wellness 3, Level 2	12	ACT Combo
8417141	Dental Aide 3/Level 2	10	NFTAV_R
8417141	Dental Aide 3/Level 2	11	ACT Combo
8417141	Dental Aide 3/Level 2	12	ACT Combo
8417171	Emergency Medical Responder 3/Level 2	10	NFTAV_R
8417171	Emergency Medical Responder 3/Level 2	12	ACT Combo
8500120	Personal and Family Finance/Level 2	8	NFTAV_R-M
8500120	Personal and Family Finance/Level 2	9	NFTAV_R
8500120	Personal and Family Finance/Level 2	10	NFTAV_R
8500120	Personal and Family Finance/Level 2	11	ACT Combo
8500120	Personal and Family Finance/Level 2	12	ACT Combo
8500230	Personal Development	7	NFTAV_R-M
8500230	Personal Development	8	NFTAV_R-M
8500300	Parenting Skills/Level 2	7	NFTAV_R-M
8500300	Parenting Skills/Level 2	9	NFTAV_R
8500300	Parenting Skills/Level 2	10	NFTAV_R
8500300	Parenting Skills/Level 2	11	ACT Combo
8500300	Parenting Skills/Level 2	12	ACT Combo
8500310	Child Development/Level 2	8	NFTAV_R-M
8500310	Child Development/Level 2	9	NFTAV_R
8500310	Child Development/Level 2	10	NFTAV_R
8500310	Child Development/Level 2	11	ACT Combo
8500310	Child Development/Level 2	12	ACT Combo
8500345	Family Dynamics/Level 2	11	ACT Combo
8500345	Family Dynamics/Level 2	12	ACT Combo
8500355	Nutrition and Wellness/Level 2	9	NFTAV_R
8500355	Nutrition and Wellness/Level 2	10	NFTAV_R
8500355	Nutrition and Wellness/Level 2	11	ACT Combo
8500355	Nutrition and Wellness/Level 2	12	ACT Combo
8500380	Fabric Construction/Level 2	9	NFTAV_R
8500380	Fabric Construction/Level 2	10	NFTAV_R

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
8500380	Fabric Construction/Level 2	11	ACT Combo
8500380	Fabric Construction/Level 2	12	ACT Combo
8500390	Principles Of Food Preparation/Level 2	9	NFTAV_R
8500390	Principles Of Food Preparation/Level 2	10	NFTAV_R
8500390	Principles Of Food Preparation/Level 2	11	ACT Combo
8500390	Principles Of Food Preparation/Level 2	12	ACT Combo
8500395	Food Science Safety and Technology/Level 2	9	NFTAV_R
8500395	Food Science Safety and Technology/Level 2	10	NFTAV_R
8500395	Food Science Safety and Technology/Level 2	11	ACT Combo
8500395	Food Science Safety and Technology/Level 2	12	ACT Combo
8506405	Design Services Core/Level 2	9	NFTAV_R
8506405	Design Services Core/Level 2	10	NFTAV_R
8506405	Design Services Core/Level 2	11	ACT Combo
8506405	Design Services Core/Level 2	12	ACT Combo
8506410	Principles of Fashion Design Services/Level 2	9	NFTAV_R
8506410	Principles of Fashion Design Services/Level 2	10	NFTAV_R
8506410	Principles of Fashion Design Services/Level 2	11	ACT Combo
8506410	Principles of Fashion Design Services/Level 2	12	ACT Combo
8506420	Pattern Design Techniques/Level 2	9	NFTAV_R
8506420	Pattern Design Techniques/Level 2	10	NFTAV_R
8506420	Pattern Design Techniques/Level 2	11	ACT Combo
8506420	Pattern Design Techniques/Level 2	12	ACT Combo
8506430	Fashion Design Specialist/Level 3	11	ACT Combo
8506430	Fashion Design Specialist/Level 3	12	ACT Combo
8506540	Principles of Interior Design Services/Level 2	9	NFTAV_R
8506540	Principles of Interior Design Services/Level 2	10	NFTAV_R
8506540	Principles of Interior Design Services/Level 2	11	ACT Combo
8506540	Principles of Interior Design Services/Level 2	12	ACT Combo
8506550	Interior Design Techniques/Level 2	10	NFTAV_R
8506550	Interior Design Techniques/Level 2	11	ACT Combo
8506550	Interior Design Techniques/Level 2	12	ACT Combo
8506560	Interior Design Specialist/Level 3	11	ACT Combo
8506560	Interior Design Specialist/Level 3	12	ACT Combo
8600020	Exploring Technology	7	NFTAV_R-M
8600020	Exploring Technology	8	NFTAV_R-M
8600020	Exploring Technology	9	NFTAV_R
8600030	Exploration of Communications Technology	7	NFTAV_R-M
8600030	Exploration of Communications Technology	8	NFTAV_R-M
8600040	Exploration of Production Technology	7	NFTAV_R-M
8600040	Exploration of Production Technology	8	NFTAV_R-M

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
8600260	Introduction to GIS/RS Technology/Level 2	9	NFTAV_R
8600260	Introduction to GIS/RS Technology/Level 2	10	NFTAV_R
8600260	Introduction to GIS/RS Technology/Level 2	11	ACT Combo
8600260	Introduction to GIS/RS Technology/Level 2	12	ACT Combo
8600270	Essential GIS/RS Tools and Processes/Level 2	10	NFTAV_R
8600270	Essential GIS/RS Tools and Processes/Level 2	11	ACT Combo
8600270	Essential GIS/RS Tools and Processes/Level 2	12	ACT Combo
8600280	GIS/RS Analysis and Modeling/Level 2	11	ACT Combo
8600280	GIS/RS Analysis and Modeling/Level 2	12	ACT Combo
8600520	Principles of Engineering/Level 3	10	NFTAV_R
8600530	Digital Electronics/Level 3	11	ACT Combo
8600550	Introduction to Engineering Design/Level 3	8	NFTAV_R-M
8600550	Introduction to Engineering Design/Level 3	9	NFTAV_R
8600620	Aerospace Engineering	12	ACT Combo
8600650	Engineering Design and Development/Level 3	12	ACT Combo
8601020	Communications Technology 2/Level 3	10	NFTAV_R
8601020	Communications Technology 2/Level 3	11	ACT Combo
8601020	Communications Technology 2/Level 3	12	ACT Combo
8601030	Communications Technology 3/Level 3	10	NFTAV_R
8601030	Communications Technology 3/Level 3	11	ACT Combo
8601030	Communications Technology 3/Level 3	12	ACT Combo
8601110	Materials and Processes Technology 1	10	NFTAV_R
8601900	Advanced Technology Applications/Level 3	9	NFTAV_R
8601900	Advanced Technology Applications/Level 3	12	ACT Combo
8709010	Automotive Collision Repair and Refinishing 1/Level 2	9	NFTAV_R
8709010	Automotive Collision Repair and Refinishing 1/Level 2	10	NFTAV_R
8709010	Automotive Collision Repair and Refinishing 1/Level 2	11	ACT Combo
8709010	Automotive Collision Repair and Refinishing 1/Level 2	12	ACT Combo
8709020	Automotive Collision Repair and Refinishing 2/Level 2	9	NFTAV_R
8709020	Automotive Collision Repair and Refinishing 2/Level 2	10	NFTAV_R
8709020	Automotive Collision Repair and Refinishing 2/Level 2	11	ACT Combo
8709020	Automotive Collision Repair and Refinishing 2/Level 2	12	ACT Combo
8709030	Automotive Collision Repair and Refinishing 3/Level 2	9	NFTAV_R
8709030	Automotive Collision Repair and Refinishing 3/Level 2	10	NFTAV_R
8709030	Automotive Collision Repair and Refinishing 3/Level 2	11	ACT Combo
8709030	Automotive Collision Repair and Refinishing 3/Level 2	12	ACT Combo
8709040	Automotive Collision Repair and Refinishing 4/Level 2	11	ACT Combo
8709040	Automotive Collision Repair and Refinishing 4/Level 2	12	ACT Combo
8709050	Automotive Collision Repair and Refinishing 5/Level 2	11	ACT Combo
8709050	Automotive Collision Repair and Refinishing 5/Level 2	12	ACT Combo



**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
8709060	Automotive Collision Repair and Refinishing 6/Level 2	12	ACT Combo
8709430	Automotive Service Technology 3/Level 2	9	NFTAV_R
8709430	Automotive Service Technology 3/Level 2	10	NFTAV_R
8709430	Automotive Service Technology 3/Level 2	11	ACT Combo
8709430	Automotive Service Technology 3/Level 2	12	ACT Combo
8709440	Automotive Service Technology 4/Level 2	10	NFTAV_R
8709440	Automotive Service Technology 4/Level 2	11	ACT Combo
8709440	Automotive Service Technology 4/Level 2	12	ACT Combo
8709450	Automotive Service Technology 5/Level 2	10	NFTAV_R
8709450	Automotive Service Technology 5/Level 2	11	ACT Combo
8709450	Automotive Service Technology 5/Level 2	12	ACT Combo
8709460	Automotive Service Technology 6/Level 2	11	ACT Combo
8709460	Automotive Service Technology 6/Level 2	12	ACT Combo
8709470	Automotive Service Technology 7/Level 3	11	ACT Combo
8709470	Automotive Service Technology 7/Level 3	12	ACT Combo
8713010	Air Conditioning and Refrigeration Technology 1/Level 2	9	NFTAV_R
8713010	Air Conditioning and Refrigeration Technology 1/Level 2	10	NFTAV_R
8713010	Air Conditioning and Refrigeration Technology 1/Level 2	11	ACT Combo
8713010	Air Conditioning and Refrigeration Technology 1/Level 2	12	ACT Combo
8713020	Air Conditioning and Refrigeration Technology 2/Level 2	10	NFTAV_R
8713020	Air Conditioning and Refrigeration Technology 2/Level 2	11	ACT Combo
8713020	Air Conditioning and Refrigeration Technology 2/Level 2	12	ACT Combo
8713030	Air Conditioning and Refrigeration Technology 3/Level 2	11	ACT Combo
8713030	Air Conditioning and Refrigeration Technology 3/Level 2	12	ACT Combo
8713040	Air Conditioning and Refrigeration Technology 4/Level 2	12	ACT Combo
8720310	Building Construction Technologies 1/Level 2	8	NFTAV_R-M
8720310	Building Construction Technologies 1/Level 2	9	NFTAV_R
8720310	Building Construction Technologies 1/Level 2	10	NFTAV_R
8720310	Building Construction Technologies 1/Level 2	11	ACT Combo
8720310	Building Construction Technologies 1/Level 2	12	ACT Combo
8720320	Building Construction Technologies 2/Level 2	9	NFTAV_R
8720320	Building Construction Technologies 2/Level 2	10	NFTAV_R
8720320	Building Construction Technologies 2/Level 2	11	ACT Combo
8720320	Building Construction Technologies 2/Level 2	12	ACT Combo
8720330	Building Construction Technologies 3/Level 3	10	NFTAV_R
8720330	Building Construction Technologies 3/Level 3	11	ACT Combo
8720330	Building Construction Technologies 3/Level 3	12	ACT Combo
8725010	Drafting 1/Level 2	9	NFTAV_R
8725010	Drafting 1/Level 2	10	NFTAV_R
8725010	Drafting 1/Level 2	11	ACT Combo

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
8725010	Drafting 1/Level 2	12	ACT Combo
8725020	Drafting 2/Level 2	10	NFTAV_R
8725020	Drafting 2/Level 2	11	ACT Combo
8725020	Drafting 2/Level 2	12	ACT Combo
8725030	Drafting 3/Level 3	11	ACT Combo
8725030	Drafting 3/Level 3	12	ACT Combo
8725040	Drafting 4/Level 3	12	ACT Combo
8772110	Television Production 1/Level 2	8	NFTAV_R-M
8772110	Television Production 1/Level 2	9	NFTAV_R
8772110	Television Production 1/Level 2	10	NFTAV_R
8772110	Television Production 1/Level 2	11	ACT Combo
8772110	Television Production 1/Level 2	12	ACT Combo
8772120	Television Production 2/Level 2	9	NFTAV_R
8772120	Television Production 2/Level 2	10	NFTAV_R
8772120	Television Production 2/Level 2	11	ACT Combo
8772120	Television Production 2/Level 2	12	ACT Combo
8772130	Television Production 3/Level 3	10	NFTAV_R
8772130	Television Production 3/Level 3	11	ACT Combo
8772130	Television Production 3/Level 3	12	ACT Combo
8772140	Television Production 4/Level 3	10	NFTAV_R
8772140	Television Production 4/Level 3	11	ACT Combo
8772140	Television Production 4/Level 3	12	ACT Combo
8772150	Television Production 5/Level 3	12	ACT Combo
8772160	Television Production 6/Level 3	12	ACT Combo
8800100	Marketing Education Directed Study	12	ACT Combo
8800410	Marketing Cooperative Education- OJT/Level 2	11	ACT Combo
8800410	Marketing Cooperative Education- OJT/Level 2	12	ACT Combo
8800510	Culinary Arts 1/Level 2	9	NFTAV_R
8800510	Culinary Arts 1/Level 2	10	NFTAV_R
8800510	Culinary Arts 1/Level 2	11	ACT Combo
8800510	Culinary Arts 1/Level 2	12	ACT Combo
8800520	Culinary Arts 2/Level 2	9	NFTAV_R
8800520	Culinary Arts 2/Level 2	10	NFTAV_R
8800520	Culinary Arts 2/Level 2	11	ACT Combo
8800520	Culinary Arts 2/Level 2	12	ACT Combo
8800530	Culinary Arts 3/Level 2	9	NFTAV_R
8800530	Culinary Arts 3/Level 2	10	NFTAV_R
8800530	Culinary Arts 3/Level 2	11	ACT Combo
8800530	Culinary Arts 3/Level 2	12	ACT Combo
8800540	Culinary Arts 4/Level 3	11	ACT Combo

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<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
8800540	Culinary Arts 4/Level 3	12	ACT Combo
8809200	Fundamentals of Culinary Careers	7	NFTAV_R-M
8809200	Fundamentals of Culinary Careers	8	NFTAV_R-M
8809200	Fundamentals of Culinary Careers	9	NFTAV_R
8815110	Financial Operations/Level 3	10	NFTAV_R
8815110	Financial Operations/Level 3	12	ACT Combo
8815120	Personal Financial Planning/Level 3	10	NFTAV_R
8815120	Personal Financial Planning/Level 3	11	ACT Combo
8815120	Personal Financial Planning/Level 3	12	ACT Combo
8815150	Finance and Business Technology/Level 2	9	NFTAV_R
8815150	Finance and Business Technology/Level 2	10	NFTAV_R
8827110	Marketing Essentials/Level 2	9	NFTAV_R
8827110	Marketing Essentials/Level 2	10	NFTAV_R
8827110	Marketing Essentials/Level 2	11	ACT Combo
8827110	Marketing Essentials/Level 2	12	ACT Combo
8827120	Marketing Applications/Level 2	10	NFTAV_R
8827120	Marketing Applications/Level 2	11	ACT Combo
8827120	Marketing Applications/Level 2	12	ACT Combo
8827130	Marketing Management/Level 2	11	ACT Combo
8827130	Marketing Management/Level 2	12	ACT Combo
8845120	Travel and Tourism Marketing and Management/Level 3	10	NFTAV_R
8845120	Travel and Tourism Marketing and Management/Level 3	11	ACT Combo
8845120	Travel and Tourism Marketing and Management/Level 3	12	ACT Combo
8845140	Computer Technology for Travel and Tourism/Level 2	10	NFTAV_R
8845140	Computer Technology for Travel and Tourism/Level 2	11	ACT Combo
8845140	Computer Technology for Travel and Tourism/Level 2	12	ACT Combo
8850110	Introduction to Hospitality and Tourism/Level 2	9	NFTAV_R
8850110	Introduction to Hospitality and Tourism/Level 2	10	NFTAV_R
8850110	Introduction to Hospitality and Tourism/Level 2	11	ACT Combo
8850110	Introduction to Hospitality and Tourism/Level 2	12	ACT Combo
8909010	Teacher Assisting 1/Level 2	9	NFTAV_R
8909010	Teacher Assisting 1/Level 2	10	NFTAV_R
8909010	Teacher Assisting 1/Level 2	12	ACT Combo
8909020	Teacher Assisting 2/Level 2	11	ACT Combo
8909030	Teacher Assisting 3/Level 2	12	ACT Combo
8909040	Teacher Assisting 4	10	NFTAV_R
8918010	Criminal Justice Operations 1/Level 2	9	NFTAV_R
8918010	Criminal Justice Operations 1/Level 2	10	NFTAV_R
8918010	Criminal Justice Operations 1/Level 2	11	ACT Combo
8918010	Criminal Justice Operations 1/Level 2	12	ACT Combo

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
8918020	Criminal Justice Operations 2/Level 2	10	NFTAV_R
8918020	Criminal Justice Operations 2/Level 2	11	ACT Combo
8918020	Criminal Justice Operations 2/Level 2	12	ACT Combo
8918030	Criminal Justice Operations 3/Level 3	11	ACT Combo
8918030	Criminal Justice Operations 3/Level 3	12	ACT Combo
8918040	Criminal Justice Operations 4	9	NFTAV_R
9001110	Foundations of Web Design/Level 3	9	NFTAV_R
9001110	Foundations of Web Design/Level 3	10	NFTAV_R
9001110	Foundations of Web Design/Level 3	11	ACT Combo
9001110	Foundations of Web Design/Level 3	12	ACT Combo
9001120	User Interface Design/Level 3	10	NFTAV_R
9001120	User Interface Design/Level 3	11	ACT Combo
9001120	User Interface Design/Level 3	12	ACT Combo
9001160	Interactivity Essentials/Level 3	11	ACT Combo
9001160	Interactivity Essentials/Level 3	12	ACT Combo
9001420	Technology Support Services - Client Systems	9	NFTAV_R
9007230	Object-Oriented Programing Fundamentals	9	NFTAV_R
9007510	Web Programming	10	NFTAV_R
9100110	Orientation to Career and Technical Occupations and Career Planning	7	NFTAV_R-M
9100110	Orientation to Career and Technical Occupations and Career Planning	8	NFTAV_R-M
9100110	Orientation to Career and Technical Occupations and Career Planning	9	NFTAV_R
9100210	Exploration of Career and Technical Occupations	6	NFTAV_R-M
9200110	Automation and Production Technology 1, Level 2	9	NFTAV_R
9200110	Automation and Production Technology 1, Level 2	10	NFTAV_R
9200110	Automation and Production Technology 1, Level 2	11	ACT Combo
9200110	Automation and Production Technology 1, Level 2	12	ACT Combo
9200120	Automation and Production Technology 2, Level 2	10	NFTAV_R
9200120	Automation and Production Technology 2, Level 2	11	ACT Combo
9200120	Automation and Production Technology 2, Level 2	12	ACT Combo
9200130	Automation and Production Technology 3, Level 3	11	ACT Combo
9200130	Automation and Production Technology 3, Level 3	12	ACT Combo
9260350	Introduction to Manufacturing	7	NFTAV_R-M
9410110	Foundations of Robotics/Level 3	9	NFTAV_R
9410110	Foundations of Robotics/Level 3	10	NFTAV_R
9410110	Foundations of Robotics/Level 3	11	ACT Combo
9410110	Foundations of Robotics/Level 3	12	ACT Combo
9410120	Applied Robotics	10	NFTAV_R
9500420	Transportation, Distribution and Logistics Cooperative Education OJT	12	ACT Combo
9504110	Automotive Maintenance and Light Repair 1/Level 2	9	NFTAV_R
9504110	Automotive Maintenance and Light Repair 1/Level 2	10	NFTAV_R

**2019-20 IPPAS Master Course List**

<b>Course #</b>	<b>Course Name</b>	<b>Course Grade</b>	<b>IPPAS Assessment Measure</b>
9504110	Automotive Maintenance and Light Repair 1/Level 2	11	ACT Combo
9504110	Automotive Maintenance and Light Repair 1/Level 2	12	ACT Combo
9504120	Automotive Maintenance and Light Repair 2	10	NFTAV_R
9504130	Automotive Maintenance and Light Repair 3	10	NFTAV_R
9504210	Outboard Marine Service 1	9	NFTAV_R
9504220	Outboard Marine Service 2	10	NFTAV_R
9504230	Outboard Marine Service 3	10	NFTAV_R
9504240	Outboard Marine Service 4	11	ACT Combo
9504250	Advanced Marine Technology 1	11	ACT Combo
9504260	Advanced Marine Technology 2	12	ACT Combo
9504270	Outboard Marine Service Capstone 5	11	ACT Combo
9900001	Adult Basic Education Mathematics	7	NFTAV_M
9900002	Adult Basic Education Reading	8	NFTAV_R
9900003	Adult Basic Education Language	9	NFTAV_R
9900131	GED Reasoning Through Language Arts	7	NFTAV_R
9900135	GED Preparation Comprehensive	6	NFTAV_R-M
9900135	GED Preparation Comprehensive	7	NFTAV_R
9900135	GED Preparation Comprehensive	7	NFTAV_M
9900135	GED Preparation Comprehensive	8	NFTAV_R-M
9900135	GED Preparation Comprehensive	9	NFTAV_R
9900135	GED Preparation Comprehensive	10	NFTAV_R
9900135	GED Preparation Comprehensive	11	ACT Combo
9900135	GED Preparation Comprehensive	12	ACT Combo



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Student/Public Equity  
Ms. Stephanie Archer  
Asst. Supt. Equity, Innovation, and Choice  
2700 Judge Fran Jamieson Way  
Melbourne, FL 32940  
(321) 633-1000, Ext. 11500  
[CSC@brevardschools.org](mailto:CSC@brevardschools.org)

Exceptional Education/504 Equity  
Dr. Patricia Fontan  
Dir. Exceptional Student Education  
2700 Judge Fran Jamieson Way  
Melbourne, FL 32940  
(321) 633-1000 Ext. 11500  
[Fontan.Patricia@Brevardschools.org](mailto:Fontan.Patricia@Brevardschools.org)

Employee/Job Applicant Equity  
Karyle Green, Ed.D.,  
Dir.Prof Stds & Labor Relations  
2700 Judge Fran Jamieson Way  
Melbourne, FL 32952  
321-633-1000 ext 11266  
[green.karyle@brevardschools.org](mailto:green.karyle@brevardschools.org)

School Board of Brevard County  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940-6699  
(321) 631-1911

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An **employee** or **applicant** having a grievance concerning employment may contact:

Karyle Green, Ed.D.,  
Dir.Prof Stds & Labor Relations  
2700 Judge Fran Jamieson Way  
Melbourne, FL 32952  
321-633-1000 ext 11266  
[green.karyle@brevardschools.org](mailto:green.karyle@brevardschools.org)

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