

Staff Follow Up: SBOM-050719-01 (LRL)



Educating Today's Students to  
Succeed in Tomorrow's World

From: Human Resources & Equity

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**TOPIC:** In-field Designation Policy Rubrics

**Staff Follow Up:** CC-1. Staff to provide the final rubric for all areas that were addressed to the in-field designation for instructional personnel assigned outside their certification subject area.

**Response:** Attached are the rubrics that were presented at the 4/16/2019 Board workshop. The rubrics were updated with the recommendations discussed during the 4/2/2019 workshop (i.e. requiring certain criteria to be mandatory.)

Please contact Susan Rockelman with any additional questions.

RWR/JMM/STR:lb



# Talent Acquisition & Operations (Instructional)

INSPIRING A NEW WAVE OF  
EDUCATORS & EMPLOYEES

## Infield Status Rubric for Gifted

Per Board Policy 4003.4 – Authority: F.S. 1012.42

<b>Competency Criteria Descriptions</b>	<b>Points Awarded</b>
Teachers must hold a valid Professional or Temporary Certificate in the subject area being taught and document 100 points as calculated below.  <b>Mandatory: Successful completion of the Nature and Needs of the Gifted Endorsement Course</b>  3 semester hours equals 20 points	
<b>Mandatory: One additional Gifted Endorsement Course from the following list:</b>  -Theory and Development of Creativity -Curriculum Development for the Gifted -Special Populations of the Gifted -Guidance and Counseling of the Gifted  Each course is equal to 3 semester hours and 20 points	
<b>Mandatory: Create and Implement an Interdisciplinary Unit.</b> Scoring a minimum of 80% on the attached rubric. Rubric will be scored by a District Gifted Coordinator and observation of the implementation of the unit will be conducted by a District Gifted Coordinator.  15 points for each Interdisciplinary Unit created and implemented. 45 points maximum  *Not applicable if the teacher successfully completed the endorsement course titled “Curriculum Development for the Gifted”	
<b>Mandatory: Create and Implement a Plan to Increase the Underrepresented Populations of Gifted Students.</b> Using the district’s current Plan B plan to increase Low SES and ESL populations in gifted, identify a plan at your school that would include the following:  -Identification of possible students to screen -Screening process -Professional development workshops offered to promote a better understanding of the characteristics of gifted students from underrepresented groups. -Parental Involvement  Plan and implementation will be approved by a District Gifted Coordinator.  30 points	
<b>Successful teaching experience in a core content subject (Math, Science, Social Studies, Language Arts/Reading) within the last 5 years.</b> Teaching experience must have been earned as a full-time teacher in an Advanced or Honors Course. (i.e., Honors, Advanced, Advanced Placement, Dual Enrollment, International Baccalaureate, GEM, GEARS, Gifted Self-Contained or Gifted/High Achievers class) 10 points per school year. Maximum of 50 points	



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<p><b>Approved Professional Development. Must have been completed within the past five years.</b></p> <p>Each approved professional development course is worth 5 points each. Maximum of 30 points</p>	
<p><b>Student achievement learning gains based on the FSA or EOC.</b> Minimum of 90% of the student group makes gains. Gains are totaled for the most recent three years of teaching.</p> <p>15 points per school year where learning gains were made. Maximum of 45 points</p>	
<p><b>Peer Review.</b> Conducted by a Gifted District Coordinator within the past year using the approved Gifted Look Fors. Observation must take place in an Advanced or Honors Course. (i.e., Honors, Advanced, Advanced Placement, Dual Enrollment, International Baccalaureate, GEM, GEARS, Gifted Self-Contained or Gifted/High Achievers class)</p> <p>Maximum of 30 points</p>	
<p><b>Attendance at any Gifted Conference/Convention listed below:</b></p> <ul style="list-style-type: none"><li>-National Association for Gifted Children (NAGC)</li><li>-Florida Association for Gifted Children (FLAG)</li><li>-Social Emotional Needs of Gifted (SENG)</li><li>-International Gifted Conference</li><li>-South Florida Gifted and Talented Symposium</li></ul> <p>10 points for each conference attended (proof of registration and attendance is required) Maximum of 30 points</p>	
<p><b>Scoring 80% or above on the Gifted Post Test</b></p> <p>20 points</p>	

**Documentation for each competency criteria must be attached and the completed packet sent to the Innovative Learning Department for final processing.**

\_\_\_\_\_  
Approved by Director/District Gifted Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Acknowledgement

\_\_\_\_\_  
Date

*TAO Office Use Only: SAP Updated* \_\_\_\_\_ *Date* \_\_\_\_\_

## Infield Status Rubric

**Per Board Policy 4003.4 – Authority: F.S. 1012.42**

May not be used for the following subject/endorsement areas: Athletic Coaching, Autism Spectrum Disorder, Driver Education, ESOL, Orientation and Mobility, Prekindergarten Handicapped, Profoundly Handicapped, Reading, School Psychologist, School Social Worker, and Speech-Language Impaired. For Gifted, must use Gifted Infield Status Rubric.

<b>Name:</b> _____ <b>Personnel#</b> _____		
<b>Subject area to be evaluated:</b> _____		
<b>Requirements:</b> Teacher must meet the following criteria: ( <i>NOTE: One subject area evaluation per form</i> )		
1. Hold a valid Florida Temporary or Professional Certificate in another subject content area, and 2. Document 100 points appropriate to the assigned subject content area as calculated below		
INFIELD SUBJECT COMPETENCY CRITERIA	COMPETENCY CRITERIA DESCRIPTIONS	POINTS AWARDED
<u>(Mandatory)</u>  <b>Experience in the subject area</b>	Successful teaching or occupational/agency experience in the subject within the last 8 years as evidenced by documentation that shows mastery in the content area.  10 points per school year 50 points maximum	
<u>(Mandatory)</u>  <b>Classroom observation and performance evaluation in the subject</b>	Classroom observation evaluation available at the time of completion of this form in the subject, conducted by the supervisor within the past year, using a state-approved performance assessment system.  An effective (or equivalent) evaluation equals 40 points A highly effective (or equivalent) evaluation equals 50 points	
<b>Approved professional development in the subject</b>	Professional development/PLCs in the designated content area through a Florida Master Inservice Program:  60 inservice points = 20 rubric points 80 rubric points maximum	
<b>College level courses in the subject/education</b>	College level course(s) in the subject area/education. 3 semester hours equals 20 points 60 points maximum	
<b>FOR WORLD LANGUAGES ONLY:</b>	Must have passed the district's approved World Languages Proficiency Screener in the applicable language (if one is available) with a passing proficiency score. If no screener available, cannot use Infield Designation.	N/A
<b>TOTAL POINTS:</b>		

**Attach documentation for each competency criteria selected and submit completed packet with signature and date to the appropriate subject matter Director. Schools retain a copy of full packet at your location for audit purposes.**

\_\_\_\_\_  
 Approved by:  
 Director/Content Area Specialist

\_\_\_\_\_  
 Date:

\_\_\_\_\_  
 Principal Acknowledgement:

\_\_\_\_\_  
 Date:

*TAO Office Use Only: SAP Updated* \_\_\_\_\_ *Date* \_\_\_\_\_