Miami-Dade County Public Schools

Instructional Performance Evaluation and Growth System

IPEGS

Procedural Handbook

2016 Edition

Office of Professional Development and Evaluation
The School Board of Miami-Dade County, Florida

Dr. Lawrence S. Feldman, Chair

Dr. Marta Pérez, Vice Chair

Dr. Dorothy Bendross-Mindingall

Ms. Susie V. Castillo

Dr. Steve Gallon III

Ms. Perla Tabares Hantman

Dr. Martin Karp

Ms. Lubby Navarro

Ms. Mari Tere Rojas

Mr. Alberto M. Carvalho
Superintendent of Schools

Mr. Jose L. Dotres, Chief Human Capital Officer
Ms. Tricia Fernandez, Assistant Superintendent
Office of Human Capital Management

Ms. Kimberly Y. Davis, Administrative Director
Dr. Donna A. Riley, Director
Office of Professional Development and Evaluation
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PART I
PROCESS INTRODUCTION

The IPEGS Process
Miami-Dade County Public Schools’ (M-DCPS) evaluation of all instructional personnel utilizes the Goals and Roles Assessment and Evaluation Model© (short title: Goals and Roles Model©) of evaluation developed by Dr. James Stronge, for collecting and presenting data to document performance that is based on well-defined performance standards.

The M-DCPS Instructional Performance Evaluation and Growth System (IPEGS) provides a balance between structure and flexibility. That is, it defines expectations and guides effective practice, thereby allowing for creativity and individual initiative. The goal is to support the continuous growth and development of each professional by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Since the initial collaboration of M-DCPS/UTD to design and implement the IPEGS evaluation system, the Joint Committee on Standards for Educational Evaluation has met regularly. This systematic collaboration has made certain that IPEGS continues to meet its design goals, address legislative changes, and ensure equitable implementation.

In the past ten years, due to numerous state laws and regulations (e.g., Senate Bill (SB) 736 – The Student Success Act) governing the evaluation criteria for teachers, IPEGS has undergone many modifications. As a result of this continuous collaboration and work of the Joint Committee, the following changes have been made:

- modification of the Improving Professional Performance process
- inclusion of iHEAT Initiative (following peer review and PRAP research/investigations)
- addition of a 2014-2015 Pilot for IPEGS Performance Standards Rating(s) Review Process
- replacement of Goal Setting Process with Value-Added-Model (VAM) scores (The Student Success Act of 2011 – formerly SB 736)
- modification of the evaluation process in accordance with House Bill (HB) 7069 – Education Accountability

All full-time instructional personnel are evaluated annually using the IPEGS process.

The primary purposes of IPEGS are to:

- improve the quality of instruction
- ensure accountability for classroom/program performance
- increase student learning growth by improving the quality of instructional services
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of M-DCPS
- provide a basis for instructional improvement through productive instructional personnel appraisal and professional growth
- provide a collaborative process that promotes professional growth, instructional effectiveness, and improvement of overall job performance
IPEGS includes the following distinguishing characteristics:

- a focus on the relationship between professional performance and improved learner academic achievement
- performance standards specific to major instructional job categories
- sample indicators for each of the performance standards
- a system for documenting instructional personnel performance based on multiple data sources including evidence of improved student performance on the state and local achievement tests as required by Florida Statute §1012.34
- a procedure for conducting performance reviews that involves instructional personnel in the evaluation process, promotes professional improvement, and provides accountability
- a support system for providing assistance to the professional when appropriate

Throughout this handbook, the term “instructional personnel” is used interchangeably with other terms (see Table 1: Interchangeable Terms Used in the Handbook on page 8). IPEGS is designed to facilitate instructional personnel in identifying, designing, and reflecting upon their professional performance. The foundation of the system is the Goals and Roles Model©. Using the model, a series of performance standards was defined as well as documentation sources to use for assessing performance. Instructional personnel are responsible for submitting data (see page 19 “Documenting Performance”) to their administrators throughout the evaluation process.

For most instructional personnel, the administrator who will review the data sources is their site administrator; however, a site administrator can designate another administrator to review the data and make summative ratings recommendations. Instructional personnel are active participants in the evaluation process through collaborative meetings, input, and reflection.

Site administrators are responsible for facilitating the IPEGS process. Two terms are commonly used in the handbook to refer to administrators; they are “site administrator” and “assessor” (see Table 1: Interchangeable Terms Used in the Handbook on page 8). The term “site administrator” is used when the function described may only be conducted by the site administrator (e.g., principal). The term “assessor” is used when the function described may be conducted by either the site administrator or the site administrator’s designee (e.g., assistant principal). For professionals assigned to more than one location, the payroll location site administrator has the overall evaluation responsibilities; however, the regional center or district may designate another administrator to collect documentation, make summative ratings recommendations, and meet with instructional personnel assigned to them. (See Table 5: Observation by Contract Status on page 20.)

The site administrator is responsible for informing the professional when the evaluation documentation should be given to another administrator. For example, in a school, the principal is responsible for the evaluation process and may assign assistant principals to conduct observations and make recommendations for summative ratings.
Although the site administrator has the overall responsibility for maintaining documentation, selected responsibilities can be delegated to a designee: scheduling evaluation-related meetings; providing feedback on performance throughout the year; making summative ratings; and submitting documentation to the appropriate district office. However, the principal/site administrator makes the final determination of the ratings and recommendation for continued employment.

Table 1: Interchangeable Terms Used in the Handbook

<table>
<thead>
<tr>
<th>Professional</th>
<th>Site Administrator</th>
<th>Assessor</th>
</tr>
</thead>
</table>
| • Instructional personnel  
  • Teacher  
  • Instructional support personnel  
  • Student services personnel | • Principals  
  • Regional center/district administrators responsible for the supervision of instructional personnel  
  • Payroll location supervisor | • Site administrator  
  • Site administrator’s administrative designee (e.g., assistant principal) |
THE FOUNDATION OF IPEGS: USING THE GOALS AND ROLES MODEL®

A meaningful and productive personnel evaluation system, such as that used for teachers and other instructional personnel in the M-DCPS, addresses the unique contributions of each employee to the achievement of the district’s vision, mission, and core values. Additionally, the evaluation system focuses on opportunities for professional growth by employees within the system so that each can grow professionally and contribute in a productive fashion to school improvement plans and goals. The Goals and Roles Model® offers a practical, contemporary research-based model of personnel evaluation developed specifically to balance the unique role demands and professional growth needs of teachers and other instructional personnel (Stronge, 1997, 2005).

The following sections describe the conceptual framework of Goals and Roles® — the model upon which the instructional personnel evaluation system is built. This description merely reflects a conceptual framework; the details for the design and implementation of the performance evaluation system were developed in collaboration with the M-DCPS/UTD evaluation design committees and the administration to reflect the unique needs of the M-DCPS and its instructional personnel.

The realization that an organization's goals are met through the collective performance of all personnel is the basis of the Goals and Roles Model® developed by Dr. James Stronge. This model is based on more than two (2) decades of work with school systems and other educational organizations. The underlying assumptions are as follows:

- Effective evaluation promotes the growth and development of the individual and the school.
- A well-defined evaluation system:
  - provides a basis for an objective evaluation based on observable, job-related results, and its purposes are clearly established for the individual professional (Tucker & Stronge, 2005a).
  - makes the school accountable to its public and is legally defensible in its treatment of all employees (Beckham, 1985).
- Instructional personnel have a legal and ethical right to understand the criteria used to evaluate their performance (Florida Statute §1012.34).
- A unified evaluation process for all teachers and other instructional personnel across M-DCPS is a more efficient use of school resources and administrative and staff time than multiple evaluation systems.
- All instructional personnel deserve well-defined job descriptions, ongoing systematic performance feedback, and appropriate opportunities for improvement.

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1The Goals and Roles Model® was developed by and copyrighted to James H. Stronge. M-DCPS has been granted the right to use, revise, and/or modify the evaluation model and associated instrumentation as needed.
The key features that are incorporated in Goals and Roles© and that are emphasized in the design of IPEGS include:

Adaptability

The Goals and Roles Model© is both comprehensive and adaptable for use with a variety of educational positions. The Goals and Roles Model© has been adapted for use with three (3) main groups of M-DCPS instructional personnel: instructional support personnel1, student services personnel2, and teachers. Throughout the M-DCPS project, the three (3) design teams built on this key feature of adaptability by:

- accentuating the use of a uniform design for evaluating all instructional professionals;
- designing the performance assessment system for non-classroom instructional personnel (Stronge & Helm, 1990, 1991, 1992; Stronge & Tucker, 1995, 2003b); and
- designing evaluation strategies and processes that account for an educator’s different levels of professional growth.

Systematic Approach to Evaluation

It is not feasible for school principals or other assessors to implement multiple evaluation systems with different requirements, guidelines, and methods. The six-step evaluation cycle of the Goals and Roles Model© provides an efficient, standardized method for implementing evaluation. While assessment forms and processes are differentiated for the various instructional positions, the evaluation model and protocol are standardized. This combination of standardizing the evaluation framework and customizing its application to fit specific position needs allows for a more valid and easy-to-use evaluation system while, at the same time, accounting for important distinctions in roles and responsibilities of various instructional personnel.

Emphasis on Communication Throughout the Evaluation Process

Performance appraisal systems should reflect the fundamental role that effective communication plays in every aspect of the evaluation process (Helms, 2005; McGrath, 1993). Since the goal of any evaluation is to continue successful job performance or improve less successful ones, assessor-professional communication is essential. Thus, opportunities for systematic communication between assessors and instructional personnel are built into IPEGS.

Technically Sound Evaluation Systems

While a conceptually sound and technically valid evaluation system does not guarantee effective evaluation, one that is flawed and irrational will guarantee failure. The Goals and Roles Model© is designed as an evaluation system that is conceptually and technically sound, and promotes the likelihood of achieving such desirable outcomes as those described in the guiding assumptions of the national Joint Committee on Standards for Educational Evaluation (2005).

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1Sample instructional support personnel job titles include, but are not limited to: activities directors, athletic directors, business managers, curriculum support specialists, educational specialists, instructional coaches, lead teachers, library/media specialists, special education program specialists, teacher trainers, and teachers on special assignment.

2Sample student services personnel job titles include, but are not limited to: art therapists, career specialists, counselors, occupational therapists, physical therapists, school psychologists, school social workers, speech/language pathologists, staffing specialists, and TRUST specialists.
Use of Multiple Data Sources

The design of the Goals and Roles Model© emphasizes multifaceted assessment techniques for documentation of job performance. The use of multiple sources of information:

◊ increases the validity of an evaluation for any professional educator;
◊ allows for differing documentation needs based on job responsibilities of particular positions (e.g., classroom teacher vs. school counselor); and
◊ provides for differentiation of performance for personnel at various points in their careers (Stronge & Tucker, 2003a).

While formal observation can provide a significant data source, too frequently it has represented the sole source of data collection under clinical supervision evaluation models. Multiple data sources are needed as no single source can adequately capture the complexities of instructional personnel’s work (Peterson, 2005). The use of multiple sources of information is a key feature incorporated into the M-DCPS performance evaluation system for instructional personnel.

The proper use of multiple data sources in performance evaluation can dramatically improve the utility of the evaluation system for instructional personnel (e.g., through better performance feedback). Additionally, the use of multiple data sources can enhance the validity and reliability of the process, and offer a more defensible basis for evaluation decisions.
The instructional personnel performance evaluation process is based on the Goals and Roles Model© (Stronge, 1997, 2005), a six-step approach to performance assessment. A graphic representation of the model is shown in Figure 1. A brief description of each step is also provided (See page 13 Table 2).

Figure 1: Goals and Roles Model©
### Development Phase

| Step 1: Identify System Needs | Determine the mission and goals of the school and school system as a prerequisite for the evaluation system to be relevant and responsive to public demands for accountability.  
REFERENCES: Castletter, 1996; Connellan, 1978; Danielson & McGreal, 2000; Goodale, 1992; Locke, 1968; Phi Delta Kappa National Study Committee on Evaluation, 1971; Seyfart, 2002; Stronge, 1995 |

| Step 2: Develop Roles | Translate the goals into professional roles and responsibilities - performance standards - for individual staff members.  
Select sample performance indicators that are both measurable and indicative of the job’s roles.  
REFERENCES: Bolton, 1980; Cascio, 1998; Redfern, 1980; Sawyer, 2001; Stronge, 2005; Stronge & Tucker, 2003a; Valentine, 1992 |

| Step 3: Set Performance Standards | Determine level(s) of performance within each job responsibility to be recognized by the assessor.  
REFERENCES: Cambron-McCabe, McCarthy, & Thomas, 2004; Joint Committee on Standards for Educational Evaluation, 1988; Manatt, 1988; Phi Delta Kappan National Study on Evaluation, 1971 |

### Implementation Phase

| Step 4: Document Performance | Using multiple data sources, record sufficient information about the individual’s performance to support ongoing professional development and to justify personnel decisions.  
REFERENCES: Conley, 1987; Peterson, 2000; Stronge & Tucker, 2003; Tucker & Stronge, 2005a; Wilkerson, Manatt, Rogers, & Maughan, 2000 |

| Step 5: Evaluate Performance | Compare the individual’s job performance with acceptable performance standards.  

| Step 6: Improve and Maintain Performance & Professional Service | Emphasize program improvement through accountability and professional development. This step brings the performance assessment process full cycle.  
REFERENCES: Colby, Bradshaw, & Joyner, 2002; Hunter, 1988; Iwanicki, 1990; Johnson, 1997; McGreal, 1988; Stronge, 2005; Stufflebeam, & Sanders, 1990 |
IDENTIFYING INSTRUCTIONAL PROFESSIONAL PERFORMANCE STANDARDS

Clearly defined performance standards for personnel constitute the foundation for the instructional personnel evaluation system. A fair and comprehensive evaluation system provides sufficient detail, accuracy, and opportunities for collegial conversations so that both professionals and assessors reasonably understand the standards. The following are the IPEGs performance standards:

Performance standards refer to the major duties performed and vary based on the role of the professional: teacher, instructional support personnel, or student services personnel.

**Performance Standards for Teachers**

For teachers, there are eight performance standards which are described below.

**Performance Standard 1: Learner Progress**

The work of the teacher results in acceptable and measurable learner progress as specified in F.S. §1012.34.

**Performance Standard 2: Knowledge of Learners**

The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

**Performance Standard 3: Instructional Planning**

The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

**Performance Standard 4: Instructional Delivery and Engagement**

The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

**Performance Standard 5: Assessment**

The teacher gathers, analyzes, and uses data (including state and local assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.

**Performance Standard 6: Communication**

The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.
**PERFORMANCE STANDARD 7: PROFESSIONALISM**
The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

**PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT**
The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.

**Performance Standards for Instructional Support Personnel**
For instructional support personnel, there are seven performance standards which are described below.

- **PERFORMANCE STANDARD 1: LEARNER PROGRESS**
The work of the instructional support professional results in acceptable and measurable learner or program progress as specified in F.S. §1012.34.

- **PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS**
The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

- **PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT**
The instructional support professional plans, organizes, promotes, and manages programs and/or services to meet the diverse needs of all learners.

- **PERFORMANCE STANDARD 4: PROGRAM DELIVERY**
The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.

- **PERFORMANCE STANDARD 5: ASSESSMENT**
The instructional support professional gathers, analyzes, and uses data (including state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

- **PERFORMANCE STANDARD 6: COMMUNICATION**
The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.

- **PERFORMANCE STANDARD 7: PROFESSIONALISM**
The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.
Performance Standards for Student Services Personnel

For all student services personnel, there are seven performance standards which are described below.

**PERFORMANCE STANDARD 1: LEARNER PROGRESS**
The work of the student services professional results in acceptable and measurable learner or program progress as specified in F.S. §1012.34.

**PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS**
The student services professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

**PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT**
The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.

**PERFORMANCE STANDARD 4: PROGRAM DELIVERY**
The student services professional uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.

**STANDARD 5: ASSESSMENT**
The student services professional gathers, analyzes, and uses data (including state and local assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

**PERFORMANCE STANDARD 6: COMMUNICATION**
The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.

**PERFORMANCE STANDARD 7: PROFESSIONALISM**
The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.
Alignment of the Performance Standards to the Florida Educator Accomplished Practices

The Miami-Dade County Public Schools instructional professional performance standards are aligned with the six (6) Florida Educator Accomplished Practices (FEAPs). The FEAPS are interdependent, and therefore aligned to multiple performance standards. The roles and responsibilities of the classroom teacher, instructional support personnel, and student services personnel differ in some critical ways. Therefore, the performance standards and indicators applicable to each position also differ. Please refer to Tables 3A, 3B, and 3C below for information regarding the alignment between the FEAPs and IPEGS Performance Standards applicable to each position.

The Florida Educator Accomplished Practices are incorporated into the Performance Standards for classroom teachers, instructional support personnel, and student services personnel, as appropriate for each job assignment, with corresponding sample performance indicators to inform the observation and evaluation process.

Table 3A: Alignment of the Florida Educator Accomplished Practices and the IPEGS Performance Standards for Teachers

<table>
<thead>
<tr>
<th>Florida Educator’s Accomplished Practices</th>
<th>Eight IPEGS Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learner Progress</td>
</tr>
<tr>
<td>1. Instructional Design and Lesson Planning</td>
<td>X</td>
</tr>
<tr>
<td>2. The Learning Environment</td>
<td>X</td>
</tr>
<tr>
<td>3. Instructional Delivery and Facilitation</td>
<td>X</td>
</tr>
<tr>
<td>4. Assessment</td>
<td>X</td>
</tr>
<tr>
<td>5. Continuous Professional Improvement</td>
<td>X</td>
</tr>
<tr>
<td>6. Professional Responsibility and Ethical Conduct</td>
<td></td>
</tr>
</tbody>
</table>

A Florida State Board Rule identifies 6 “essential practices of effective teaching.” They are called The Educator Accomplished Practices. 6A-5.065 Florida State Board Rule
Table 3B: Alignment of the Florida Educator Accomplished Practices and the IPEGS Performance Standards for Instructional Support Professionals

<table>
<thead>
<tr>
<th>Florida Educator’s Accomplished Practices</th>
<th>Seven IPEGS Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learner Progress</td>
</tr>
<tr>
<td>1. Instructional Design and Lesson Planning</td>
<td>X</td>
</tr>
<tr>
<td>2. The Learning Environment</td>
<td>X</td>
</tr>
<tr>
<td>3. Instructional Delivery and Facilitation</td>
<td>X</td>
</tr>
<tr>
<td>4. Assessment</td>
<td>X</td>
</tr>
<tr>
<td>5. Continuous Professional Improvement</td>
<td>X</td>
</tr>
<tr>
<td>6. Professional Responsibility and Ethical Conduct</td>
<td>X</td>
</tr>
</tbody>
</table>

Table 3C: Alignment of the Florida Educator Accomplished Practices and the IPEGS Performance Standards for Student Services Professionals

<table>
<thead>
<tr>
<th>Florida Educator’s Accomplished Practices</th>
<th>Seven IPEGS Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learner Progress</td>
</tr>
<tr>
<td>1. Instructional Design and Lesson Planning</td>
<td>X</td>
</tr>
<tr>
<td>2. The Learning Environment</td>
<td>X</td>
</tr>
<tr>
<td>3. Instructional Delivery and Facilitation</td>
<td>X</td>
</tr>
<tr>
<td>4. Assessment</td>
<td>X</td>
</tr>
<tr>
<td>5. Continuous Professional Improvement</td>
<td>X</td>
</tr>
<tr>
<td>6. Professional Responsibility and Ethical Conduct</td>
<td>X</td>
</tr>
</tbody>
</table>

Performance indicators have been developed (see page 40 Part II) to provide examples of observable, tangible behaviors. That is, the performance indicators are examples of the types of performance that may occur if a standard is being successfully met. Part II of the handbook contains a section called “Contemporary Effective Teacher Research” that highlights the research base for the performance standards and accompanying performance indicators. Both assessors and professionals may consult the performance indicators for clarification of performance expectations.

Ratings are NOT made at the performance indicator level but at the performance standard level (see page 27 Table 7: Definitions of Terms Used in Rating Scale). The list of performance indicators is not exhaustive. Further, all professionals are not expected to demonstrate each performance indicator.
DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the instructional professional’s work. The sources of information briefly described in Table 4 include performance measures defined in state statute for learner progress, observable performance indicators of effective instructional practice and additional data sources regarding teaching and learning as a means of providing accurate feedback on instructional professional performance.

Table 4: Data Sources for Instructional Professionals

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Progress</td>
<td>Pursuant to state statutes 1012.34 and 1008.22, as amended in 2011 under the Student Success Act and updated in 2015 through House Bill (HB) 7069, at least one-third (1/3) of an instructional personnel’s final performance evaluation must be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments.</td>
</tr>
<tr>
<td>Observations</td>
<td>Pursuant to state statute, at least one-third (1/3) of the final performance evaluation must include indicators based upon each of the Florida Educator Accomplished Practices. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices as defined in state statute 1012.01. Observations for teachers are centered around the seven performance standards, with direct focus on Performance Standards 2, 3, 4, and 8. For instructional support personnel and student services personnel, observations are centered around six performance standards, with direct focus on Performance Standards 2, 3, and 4. Observations may be conducted in either instructional or non-instructional settings, and may be scheduled or unscheduled visits.</td>
</tr>
<tr>
<td>Required Documentation</td>
<td>The Required Documentation includes specific required artifacts that provide evidence of meeting selected performance standards.</td>
</tr>
<tr>
<td>Parental Input</td>
<td>Parental input is gathered through the use of the School Climate Survey, the Educational Excellence School Advisory Council (EESAC) participation and the Open House Parent Academy Survey in schools, as applicable. Professionals show examples of communication with parents as reflected on their communication evidence.</td>
</tr>
</tbody>
</table>

Pursuant to state statutes 1012.34 and 1008.22, as amended in 2011 under the Student Success Act, and updated in 2015 through House Bill (HB) 7069, at least one-third (1/3) of an instructional personnel’s final performance evaluation must be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments.

The Observation of Standards Forms for Teacher, Instructional Support Personnel, and Student Services Personnel (see page 69 Part IV) are used to provide targeted feedback on professionals’ work relating to the performance standards. Given the complexity of the job responsibilities of the professionals, an assessor will observe multiple standards in a formal observation. Evidence of
performance standards 2, 3, 4, and 8 for classroom teachers and performance standards 2, 3, and 4 for instructional support personnel and student services personnel will be collected and noted on the Observation of Standards Form. An assessor must make notes (evidence must include descriptive language and may be positive or negative) regarding all observable performance standards on the Observation of Standards Form; however, the assessor may choose to defer notes to the Summative Performance Evaluation form and/or Documentation Cover Sheet on the non-observable performance standards. For those performance standards where notes are made, the notes must be descriptive and detailed as related to the standard(s) observed. During the post-observation meeting, the professional and the assessor will discuss the observation.

No ratings are given during the post-observation meeting as assessors use multiple data sources collected throughout the year to determine ratings at the end of the school year (see page 26 “Making Summative Decisions”).

Assessors are to assess the performance standards by observing instruction, performance of students, and other applicable indicators at various times throughout the evaluation cycle. The standards that are not directly observed during the formal observation may be discussed during the post-observation meeting. Additionally, the professional’s Deliberate Practice Growth Target (DPGT) can be discussed and, if necessary, modified as a result of the post-observation meeting.

Observations may be scheduled or unscheduled but must be consistent within the school. No formal observation/evaluation shall be conducted during an employee’s first ten (10) days of student attendance.

Observation Schedule
The minimum number of required observations varies by contract status (see Table 5). Language regarding contract status has been modified in alignment with the Student Success Act of 2011 (formally SB 736), a copy of which is provided in Appendix A.

<table>
<thead>
<tr>
<th>Contract Status</th>
<th>Required Number of Observations a Year</th>
<th>Timeframe*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary Contract</td>
<td>2</td>
<td>1 per semester, concluding by the end of the third grading period</td>
</tr>
<tr>
<td>Annual Contract</td>
<td>1</td>
<td>By the end of the third grading period</td>
</tr>
<tr>
<td>Professional Service Contract</td>
<td>1</td>
<td>By the end of the third grading period</td>
</tr>
<tr>
<td>Continuing Contract</td>
<td>1</td>
<td>By the end of the third grading period</td>
</tr>
</tbody>
</table>

*If extreme extenuating circumstances exist for not meeting the observation timeframe, the site administrator must contact the appropriate Region Center and the Labor Relations office, prior to conducting the observation. Labor Relations will communicate this request to the UTD.

*Exceptions to the timeframe may exist; refer to the current Office of Professional Standards (OPS) Manual. (Relevant sections of the OPS Manual have been included in this handbook to facilitate the FLDOE review.)

Documenting Observations
The professional and the assessor will meet to discuss the observation within ten (10) calendar days of the observation. The assessor may ask the professional to bring a copy of the lesson plan/planning document to the meeting. Professionals will have the right to present additional information/documents about what
was observed and notes on the *Observation of Standards Form*. Any written response(s) provided by the professional shall be attached to the form and placed in the personnel file. Professionals receive a copy of the completed form from their assessor at the conclusion of the post-observation meeting.

A required observation constitutes a minimum of twenty (20) consecutive minutes. Where appropriate, the observation could last longer. The observation should cover an appropriate sample of the professional’s work. Additionally, more than the minimum number of required observations may occur, as appropriate.

The purpose of the *Required Documentation (IPEGS Documentation Cover Sheet)* (see page 77 Part IV) is to provide evidence of performance related to specific standards. Documentation is not required for all performance standards as other data sources may be used. The required items provide assessors with additional information they likely would not receive during an observation. Specifically, the collection of documentation provides the professional with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an assessor. The emphasis is on the quality of work, not the quantity of materials presented. Specific evidence is required of all professionals to be submitted and stapled to the *Documentation Cover Sheet*, which serves as the transmittal. They are:

- **Professional Learning**
  - **Evidence of Professional Development/Professional Growth Experiences**
    Provide evidence of professional development activities/professional growth experiences which document current professional learning related to instructional practice. Professional development activities include both learning and application and will have Master Plan Points (MPPs), college/university credit or continuing education units (CEUs). Professional growth experiences may not have points/credit attached, but must involve active learning and application of knowledge with a focus on development of practice and student learning. Additionally, a professional’s Deliberate Practice Growth Target (DPGT) may be used as evidence of Professional Learning. Professionals maintain their own documentation of professional development/growth experiences and determine what evidence to submit. Documentation may include the Center for Professional Learning record of in-service/PD History, workshop certificates, college/university transcripts, conference certificates, or National Board Certification. Although, the professional may submit evidence of multiple professional development/growth activities, at least one must be a professional development activity from the current school year. *Professionals are not required to submit evidence of Professional Learning in a specific format. The key is for the professional to provide evidence of active learning and application of knowledge that impacts practice and student learning.*

- **Evidence of Communication**
  Provide evidence of how the professional communicates with stakeholders must be included. A sample form is provided on page 78. Professionals who document contacts with stakeholders (e.g., colleagues, parents/guardians, administrators) in another format (e.g., bulleted list, narrative paragraph/well written summary or log) should share their method and/or documentation in that format. *Professionals are not required to use the sample communication log. The key is for the professional to provide evidence of effective and consistent communication to the assessor.*
The required documentation is used to organize the multiple data sources included in the summative evaluation. If additional information is requested for clarification, the format for that information remains at the discretion of the professional. Clarification might include additional examples or references to existing documentation and/or artifacts.

The documents are submitted to the assessor 35 calendar days prior to the last day of the school year for professionals. Assessors review the required documentation and make notes on the Documentation Cover Sheet. The assessor maintains the Documentation Cover Sheet and returns the original documents submitted, along with a completed and signed copy of the Documentation Cover Sheet, to the professional by the last day of the school year for professionals.

For reasons of confidentiality, any documents that contain personal information about individuals other than the employee are to be returned to the employee upon completion of the summative evaluation meeting or redacted, as appropriate.

The purpose of parental input is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the employee for professional growth and development.

Parental input is gathered through the use of the School Climate Survey, the Educational Excellence School Advisory Council (EESAC) participation and the Open House Parent Academy Survey in schools, as applicable. Professionals show evidence of communication with parents as reflected on their communication documentation.

Some performance standards are best documented through observation (e.g., Performance Standard 8: Learning Environment); other standards may require additional documentation techniques (e.g., Performance Standard 5: Assessment).

**Additional Documentation**

An additional data source used in the IPEGS process is Deliberate Practice which allows the professional to determine an area(s) for professional growth that will improve instructional practice and have a positive impact on student learning. The Deliberate Practice Growth Target (DPGT) process is a two-phase, reflective process that must be documented annually.

- **Deliberate Practice Growth Target (DPGT)**
  DPGT activities may include either professional development activities or professional growth experiences and may be based on either quantitative or qualitative measures. DPGT information must contain evidence that highlights the impact on instructional practice and student learning. Professionals maintain their own documentation of professional development/growth that supports the DPGT. For the DPGT process, professionals may engage in either professional development activities or professional growth experiences. DPGT guidelines are provided on page 65 Part III. The DPGT should be reviewed and discussed throughout the school year to best support professional development/growth. Potential modifications to the DPGT based on observations, student data, and changes in job assignment and/or professional growth targets may also be discussed. Professionals may choose to engage in professional growth activities beyond those delineated in the DPGT.
Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed.

**Note:** Because learner progress data may or may not be available at the time of the summative evaluation meeting, state statute provides that the evaluator may amend an evaluation based upon assessment data from the current school year if the data become available within 90 days after the close of the school year.

The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for professionals (see page 89 Part IV Summative Performance Evaluation-Teacher, Instructional Support Personnel, Student Services Personnel). Further details on the rating process are provided in subsequent sections of this handbook.

Summative evaluation meetings are to be conducted by assessors no later than seven (7) calendar days prior to the last day of the school year for the professionals. Table 6 details the work plan to be followed (see page 25 IPEGs Work Plan).

**Modifications for Unique Teaching Conditions**

Modifications to the evaluation process are made for instructional personnel in unique teaching conditions, such as professionals going on leave/returning from leave. Observations should be completed as close to the established timeline as possible in the event the professional is going on leave/returning from leave. If assessors have completed the required formal observation(s) and a professional’s work assignment changes within the same worksite, assessors are not required to complete an additional formal observation.

**Documentation for Instructional Support Personnel and Student Services Personnel**

IPEGs is the evaluation system used for all instructional personnel, including Instructional Support Personnel (e.g., activities directors, instructional coaches, lead teachers, library/media specialists, etc.) and Student Services Personnel (e.g., art therapists, career specialists, counselors, school psychologists, etc.). However, the nature and duties of these positions differ from those of the classroom teacher. Therefore, the performance standards applicable to the appropriate evaluative process for personnel in these positions also differ. These differences are incorporated into the corresponding documents: Observation of Standards Form and the Summative Performance Evaluation Form which may be found in Part IV of the handbook. It is the responsibility of the assessor to ensure the correct documentation forms are used in this process.

**Instructional Personnel New to M-DCPS**

New instructional personnel participate in a district comprehensive orientation session at the beginning of the school year; otherwise, it is the responsibility of the site administrator to send new instructional personnel to IPEGs district training. The orientation
consists of written and oral explanations of IPEGS. Additionally, new instructional personnel will participate in two (2) observations (see Table 5 on page 20) and two (2) evaluations in their first year of teaching. The first evaluation is formative for new instructional personnel and will be conducted after the first observation.

If the professional transfers within M-DCPS, the documentation is to be forwarded to the receiving school/worksite administrator. At the end of an evaluation cycle, the site administrator retains the originals of Deliberate Practice Growth Target, Documentation Cover Sheet, Observation of Standards Form(s)-Teacher, Instructional Support Personnel, Student Services Personnel, Formative Performance Evaluation-Probationary Contract Teachers, Probationary Contract Instructional Support Personnel, Probationary Contract Student Services Personnel, and Summative Performance Evaluation-Teacher, Instructional Support Personnel, Student Services Personnel forms at the school/worksite. Copies of these forms and all original attachments to the documentation cover sheet are returned to the professional by the last day of the school year for the professional. See page 25 Table 6: IPEGS Work Plan, for the timeline, activities, and tasks/documentation that must be completed during the evaluation cycle. Storage of records is as follows:

**Storage of Records**

- Site personnel file: completed DPGT, Documentation Cover Sheet, Observation of Standards Form(s)(as appropriate for the professional’s position), Formative Performance Evaluation (as appropriate for the probationary professional’s position) Summative Performance Evaluation (as appropriate for the professional’s position) copy and any written response(s) provided by the professional. Completed Request to Review IPEGS Performance Standard Rating(s) Form for 2014-2015 Pilot, if applicable. (Note: The IPEGS Pilot Review Process was initially bargained and implemented in 2014-2015, extended in 2015-2016 and is subject to future bargaining.)

- District Personnel Records Department: original Summative Performance Evaluation (as appropriate for the professional’s position) form to be sent according to the district’s end-of-year calendar/procedures and any written response(s) provided by the professional. Completed Request to Review IPEGS Performance Standard Rating(s) Form for 2014-2015 Pilot, if applicable.

All other original material/documentation is to be returned to the professional.
<table>
<thead>
<tr>
<th>Timeline*</th>
<th>Activity</th>
<th>Task or Document</th>
<th>Responsibility of (A) Assessor or (P) Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop and submit the DPGT based upon student data, prior year’s</td>
<td>DPGT-FM 7575</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>IPEGS Summative Evaluation, and School Improvement Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review and sign the initial DPGT</td>
<td>DPGT-FM 7575</td>
<td>✔ ✔</td>
</tr>
<tr>
<td></td>
<td>Observation of <strong>new (Probationary Contract Status)</strong> teachers,</td>
<td>Observation of Standards Form-Teacher-FM 7315</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>instructional support personnel and student services personnel new to</td>
<td>Instructional Support Personnel-FM 7313</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M-DCPS with post-observation meeting. Please note that when the</td>
<td>Student Services Personnel-FM 7314</td>
<td></td>
</tr>
<tr>
<td></td>
<td>observation is completed, the post-observation meeting must take</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>place within the next 10 calendar days. The Formative Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation can be completed at the post-observation meeting or at a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>subsequent meeting prior to the end of the first semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation of instructional professionals (teachers, instructional</td>
<td>Observation of Standards Form-Teacher-FM 7315</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>support personnel and student services personnel) new to a school</td>
<td>Instructional Support Personnel-FM 7313</td>
<td></td>
</tr>
<tr>
<td></td>
<td>site or other work location with post-observation meeting</td>
<td>Student Services Personnel-FM 7314</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Formative Evaluation of <strong>Probationary Contract Status Professionals</strong> --</td>
<td>Formative Performance Evaluation (FPE) Form</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>teachers, instructional support personnel, and student services personnel</td>
<td>Teacher – FM 7321</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– must be completed by the deadline</td>
<td>Instructional Support Personnel – FM 7319</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second observation of <strong>Probationary Contract Professionals</strong> with</td>
<td>Observation of Standards Form-Teacher-FM 7315</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>post-observation meeting</td>
<td>Instructional Support Personnel-FM 7313</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation of annual contract, professional service contract, and</td>
<td>Student Services Personnel-FM 7314</td>
<td></td>
</tr>
<tr>
<td></td>
<td>continuing contract teachers with post-observation meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submission of the completed <strong>Documentation Cover Sheet</strong></td>
<td>Documentation Cover Sheet-FM 7407 and related</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>documents (i.e., evidence of communication, DPGT-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FM 7575 with evidence of professional development)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete all summative evaluation meetings</td>
<td>Summative Performance Evaluation Form-Teacher-FM 7317</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional Support Personnel-FM 7316</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Student Services Personnel-FM 7318</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Documentation Cover Sheet-FM 7407</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Site administrator submits the signed original</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summative Performance Evaluation forms to Personnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Records as indicated by the district calendar/procedures</td>
<td></td>
</tr>
</tbody>
</table>

*See Office of Professional Standards (OPS) Procedures Handbook for specific dates
MAKING SUMMATIVE DECISIONS

Two major considerations apply when assessing job performance during summative evaluation:

1) the performance standards and
2) the documentation of the actual performance of the standards (student performance data, observations, required documentation).

The performance appraisal rubric (see page 41) provides a description of well-defined performance standards for instructional professionals.

The Summative Performance Evaluation Process results in a single unified rating. Pursuant to state statutes 1012.34 and 1008.22, as amended in 2011 under the Student Success Act and updated in 2015 through House Bill 7069, at least one-third (1/3) of an instructional personnel’s final performance evaluation must be based on student learning growth and at least one-third (1/3) must be based on professional practices.

Therefore, in IPEGS, three components are weighted in the final Summative Performance Evaluation. They are Learner Progress (Performance Standard 1); Professional Practices (Performance Standards 2 through 8 for Teachers or Performance Standards 2 through 7 for Instructional Support Personnel and Student Services Personnel); and other indicators of performance, including a Deliberate Practice Growth Target (DPGT). The weight for each of the three components will be determined jointly by M-DCPS and UTD on an annual basis.

After the three IPEGS components: Learner Progress (PS 1), Professional Practices (PS 2-7 or PS 2-8), and other indicators of performance, including DPGT are determined, a single Unified Summative Rating (USR) is assigned.

The annual USR range (cut scores) will be determined jointly by M-DCPS and UTD, after the Value-Added Model scores are provided by the state.

IPEGS uses a rating scale to describe four levels of how well the standards (i.e., job duties/responsibilities) are performed on a continuum from highly effective to unsatisfactory. The use of the scale enables assessors to acknowledge instructional professionals who exceed expectations highly effective, identify those who meet the standard effective, identify those who need assistance/support to meet the standard in an effective manner developing/needs improvement, and assign the lowest level to instructional professionals who consistently do not meet expectations unsatisfactory.

The following sections define the four levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance. PLEASE NOTE: Ratings are applied to individual performance standards, NOT performance indicators. Performance indicators only inform assessors as to examples of performance relevant to the standards. Further, the assessor determines the degree to which the performance standard is being performed based on the evidence.

The site administrator uses four levels when assessing performance of standards (i.e., highly effective, effective, developing/needs improvement, unsatisfactory). General descriptions of those ratings are provided (see page 27 Table 7: Definitions of Terms Used in Rating Scale).

Who Decides on the Ratings?

The site administrator has the ultimate responsibility for ensuring that IPEGS is executed faithfully and effectively in the school/worksite. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators, such as assistant principals, may be designated as the assessors to supervise, monitor, and assist with the multiple data source collection.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Performance Characteristics</th>
</tr>
</thead>
</table>
| **Highly Effective**   | The professional performs at level that consistently models initiative raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the state’s and the school district’s mission and goals. | High-quality performance:  
♦ exceeds the requirements contained in the standard as expressed in the evaluation criteria  
♦ consistently seeks opportunities to learn and apply new skills  
♦ consistently exhibits behaviors that have a positive impact on learners and the school climate |
| **Effective**          | The professional performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the state’s and the school district’s mission and goals. | Effective performance:  
♦ meets the requirements contained in the job description as expressed in the evaluation criteria  
♦ demonstrates willingness to learn and apply new skills  
♦ exhibits behaviors that have a positive impact on learners and the school climate |
| *Developing/ Needs Improvement* | The professional needs assistance/support to meet the standard in an effective manner that is consistent with the state’s and the school district’s mission and goals. | Improving/Developing performance:  
♦ attempts to meet the requirements contained in the job description as expressed in the evaluation criteria  
♦ at times demonstrates willingness to learn and apply new skills  
♦ inconsistently exhibits behaviors that have a positive impact on learners and the school climate |
| **Unsatisfactory**     | The professional consistently performs below the established standard or in a manner that is inconsistent with the state’s and the school district’s mission and goals. | Poor-quality performance:  
♦ fails to meet the requirements contained in the standard as expressed in the evaluation criteria  
♦ fails to demonstrate willingness to learn and apply new skills  
♦ consistently exhibits behaviors that have a negative impact on learners and the school climate |

*Pursuant to the Student Success Act, created in F.S. 1012.335, a rating of “Developing” may only be assigned to professionals in their first three (3) years of teaching.*
Performance Rubric

The performance rubric is a tool to guide the site administrators’ rating of professional performance for the summative evaluation.

The rating for IPEGS Performance Standard 1: Learner Progress is assigned to the instructional professional in accordance with the applicable student performance data and rating guidelines. The applicable data sources and processes for this measure are determined by state statutes.

A performance rubric is provided for the remaining standards: Performance Standards two (2) through eight (8) for teachers; Performance Standards two (2) through seven (7) for instructional support personnel; and Performance Standards two (2) through seven (7) for student services personnel. Part II of the handbook includes rubrics related to each of these performance standards as they apply to teachers (Section II-A), instructional support personnel (Section II-B), and student services personnel (Section II-C). The performance rubric is a behavioral summary scale that describes performance levels for each performance standard. It states the measure of performance expected of professionals for each standard and provides a description of what a rating entails. The rating scale is applied for the summative evaluation.

**Note: The rating description for “effective” is the actual performance standard.**

Site administrators make decisions about performance standards two (2) through eight (8) for teachers and standards two (2) through seven (7) for instructional support personnel and student services personnel based on all available evidence. The site administrator rates a professional’s performance for the summative evaluation after collecting information through multiple data sources (e.g., observation, required documentation, submissions by the professional, and other relevant sources).

In preparation for the summative evaluation meeting, the site administrator, in collaboration with the assessor(s), applies the four-level rubric to evaluate performance on all professional standards [see Summative Performance Evaluation forms in Part IV for teachers (Section IV-A), instructional support personnel (Section IV-B), and student services personnel (Section IV-C)]. The results of the evaluation are discussed with the professional at a summative evaluation meeting. The performance rubrics guide assessors in assessing how well a standard is performed. They are provided to increase reliability among assessors and to help teachers to focus on ways to enhance their professional practice. An example of the rubric for Performance Standard 7 follows:

### Performance Standard 7: Professionalism

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the standard</em></td>
<td><em>The description is the actual performance standard</em></td>
<td><em>The teacher often does not display professional judgment or only occasionally participates in professional growth.</em></td>
<td><em>The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.</em></td>
</tr>
</tbody>
</table>

- **Highly Effective:** The teacher consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.
- **Effective:** The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.
- **Developing/Needs Improvement:** The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.
Completing the Summative Report

Prior to the summative evaluation meeting with the professional, the assessor reviews the multiple data sources that have been collected (e.g., observation form, student growth data, if available, etc.) and submitted (e.g., items specified as required documentation). The assessor checks the appropriate boxes on the applicable Summative Performance Evaluation form to indicate which items were reviewed. Additionally, the assessor may consider additional data sources provided by the professional. When other data sources are used, the assessor may note their use either by writing the data source in the line next to “Other” on the first page of the form and/or in the “Comments” section under a particular performance standard. During the summative evaluation meeting, the results of the evaluation are discussed with the professional.

The professional and the assessor conducting the summative evaluation meeting initial each page and sign the applicable Summative Performance Evaluation form to indicate that the meeting occurred. The site administrator determines the ratings and indicates whether the professional is recommended or not recommended for continued employment by signing the form. A copy of this form is provided to the professional. The site administrator submits the original form to the Personnel Records Department in accordance with the established district calendar.

Steps for the Summative Performance Evaluation (SPE) Process

**Step 1:** Professional submits required end-of-year documentation by the submission date. The professional may include any pertinent and relevant evidence for consideration in the SPE process.

**Step 2:** Assessor reviews submitted documentation.

**Step 3:** Site administrator, in collaboration with the assessor(s), applies the four-level rubric to evaluate performance on performance standards 2 through 8 for teachers, performance standards 2 through 7 for instructional support personnel or performance standards 2 through 7 for student services personnel, as applicable. This review is based on multiple data sources in preparation for the Summative Performance Evaluation Meeting. This includes reviewing learner progress data for IPEGS Performance Standard 1. It is important to note that, if all relevant learner progress data are not available at the time of the Summative Performance Evaluation Meeting, pursuant to state statute, “The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year.” The Summative Performance Evaluation will be finalized once the applicable student data becomes available.

**Step 4:** A summative evaluation meeting between the assessor and the professional is held to discuss and determine if the results of the evaluation accurately reflect the professional’s performance. The professional and the assessor initial each page, sign and date the evaluation form, unless the following exists: During the discussion, if clarification of a rating(s) is needed, the professional may present additional information. Additional information, as presented during the summative evaluation meeting, is shared with the site administrator. The assessor, if not the site administrator, and the professional neither initial nor sign the Summative Performance Evaluation form when new information is presented. This new information must be provided to the site administrator for consideration.
**Step 5:** The site administrator makes the determination of the professional’s rating(s) and recommendation for continued employment. The site administrator signs and dates the evaluation form. When additional information is submitted, it is reviewed by the site administrator prior to the determination of the final rating(s). This recommendation may be provisional if, as noted in Step 3, student performance data for Performance Standard 1: Learner Progress are not received at the time of the Summative Performance Evaluation Meeting. If the professional still disagrees with the rating(s), a written response may be provided by the instructional professional and attached to the *Summative Performance Evaluation* form of the professional. Additionally, when there is disagreement between the professional and the assessor regarding the ratings, the professional may request a *review of up to three (3) performance standard(s) ratings for the current evaluation cycle. However, a professional may provide both a written response and a request to review the IPEGS rating(s) in disagreement. All parties initial each page, sign and date the *Summative Performance Evaluation* form which denotes that a summative evaluation meeting occurred. For procedural appeals to the IPEGS process, refer to the M-DCPS/UTD collective bargaining agreement, which includes the *Request to Review IPEGS Performance Standard Rating(s) Form for 2014-2015 Pilot and any relevant extensions/modifications*. Procedures for this Review of Ratings process are included in Appendix B.

**Step 6:** The original *Summative Performance Evaluation* form and the written response, if applicable, is/are submitted to the Personnel Records Department.

**Step 7:** The professional will receive a completed copy of all forms and documents related to the *IPEGS Summative Performance Evaluation* by the last day of the school year for the professional. These include:
- *Deliberate Practice Growth Target (DPGT) Form*
- *Documentation Cover Sheet* (original documents attached to the *Documentation Cover Sheet* are returned to the professional)
- *Summative Performance Evaluation form*

**Note:** A copy of the *Observation of Standards Form and Formative Performance Evaluation form, if applicable,* are to be provided to the professional following the post-observation conference.
The Student Success Act of 2011 (formerly SB 736) designates evaluation and support guidelines for professionals that are differentiated by contract status (i.e., Probationary, Annual, Professional Services, and Continuing). The procedures below meet the requirements of the Florida Statute related to notifying a professional of unsatisfactory performance.

Effective teachers seek professional development opportunities that are applicable to them and will help improve the quality of their instruction. The professional development and growth opportunities may be sought out in order to build new knowledge, correct deficiencies, or gain insight about effective instruction and teaching practices. Professional development encompasses all types of facilitative learning opportunities. Effective teachers engage in continuous reflection and growth to refine their teaching craft.

In instances where professional growth is required, suggested, or requested, a professional will be provided informal support. Resources for support may include face-to-face activities, study groups, educator-to-educator collaboration such as peer coaching and professional learning communities, participation in action research, completion of online coursework, collaborative planning, lesson study groups, peer assistance, etc. As schools expand their job-embedded professional learning opportunities for instructional personnel the members of each school’s Professional Learning Support Team (PLST) may play a role in facilitating professional growth opportunities. PLSTs, which are currently in place at each school site, include an Administrator, Professional Development Liaison, and two Teacher Leaders. The PLST may support all professional growth opportunities taking place at the school site.

**Required Support**

The Unified Summative Rating (USR) is less than “effective”

(The USR includes three components: VAM, Professional Practices, and Other Factors allowed by law, including Deliberate Practice Growth Target)

Instructional Personnel receiving “developing/needs improvement” on their Final Summative Performance Evaluation will engage in professional growth opportunities identified by the professional and the site administrator/designee without the requirement of an “unsatisfactory” IPEGS observation.

**Suggested Support**

Administrator recommends an area for growth

The recommendation may be prompted by an informal observation (walk-through, review of available data, etc.). The professional will participate in professional growth opportunities mutually agreed upon by the professional and the site administrator/designee. This does not replace the Support Dialogue (SD) process.

**Professional receives a change of assignment (Mid-Year or Year-to-Year)**

When a Professional is notified of a change in assignment, the professional may engage in professional growth opportunities and/or professional development, the site administrator/designee may provide assistance to the professional (i.e., mentor buddy, grade level chairperson, department chairperson, professional development course offerings, etc.).
**Requested Support**

**Professional identifies an area for growth**

Through reflection, a professional identifies an area for professional growth and requests support and assistance. Professional growth activities related to the chosen area may be determined by selecting a relevant course utilizing the district’s professional development management system, eliciting advice and expertise from the PLST and/or collaborating with the administrative/leadership team; or any other growth activity deemed relevant to the applicable area of concentration.

Every effort should be made to complete professional growth opportunities and/or professional development activities at least 35 calendar days prior to the last day of the school year for professionals.

In instances where evidence from a formal IPEGS observation indicates that a professional’s performance on a specific standard is at the *unsatisfactory* level, then formal assistance and support must be provided. Two (2) formal tools to improve performance are provided in IPEGS. The first is the *Support Dialogue (SD)*, a school/worksite-level discussion between the administrator and the professional. A *Support Dialogue* begins the formal process of providing assistance and support when a professional’s performance is *unsatisfactory*. However, *Support Dialogue* is neither required nor appropriate to address compliance issues pertaining to Performance Standard 7: Professionalism regarding rules, punctuality and attendance, after appropriate progressive discipline has been applied. For all other aspects of Performance Standard 7: Professionalism, the IPEGS evaluation processes/procedures will apply. The second formal tool is the *Improvement Plan*, which is more structured and meets the requirements of the Florida Statute related to notifying a professional of unsatisfactory performance. The *Improvement Plan* follows a *Support Dialogue* when the professional’s job performance has not improved within the *Support Dialogue* time frame.

**Support Dialogue (SD)**

Support Dialogue is the first type of formal assistance and support used to improve performance. When evidence from a formal observation indicates that a professional’s performance is *unsatisfactory* on one or more standard(s), then a SD is initiated. The SD is a collegial discussion. Its purpose is to identify the performance standard(s) where the level of performance is *unsatisfactory*, to discuss various ways to bring the performance on the standard(s) up to an *effective* level, and to determine what types of assistance, support, and resources would be appropriate to help raise the level of performance on the standard(s). As a result of this discussion both parties will agree upon which supportive activities will be implemented, what resources will be provided, and what professional development would be appropriate. This agreement will also include the specific parties responsible for the various aspects of the support to be provided, as well as the professional’s responsibilities in participating in the supportive activities or professional development.

When, as a result of an observation, the collective evidence indicates that the professional requires support in meeting the standard(s) a Post Observation meeting, which is also the SD meeting, is held within ten (10) calendar days of the observation. The professional is notified of a scheduled SD meeting via the *Support Dialogue (SD) Meeting Notification Form* which must be issued no later than forty-eight (48) hours prior to the SD meeting. At this SD meeting, the professional has the right to union representation and/or may request a peer support professional who is mutually agreed upon by the professional and the assessor. The SD process is intended to be completed within a twenty-one (21) calendar day period, while the professional receives support and implements changes in his/her performance. After the twenty-one (21) calendar day period has elapsed, the same assessor must observe the professional again. The subsequent observation may not occur until the agreed upon support activities have been provided by the assessor. Although not required, it is recommended that the subsequent observation be conducted during the same class/period/event as the initial observation.

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Professionals develop and improve their job performance over time and with assistance and support. Some professionals will need more time to develop and improve their performance to ensure it reaches an effective standard of performance. Therefore, a professional may be considered developing/needs improvement for more than one evaluation cycle. However, to assess a professional as developing/needs improvement for more than one evaluation cycle, the professional must have been provided evidence in a timely manner throughout the evaluation cycle to allow the professional to seek and take advantage of opportunities to receive assistance and support for the purpose of improving his/her performance.

The following are sample guiding questions for the SD conversation.

```
Sample Prompts for the SD Conversation between the assessor and the instructional professional
The assessor asks:
Regarding the issue or concern of ______________ (tell specific concern):
1. Tell me about this issue.
2. What challenges have you encountered in addressing ______?
3. What strategies have you tried to implement to address this issue?
4. What professional development have you taken to address this issue?
5. What professional development might help you address this issue?
6. What resources or support can I arrange that might assist in addressing this issue?

The assessor shares some support ideas.
(These may include the following: professional development/professional growth activities, shadowing, mentoring, peer review and/or modeling, support from the school site/region center and/or district curriculum specialists).

The assessor asks:
1. What do you think of these ideas?
2. What ideas/suggestions do you have to improve your performance?
```

Any subsequent observation to an unsatisfactory observation must start at the beginning of the class and last for the complete lesson. However, for classes extending beyond the standard elementary/secondary scheduled class/subject (e.g., block schedules, 3-hour auto mechanics, etc.), the assessor must observe a lesson from the beginning of the class and remain for a minimum of one (1) hour.

Although not required, it is recommended that the subsequent observation be conducted during the same class/period/event as the initial observation. The following chart, which is the Support Dialogue process, delineates Step 1 of 2 for improving professional performance.
### Step 1 to Improve Professional Performance

#### Probationary/Annual Contract (AC)

#### Professional Service Contract (PSC)/Continuing Contract (CC)

<table>
<thead>
<tr>
<th>Support Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td><strong>Initiator</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
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<td><strong>Assistance</strong></td>
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<tr>
<td><strong>Outcomes</strong></td>
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</table>

The desired outcome for engaging in SD is for the professional’s practice to improve. However, in the event that limited improvements in performance have been made, the assessor may extend the timeline of the Support Dialogue for up to ten (10) additional work days. If the professional’s performance is unsatisfactory, the professional must be placed on an Improvement Plan (IP). Once placed on an IP, the professional will have a 90-Calendar Day Probation period to demonstrate that identified deficiencies have been corrected.

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**Improvement Plan (IP)/
90-Calendar Day Probation**

If an assessor and a professional have completed Step 1, Support Dialogue, and performance in a specific standard(s) remains unsatisfactory, Step 2 is initiated. Step 2 is the implementation of a 90-Calendar Day Probation/Improvement Plan (IP). Ideally, the desired outcome of an IP is to improve the professional’s performance on a standard(s) to an effective level. If the professional’s performance on the identified performance standard(s) improves to a developing or needs improvement or effective level, then the process is completed. If the professional’s performance on the identified performance standard(s) does not improve to a developing or needs improvement or effective level, and continues to be unsatisfactory, the professional will not be recommended for continued employment. The following chart, which is the Improvement Plan (IP) process, delineates Step 2 of 2 in improving professional performance.
**STEP 2 to Improve Professional Performance**  
**Annual Contract (AC)/Professional Service Contract (PSC)**

<table>
<thead>
<tr>
<th><strong>Improvement Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
</tbody>
</table>
| **Initiator** | Site Administrator  
Site Administrator must notify the Region Office and the Office of Professional Standards. |
| **Documentation** | - Minimum of two (2) Observation of Standards Forms (OSF)  
  - Examples/Evidence that clearly describe(s) unsatisfactory performance  
  - The specific standards that are unsatisfactory must be identified  
  - The IP box must be checked “yes” for the second subsequent observation  
- Conference for the Record (CFR)-Notification and Summary  
- Improvement Plan (IP) |
| **Assistance** | Assistance may include, but is not limited to:  
  - support from school site/regional center and/or district curriculum specialist;  
  - continued support and assistance;  
  - peer/mentor assistance;  
  - professional development and/or other professional growth activities on specific topics; and/or  
  - other resources to be identified. |
| **Outcomes** | - Performance improves to effective – recommended for continued employment, or  
  - Performance improves to developing or needs improvement – recommended for continued employment, or  
  - Performance is unsatisfactory – not recommended for continued employment. |

Note: Florida Statute §1012.34 provides guidance on the activities that occur in conjunction with the IP (See summary in Appendix E).

An IP may be implemented at any point during the year provided that the professional has had a SD and a minimum of two (2) observations. The IP is designed to guide a professional in addressing areas of concern through targeted assistance with additional resources. If a professional’s performance is being observed by the site administrator designee, he/she consults with the site administrator on the need for an IP. During the Conference-for-the-Record (CFR), the site administrator, the assessor (if different), the professional, and the union representative (if applicable) may advance suggestions to the IP. At a subsequent meeting, when the summary of the CFR is signed, the IP will be explained and signed. (The CFR meeting, CFR Summary meeting, and the IP initiation must be completed with signatures within ten (10) calendar days). The day after the IP is signed by the site administrator and the professional, the official start of the 90-Calendar Day Probation begins and documents are forwarded to the Office of Professional Standards.

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**90-Calendar Day Probation/Improvement Plan (IP)**

Instructional personnel whose performance is **unsatisfactory** are placed on a 90-Calendar Day Probation during which the Improvement Plan (IP) is implemented. The following charts delineate the procedures that are implemented as a result of unsatisfactory performance on one or more standard(s) for the annual contract, professional service contract, and continuing contract professionals, respectively.
90-Calendar Day Probation/Improvement Plan (IP)
Annual Contract (AC) and Professional Service Contract (PSC) Professionals

<table>
<thead>
<tr>
<th>CONTRACT STATUS</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>PROCEDURES</th>
</tr>
</thead>
</table>
| Annual Contract (AC) Professionals or Professional Service Contract (PSC) Professionals | Site administrator | If the examples/evidence of the subsequent observation conducted by the same assessor during the current school year results in unsatisfactory performance, an Observation of Standards Form (OSF) is completed and given to the professional at a Conference-for-the-Record (CFR), which must take place within 10 calendar days of the observation excluding employee absence(s), holidays and recess. The professional has a right to representation. A union member is entitled to have up to two UTD representatives. Non-union members are entitled to have up to two representatives. The professional may not be represented by an attorney. In the event that a professional is absent on authorized leave in excess of 10 consecutive workdays, the 90-Calendar Day Probation is suspended until the professional returns to active duty, at which time it resumes. At the CFR, the following occurs:  
  - The site administrator and professional discuss the results of the observation in terms of all performance standards.
  - The site administrator and the professional shall sign the Observation of Standards Form (OSF), and a copy must be provided to the professional.
  - The site administrator develops the Improvement Plan (IP). During the development and review of the IP, the professional and his/her representative(s), if applicable, may advance suggestions. Any changes resulting from clarifications made at the meeting must be reflected in the completed IP.
  - At a subsequent meeting, the summary of the CFR is signed and the completed IP is explained and signed. The site administrator advises the professional of specific support and resources in order to assist the professional to complete IP requirements, prior to the next observation. The site administrator then issues the IP.
  - The professional’s signature on the OSF and IP merely signifies receipt and does not necessarily indicate agreement with its contents.
  - The site administrator and the professional shall discuss an approximate date for the next observation, which must be no later than 30 calendar days from the CFR.
  - Two (2) observations during the 90-Calendar Day Probation are required. After each additional observation, if deficiencies continue, a post-observation meeting must be held within (10) calendar days, excluding employee absence(s), and a revised/new IP is developed and provided to the professional. The same procedures apply to all subsequent IPs. If the 90-Calendar Day Probation cannot be completed before the end of the school year, the probation will be continued into the next school year and the summative evaluation withheld until the process is concluded. In this case, the professional is ineligible for summer employment and salary increases until deficiencies have been corrected.

Prior to the site administrator making an employment recommendation, the site administrator conducts a final observation within fourteen (14) calendar days of the end of the 90-Calendar Day Probation. The recommendation must be forwarded to the Superintendent, who within fourteen (14) calendar days of receipt of the site administrator’s recommendations notifies the professional of the final recommendation by certified mail. The final recommendation will be one of the following:  
a) The performance deficiencies have been satisfactorily corrected: The professional is no longer on an Improvement Plan (IP)/probationary status.  
b) The deficiencies were not corrected: The professional is recommended for dismissal for just cause or non-renewal of contract.  
Professionals may use provisions specified in Article XXI of the M-DCPS/UTD contract to address compliance issues. At any time during the 90 calendar days, the professional may request a transfer to another appropriate position with a different site administrator. However, a transfer does not extend the period for correcting performance standard(s) deficiencies. Additionally, state statute 1012.335 provides that “a principal may refuse to accept the placement or transfer of instructional personnel by the district school superintendent to his or her school unless the instructional personnel has a performance rating of “effective” or “highly effective” under s. 1012.34.”  
If the professional wishes to contest the Superintendent's recommendation, the professional must, within fifteen (15) calendar days after receipt of the Superintendent's recommendation, submit a written request for a hearing. The Representative, upon the professional’s request, may meet with personnel from the Office of Professional Standards to review all pertinent documents and administrative actions relative to the observation(s) and IP procedures.  

<table>
<thead>
<tr>
<th>Office of Professional Standards/ Professional/ UTD or Other Representative</th>
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</thead>
</table>
90-Calendar Day Probation
Annual Contract/Professional Service Contract

**Result of Second Unsatisfactory Observation of Standard(s)**
(in the same evaluation cycle)

Site administrator’s checklist to be completed within 10 Calendar Days
- Complete OSF
- Notify the Region Office and the Office of Professional Standards
- Draft IP
- Notify professional of CFR
- Conduct CFR, give copy of OSF to professional and develop IP
- Complete CFR Summary
- IP and summary given to professional for signature
- Probation begins the day after the professional signs the IP

90-Calendar Day Probation begins (excluding holidays, school recess, leaves of absence)

- Observation
- Post-observation meetings held to discuss and apprise professional of OSF and IP progress

Day 90 Probation Ends

Final Observation Conducted Within 14 Calendar Days
By the Site Administrator

Site Administrator’s Recommendation to Superintendent
For Employment Action

Within 14 calendar days, written notification by certified mail from the Superintendent to employee indicating either:

- Deficiencies Corrected
  (Developing, Needs Improvement, Effective and/or Highly Effective)

- Deficiencies Not Corrected
  Summative Performance Evaluation Indicates NOT Recommended for Continued Employment
  DOAH and Recommended Order
  Final Order of the Board
  Court of Appeals

Summative Performance Evaluation Indicates Recommended for Continued Employment

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**Legend**

OSF: Observation of Standards Form
CFR: Conference-for-the-Record
IP: Improvement Plan
DOAH: Division of Administrative Hearing
## Improvement Plan (IP) for CC Professionals

<table>
<thead>
<tr>
<th>CONTRACT STATUS</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Contract (CC) Professionals</td>
<td>Site administrator</td>
<td>If the examples/evidence of the second observation conducted by the same assessor during the current school year results in unsatisfactory performance, an Observation of Standards Form (OSF) is completed and a Conference-for-the-Record (CFR) must take place within ten (10) calendar days excluding employee absence(s), holidays and recess. The professional has a right to representation. A union member is entitled to have up to two UTD representatives. Non-union members are entitled to have up to two representatives. The professional may not be represented by an attorney. At that meeting, the following occurs:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The site administrator and professional discuss the results of the observation in terms of all performance standards.</td>
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<tr>
<td></td>
<td></td>
<td>• The site administrator and the professional shall sign the Observation of Standards Form (OSF), and a copy must be provided to the professional.</td>
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<tr>
<td></td>
<td></td>
<td>• The site administrator develops the Improvement Plan (IP). During the development and review of the IP, the professional and his/her representative, if applicable, may advance suggestions. Any changes resulting from clarifications made at the meeting must be reflected in the completed IP.</td>
</tr>
<tr>
<td></td>
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<td>• At a subsequent meeting, the summary of the CFR is signed and the completed IP is explained and signed. The site administrator advises the professional of specific support and resources in order to assist the professional to complete IP requirements, prior to the next observation. The site administrator then issues the IP.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The professional’s signature on the OSF and IP merely signifies receipt and does not necessarily indicate agreement with its contents.</td>
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<td></td>
<td></td>
<td>• The site administrator and the professional shall discuss an approximate date for the next observation, which must be no later than 30 calendar days from the CFR.</td>
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<td>• The professional takes corrective action to correct deficiencies.</td>
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<td>• The site administrator must conduct the first observation prior to the third quarter and a minimum of three (3) observations with examples and evidence of unsatisfactory performance standards required for the Summative Evaluation in order to not meet recommendation for continued employment. However, if only two (2) observations with unsatisfactory performance standard(s) are conducted by the end of the school year, the Summative Evaluation is withheld and carried over pending completion of the observation process the following school year.</td>
</tr>
<tr>
<td>Professional Site administrator</td>
<td></td>
<td>The “Carry Over” Process (CC Professionals)</td>
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<td>• The site administrator must conduct one (1) additional subsequent observation required to complete the process, and this observation must be conducted during the first thirty (30) work days with student contact, excluding the first ten (10) working days with student contact.</td>
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<td>• Upon completion of the carry-over observation a Summative Evaluation for the previous school year is rendered.</td>
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<td>• In the subsequent year, the assessor must conduct two (2) observations within the first sixty (60) work days with student contact, excluding the first ten (10) working days with students. Three (3) additional observations with examples and evidence of unsatisfactory performance standards are required to render a decision on an accelerated summative evaluation in order to not meet recommendation for continued employment.</td>
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<tr>
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<td>Upon completion of the summative evaluation, the site administrator must forward a recommendation to the Superintendent who, within fourteen (14) calendar days of receipt of the site administrator’s recommendations, notifies the employee of the final recommendation. The final recommendation will be one of the following:</td>
</tr>
<tr>
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<td>a) The performance deficiencies have been satisfactorily corrected: The professional is no longer on an Improvement Plan (IP).</td>
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<tr>
<td></td>
<td></td>
<td>b) The deficiencies were not corrected: The professional is recommended for dismissal.</td>
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</table>
Improvement Plan (IP) for CC Professionals (continued)

<table>
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<tr>
<th>CONTRACT STATUS</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>Office of Professional Standards/ Professional/ UTD or Other Representative</td>
<td>Professionals may use provisions specified in Article XXI of the M-DCPS/UTD contract to address compliance issues. The professional may request a transfer to another appropriate position with a different supervising administrator. However, a transfer does not extend the period for correcting performance standard(s) deficiencies. Additionally, state statute 1012.335 provides that “a principal may refuse to accept the placement or transfer of instructional personnel by the district school superintendent to his or her school unless the instructional personnel has a performance rating of effective or highly effective under state statute 1012.34.” If the professional wishes to contest the Superintendent's recommendation, the professional must, within fifteen (15) calendar days after receipt of the Superintendent's recommendation, submit to the School Board clerk a written request for a hearing. The Representative, upon the professional’s request, may meet with personnel from the Office of Professional Standards to review all pertinent documents and administrative actions relative to the observation(s) and IP procedures.</td>
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In accordance with the Student Success Act (formerly SB736) and Florida Statute §1012.34, instructional personnel hired on or after July 1, 2011, are awarded a “probationary contract” for a period of one school year upon initial employment in a school district regardless of previous employment in another school district or state. Probationary contract employees may resign without breach of contract or be dismissed without cause. This “Probationary Contract Status” is not to be confused with procedures for the 90-Calendar Day probationary period IP for professionals who hold an Annual Contract or a Professional Service Contract described in this section.

**Final Summative Performance Evaluation Rating Results:**

Instructional Personnel receiving *developing* or *needs improvement* on their Final Summative Performance Evaluation will engage in professional growth opportunities identified by the professional and the site administrator/designee. This will occur without the requirement of an IPEGS Observation indicating below effective on one or more IPEGS Performance Standards.

Instructional Personnel receiving *unsatisfactory* on their Final Summative Performance Evaluation will be placed on an Improvement Plan (IP). This will occur without the requirement of a Support Dialogue (SD) indicating that the professional did not remediate.

The district school superintendent shall annually notify the department of any instructional personnel or school administrators who receive two (2) consecutive unsatisfactory evaluations through the regular evaluation reporting process established by the Florida Department of Education.
PART II
PERFORMANCE STANDARDS

II-A: Teacher
Teachers are evaluated based on the following three components: IPEGS Performance Standard 1: Learner Progress, Professional Practices (IPEGS Performance Standards 2 through 8), and other indicators of performance, including a Deliberate Practice Growth Target. Ratings on the performance standards are determined using the performance appraisal rubrics applicable to each standard; these are described in this section. The chart below provides information regarding the measurement of performance on IPEGS Performance Standard 1: Learner Progress. The performance indicators that are provided in this section for IPEGS Performance Standards 2 through 8 are examples of activities that may address the standard.

**PERFORMANCE STANDARD 1: LEARNER PROGRESS**

The work of the teacher results in acceptable and measurable learner progress as specified in state statutes.

**Part A. Performance Standard 1: Learner Progress constitutes at least one-third (1/3) of the Summative Performance Evaluation**

Florida Statute 1012.34, as amended in 2011 under the Student Success Act (formerly SB 736) and updated in 2015 through House Bill 7069, requires at least one-third (1/3) of an instructional personnel’s evaluation to be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments as specified in Florida Statute 1008.22. In IPEGS, for 2016-2017 school year, 34% weighting applies to Performance Standard 1: Learner Progress.

Weightings are subject to annual negotiations between M-DCPS and UTD.

**PERFORMANCE APPRAISAL RATINGS: 34% OF TOTAL POSSIBLE POINTS**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>*34 percentage points</td>
<td>*25.50 percentage points</td>
<td>*17 percentage points</td>
<td>*8.50 percentage points</td>
</tr>
</tbody>
</table>

*Percentages listed are for the 2016-2017 school year and all weightings are subject to annual negotiations between M-DCPS and UTD.

See Appendix A: **Using Student Assessment Results for Teacher Evaluation in 2014-2015 and Beyond: District Proposal** for details regarding the Value-Added Model
Part B. Performance Standards 2 through 8 constitute 50% of the Summative Performance Evaluation

*Ratings are made at the performance standard level, NOT the performance indicator level.*

**Performance Standard 2: Knowledge Of Learners: 8% of Total Possible Points**

The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

**Indicators** of teacher work may include, but are not limited to:
- Responds to the intellectual, social, and physical development of the age group
- Presents concepts at different levels of complexity for students of varying developmental stages
- Provides a range of activities: readiness, interests, learning styles, and cultural/linguistic backgrounds

**Performance Appraisal Rubric**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 percentage points</td>
<td>6 percentage points</td>
<td>4 percentage points</td>
<td>2 percentage points</td>
</tr>
</tbody>
</table>

The teacher consistently meets the individual and diverse needs of learners in a highly effective manner.

The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.

The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.

**Contemporary Effective Teacher Research**

*Contemporary research has found that an effective teacher:*
- Cares about students as individuals and makes them feel valued.¹
- Adapts teaching to address student learning styles.²
- Acknowledges his or her perspective and is open to hearing the students’ worldviews.³
- Is culturally competent.⁴
- Seeks to know about the cultures and communities from which students come.⁵
Ratings are made at the performance standard level, NOT the performance indicator level.

PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING: 8% OF TOTAL POSSIBLE POINTS

The teacher uses appropriate curricula, instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

INDICATORS of teacher work may include, but are not limited to:
- Uses both formative and summative student learning data to guide planning
- Develops plans that are clear, logical, sequential, and aligned to standards-based learning
- Plans instruction effectively for content mastery, pacing, and transitions
- Identifies and plans for the instructional and developmental needs of all learners
- Gathers, evaluates, and/or creates appropriate instructional materials

PERFORMANCE APPRAISAL RUBRIC

<table>
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<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard</td>
<td>The description is the actual performance standard</td>
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The teacher consistently creates, evaluates and modifies, as appropriate, instructional strategies during the planning process.

The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

The teacher attempts to use appropriate curricula, instructional strategies, and/or resources to address the diverse needs of students during the planning process, but is often ineffective; and/or the teacher attempts to develop lesson plans but lacks one or more of the four basic components.

The teacher consistently demonstrates a lack of planning or fails to properly address the curriculum in meeting the diverse needs of all learners.

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Contemporary research has found that an effective teacher:
- Constructs a blueprint of how to address the curriculum during the instructional time.
- Facilitates planning units in advance to make intra- and interdisciplinary connections.
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.
- Identifies instructional objectives and activities to promote students’ cognitive and developmental growth.
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.

The state reading requirements referenced in the performance standard include “The Middle Grades Reform Act” that includes sections on rigorous reading requirements. Florida Statute §1003.4156 (See Appendix D)
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT: 8% OF TOTAL POSSIBLE POINTS**

The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

**INDICATORS** of teacher work may include, but are not limited to:

- Engages students in diverse activity structures: individual, collaborative, and whole-group
- Demonstrates current knowledge of content in a logical and sequential manner
- Uses multiple levels of questions and makes adjustments for reteaching/remediation/enrichment
- Connects students’ prior knowledge, life experiences, and interests to learning goals
- Presents lessons with use of explicit instruction
- Uses appropriate literacy strategies to build academic vocabulary
- Uses a variety of strategies to engage students in higher-order learning tasks
- Engages students in authentic learning, real-life applications, and interdisciplinary connections
- Uses appropriate pace and maximizes instructional time for student learning
- Uses technology to individualize instruction and enhance learning, as appropriate
- Reinforces learning goals throughout the lesson
- Provides ongoing, timely, and specific feedback to students

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<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard</td>
<td>The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.</td>
<td>The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.</td>
<td>The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.</td>
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The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.

**CONTEMPORARY EFFECTIVE TEACHER RESEARCH**

Contemporary research has found that an effective teacher:

- Stays involved with the lesson at all stages.\(^{12}\)
- Uses a variety of instructional strategies.\(^{13}\)
- Uses research-based strategies to make instruction student-centered.\(^{14}\)
- Involves students in cooperative learning to enhance higher-order thinking skills.\(^{15}\)
- Uses students’ prior knowledge to facilitate student learning.\(^{16}\)
- Differentiates for students’ needs using remediation, skills-based instruction, and individualized instruction.\(^{17}\)
- Uses multiple levels of questioning aligned with students’ cognitive abilities with appropriate techniques.\(^{18}\)

43 Revised 2016
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 5: ASSESSMENT: 6% OF TOTAL POSSIBLE POINTS**

The teacher gathers, analyzes, and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.

**INDICATORS** of teacher work may include, but are not limited to:
- Uses local and state assessment data to design instruction that meets students’ needs
- Uses pre-assessment data, formative and summative assessments to inform instruction
- Uses formative assessments to adjust instruction for reteaching, remediation, and enrichment
- Helps students understand assessment criteria, monitor, and reflect on their work
- Maintains sufficient assessment data to support accurate reporting of student progress
- Aligns assessments to learning goals and standards
- Provides timely and specific feedback to students, parents, and stakeholders

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<tr>
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<td>The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.</td>
<td>The teacher gathers, analyzes, and uses data (including required assessment data, if applicable) to measure learner progress, guide instruction, and provide timely feedback.</td>
<td>The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes, or uses assessment to plan/modify instruction, but is often ineffective.</td>
<td>The teacher consistently fails to use baseline data to make instructional decisions and/or fails to provide feedback on learner progress in a timely manner.</td>
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**CONTEMPORARY EFFECTIVE TEACHER RESEARCH**

Contemporary research has found that an effective teacher:
- Offers regular, timely, and specific feedback and reinforcement.
- Gives homework (home learning assignments) and offers feedback on the homework (home learning assignments).
- Uses open-ended performance assignments.
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 6: COMMUNICATION: 6% OF TOTAL POSSIBLE POINTS**

The teacher communicates effectively with students, their parents or families, staff and other members of the learning community.

**INDICATORS** of teacher work may include, but are not limited to:
- Uses correct and acceptable forms of communication
- Communicates with colleagues from content areas/agencies to integrate instruction and/or services
- Maintains positive collaborative relationships with school personnel, families, and community stakeholders
- Uses technology to support and enhance communication, as appropriate
- Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS

**PERFORMANCE APPRAISAL RUBRIC**

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<td>The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.</td>
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<td>The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.</td>
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**CONTEMPORARY EFFECTIVE TEACHER RESEARCH**

Contemporary research has found that an effective teacher:
- Possesses strong communication skills, offering clear explanations and directions.
- Recognizes the levels of involvement, ranging from networking to collaboration.
- Uses multiple forms of communication between school and home.
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 7: PROFESSIONALISM: 6% OF TOTAL POSSIBLE POINTS**

The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

**INDICATORS** of teacher work may include, but are not limited to:
- Follows all legal and procedural requirements: Code of Ethics, State Statutes, and Board Policies
- Reflects on strengths and areas for growth and sets deliberate practice growth targets for improvement
- Engages in ongoing and collaborative professional development
- Provides evidence of professional growth experiences
- Incorporates learning from professional growth opportunities and reflects upon effectiveness
- Contributes professionally to the school community
- Maintains accurate records (e.g., attendance records, IEPs)
- Works in a collegial and collaborative manner with school personnel and the community

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The teacher consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.

The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

The teacher often does not display professional judgment or only occasionally participates in professional growth.

The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.

**CONTEMPORARY EFFECTIVE TEACHER RESEARCH**

Contemporary research has found that an effective teacher:
- Links professional growth goals to professional development opportunities.
- Is empowered to make changes to enhance learning experiences, resulting in better student retention, attendance, and academic success.
- Selects professional development offerings that relate to the content area or population of students taught, resulting in higher levels of student academic success.
- Is cognizant of the legal issues associated with educational records and respects and maintains confidentiality.
**Ratings are made at the performance standard level, NOT the performance indicator level.**

**PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT: 8% OF TOTAL POSSIBLE POINTS**

The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.

**INDICATORS** of teacher work may include, but are not limited to:

- Establishes and maintains effective classroom rules and procedures
- Creates an environment that is stimulating, challenging, and fosters intellectual risk-taking
- Organizes a safe physical environment that is conducive to student learning and collaborative work
- Maintains an environment that reflects a culture of inclusivity, equity, and respect
- Promotes accountability for learning and holds high academic expectations for all students
- Uses verbal, nonverbal, and electronic communication tools to challenge and support students
- Encourages students to receive and accept constructive feedback on individual work and behavior

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<tr>
<td>The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.</td>
<td>The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.</td>
<td>The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.</td>
<td>The teacher consistently addresses student behavior in an ineffective manner and/or fails to maintain a safe, equitable learning environment.</td>
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**CONTEMPORARY EFFECTIVE TEACHER RESEARCH**

Contemporary research has found that an effective teacher:

- Is adept at organizing and maintaining an effective classroom environment.33
- Has a sense of “with-it-ness,” being aware of when routines need to be altered or an intervention may be necessary to prevent behavior problems.34
- Fosters relationships where respect and learning are central so students feel safe in taking risks that are associated with learning; believes in the students.35
- Is culturally competent and attuned to students’ interests, both in and out of school.36
- Establishes good discipline, effective routines, smooth transitions, and ownership of the environment as components of establishing a supportive and collaborative climate.37
II-B: Instructional Support Personnel

Instructional Support Personnel are evaluated based on the following three components: IPEGs Performance Standard 1: Learner Progress, Professional Practices (IPEGs Performance Standards 2 through 7), and other indicators of performance, including a Deliberate Practice Growth Target. Ratings on the performance standards are determined using the performance appraisal rubrics applicable to each standard; these are described in this section. The chart below provides information regarding the measurement of performance on IPEGs Performance Standard 1: Learner Progress. The performance indicators that are provided in this section for IPEGs Performance Standards 2 through 7 are examples of activities that may address the standard.

**PERFORMANCE STANDARD 1: LEARNER PROGRESS**

The work of the instructional support professional results in acceptable and measurable learner or program progress as specified in state statutes.

**Part A. Performance Standard 1: Learner Progress constitutes 34% of the Summative Performance Evaluation**

Florida Statute 1012.34, as amended in 2011 under the Student Success Act (formerly SB 736) and updated in 2015 through House Bill 7069, requires at least one-third (1/3) of an instructional personnel’s evaluation to be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments as specified in Florida Statute 1008.22. In IPEGs, for 2016-2017 school year, 34% weighting applies to Performance Standard 1: Learner Progress. Weightings are subject to annual negotiations between M-DCPS and UTD.

**PERFORMANCE APPRAISAL RATINGS: 34% OF TOTAL POSSIBLE POINTS**

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<td>*34 percentage points</td>
<td>*25.50 percentage points</td>
<td>*17 percentage points</td>
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*Percentages listed are for the 2016-2017 school year and all weightings are subject to annual negotiations between M-DCPS and UTD.

See Appendix A: *Using Student Assessment Results for Teacher Evaluation in 2014-2015 and Beyond: District Proposal* for details regarding the Value-Added Model
Part B. Performance Standards 2 through 7 constitute 50% of the Summative Performance Evaluation

*Ratings are made at the performance standard level, NOT the performance indicator level.*

**Performance Standard 2: Knowledge of Learners: 9% of Total Possible Points**

The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

**Indicators** of instructional support work may include, but are not limited to:

- Uses district, school, family, and community resources to help meet learner and/or program needs
- Demonstrates an understanding of the intellectual, social, and physical development of the learner(s)
- Accommodates various learning styles and cultural, ethnic, and linguistic backgrounds to assist in the implementation of instruction and/or intervention plans/programs
- Demonstrates the understanding of the principles of adult learning
- Uses knowledge of learners to select and acquire appropriate resources to reflect the needs of the learning community

**Performance Appraisal Rubric**

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<td>9 percentage points</td>
<td>6.75 percentage points</td>
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</table>

The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

The instructional support professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.

The instructional support professional consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT: 9 % OF TOTAL POSSIBLE POINTS**
The instructional support professional plans, organizes, promotes, and manages programs and/or services to meet the diverse needs of all learners.

**INDICATORS** of instructional support work may include, but are not limited to:
- Demonstrates an understanding of and follows applicable local, state, and federal regulations, policies, guidelines, and procedures
- Demonstrates current knowledge of content/standards applicable to the field/subject matter
- Demonstrates effective scheduling and time management skills
- Organizes and maintains appropriate service record(s), log(s), and/or program plan(s)
- Collaborates to identify learner performance, student program needs and manages available resources (including state reading requirements, as applicable)
- Uses appropriate content to design and deliver professional development to personnel and monitors appropriate implementation

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<tr>
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<td>6.75 percentage points</td>
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The instructional support professional consistently monitors, evaluates, modifies and/or designs programs/services that impact learners.

The instructional support professional plans, organizes, promotes, and manages programs and/or services to meet the diverse needs of all learners.

The instructional support professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.

The instructional support professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.
**Ratings are made at the performance standard level, NOT the performance indicator level.**

**PERFORMANCE STANDARD 4: PROGRAM DELIVERY: 9 % OF TOTAL POSSIBLE POINTS**

The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.

**INDICATORS** of instructional support work may include, but are not limited to:

- Collaborates to select, develop, organize, implement, or support curriculum for specific learner and/or program needs and presents content in a logical and sequential manner
- Engages the targeted learning community in diverse activity structures: individual, collaborative, and whole-group
- Uses appropriate technology to deliver services/programs and enhance learning (Florida Statute §1012.34)
- Supports a rigorous reading requirement for reading and language arts programs, as applicable (Florida Statute §1003.4156)
- Consults with the targeted learning community to design, implement, or support services for specific learner or program needs
- Fosters practices to promote a safe and positive learning environment
- Seeks, selects, and uses resources that are compatible with learner/program needs and ensures equitable access for all learners
- Develops, organizes, and implements appropriate literacy activities to promote lifelong learning
- Demonstrates current knowledge of subject matter, content, and technology
- Utilizes a variety of professional practices in the delivery of services

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<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard</td>
<td>The description is the actual performance standard</td>
<td>The instructional support professional often implements services ineffectively to the targeted learning community based on established standards and guidelines.</td>
<td>The instructional support professional consistently fails to implement services to the targeted learning community in a manner that is aligned with established standards and guidelines.</td>
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<td><strong>9 percentage points</strong></td>
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The instructional support professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 5: ASSESSMENT: 9% OF TOTAL POSSIBLE POINTS**

The instructional support professional gathers, analyzes, and uses data (including state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

**INDICATORS** of instructional support work may include, but are not limited to:

- Uses data to assess learner/program needs
- Collaborates with colleagues to analyze data and address learner/program needs
- Uses data to monitor, learner/program progress and outcomes
- Provides accurate, timely, and specific feedback to the targeted learning community
- Analyzes a variety of data to guide and adjust materials, strategies, and resources to meet the needs of the targeted learning community

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The instructional support professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.

The state assessment data referenced in the performance standards refers to the “Student assessment program for public schools” Florida Statute §1008.22 (See Appendix E)

The instructional support professional gathers, analyzes, and uses data (including required assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

The instructional support professional is often ineffective in gathering, analyzing, and using data to measure and guide learner or program progress, and to provide timely feedback.

The instructional support professional consistently fails to gather, analyze, or use data to measure and guide learner or program progress, and to provide timely feedback.
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 6: COMMUNICATION: 7% OF TOTAL POSSIBLE POINTS**

The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.

**INDICATORS** of instructional support work may include, but are not limited to:

- Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS
- Communicates with colleagues from other fields/content areas in the integration of instruction and/or services
- Communicates and collaborates with the targeted learning community to support instructional/program needs
- Uses technology to support and enhance communication as appropriate
- Responds promptly to the targeted learning community with acceptable forms of communication

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The instructional support professional uses a variety of communication to inform, network, and/or respond to students, and other stakeholders in a highly effective manner. The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community. The instructional support professional fails to communicate effectively with students, staff, and/or other members of the learning community.
**Ratings are made at the performance standard level, NOT the performance indicator level.**

**Performance Standard 7: Professionalism: 7% of Total Possible Points**

The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

**Indicators** of instructional support work may include, but are not limited to:

- Follows all applicable legal and procedural requirements (Family Educational Rights and Privacy Act (FERPA), Code of Ethics, State Statutes and Board Policies, etc.)
- Delivers services consistent with national/state professional associations’ ethical principles and standards of practice
- Demonstrates professional growth through participation in a meaningful and continuous process of professional development
- Maintains confidentiality in the delivery of services in accordance with professional standards and legal procedures
- follows federal, state, and local laws, rules, regulations, guidelines, and policies
- Establishes and maintains positive, collaborative, and professional relationships with administrators, school staff, parents, community members, business and civic organizations
- Provides professional development, and mentors/supports colleagues in the learning community
- Maintains accurate records of support activities

**Performance Appraisal Rubric**

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<td>3.50 percentage points</td>
<td>1.75 percentage points</td>
</tr>
<tr>
<td>The instructional support professional consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.</td>
<td>The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</td>
<td>The instructional support professional often does not display professional judgment or only occasionally participates in professional growth.</td>
<td>The instructional support professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.</td>
</tr>
</tbody>
</table>

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PART II

Part II-C: Student Services Personnel
Student Services Personnel are evaluated based on the following three components: IPEGS Performance Standard 1: Learner Progress, Professional Practices (IPEGS Performance Standards 2 through 7), and other indicators of performance, including a Deliberate Practice Growth Target. Ratings on the performance standards are determined using the performance appraisal rubrics applicable to each standard; these are described in this section. The chart below provides information regarding the measurement of performance on IPEGS Performance Standard 1: Learner Progress. The performance indicators that are provided in this section for IPEGS Performance Standards 2 through 7 are examples of activities that may address the standard.

**PERFORMANCE STANDARD 1: LEARNER PROGRESS: 34% OF TOTAL POSSIBLE POINTS**

The work of the student services professional results in acceptable and measurable learner or program progress as specified in state statutes.

**Part A. Performance Standard 1: Learner Progress constitutes 34% of the Summative Performance Evaluation**

Florida Statute 1012.34, as amended in 2011 under the Student Success Act (formerly SB 736) and updated in 2015 through House Bill 7069, requires at least one-third (1/3) of an instructional personnel’s evaluation to be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments as specified in Florida Statute 1008.22. In IPEGS, for 2016-2017 school year, 34% weighting applies to Performance Standard 1: Learner Progress. Weightings are subject to annual negotiations between M-DCPS and UTD.

**PERFORMANCE APPRAISAL RATINGS: 34% OF TOTAL POSSIBLE POINTS**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>*34 percentage points</td>
<td>*25.50 percentage points</td>
<td>*17 percentage points</td>
<td>*8.50 percentage points</td>
</tr>
</tbody>
</table>

* Percentages listed are for the 2016-2017 school year and all weightings are subject to annual negotiations between M-DCPS and UTD.

See Appendix A: *Using Student Assessment Results for Teacher Evaluation in 2014-2015 and Beyond: District Proposal* for details regarding the Value-Added Model
Part B. Performance Standards 2 through 7 constitute 50% of the Summative Performance Evaluation

*Ratings are made at the performance standard level, NOT the performance indicator level.*

**PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS: 9% OF TOTAL POSSIBLE POINTS**

The student services professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

**INDICATORS** of student services work may include, but are not limited to:

**Common Indicators**

- Uses appropriate school, family, and community resources to help meet all students’ learning needs
- Demonstrates an understanding of varying developmental stages of learners
- Identifies various students’ learning styles and cultural and linguistic backgrounds to assist in the implementation of intervention plans
- Uses a variety of strategies or approaches to meet the unique cultural needs of learners
- Promotes and models respect for individual and cultural differences
- Uses cumulative records, computerized data, and interviews with teachers, parents, and stakeholders in the learning community to determine learner needs
- Presents concepts at different levels of complexity for learners and families of varying backgrounds and developmental stages
- Participates in and contributes to the Child Study Team, School Support Team, eligibility and determination meetings, and the Individualized Education Plan (IEP) process

**Position-Specific Indicators**, may include, but are not limited to:

**Career Specialist and Counselor**

- Demonstrates an understanding of the concepts and strategies that lead to attitudes, knowledge, and interpersonal skills that help learners understand and respect themselves and others

**School Psychologist and Staffing Specialist**

- Demonstrates awareness of the academic and behavioral functioning levels of schools, classrooms, and identified learners

**School Social Worker**

- Demonstrates knowledge of theories, techniques, and instruments used for socio-cultural and adaptive behavior assessment
- Involves parents to identify and address socio-cultural factors impacting achievement

**Speech/Language Pathologist**

- Differentiates service delivery based on information regarding the native language and ESOL levels of ELL learners referred for services

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TRUST Specialist

- Demonstrates an understanding of the concepts and strategies that lead to the professional’s development of attitudes, knowledge, and interpersonal skills that help learners understand and respect themselves and others.
- Demonstrates knowledge of current trends in violence prevention and intervention strategies, theories, and practices in preventing illegal drug use, substance abuse, and violent behavior among youth.
- Uses knowledge base for assisting learners and their parent(s)/guardian(s) in obtaining proper information for outside agency services.

**PERFORMANCE APPRAISAL RUBRIC**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9 percentage points</strong></td>
<td><strong>6.75 percentage points</strong></td>
<td><strong>4.50 percentage points</strong></td>
<td><strong>2.25 percentage points</strong></td>
</tr>
<tr>
<td>The student services professional often addresses the needs of the target learning community in a highly effective manner.</td>
<td>The student services professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.</td>
<td>The student services professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.</td>
<td>The student services professional consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.</td>
</tr>
</tbody>
</table>
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT: 9% OF TOTAL POSSIBLE POINTS**

The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.

**INDICATORS** of student services work may include, but are not limited to:

**Common Indicators**
- Follows local, state, and federal regulations, policies, guidelines, and procedures in providing services
- Demonstrates current knowledge of field/subject/content matter
- Organizes and maintains service log and/or program plan, accurate and up-to-date learner records, including screenings, referrals, and data collection as required
- Effectively plans and manages referrals, scheduling, and caseload
- Facilitates appropriate implementation of student services program
- Identifies and manages available resources to address learner needs
- Designs interventions to address specific learner needs
- Provides and follows schedules for assigned schools and informs appropriate staff of schedule updates

**Position-Specific Indicators** may include, but are not limited to:

- **Career Specialist**
  - Plans and implements a balanced, comprehensive program that includes guidance curriculum, career development, responsive services, and individual planning

- **Counselor and TRUST Specialist**
  - Plans and implements a balanced, comprehensive program that includes guidance curriculum, responsive services, individual planning, and system support components

- **Staffing Specialist**
  - Reviews class size/units, FTE reports and makes recommendations to region center instructional supervisor for Special Education (SPED)

- **School Psychologist and Social Worker**
  - Collaborates with school leadership to address learners’ social/emotional, behavioral, academic, and health concerns

**PERFORMANCE APPRAISAL RUBRIC**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard</td>
<td>The description is the actual performance standard</td>
<td>4.50 percentage points</td>
<td>2.25 percentage points</td>
</tr>
<tr>
<td>9 percentage points</td>
<td>6.75 percentage points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student services professional consistently monitors, evaluates, modifies, and/or designs program/services that impact learners.</td>
<td>The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.</td>
<td>The student services professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.</td>
<td>The student services professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.</td>
</tr>
</tbody>
</table>
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 4: PROGRAM DELIVERY: 9% OF TOTAL POSSIBLE POINTS**

The student services professional uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.

**INDICATORS** of student services work may include, but are not limited to:

**Common Indicators**
- Remains current in subject/content/field/technology and professional practices
- Provides services in a safe and positive setting
- Presents information and services using varied strategies to meet learner needs and diversity
- Uses technology as appropriate to deliver services and programs (Florida Statute §1012.34)
- Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable (Florida Statute §1003.415)
- Consults on a continual basis with administration, parents, community agencies, school and support personnel to resolve issues and/or inform on progress related to the provision of programs/services to individual learners

**Position-Specific Indicators** may include, but are not limited to:

**Career Specialist**
- Presents information and services using varied strategies to meet learner needs and diversity
- Develops, organizes, and implements the curriculum around the person/social, career, and academic domains and learner goals (e.g., conflict resolution, anger management, drop-out prevention, career awareness, planning)

**Counselor and TRUST Specialist**
- Presents information and services using varied strategies to meet learner needs and diversity
- Conducts structured group lessons to deliver the guidance curriculum effectively
- Uses accepted theories and effective techniques to provide individual and group developmental, preventive, remedial, and/or crisis counseling
- Develops, organizes, and implements the curriculum around the personal/social, career, and academic domains and learner goals (e.g., conflict resolution, anger management, drop-out prevention, career awareness, planning)

**Staffing Specialist**
- Presents information and services using varied strategies to meet learner needs and diversity
- Serves as the Local Education Agency (LEA) representative of the M-teams/IEP teams that determines eligibility, placement, and dismissal of special education learners
- Reviews school level compliance with IDEA, district procedures, curriculum requirements, and Special Policy and Procedures Document (SPP)
School Psychologist
- Demonstrates knowledge of psychological assessments, strategies, and interventions
- Collaborates with school staff and other service providers to reach educational decisions in the best interest of the child and to develop/implement appropriate strategies and interventions
- Provides recommendations for activities related to mental health

School Social Worker
- Offers counseling and suggests strategies related to learner needs and progress
- Works with learners and families to change situations that negatively affect student learning
- Provides crisis management/intervention as needed

Speech/Language Pathologist
- Uses methods/techniques that are appropriate for stated speech/language objectives and are commensurate with learners’ interests and aptitudes
- Uses a variety of equipment, materials, aids, and augmentative communication devices when appropriate
- Manages group learning effectively and efficiently by maintaining an appropriate learning environment
- Maximizes therapy time with clear directions, efficient material distribution, and sufficient therapy activities
- Provides appropriate information on an informal or formal basis regarding speech and language development, programs/services, and program guidelines

**PERFORMANCE APPRAISAL RUBRIC**

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<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard.</td>
<td>The description is the actual performance standard.</td>
<td>The student services professional often implements services ineffectively to learners and the targeted learning community consistent with established standards and guidelines.</td>
<td>The student services professional consistently fails to implement or improperly implements services to the targeted learning community in a manner that is aligned with established standards and guidelines.</td>
</tr>
<tr>
<td>9 percentage points</td>
<td>6.75 percentage points</td>
<td>4.50 percentage points</td>
<td>2.25 percentage points</td>
</tr>
</tbody>
</table>
**Ratings are made at the performance standard level, NOT the performance indicator level.**

**PERFORMANCE STANDARD 5: ASSESSMENT: 9 \% OF TOTAL POSSIBLE POINTS**

The student services professional gathers, analyzes, and uses data (including required assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

**INDICATORS** of student services work may include, but are not limited to:

**Common Indicators**
- Provides accurate feedback to learners, families, and staff on assessment results including state and local assessments
- Uses state and local assessment data to modify strategies/interventions/services/programs
- Demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments or records
- Periodically assesses formally and/or informally and evaluates collection of materials and resources to ensure that the needs of learners and staff are being met

**Position-Specific Indicators** may include, but are not limited to:

**Career Specialist, Counselor, and TRUST Specialist**
- Uses and applies appropriate technology (Florida Statute §1012.34)
- Consults with administration, staff, learners, and families to determine counseling and career guidance services and programs needed for learner progress

**Staffing Specialist**
- Collects and analyzes data related to special education, instructional programs, learner performance, and operational aspects

**School Psychologist**
- Prepares comprehensive and objectively written reports that address concerns as well as educational implications
- Uses a variety of formal and informal methods for evaluating learners

**School Social Worker**
- Gathers anecdotal and statistical evidence for the completion of program objective(s)

**Speech/Language Pathologist**
- Analyzes records and test results to identify eligibility for services and prepares written reports
- Follows established procedures for screening and testing of referred learners
- Participates in the eligibility determination and IEP meetings
**PERFORMANCE APPRAISAL RUBRIC**

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<tr>
<td>9 percentage points</td>
<td>6.75 percentage points</td>
<td>4.50 percentage points</td>
<td>2.25 percentage points</td>
</tr>
<tr>
<td>The student services professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.</td>
<td>The student services professional gathers, analyzes, and uses data (including required assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.</td>
<td>The student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.</td>
<td>The student services professional consistently fails to use data to measure and guide progress and to provide timely feedback.</td>
</tr>
</tbody>
</table>
**Ratings are made at the performance standard level, NOT the performance indicator level.**

**PERFORMANCE STANDARD 6: COMMUNICATION: 7% OF TOTAL POSSIBLE POINTS**

The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community, and advocates for learners.

**INDICATORS** of student services work may include, but are not limited to:

- Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS
- Actively assumes an advocacy role for learners and families
- Communicates with colleagues from other fields/content areas in the integration of services and/or instruction
- Communicates with staff, families, and community resources to support the success of a diverse learner population
- Uses technology to support and enhance communication as appropriate (Florida Statute §1012.98)
- Responds promptly to learner, parents/guardian, and staff concerns
- Initiates and maintains communication with parents/guardian and members of the learning community regarding learner needs and progress
- Collaborates with stakeholders, such as students, families, colleagues, administrators, other school personnel, and community members when appropriate

**PERFORMANCE APPRAISAL RUBRIC**

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<td><strong>3.50 percentage points</strong></td>
<td><strong>1.75 percentage points</strong></td>
</tr>
<tr>
<td>The student services professional uses a variety of communication to inform, network, and/or respond to students, and other stakeholders in a highly effective manner.</td>
<td>The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.</td>
<td>The student services professional often communicates ineffectively with students, staff, and/or other members of the learning community.</td>
<td>The student services professional consistently fails to communicate effectively with students, staff, and/or other members of the learning community.</td>
</tr>
</tbody>
</table>
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 7: PROFESSIONALISM: 7% of TOTAL POSSIBLE POINTS**

The student services professional demonstrates behavior consistent with legal, ethical, and professional standards, and engages in continuous professional growth.

**INDICATORS** of student services work may include, but are not limited to:
- Follows all applicable legal and procedural requirements [(Family Educational Rights and Privacy Act (FERPA), Code of Ethics, State Statutes and School Board Policies, etc.)]
- Delivers services consistent with national and state associations’ ethical principles and professional standards of practice
- Demonstrates professional growth through participating in a meaningful and continuous process of professional development
- Mentors, trains, and/or coaches colleagues
- Maintains confidentiality in the delivery of services in accordance with professional standards and legal procedures
- Follows federal, state, and local laws, and school board rules, guidelines, and policies
- Establishes and maintains professional relationships with students, families, colleagues, administrators, other school personnel, community members, and business/civic organizations
- Maintains accurate records (e.g., attendance records, IEPs and other mandated documents)

**PERFORMANCE APPRAISAL RUBRIC**

<table>
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The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

The student services professional often does not display professional judgment or only occasionally participates in professional growth.

The student services professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.
PART III
Deliberate Practice Growth Target (DPGT) Process

Miami-Dade County Public Schools

DELIBERATE PRACTICE GROWTH TARGET PROCESS

GUIDELINES

Pursuant to Florida Statute 1012.98, “each school principal may establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans.” The individual professional development plan must:

- be related to specific performance data for the students to whom the teacher is assigned;
- define the in-service objective(s) and specific measurable improvements expected in student performance as a result of the in-service activity; and
- include an evaluation component that determines the effectiveness of the professional development plan.

Additionally, the Student Success Act (formerly (SB 736) requires that results of the instructional professional’s annual evaluation from the prior year be used to inform professional development planning for the current year.

The Deliberate Practice Growth Target (DPGT) process has been developed to meet the statutory requirements as well as allow the professional to determine areas for professional growth that will improve instructional practice and have a positive impact on student learning.

The DPGT form is to be completed within the first thirty (30) days of the instructional professional’s employment at the work location and may be revised during the school year as needed. The revisions must be mutually agreed upon by the instructional professional and the principal.

Note: DPGT activities may include either professional development activities or professional growth experiences and may be based on either quantitative or qualitative measures.

Professional development activities include both learning and application. Professional development activities shall primarily focus on subject content and teaching methods and will have Master Plan Points (MPPs), college/university credit or continuing education units (CEUs).

Professional development activities include:

- Next Generation Sunshine State Standards/Florida Standards or Subject Area Content
- Instructional Strategies/Pedagogy
- Technology
- Assessment and Data Analysis
- Classroom Management
- Parental Involvement
- School Safety
Professional growth experiences may not have points/credit attached, but must involve active learning and application of knowledge with a focus on development of practice and student learning.

Professional growth experiences include:
- book study groups
- peer coaching
- professional learning communities
- participation in action research
- completion of online coursework
- collaborative planning
- lesson study groups

Although the DPGT process requires professionals to document only one professional development activity or professional growth experience, professionals may engage in multiple growth opportunities to improve instructional practice and have a positive impact on student learning.

The DPGT Rating Rubric below will be used for the 2016-2017 school year. Future modifications and assignment of points will be jointly determined annually during collective bargaining between M-DCPS and UTD.

### 2016-2017 Deliberate Practice Growth Target Rubric

#### DPGT Reflection and Development Phase

<table>
<thead>
<tr>
<th>Phase</th>
<th>Complete</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPGT Development</td>
<td>The professional has completed the DPGT Development Phase and the planning conversation has occurred.</td>
<td>The professional is in the process of developing a DPGT and/or awaiting the DPGT planning conversation.</td>
</tr>
</tbody>
</table>

Points: 5.6
Points: 0

#### DPGT Reflection and Outcome Phase

Trace the implementation of your DPGT throughout the school year. Include information about how you reflected on your plan of action, what information you utilized to determine the impact of your professional learning on student growth, whether or not you made any adjustments to the implementation, and how you would describe the final impact (or end result) of your professional growth on student learning.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Meets</th>
<th>Partially Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPGT Outcome</td>
<td>The professional successfully implements the DPGT and the impact statement includes thoughtful reflection, evidence of information used to monitor progress of the DPGT, explanation of any necessary adjustments, and an analysis of both the individual's professional growth and how it impacts student learning.</td>
<td>The professional implements the DPGT, but the impact statement is inadequate because it is missing one or more of the required elements: thoughtful reflection, monitoring information, adjustments, or it is missing clear evidence of the expected impact of the individual's professional growth on student learning.</td>
<td>The professional's impact statement is missing or does not reflect implementation of the DPGT.</td>
</tr>
</tbody>
</table>

Points: 10.4
Points: 4
Points: 0
**DPGT PROCEDURES**

### Reflection and Development Phase

| Step 1: Data Collection | Collect information regarding individual student learning. Review all that apply:  
  - School Improvement Plan  
  - Disaggregated classroom-level student achievement data (e.g., Student Assessment Results, Reading Inventory Scores, Florida State Assessment (FSA) Scores, End-of-Course Assessment(s), Interim Assessments Pre/Post-tests, 9 week grades, etc.)  
  - IPEG annual evaluation from previous year  
  - Other [e.g., certification, participation in Mentoring and Induction for New Teachers (MINT), etc.] |

| Step 2: Needs Assessment/Focus | Based on the identified student needs, reflect and specify the training objectives expected to impact student performance.  
Example of Teacher Objective: To improve English/Language Arts (ELA) teaching methods |

| Step 3: Growth Target | Determine a deliberate growth target that addresses student learning.  
Example of a deliberate practice growth target:  
During the school year, I will attend professional development to learn about the new ELA Florida Standards. This will impact my students’ learning because they will be successful on the FSA. |

| Step 4: Plan of Action | Describe the specific professional development (PD) activity(ies) that will allow you to achieve your deliberate practice growth target.  
Example of Plan of Action:  
I plan to attend Creating Independence through Student owned Strategies (CRISS) Training as well as state and district professional development on the Florida Standards and FSA. |

| Step 5: DPGT Form | Meet with administrator to review and sign the DPGT form.  
*Note: The DPGT form may be revised at any time as needed.* |

### Reflection and Outcome Phase

| Step 6: Impact | Describe how your professional growth target has been achieved and the impact on your professional growth and student(s) learning.  
Example of Impact:  
As a result of participating in the CRISS Training and implementing the Question-Answer Relationship (QAR) strategy with my students, their close reading skills improved as evidenced by improved scores on the district Interim Assessment and teacher created assignments. |

| Step 7: Completion of DPGT Process | Complete the DPGT form.  
*Note: The completed form will be reviewed and signed by the professional and the site administrator. The completed and signed form must be included in the end-of-year documentation submitted by the professional.* |
# Deliberate Practice Growth Target Form (FM 7575)

**Miami-Dade County Public Schools**

**Professional's Name:**

**Employee Number:**

**School/Worksites:**

**School/Worksite Location #:**

**School Year:**

---

**Directions:** Identify one deliberate practice growth target specific to instructional practice that impacts your students' learning.

## Reflection and Development

**Focus:** Reflect on your current students’ achievement data as it relates to teacher professional practice and identify an instructional practice that you will focus on to grow professionally and improve student(s) learning.

**Growth Target:** Describe what you plan to learn and the expected impact on your students' learning.

**Plan of Action:** Describe what you plan to do to achieve your deliberate practice growth target.

---

## Reflection and Outcome

**Impact:** Describe how your deliberate practice growth target has been achieved and the impact on your professional growth and student(s) learning.

---

**Reflection and Development Phase (Planning):**

**Professional's Signature:**

**Date:**

**Principal's/Site Administrator's/Designee's Signature:**

**Date:**

**Revised/Updated:**

**Professional's Signature:**

**Date:**

**Principal's/Site Administrator's/Designee's Signature:**

**Date:**

**Reflection and Outcome Phase (End-of-Year):**

**Professional's Signature:**

**Date:**

**Principal's/Site Administrator's/Designee's Signature:**

**Date:**

A copy of this document must be retained by the principal in the professional's personnel file. This form may be revised/updated at any time as needed.

---

Revised 2016
PART IV
EVALUATION FORMS

INTRODUCTION
Part IV contains copies of the forms used during the annual evaluation for teachers, instructional support personnel, and student services personnel. The assessor and the professional use the forms to provide evidence of the quality of work performed. The assessor maintains the forms and provides copies to the professional. The assessor retains originals of the completed DPGT form, documentation cover sheet, observation form(s), and summative form at the school/worksite.

Table 10: Items Used as Evidence of Quality Work Performance

<table>
<thead>
<tr>
<th>Form</th>
<th>Documentation Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessor</td>
</tr>
<tr>
<td>Deliberate Practice Growth Target (DPGT) Form</td>
<td></td>
</tr>
<tr>
<td>Observation of Standards Form (OSF) - Teacher, Instructional Support Personnel, or Student Services Personnel</td>
<td>✓</td>
</tr>
<tr>
<td>Documentation Cover Sheet and Artifacts (attachments)</td>
<td>✓</td>
</tr>
<tr>
<td>Formative Performance Evaluation (FPE) - Probationary Teacher, Probationary Instructional Support Personnel, or Probationary Student Services Personnel</td>
<td>✓</td>
</tr>
<tr>
<td>Summative Performance Evaluation (SPE) - Teacher, Instructional Support Personnel, or Student Services Personnel</td>
<td>✓</td>
</tr>
<tr>
<td>Improvement Plan (IP) (if applicable)</td>
<td>✓</td>
</tr>
</tbody>
</table>
Teacher: ___________________________ Employee No. __________ School: _______________________

Contract Status: □ Probationary □ Annual □ Professional Service □ Continuing □ Other ______

Observation: □ 1 □ 2 □ 3 □ 4 □ 5 □ ______

Grade/Subject Observed: ______________________ Date: ___________ Time: From ________ To ________

Assessors use form to document the required annual formal observation of the teacher. Evidence must include descriptive language, which may be positive and/or negative examples. (Refer to the IPEGS Procedural Handbook for further explanation).

**Performance Standard 2: Knowledge of Learners**
The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

**FEAPs:** 1, 2, 3, 4

**Supporting Evidence** (Comment Required)

---

**Performance Standard 3: Instructional Planning**
The teacher uses appropriate curricula, instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

**FEAPs:** 1, 3, 4, 5

**Supporting Evidence** (Comment Required)

---

**Performance Standard 4: Instructional Delivery and Engagement**
The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

**FEAPs:** 2, 3, 4, 5

**Supporting Evidence** (Comment Required)

---

**Performance Standard 5: Assessment**
The teacher gathers, analyzes, and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.

**FEAPs:** 1, 3, 4, 5

**Supporting Evidence**

- □ Not an observable standard – No comment required unless warranted.

---

**Performance Standard 6: Communication**
The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.

**FEAPs:** 2, 4, 5

**Supporting Evidence**

- □ Not an observable standard – No comment required unless warranted.

---

**Performance Standard 7: Professionalism**
The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

**FEAPs:** 5, 6

**Supporting Evidence** (Comment Required)

---

**Performance Standard 8: Learning Environment**
The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.

**FEAP:** 2

**Comments/Specific Suggestions/Discussion**

---

**If performance is unsatisfactory complete this section by marking the appropriate boxes.**

Deficiencies noted in the following performance standard(s): 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □

**Assessor Action:**

- □ Support Dialogue
- □ Improvement Plan
- □ Support Dialogue Successful
- □ Support Dialogue (SD) Extension [One (1) extension up to ten (10) work days]

**SD Extension: Start Date: ___________ End Date: ___________**

Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.

Teacher’s Signature ___________________________ Date ___________

Assessor’s Signature ___________________________ Date ___________

Teacher OSF Form
### PS2: Knowledge of Learners
- Responds to the intellectual, social, and physical development of the age group
- Presents concepts at different levels of complexity for students of varying developmental stages
- Provides a range of activities: readiness, interests, learning styles, and cultural/linguistic backgrounds

### PS3: Instructional Planning
- Uses both formative and summative student learning data to guide planning
- Develops plans that are clear, logical, sequential, and aligned to standards-based learning
- Plans instruction effectively for content mastery, pacing, and transitions
- Identifies and plans for the instructional and developmental needs of all learners
- Gathers, evaluates, and/or creates appropriate instructional materials

### PS4: Instructional Delivery and Engagement
- Engages students in diverse activity structures: individual, collaborative, and whole-group
- Demonstrates current knowledge of content in a logical and sequential manner
- Uses multiple levels of questions and makes adjustments for reteaching/remediation/enrichment
- Connects students’ prior knowledge, life experiences, and interests to learning goals
- Presents lessons with use of explicit instruction
- Uses appropriate literacy strategies to build academic vocabulary
- Uses a variety of strategies to engage students in higher-order learning tasks
- Engages students in authentic learning, real-life applications, and interdisciplinary connections
- Uses appropriate pace and maximizes instructional time for student learning, as appropriate
- Uses technology to individualize instruction and enhance learning, as appropriate
- Reinforces learning goals throughout the lesson
- Provides ongoing, timely, and specific feedback to students

### PS5: Assessment
- Uses local and state assessment data to design instruction that meets students’ needs
- Uses pre-assessment data, formative and summative assessments to inform instruction
- Uses formative assessments to adjust instruction for reteaching, remediation, and enrichment
- Helps students understand assessment criteria, monitor, and reflect on their work
- Maintains sufficient assessment data to support accurate reporting of student progress
- Aligns assessments to learning goals and standards
- Provides timely and specific feedback to students, parents, and stakeholders

### PS6: Communication
- Uses correct and acceptable forms of communication
- Communicates with colleagues from content areas/agencies to integrate instruction and/or services
- Maintains positive collaborative relationships with school personnel, families, and community stakeholders
- Uses technology to support and enhance communication, as appropriate

### PS7: Professionalism
- Follows all legal and procedural requirements: Code of Ethics, State Statutes, and Board Policies
- Reflects on strengths and areas for growth and sets deliberate practice growth targets for improvement
- Engages in ongoing and collaborative professional development
- Provides evidence of professional growth experiences
- Incorporates learning from professional growth experiences
- Incorporates learning from professional growth opportunities and reflects upon effectiveness
- Contributes professionally to the school community
- Maintains accurate records (e.g., attendance records, IEPs)
- Works in a collegial and collaborative manner with school personnel and the community

### PS8: Learning Environment
- Establishes and maintains effective classroom rules and procedures
- Creates an environment that is stimulating, challenging, and fosters intellectual risk-taking
- Organizes a safe physical environment that is conducive to student learning and collaborative work
- Maintains an environment that reflects a culture of inclusivity, equity, and respect
- Promotes accountability for learning and holds high academic expectations for all students
- Uses verbal, nonverbal, and electronic communication tools to challenge and support students
- Encourages students to receive and accept constructive feedback on individual work and behavior
### INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
### OBSERVATION OF STANDARDS FORM-INSTRUCTIONAL SUPPORT PROFESSIONAL

**Professional:** ___________________
**Employee No:** ____________
**Worksite:** ___________________

**Contract Status:**
- [ ] Probationary
- [ ] Annual
- [ ] Professional Service
- [ ] Continuing

**Observation:**
1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

**Grade/Subject Area/Program Observed:** ____________________________

**Date:** ____________
**Time:** From ______ To ______

Assessors use this form to document the required annual formal observation of the teacher. Evidence must include descriptive language, which may be positive and/or negative examples. (Refer to the IPEGs Procedural Handbook for further explanation).

#### PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS
The student services professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

**FEAPs:** 1, 2, 3, 4, 5, 6

**Supporting Evidence (Comment Required)**

#### PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT
The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.

**FEAPs:** 1, 3, 5, 6

**Supporting Evidence (Comment Required)**

#### PERFORMANCE STANDARD 4: PROGRAM DELIVERY
The student services professional uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.

**FEAPs:** 1, 2, 3, 5

**Supporting Evidence (Comment Required)**

#### PERFORMANCE STANDARD 5: ASSESSMENT
The student services professional gathers, analyzes, and uses data (including state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

**FEAPs:** 1, 3, 4

**Supporting Evidence**
- [ ] Not an observable standard – No comment required unless warranted.

#### PERFORMANCE STANDARD 6: COMMUNICATION
The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.

**FEAPs:** 1, 2, 3, 4, 5

**Supporting Evidence**
- [ ] Not an observable standard – No comment required unless warranted.

#### PERFORMANCE STANDARD 7: PROFESSIONALISM
The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

**FEAPs:** 1, 2, 3, 4, 5, 6

**Supporting Evidence**
- [ ] Not an observable standard – No comment required unless warranted.

**Comments/Specific Suggestions/Discussion**

---

**If performance is unsatisfactory complete this section by marking the appropriate boxes.**

Deficiencies noted in the following performance standard(s): 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ]

**Assessor Action:**
- [ ] Support Dialogue
- [ ] Improvement Plan
- [ ] Support Dialogue Successful
- [ ] Support Dialogue (SD) Extension [One (1) extension up to ten (10) work days]
  - SD Extension: Start Date: ____________ End Date: ____________

Signature: ____________________________ Date: ____________

Assessor’s Signature: ____________________________ Date: ____________

---

*Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.*
### IPEGS Performance Standards (PS) Indicators-Instructional Support Professional

*(This information is provided for guidance purposes ONLY)*

<table>
<thead>
<tr>
<th>PS2: Knowledge of Learners</th>
<th>PS3: Program Management</th>
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<tbody>
<tr>
<td>Uses district, school, family, and community resources to help meet learner and/or program needs</td>
<td>Demonstrates an understanding of and follows applicable local, state, and federal regulations, policies, guidelines, and procedures</td>
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<tr>
<td>Demonstrates an understanding of developmental stages of learners</td>
<td>Demonstrates current knowledge of the field/subject matter</td>
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<tr>
<td>Accommodates various learning styles and cultural, ethnic, and linguistic backgrounds to assist in the implementation of intervention plans</td>
<td>Demonstrates effective scheduling and time management skills</td>
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<td>Demonstrates the understanding of the principles of adult learning</td>
<td>Organizes and maintains appropriate service log and/or program plan</td>
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<tr>
<td>Uses knowledge of learners to select and acquire appropriate resources to reflect the needs of the learning community</td>
<td>Identifies learner performance, student program needs and manages available resources (including state reading requirements, as applicable)</td>
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<td>Orient, trains, and supervises library/media center personnel and/or students</td>
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</tbody>
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<tr>
<th>PS4: Program Delivery</th>
<th>PS5: Assessment</th>
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</thead>
<tbody>
<tr>
<td>Selects, develops, organizes, implements, or supports curriculum for specific learner and/or program needs</td>
<td>Uses data to assess learner and/or program needs and outcomes</td>
</tr>
<tr>
<td>Uses technology to deliver services/programs <a href="http://www.sunshelf.com">Florida Statute 1012.98</a></td>
<td>Uses data to monitor learner and/or program progress</td>
</tr>
<tr>
<td>Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable (Florida Statute 1003.4156)</td>
<td>Provides accurate feedback for learners, staff, and other stakeholders</td>
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<tr>
<td>Consults with stakeholders to design, implement, or support services for specific learner or program needs</td>
<td>Uses data to determine learner needs and support instructional programs</td>
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<tr>
<td>Provides a safe and positive learning environment</td>
<td>Periodically assesses, formally and informally, and evaluates collection of materials and resources to ensure that the needs of learners and staff are being met</td>
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<tr>
<td>Seeks, selects, and uses resources that are compatible with learner/program needs and ensures equitable access for all learners</td>
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<tr>
<td>Develops, organizes, and implements effective reading promotional and literature appreciation activities to promote lifelong learning</td>
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<tr>
<td>Remains current in subject/content/field/technology and professional practices</td>
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<tr>
<th>PS6: Communication</th>
<th>PS7: Professionalism</th>
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</thead>
<tbody>
<tr>
<td>Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS</td>
<td>Follows all applicable legal and procedural requirements (Family Educational Rights and Privacy Act (FERPA), Code of Ethics, State Statutes, and Board Policies, etc.)</td>
</tr>
<tr>
<td>Communicates with colleagues from other fields/content areas in the integration of instruction and/or services</td>
<td>Delivers services consistent with national and state association ethical principles and professional standards of practice</td>
</tr>
<tr>
<td>Communicates with stakeholders to support the needs of the learning community</td>
<td>Demonstrates professional growth through participation in a meaningful and continuous process of professional development</td>
</tr>
<tr>
<td>Collaborates with stakeholders when appropriate; such as with students, colleagues, administrators, other school personnel, community members, and families</td>
<td>Maintains confidentiality in the delivery of services in accordance with professional standards and legal procedures</td>
</tr>
<tr>
<td>Uses technology to support and enhance communication, as appropriate</td>
<td>Follows federal, state, and local laws, rules, regulations, guidelines, and policies</td>
</tr>
<tr>
<td>Responds promptly to stakeholders</td>
<td>Establishes and maintains professional relationships with administrators, school staff, parents, community members, business and civic organizations</td>
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<td>Mentors, trains, or supports other staff</td>
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<td>Maintains accurate records</td>
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</table>
INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
OBSERVATION OF STANDARDS FORM-STUDENT SERVICES PROFESSIONAL

<table>
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<tr>
<th>Professional: ____________________</th>
<th>Employee No. ______</th>
<th>Worksite: ____________________________</th>
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<td>Contract Status:</td>
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<td>□ Annual</td>
<td>□ Professional Service</td>
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<td>Observation:</td>
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<td>□ 1 □ 2 □ 3 □ 4 □ 5 □ 6</td>
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<tr>
<td>Grade/Subject Area/Program Observed: __________________</td>
<td>Date: __________</td>
<td>Time: From __________ To __________</td>
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Assessors use this form to document the required annual formal observation of the teacher. Evidence must include descriptive language, which may be positive and/or negative examples. (Refer to the IPEGS Procedural Handbook for further explanation).

**PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS**
The student services professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.
FEAPs: 1, 2, 3, 5, 6

**PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT**
The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.
FEAPs: 1, 4, 5, 6

**PERFORMANCE STANDARD 4: PROGRAM DELIVERY**
The student services professional uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.
FEAPs: 4

**PERFORMANCE STANDARD 5: ASSESSMENT**
The student services professional gathers, analyzes, and uses data (including state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.
FEAPs: 1, 3, 4

**PERFORMANCE STANDARD 6: COMMUNICATION**
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**PERFORMANCE STANDARD 7: PROFESSIONALISM**
The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.
FEAPs: 1, 2, 3, 4, 5, 6

**Comments/Specific Suggestions/Discussion**

---

**If performance is unsatisfactory complete this section by marking the appropriate boxes**

Deficiencies noted in the following performance standards(s): 2 3 4 5 6 7

Assessor Action: Support Dialogue □ Improvement Plan □

□ Support Dialogue Successful
□ Support Dialogue (SD) Extension [One (1) extension up to ten (10) work days]
SD Extension: Start Date: ____________ End Date: ____________

Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.

Professional’s Signature ____________________ Date ____________
Assessor’s Signature ____________________ Date ____________

---

Student Services OSF Form
### PS2: Knowledge of Learners
- Uses appropriate school, family, and community resources to help meet all students’ learning needs
- Demonstrates an understanding of varying developmental stages of learners
- Identifies various students’ learning styles and cultural and linguistic backgrounds to assist in the implementation of intervention plans
- Uses a variety of strategies or approaches to meet the unique cultural needs of learners
- Promotes and models respect for individual and cultural differences
- Uses cumulative records, computerized data, and interviews with teachers, parents, and stakeholders in the learning community to determine learner needs
- Presents concepts at different levels of complexity for learners and families of varying backgrounds and developmental stages

### PS4: Program Delivery
- Remains current in subject/content/field/technology and professional practices
- Provides services in a safe and positive setting
- Presents information and services using varied strategies to meet learner needs and diversity
- Uses technology as appropriate to deliver services and programs (Florida Statute 1012.98)
- Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable (Florida Statute 1003.415)
- Consults on a continual basis with administration, parents, community agencies, school and support personnel to resolve issues and/or inform on progress related to the provision of programs/services to individual learners

### PS5: Assessment
- Provides accurate feedback to learners, families, and staff on assessment results including state and local assessments
- Uses state and local assessment data to modify strategies/interventions/services/programs
- Demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments and records
- Periodically assesses formally and/or informally and evaluates collection of materials and resources to ensure that the needs of learners and staff are being met

### PS6: Communication
- Follows all legal and procedural requirements: Code of Ethics, State Statutes, and Board Policies
- Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS
- Actively assumes an advocacy role for learners and families
- Communicates with colleagues from other fields/content areas in the integration of services and/or instruction
- Communicates with staff, families, and community resources to support the success of a diverse learner population
- Uses technology to support and enhance communication, as appropriate (Florida Statute 1012.98)
- Responds promptly to learner, family, and staff concerns
- Initiates and maintains communication with parents and members of the learning community regarding learner needs and progress
- Collaborates with stakeholders when appropriate; such as with students, colleagues, administrators, other school personnel, community members, and families

### PS7: Professionalism
- Follows all applicable legal and procedural requirements [(Family Educational Rights and Privacy Act (FERPA), Code of Ethics, State Statutes, and Board Policies, etc.]
- Delivers services consistent with national and state associations’ ethical principles and professional standards of practice
- Demonstrates professional growth through participating in a meaningful and continuous process of professional development
- Mentors, trains, and/or coaches colleagues
- Maintains confidentiality in the delivery of services in accordance with professional standards and legal procedures
- Follows federal, state, and local laws, and school board rules, guidelines, and policies
- Establishes and maintains professional relationships with administrators, school staff, parents, community members, business and civic organizations
- Maintains accurate records (e.g., attendance records, IEPs, and other mandated forms)
**REQUIRED DOCUMENTATION DESCRIPTION**

**What is “Required Documentation”?**

Required documentation is:

- a packet of evidence stapled to the *Documentation Cover Sheet* in the upper-left-hand corner and submitted to the assessor at least 35 calendar days prior to the last day of the school year for professionals.
- one component of a multi-source evaluation and complements the observation components of IPEGS.
- only the documentation – evidence of communication and professional learning – listed on the cover sheet. (Additional evidence/artifacts may be included but, are not required.)
- a professional document (user-friendly, neat, and organized).
- returned to the professional after review by the assessor.
- the property of the employee (even if the employee changes schools or leaves the school district).

**Note:** *The Required Documentation should be available as reference at the summative performance evaluation meeting and is returned to the professional after review by the assessor and assessee.*

**For how long is documentation kept?**

Documentation is kept for the current evaluation year.

**What items are required for the summative performance evaluation meeting?**

The cover sheet and items listed in the table below are required for the summative performance evaluation meeting.

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Required Items at the Summative Evaluation Meeting</th>
</tr>
</thead>
</table>
| 1. Learner Progress   | ♦ *Learner Progress data, if available at the time of the Summative Performance Evaluation Meeting (The Student Success Act, updated in 2015 through House Bill 7069, requires at least one-third (1/3) of the Evaluation be based upon data and indicators of student learning growth.)*  
♦ Definition of appropriate learner progress measures compliant with Florida Statute 1012.34 will be provided by the Assessment, Research, and Data Analysis Office. |
| 2. Knowledge of Learners | None. Knowledge of learners is observed during the formal observation and throughout the annual evaluation process. |
| 3. Instructional Planning | None. Lesson plans are available before, during and after the formal observation and throughout the annual evaluation process. |
| 4. Instructional Delivery and Engagement | None. Instructional materials are observed during a formal observation and throughout the annual evaluation process. |
| 5. Assessment | None. Assessment data (e.g., state and local assessments, student work folders, electronic data, IEPs) are reviewed during a formal observation and throughout the annual evaluation process. |
| 6. Communication | Documentation of *Communication with stakeholders*—sample form provided (e.g., teachers may print records or provide their own documentation). |
| 7. Professionalism | Documentation of *Professional Development/Professional Growth Experiences*—(e.g., Center for Professional Learning record of professional development, workshop certificates, college transcripts, seminar/conference agendas, National Board Certification, Lesson and Book Study minutes, evidence of active participation in professional educational organizations) from the current evaluation period. |
| 8. Learning Environment | None. The learning environment is observed during the classroom observation and throughout the annual evaluation process. |
IPEGS DOCUMENTATION COVER SHEET

Professional’s Name: ____________________________ Employee Number: __________________

Assessor’s Name: ____________________________ School Year____________________

Directions: Professionals will place required items in sequential order behind this cover sheet and staple in the upper left hand corner. Submit the packet to your assessor at least 35 calendar days prior to the last day of the school year for professionals. Assessors will review the submission and make evaluative notes in the appropriate sections of this cover sheet.

Check if submitted

**Required Item**

Professional Learning
Professional Development/Professional Growth Experiences
Summarize the Professional Development/Growth Experiences that contributed to the progress made in enhancing instructional delivery and student learning. Provide evidence of the successful completion of professional development activities which may include, but is not limited to, professional development records, college transcripts, or meeting/conference agendas. Professionals may also provide evidence of other professional growth experiences (e.g., records of participation in Lesson Study, Book Study, or professional educational organizations).

**Assessor Evaluative Notes**

**Communication**
Provide evidence of how the professional communicates with stakeholders (e.g., families, students, staff, and other members of the learning community). Evidence may include communication logs, meeting notes, or samples of emails.

**Assessor Evaluative Notes**

Reviewed by:
Assessor’s Signature: ____________________________ Date: ________________________
Sample Communication Log

Professional’s Name__________________________________________  School Year ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Person</th>
<th>Purpose</th>
<th>Mode</th>
<th>Notes</th>
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<td>Mtg./Conf. Email</td>
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<td>Note/Letter Telephone</td>
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<td>Telephone</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Telephone</td>
<td></td>
</tr>
</tbody>
</table>

The professional should maintain documentation of communication with stakeholders (e.g., students, families, staff, and faculty) in the learning community.
INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
FORMATIVE PERFORMANCE EVALUATION-PROBATIONARY TEACHER ONLY

Probationary Contract Teacher: ___________________________ Employee Number: ________
School/Worksite: ___________________________________ School Year: _______ Current Assignment: ________
Area(s) of Certification: _____________________________ Date(s) of Observation: ________
Contract Status: ☐ Probationary ☐ Annual ☐ Professional Service ☐ Continuing
Documentation Reviewed: ☐ Required Documentation ☐ Observation ☐ Other ________________________________

Directions:
Assessors use this form after conducting the first observation of the school year to provide the Probationary Contract Status Teacher with an assessment of his/her performance. A comment must be provided for any rating below “effective.” The performance standard appears in bold on the rubric. The assessor and the teacher initial each page of this form. The teacher receives a copy of the form. The signed form is placed in the teacher’s schoolsite/work location personnel file.

PERFORMANCE STANDARD 1: LEARNER PROGRESS

Place a check in the box, if applicable.

☐ A discussion has been held regarding available student performance data.

Comments (Optional)

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard.</td>
<td>The description is the actual performance standard.</td>
<td>The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.</td>
<td>The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.</td>
</tr>
<tr>
<td>The teacher consistently meets the individual and diverse needs of learners in a highly effective manner.</td>
<td>The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

Professional Initials: _________
Assessor Initials: _________
Probationary Contract Teacher: ____________________________ Employee Number: ___________
School/Worksite: ______________________________________ Work Location#: ________ School Year: ________

**PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher consistently creates, evaluates and modifies, as appropriate, instructional strategies during the planning process.</strong></td>
<td><strong>The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.</strong></td>
<td><strong>The teacher attempts to use appropriate curricula, instructional strategies, and/or resources to address the diverse needs of students during the planning process, but is often ineffective; and/or the teacher attempts to develop lesson plans but lacks one or more of the four basic components.</strong></td>
<td><strong>The teacher consistently demonstrates a lack of planning or fails to properly address the curriculum in meeting the diverse needs of all learners.</strong></td>
</tr>
</tbody>
</table>

**Comments**

---

**PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.</strong></td>
<td><strong>The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.</strong></td>
<td><strong>The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.</strong></td>
<td><strong>The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.</strong></td>
</tr>
</tbody>
</table>

**Comments**

---

Professional Initials: __________
Assessor Initials: __________
**PERFORMANCE STANDARD 5: ASSESSMENT**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.</td>
<td>The teacher gathers, analyzes, and uses data (including required assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.</td>
<td>The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes, or uses assessment to plan/modify instruction, but is often ineffective.</td>
<td>The teacher consistently fails to use baseline data to make instructional decisions and/or fails to provide feedback on learner progress in a timely manner.</td>
</tr>
</tbody>
</table>

Comments

---

**PERFORMANCE STANDARD 6: COMMUNICATION**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher consistently uses a variety of communication techniques to inform, collaborate with, and/or respond to students and other stakeholders in a highly effective manner.</td>
<td>The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.</td>
<td>The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.</td>
<td>The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.</td>
</tr>
</tbody>
</table>

Comments

---

Professional Initials: _______
Assessor Initials: _______
Probationary Contract

Teacher: ___________________

Employee Number: ______________

School/Worksite: ___________________

Work Location#: ________

School Year: _________

**PERFORMANCE STANDARD 7: PROFESSIONALISM**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.</td>
<td>The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</td>
<td>The teacher often fails to display professional judgment or only occasionally participates in professional growth.</td>
<td>The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.</td>
</tr>
</tbody>
</table>

**Performance Standard Comments**

[ ] [ ] [ ] [ ]

**PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.</td>
<td>The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.</td>
<td>The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.</td>
<td>The teacher consistently addresses student behavior in an ineffective manner and/or fails to maintain a safe, equitable learning environment.</td>
</tr>
</tbody>
</table>

**Performance Standard Comments**

[ ] [ ] [ ] [ ]

**Formative Evaluation Signatures of Record**

Professional’s Signature
Signature denotes the formative meeting occurred. __________________________
Date __________________________

Assessor’s Signature
Signature denotes assessor conducting the formative evaluation meeting. __________________________
Date __________________________

[ ] Written Response by Professional attached, if applicable. Date: ______________

**Formative Evaluation Status (Completed by the Site Administrator)**

[ ] Performance to date is at an **Effective** or better level

[ ] Performance to date is at a **Developing** level

[ ] Performance to date is **Unsatisfactory** level

Principal/Site Administrator’s Signature/Date

Attach the first IPEGS Observation of Standards Form to this formative evaluation. Provide a copy of both documents to the professional and place the original in the professional’s schoolsite/work location personnel file.

**Pursuant to Florida Statute §1012.31:** An employee evaluation “shall be confidential … until the end of the school year immediately following the school year in which the evaluation was made.”
Probationary Contract Professional: _________________________________ Employee Number: ___________

School/Worksite: ______________________ School Year: __________ Current Assignment: ______________

Area(s) of Certification: ______________________________________ Date(s) of Observation: ______________

Contract Status: ☐ Probationary ☐ Annual ☐ Professional Service ☐ Continuing

Documentation Reviewed: ☐ Required Documentation ☐ Observation ☐ Other ____________________________

**Directions**

Assessors use this form after conducting the first observation of the school year to provide the Probationary Contract Status Professional with an assessment of his/her performance. A comment must be provided for any rating below “effective.” The performance standard appears in bold on the rubric. The assessor and the professional initial each page of this form. The professional receives a copy of the form. The signed form is placed in the professional’s schoolsite/work location personnel file.

**PERFORMANCE STANDARD 1: LEARNER PROGRESS**

Place a check in the box, if applicable.

☐ A discussion has been held regarding available student performance data.

Comments (Optional)

**PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard.</td>
<td>The description is the actual performance standard.</td>
<td>The instructional support professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.</td>
<td>The instructional support professional consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.</td>
</tr>
<tr>
<td>The instructional support professional consistently addresses the needs of the target learning community in a highly effective manner.</td>
<td>The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.</td>
<td>The instructional support professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.</td>
<td>The instructional support professional consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.</td>
</tr>
</tbody>
</table>

Comments

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Professional Initials: __________

Assessor Initials: __________
**PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructional support professional consistently monitors, evaluates, modifies and/or designs programs/services that impact learners.</td>
<td>The instructional support professional plans, organizes, promotes, and manages programs and/or services to meet the diverse needs of all learners.</td>
<td>The instructional support professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.</td>
<td>The instructional support professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.</td>
</tr>
</tbody>
</table>

Comments

**PERFORMANCE STANDARD 4: PROGRAM DELIVERY**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructional support professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.</td>
<td>The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.</td>
<td>The instructional support professional often implements services ineffectively to the targeted learning community based on established standards and guidelines.</td>
<td>The instructional support professional consistently fails to implement services to the targeted learning community in a manner that is aligned with established standards and guidelines.</td>
</tr>
</tbody>
</table>

Comments

**PERFORMANCE STANDARD 5: ASSESSMENT**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructional support professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.</td>
<td>The instructional support professional gathers, analyzes, and uses data (including required assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.</td>
<td>The instructional support professional is often ineffective in gathering, analyzing, and using data to measure and guide learner or program progress, and to provide timely feedback.</td>
<td>The instructional support professional consistently fails to gather, analyze, or use data to measure and guide learner or program progress, and to provide timely feedback.</td>
</tr>
</tbody>
</table>

Comments

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Professional Initials: 
Assessor Initials: 

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Probationary Contract Professional: 
Employee Number: 
School/Worksite: 
Work Location#: 
School Year: 

### PERFORMANCE STANDARD 6: COMMUNICATION

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional's work is exceptional, in addition to meeting the standard.</td>
<td>The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.</td>
<td>The instructional support professional often communicates ineffectively with students, staff, and/or other members of the learning community.</td>
<td>The instructional support professional consistently fails to communicate effectively with students, staff, and/or other members of the learning community.</td>
</tr>
</tbody>
</table>

Comments

### PERFORMANCE STANDARD 7: PROFESSIONALISM

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard.</td>
<td>The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</td>
<td>The instructional support professional often does not display professional judgment or only occasionally participates in professional growth.</td>
<td>The instructional support professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.</td>
</tr>
</tbody>
</table>

Comments

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**Formative Evaluation Signatures of Record**

Professional’s Signature  
Signature denotes the formative meeting occurred.  

Assessor’s Signature  
Signature denotes assessor conducting the formative evaluation meeting.  

☐ Written Response by Professional attached, if applicable.  
Date: __________________

**Formative Evaluation Status (Completed by the Site Administrator)**

☐ Performance to date is at an **Effective** or **better** level  
☐ Performance to date is at a **Developing** level  
☐ Performance to date is **Unsatisfactory** level

Principal/Site Administrator’s Signature/Date  
Attach the first IPEGS Observation of Standards Form to this formative evaluation. Provide a copy of both documents to the professional and place the original in the professional’s schoolsite/work location personnel file.

---

Pursuant to Florida Statute §1012.31: An employee evaluation “shall be confidential … until the end of the school year immediately following the school year in which the evaluation was made.”
INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
FORMATIVE PERFORMANCE EVALUATION-Student Services Professional ONLY

Probationary Contract Professional: __________________________ Employee Number: ____________

School/Worksite: __________________________ School Year: _____ Current Assignment: ___________

Area(s) of Certification: __________________________ Date(s) of Observation: __________________

Contract Status: ☐ Probationary ☐ Annual ☐ Professional Service ☐ Continuing
Documentation Reviewed: ☐ Required Documentation ☐ Observation ☐ Other ____________________________

Directions:
Assessors use this form after conducting the first observation of the school year to provide the Probationary Contract Status Professional with an assessment of his/her performance. A comment must be provided for any rating below “effective.” The performance standard appears in bold on the rubric. The assessor and the professional initial each page of this form. The professional receives a copy of the form. The signed form is placed in the professional’s schoolsite/work location personnel file.

PERFORMANCE STANDARD 1: LEARNER PROGRESS

Place a check in the box, if applicable.

☐ A discussion has been held regarding available student performance data, program, or target learning community data?

Comments (Optional)

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard.</td>
<td>The professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.</td>
<td>The student services professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.</td>
<td>The student services professional consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.</td>
</tr>
</tbody>
</table>

Comments

Professional Initials: _________
Assessor Initials: _________
<table>
<thead>
<tr>
<th>PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Effective</strong></td>
</tr>
<tr>
<td>The student services professional consistently monitors, evaluates, modifies, and/or designs program/services that impact learners.</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
</tr>
<tr>
<td>The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.</td>
</tr>
<tr>
<td><strong>Developing/Needs Improvement</strong></td>
</tr>
<tr>
<td>The student services professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>The student services professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.</td>
</tr>
</tbody>
</table>

**Comments**

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARD 4: PROGRAM DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Effective</strong></td>
</tr>
<tr>
<td>The student services professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
</tr>
<tr>
<td>The student services professional uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.</td>
</tr>
<tr>
<td><strong>Developing/Needs Improvement</strong></td>
</tr>
<tr>
<td>The student services professional often implements services ineffectively to learners and the targeted learning community consistent with established standards and guidelines.</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>The student services professional consistently fails to implement or improperly implements services to the targeted learning community in a manner that is aligned with established standards and guidelines.</td>
</tr>
</tbody>
</table>

**Comments**

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARD 5: ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Effective</strong></td>
</tr>
<tr>
<td>The student services professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
</tr>
<tr>
<td>The student services professional gathers, analyzes, and uses data (including required assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.</td>
</tr>
<tr>
<td><strong>Developing/Needs Improvement</strong></td>
</tr>
<tr>
<td>The student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>The student services professional consistently fails to use data to measure and guide progress and to provide timely feedback.</td>
</tr>
</tbody>
</table>

**Comments**

**Professional Initials:** __________

**Assessor Initials:** __________
Probationary Contract Professional: ___________________________ Employee Number: __________

School/Worksite: ___________________________ Work Location #: ________ School Year: ________

**PERFORMANCE STANDARD 6: COMMUNICATION**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student services professional often designs or implements model communication programs, services, or techniques that result in improved collaboration with others to enhance learning.</td>
<td>The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.</td>
<td>The student services professional often communicates ineffectively with students, staff, and/or other members of the learning community.</td>
<td>The student services professional consistently fails to communicate effectively with students, staff, and/or other members of the learning community.</td>
</tr>
</tbody>
</table>

Comments: [ ]

**PERFORMANCE STANDARD 7: PROFESSIONALISM**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student services professional consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and assumes a leadership role within the learning community.</td>
<td>The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</td>
<td>The student services professional often does not display professional judgment or only occasionally participates in professional growth.</td>
<td>The student services professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.</td>
</tr>
</tbody>
</table>

Comments: [ ]

**Formative Evaluation Signatures of Record**

Professor’s Signature  ___________________________ Date  ___________________________

Signature denotes the formative meeting occurred.

Assessor’s Signature  ___________________________ Date  ___________________________

Signature denotes assessor conducting the formative evaluation meeting.

[ ] Written Response by Professional attached, if applicable.  Date: __________________

**Formative Evaluation Status (Completed by the Site Administrator)**

[ ] Performance to date is at an Effective or better level
[ ] Performance to date is at a Developing level
[ ] Performance to date is Unsatisfactory level

Principal/Site Administrator’s Signature/Date  ___________________________

Attach the first IPEGS Observation of Standards Form to this formative evaluation. Provide a copy of both documents to the professional and place the original in the professional’s schoolsite/work location personnel file.

Pursuant to Florida Statute §1012.31: An employee evaluation “shall be confidential … until the end of the school year immediately following the school year in which the evaluation was made.”
Teacher: ___________________________ Employee Number: ___________________________

School/Worksite: ___________________________ School Year: ________ Current Assignment: ___________________________

Area(s) of Certification: ___________________________ Date(s) of Observation: ___________________________

Contract Status: ☐ Probationary ☐ Annual ☐ Professional Service ☐ Continuing

Documentation Reviewed: ☐ Required Documentation ☐ Observation ☐ Other ___________________________

Directions

Assessors use this form at the end of the school year to provide the teacher with an assessment of performance. A comment must be provided for any rating below “effective.” The performance standard appears in bold on the rubric. The assessor and the professional initial each page of this form. The teacher receives a copy of the form. The signed form is submitted to the district office as indicated by the district calendar/procedures.

Note: Florida Statute 1012.34, as amended in 2011 under the Student Success Act (formerly SB 736) and updated in 2015 through House Bill 7069, requires at least one-third (1/3) of an instructional personnel’s evaluation to be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments as specified in Florida Statute 1008.22. In IPEGS, for 2016-2017 school year, 34% weighting applies to Performance Standard 1: Learner Progress. Weightings are subject to annual negotiations between M-DCPS and UTD.

**PERFORMANCE STANDARD 1: LEARNER PROGRESS: 34% OF TOTAL POSSIBLE POINTS**

<table>
<thead>
<tr>
<th></th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>*34 percentage points</td>
<td>*25.50 percentage points</td>
<td>*17 percentage points</td>
<td>*8.50 percentage points</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal Performance Standard 1: Learner Progress percentage points

* Percentages listed are for the 2016-2017 school year and all weightings are subject to annual negotiations between M-DCPS and UTD.

Note: IPEGS Performance Standards 2 through 8 together comprise 50% of the total evaluation for teachers.

**PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS: 8% OF TOTAL POSSIBLE POINTS**

<table>
<thead>
<tr>
<th></th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 percentage points</td>
<td>6 percentage points</td>
<td>4 percentage points</td>
<td>2 percentage points</td>
<td></td>
</tr>
</tbody>
</table>

The teacher consistently meets the individual and diverse needs of learners in a highly effective manner.

The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.

The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.

Comments

Teacher Initials: __________

Assessor Initials: __________
PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING: 8% OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard</td>
</tr>
<tr>
<td>8 percentage points</td>
</tr>
<tr>
<td>The teacher consistently creates, evaluates and modifies, as appropriate, instructional strategies during the planning process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The description is the actual performance standard</td>
</tr>
<tr>
<td>6 percentage points</td>
</tr>
<tr>
<td>The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing/Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 percentage points</td>
</tr>
<tr>
<td>The teacher attempts to use appropriate curricula, instructional strategies, and/or resources to address the diverse needs of students during the planning process, but is often ineffective; and/or the teacher attempts to develop lesson plans but lacks one or more of the four basic components.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 percentage points</td>
</tr>
<tr>
<td>The teacher consistently demonstrates a lack of planning or fails to properly address the curriculum in meeting the diverse needs of all learners.</td>
</tr>
</tbody>
</table>

Comments

PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT: 8% OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard</td>
</tr>
<tr>
<td>8 percentage points</td>
</tr>
<tr>
<td>The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The description is the actual performance standard</td>
</tr>
<tr>
<td>6 percentage points</td>
</tr>
<tr>
<td>The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing/Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 percentage points</td>
</tr>
<tr>
<td>The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 percentage points</td>
</tr>
<tr>
<td>The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.</td>
</tr>
</tbody>
</table>

Comments
**Teacher:** ________________________________________  **Employee Number:** __________
**School/Worksite:** ________________________________________  **Work Location#:** ________  **School Year:** ________

### PERFORMANCE STANDARD 5: ASSESSMENT: 6% OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.</strong></td>
<td><strong>The teacher gathers, analyzes, and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.</strong></td>
<td>The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes, or uses assessment to plan/modify instruction, but is often ineffective.</td>
<td>The teacher consistently fails to use baseline data to make instructional decisions and/or fails to provide feedback on learner progress in a timely manner.</td>
</tr>
<tr>
<td><strong>6 percentage points</strong></td>
<td><strong>4.50 percentage points</strong></td>
<td><strong>3 percentage points</strong></td>
<td><strong>1.50 percentage points</strong></td>
</tr>
</tbody>
</table>

**Comments**

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### PERFORMANCE STANDARD 6: COMMUNICATION: 6% OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher consistently uses a variety of communication techniques to inform, collaborate with, and/or respond to students and other stakeholders in a highly effective manner.</strong></td>
<td><strong>The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.</strong></td>
<td>The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.</td>
<td>The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.</td>
</tr>
<tr>
<td><strong>6 percentage points</strong></td>
<td><strong>4.50 percentage points</strong></td>
<td><strong>3 percentage points</strong></td>
<td><strong>1.50 percentage points</strong></td>
</tr>
</tbody>
</table>

**Comments**

---

*Teacher Initials: __________  Assessor Initials: __________*
**Teacher:** __________________________________________  **Employee Number:** ____________________

**School/Worksite:** ____________________________  **Work Location#:** _________  **School Year:** __________

### PERFORMANCE STANDARD 7: PROFESSIONALISM: 6% OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard</td>
<td>6 percentage points</td>
<td>4.50 percentage points</td>
<td>3 percentage points</td>
</tr>
<tr>
<td>The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</td>
<td>The teacher often fails to display professional judgment or only occasionally participates in professional growth.</td>
<td>The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.</td>
<td></td>
</tr>
</tbody>
</table>

Comments

### PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT: 8% OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard</td>
<td>8 percentage points</td>
<td>6 percentage points</td>
<td>4 percentage points</td>
</tr>
<tr>
<td>The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.</td>
<td>The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.</td>
<td>The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.</td>
<td>The teacher consistently addresses student behavior in an ineffective manner and/or fails to maintain a safe, equitable learning environment.</td>
</tr>
</tbody>
</table>

Comments

**Subtotal of Performance Standards 2 through 8** ____________ percentage points

**Teacher Initials:** __________

**Assessor Initials:** __________
Teacher: ____________________  Employee Number: ________________________
School/Worksite: _________________________  Work Location#: _______  School Year: ________

Subtotal of Performance Standard 1: ☐  percentage points
Subtotal of Performance Standards 2 through 8: ☐  percentage points
Subtotal of Deliberate Practice Growth Target: ☐  percentage points
IPEGS Summative Performance Unified Rating: ☐  percentage points

Range for Unified Rating
The annual USR range (cut scores) will be determined jointly by M-DCPS and UTD, after the Value-Added Model scores are provided by the state.

☐ Highly Effective – 89 percentage points to 100 percentage points
☐ Effective – 74 percentage points to 88 percentage points
☐ Developing* – 37 percentage points to 73 percentage points
☐ Needs Improvement – 37 percentage points to 73 percentage points
☐ Unsatisfactory – 0 percentage points to 36 percentage points

* A rating of “Developing” may only be assigned to professionals in their first three (3) years of teaching.

Signatures of Record

Teacher’s Signature  Date
Signature denotes the meeting occurred.

Assessor’s Signature  Date
Signature denotes assessor conducting the summative evaluation meeting.

☐ Written Response by Professional attached, if applicable.  Date: ________________________________

Recommendation by the Site Administrator
☐ Provisional recommendation for continued employment pending receipt of student performance data required for IPEGS Performance Standard 1: Learner Progress
☐ Recommended  ☐ Not recommended for continued employment

Principal/Site Administrator’s Signature  Date
Signature denotes final determination of the ratings and recommendation for continued employment.

The professional will receive a copy of the form prior to submission to the district.

Pursuant to Florida Statute §1012.31: An employee evaluation “shall be confidential … until the end of the school year immediately following the school year in which the evaluation was made.”
INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
SUMMATIVE PERFORMANCE EVALUATION-INSTRUCTIONAL SUPPORT PROFESSIONAL

Professional: _______________________________ Employee Number: __________

School/Worksite: ___________________________ School Year: _______ Current Assignment: _______

Area(s) of Certification: ______________________ Date(s) of Observation: ________________

Contract Status: ☐ Probationary ☐ Annual ☐ Professional Service ☐ Continuing

Documentation Reviewed: ☐ Required Documentation ☐ Observation ☐ Other __________________________

Directions:
Assessors use this form at the end of the school year to provide the teacher with an assessment of performance. A comment must be provided for any rating below “effective.” The performance standard appears in bold on the rubric. The assessor and the professional initial each page of this form. The professional receives a copy of the form. The signed form is submitted to the district office as indicated by the district calendar/procedures.

Note: Florida Statute 1012.34, as amended in 2011 under the Student Success Act (formerly SB 736) and updated in 2015 through House Bill 7069, requires at least one-third (1/3) of an instructional personnel’s evaluation to be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments as specified in Florida Statute 1008.22. In IPEGs, for 2016-2017 school year, 34% weighting applies to Performance Standard 1: Learner Progress. Weightings are subject to annual negotiations between M-DCPS and UTD.

PERFORMANCE STANDARD 1: LEARNER PROGRESS: 35% OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>*34 percentage points</td>
<td>*25.50 percentage points</td>
<td>*17 percentage points</td>
<td>*8.50 percentage points</td>
</tr>
</tbody>
</table>

Subtotal Performance Standard 1: Learner Progress [_________] percentage points

*Percentages listed are for the 2016-2017 school year and all weightings are subject to annual negotiations between M-DCPS and UTD.

Note: IPEGs Performance Standards 2 through 7 together comprise 50% of the total evaluation for instructional support personnel.

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS: 9% OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard.</td>
<td>The description is the actual performance standard.</td>
<td>The instructional support professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.</td>
<td>The instructional support professional consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.</td>
</tr>
<tr>
<td>9 percentage points</td>
<td>6.75 percentage points</td>
<td>4.50 percentage points</td>
<td>2.25 percentage points</td>
</tr>
</tbody>
</table>

The instructional support professional consistently addresses the needs of the target learning community in a highly effective manner.

The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

Comments: [ ] [ ] [ ] [ ]

Instructional Support Professional Initials: __________
Assessor Initials: __________
<table>
<thead>
<tr>
<th>PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT: 9 % OF TOTAL POSSIBLE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Effective</strong></td>
</tr>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard.</td>
</tr>
<tr>
<td>9 percentage points</td>
</tr>
<tr>
<td>The instructional support professional consistently monitors, evaluates, modifies, and/or designs programs/services that impact learners.</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
</tr>
<tr>
<td>The description is the actual performance standard.</td>
</tr>
<tr>
<td>6.75 percentage points</td>
</tr>
<tr>
<td>The instructional support professional plans, organizes, promotes, and manages programs and/or services to meet the diverse needs of all learners.</td>
</tr>
<tr>
<td><strong>Developing/Needs Improvement</strong></td>
</tr>
<tr>
<td>4.50 percentage points</td>
</tr>
<tr>
<td>The instructional support professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>2.25 percentage points</td>
</tr>
<tr>
<td>The instructional support professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.</td>
</tr>
</tbody>
</table>

**Comments**

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARD 4: PROGRAM DELIVERY: 9 % OF TOTAL POSSIBLE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Effective</strong></td>
</tr>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard.</td>
</tr>
<tr>
<td>9 percentage points</td>
</tr>
<tr>
<td>The instructional support professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
</tr>
<tr>
<td>The description is the actual performance standard.</td>
</tr>
<tr>
<td>6.75 percentage points</td>
</tr>
<tr>
<td>The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.</td>
</tr>
<tr>
<td><strong>Developing/Needs Improvement</strong></td>
</tr>
<tr>
<td>4.50 percentage points</td>
</tr>
<tr>
<td>The instructional support professional often implements services ineffectively to the targeted learning community based on established standards and guidelines.</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>2.25 percentage points</td>
</tr>
<tr>
<td>The instructional support professional consistently fails to implement services to the targeted learning community in a manner that is aligned with established standards and guidelines.</td>
</tr>
</tbody>
</table>

**Comments**

Instructional Support Professional Initials: __________

Assessor Initials: __________
PERFORMANCE STANDARD 5: ASSESSMENT: 9 % OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 percentage points</td>
<td>6.75 percentage points</td>
<td>4.50 percentage points</td>
<td>2.25 percentage points</td>
</tr>
</tbody>
</table>

The instructional support professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.

The instructional support professional gathers, analyzes, and uses data (including required assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

The instructional support professional is often ineffective in gathering, analyzing, and using data to measure and guide learner or program progress, and to provide timely feedback.

The instructional support professional consistently fails to gather, analyze, or use data to measure and guide learner or program progress, and to provide timely feedback.

Comments

PERFORMANCE STANDARD 6: COMMUNICATION: 7 % OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 percentage points</td>
<td>5.25 percentage points</td>
<td>3.50 percentage points</td>
<td>1.75 percentage points</td>
</tr>
</tbody>
</table>

The instructional support professional uses a variety of communication techniques to inform, network, and/or respond to students, and other stakeholders in a highly effective manner.

The instructional support professional communicates effectively with learners, their parents and/or families, staff, and other members of the learning community.

The instructional support professional often communicates ineffectively with students, staff, and/or other members of the learning community.

The instructional support professional consistently fails to communicate effectively with students, staff, and/or other members of the learning community.

Comments

Instructional Support Professional Initials: __________
Assessor Initials: __________
PERFORMANCE STANDARD 7: PROFESSIONALISM: 7 \% OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard.</td>
<td>The description is the actual performance standard.</td>
<td>The instructional support professional often does not display professional judgment or only occasionally participates in professional growth.</td>
<td></td>
</tr>
<tr>
<td>7 percentage points</td>
<td>5.25 percentage points</td>
<td>3.50 percentage points</td>
<td>1.75 percentage points</td>
</tr>
</tbody>
</table>

The instructional support professional consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.

The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

The instructional support professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.

Comments

| | | | |

Subtotal of Performance Standards 2 through 7 _____ percentage points

Instructional Support Professional Initials: _______

Assessor Initials: _______
Instructional Support Professional: ___________________________________________  Employee Number: __________
School/Worksite: _____________________________ Work Location#: ______ School Year: __________

Subtotal of Performance Standard 1: _____________________________ percentage points
Subtotal of Performance Standards 2 through 7: _____________________________ percentage points
Subtotal of Deliberate Practice Growth Target: _____________________________ percentage points
IPEGS Summative Performance Unified Rating _____________________________ percentage points

Range for Unified Rating
The annual USR range (cut scores) will be determined jointly by M-DCPS and UTD, after the Value-Added Model scores are provided by the state.

☐ Highly Effective – 89 percentage points to 100 percentage points
☐ Effective – 74 percentage points to 88 percentage points
☐ Developing* – 37 percentage points to 73 percentage points
☐ Needs Improvement – 37 percentage points to 73 percentage points
☐ Unsatisfactory – 0 percentage points to 36 percentage points

*A rating of “Developing” may only be assigned to professionals in their first three (3) years of teaching.

Signatures of Record

Professional’s Signature ___________________________________________ Date __________
Signature denotes the meeting occurred.

Assessor’s Signature ___________________________________________ Date __________
Signature denotes assessor conducting the summative evaluation meeting.

☐ Written Response by Professional attached, if applicable. Date: __________

Recommendation by the Site Administrator
☐ Provisional recommendation for continued employment pending receipt of student performance data

☐ Recommended for continued employment  ☐ Not recommended for continued employment

Principal/Site Administrator’s Signature/Date ___________________________________________ __________
Signature denotes final determination of the ratings and recommendation for continued employment.

The professional will receive a copy of the form prior to submission to the district.

Pursuant to Florida Statute §1012.31: An employee evaluation “shall be confidential … until the end of the school year immediately following the school year in which the evaluation was made.”
Miami-Dade County Public Schools

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
SUMMATIVE PERFORMANCE EVALUATION-STUDENT SERVICES PROFESSIONAL

Professional: _______________________________ Employee Number: ____________

School/Worksite: ___________________________ School Year: ______ Current Assignment: __________

Area(s) of Certification: ___________________________ Date(s) of Observation: __________

Contract Status:  ☐ Probationary  ☐ Annual  ☐ Professional Service  ☐ Continuing

Documentation Reviewed:  ☐ Required Documentation  ☐ Observation  ☐ Other __________

Directions:
Assessors use this form at the end of the school year to provide the professional with an assessment of performance. A comment must be provided for any rating below “effective.” The performance standard appears in bold on the rubric. The assessor and the professional initial each page of this form. The professional receives a copy of the form. The signed form is submitted to the district office as indicated by the district calendar/procedures.

Note: Florida Statute 1012.34, as amended in 2011 under the Student Success Act (formerly SB 736) and updated in 2015 through House Bill 7069, requires at least one-third (1/3) of an instructional personnel’s evaluation to be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments as specified in Florida Statute 1008.22. In IPEGS, for the 2016-2017 school year, 34% weighting applies to Performance Standard 1: Learner Progress.

Weightings are subject to annual negotiations between M-DCPS and UTD.

PERFORMANCE STANDARD 1: LEARNER PROGRESS: 34% OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>*34 percentage points</td>
<td>*25.50 percentage points</td>
<td>*17 percentage points</td>
<td>*8.50 percentage points</td>
</tr>
</tbody>
</table>

Subtotal Performance Standard 1: Learner Progress ___________ percentage points

*Percentages listed are for the 2016-2017 school year and all weightings are subject to annual negotiations between M-DCPS and UTD.

Note: IPEGS Performance Standards 2 through 7 together comprise 50% of the total evaluation for student services personnel.

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS: 9 % OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 percentage points</td>
<td>6.75 percentage points</td>
<td>4.50 percentage points</td>
<td>2.25 percentage points</td>
</tr>
</tbody>
</table>

The student services professional often addresses the needs of the target learning community in a highly effective manner.

The student services professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

The student services professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.

The student services professional consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.

Comments

Student Services Professional Initials: __________
Assessor Initials: __________
**PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT: 9 % OF TOTAL POSSIBLE POINTS**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9 percentage points</strong></td>
<td><strong>6.75 percentage points</strong></td>
<td><strong>4.50 percentage points</strong></td>
<td><strong>2.25 percentage points</strong></td>
</tr>
<tr>
<td>The student services professional consistently monitors, evaluates, modifies, and/or designs program/services that impact learners.</td>
<td>The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.</td>
<td>The student services professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.</td>
<td>The student services professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.</td>
</tr>
</tbody>
</table>

*Comments*

**PERFORMANCE STANDARD 4: PROGRAM DELIVERY: 9 % OF TOTAL POSSIBLE POINTS**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9 percentage points</strong></td>
<td><strong>6.75 percentage points</strong></td>
<td><strong>4.50 percentage points</strong></td>
<td><strong>2.25 percentage points</strong></td>
</tr>
<tr>
<td>The student services professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.</td>
<td>The student services professional uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.</td>
<td>The student services professional often implements services ineffectively to learners and the targeted learning community consistent with established standards and guidelines.</td>
<td>The student services professional consistently fails to implement or improperly implements services to the targeted learning community in a manner that is aligned with established standards and guidelines.</td>
</tr>
</tbody>
</table>

*Comments*
### PERFORMANCE STANDARD 5: ASSESSMENT: 9 % OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student services professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.</td>
<td>The student services professional gathers, analyzes, and uses data (including required assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.</td>
<td>The student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.</td>
<td>The student services professional consistently fails to use data to measure and guide progress and to provide timely feedback.</td>
</tr>
</tbody>
</table>

#### Comments

0

### PERFORMANCE STANDARD 6: COMMUNICATION: 7 % OF TOTAL POSSIBLE POINTS

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student services professional often designs or implements model communication programs, services, or techniques that result in improved collaboration with others to enhance learning.</td>
<td>The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.</td>
<td>The student services professional often communicates ineffectively with students, staff, and/or other members of the learning community.</td>
<td>The student services professional consistently fails to communicate effectively with students, staff, and/or other members of the learning community.</td>
</tr>
</tbody>
</table>

#### Comments

0

Student Services Professional Initials: __________

Assessor Initials: __________
**PERFORMANCE STANDARD 7: PROFESSIONALISM: 7% OF TOTAL POSSIBLE POINTS**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7 percentage points</strong></td>
<td><strong>5.25 percentage points</strong></td>
<td><strong>3.50 percentage points</strong></td>
<td><strong>1.75 percentage points</strong></td>
</tr>
<tr>
<td>The student services professional consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and assumes a leadership role within the learning community.</td>
<td>The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</td>
<td>The student services professional often does not display professional judgment or only occasionally participates in professional growth.</td>
<td>The student services professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.</td>
</tr>
</tbody>
</table>

**Comments**

| | | | |

**Subtotal of Performance Standards 2 through 7**

Student Services Professional Initials: __________

Assessor Initials: __________

---

Page 4 of 5
Student Services Professional: __________________________  Employee Number: ________
School/Worksite: ___________________________________  Work Location #:  _____  School Year: ________

Subtotal of Performance Standard 1: ___________ percentage points
Subtotal of Performance Standards 2 through 7: ___________ percentage points
Subtotal of Deliberate Practice Growth Target: ___________ percentage points
IPEGS Summative Performance Unified Rating ___________ percentage points

Range for Unified Rating
The annual USR range (cut scores) will be determined jointly by M-DCPS and UTD, after the Value-Added Model scores are provided by the state.

☐ Highly Effective – 89 percentage points to 100 percentage points
☐ Effective – 74 percentage points to 88 percentage points
☐ Developing* – 37 percentage points to 73 percentage points
☐ Needs Improvement – 37 percentage points to 73 percentage points
☐ Unsatisfactory – 0 percentage points to 36 percentage points

*A rating of “Developing” may only be assigned to professionals in their first three (3) years of teaching.

Signatures of Record

Professional’s Signature __________________________  Date __________
Signature denotes the meeting occurred.

Assessor’s Signature __________________________  Date __________
Signature denotes assessor conducting the summative evaluation meeting.

☐ Written Response by Professional attached, if applicable. Date: __________

Recommendation by the Site Administrator
☐ Provisional recommendation for continued employment pending receipt of student performance data

☐ Recommended for continued employment  ☐ Not recommended for continued employment

Principal/Site Administrator’s Signature __________________________  Date __________
Signature denotes final determination of the ratings and recommendation for continued employment.
The professional will receive a copy of the form prior to submission to the district.

Pursuant to Florida Statute §1012.31: An employee evaluation “shall be confidential … until the end of the school year immediately following the school year in which the evaluation was made.”
As a result of the observation conducted on (day, date), an IPEGS Support Dialogue meeting has been scheduled to discuss supportive actions that should assist you in instructional performance improvement. You may bring union representation and/or a peer support professional to the meeting. The peer support professional must be mutually agreed upon by both you and the assessor.

The location, date and time of the Support Dialogue meeting are as follows:

- **Location:** __________________________________________
- **Date:** _____________________________________________
- **Time:** _____________________________________________

My signature indicates that I have received a two day (48 hours) notice of a Support Dialogue meeting and I am aware that, at this meeting, I am entitled to have union representation and/or a peer support professional, who is mutually agreed upon by the assessor and me.

Professional’s Signature: __________________________ Date: ____________

(Your signature confirms receipt of the SD notification)
INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM
IPEGs

IMPROVEMENT PLAN (IP)

Professional: ___________________________ Employee Number: ___________ Date: ________

Work Location Name and Number: ___________________________ Contract Status: Probationary __ AC __ PSC __ CC __ Other _______

Grade Observed: ___________________________ Subject Observed: ___________________________

Date of Observation(s): ___________________________ Observation Number: 1 * 2 3 4 5

Deficient Performance Standard(s): 2 __ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ Date of Post-Observation Meeting(s): ___________________________

Assessor: ___________________________ Title: ___________________________

Site Administrator: ___________________________ Title: ___________________________

IP Review:

☐ Activities completed by due date
☐ Activities not completed by due date
☐ Other ___________________________

IP Review Date: ___________________________

IP Phase (Approximately): ☐ 30 Days ☐ 60 Days ☐ 90 Days

It is recommended that:

☐ The professional is no longer on an IP. The performance deficiencies have been satisfactorily corrected.

☐ The professional is issued a revised/new IP. The performance deficiencies were not corrected.

IP Status/Outcome: ☐ Remediated ☐ Not Remediated

*Indicates a Support Dialogue must have been completed prior to the initiation of an Improvement Plan.
INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM (IPEGS) IMPROVEMENT PLAN (IP)

<table>
<thead>
<tr>
<th>Professional</th>
<th>Employee #</th>
<th>Date</th>
</tr>
</thead>
</table>

Provide the performance standard that is the focus of the IP (*Only one performance standard per form*):

|_______________________________|
|_______________________________|

Deficiency(s) Observed:

|___________________________________________________________________________________________|
|___________________________________________________________________________________________|

Resource(s):

|___________________________________________________________________________________________|
|___________________________________________________________________________________________|

Activity(s)/Responsible Party(s):

|___________________________________________________________________________________________|
|___________________________________________________________________________________________|

Date Due:

|_______________________________|_______________________________|
|_______________________________|_______________________________|

Professional’s Signature: ___________________________ Date: ___________________________

*Professional’s signature signifies receipt and does not necessarily indicate agreement with its contents.

Site Administrator’s Signature: ___________________________ Date: ___________________________
Using Student Assessment Results for Teacher Evaluation in 2014-2015 and Beyond: District Proposal

It is the goal of the District to evaluate teachers fairly and appropriately including student performance measures. To that end, the District will utilize all sources of student assessment data available.

Linking of Student Assessment Results to Teachers

Only the results of students who were in the same school in both October and February FTE periods will be included in calculations. The linkage between teachers and students will be based on the teachers' schedules as of February 2015. Teachers will have the opportunity to review and approve student rosters during both October and February FTE periods. These rosters will be used to link teachers to student assessment results employed in all computations.

Group 1. Teachers of Subjects and Grade Levels Covered by the Established Statewide, Districtwide, or National/International Assessments (Core Assessments)

It is anticipated that teacher-level outcomes will be determined based on student outcomes on the following assessments:

- FSA Reading in grades 4-10 – Florida VAM
- FSA Mathematics in grades 4-8 – Florida VAM
- Algebra EOC in grades 8-9 – Florida VAM
- All other Statewide EOC Assessments – District Model
- FCAT 2.0 Science in grades 5, 8 – District Model
- SAT-10 in grades K-2 – District Model
- FSA Reading and Mathematics in grade 3 – District Model
- AP, IB, and AICE in high school on subtests with at least 50 student results Districtwide – District Model
- FAA Reading and Mathematics – percentages of students making learning gains
- Industry Certification exams assessing at least 70% of the content coverage of a specific course – passing percentages or a District Model
APPENDIX A (Cont’d.)
(Page 2 of 4)

For teachers of grades and subjects with assessments described in this paragraph, the student results will be converted to points for each grade level and subject area separately and then combined.

Group 2. Teachers of Other Subject Areas and Grade Levels

2014-2015

For teachers of grade levels and subject areas not listed above, the reading results of students in their classrooms will be considered. These will be the outcomes from the SAT-10 for students in grades K-2, FSA for students in grades 3-10, or SAT/ACT/PERT in grades 11-12.

2015-2016 and Beyond

With the goal to reduce the number of tests administered, allow for instructional time to be respected, and provide more options for reliable data to be utilized for teacher evaluations: beginning the 2014-2015 school year, a small sample of District-Designated End-of-Course (DDEOC) assessments will be field-tested each academic year. The number of DDEOC assessments and the order of field-testing will be determined by course enrollment figures and discussions with UTD. The District will examine the results of the field testing in the summer of each year to ascertain whether those tests satisfy the necessary psychometric requirements (reliability of scores and satisfactory item statistics). If the DDEOC assessment is found to meet these requirements, then it may be used operationally during the next academic year. It is anticipated that this field-testing cycle will continue on a similar scale in subsequent years. Please note that student assessment data from any DDEOC assessment will not be used in teacher evaluations during the school year in which the exam is field-tested. Student assessment data from such an exam will only be included once the exam has been designated as operational and will be administered as scheduled on the District’s testing calendar. Decisions regarding use of these results for evaluative purposes will be mutually agreed upon by MDCPS and UTD. The first year that a DDEOC may be included in a teacher’s evaluation is 2015-16.

Converting the Assessment Results to Points for Teachers in Groups 1 and 2

For 2015-16 and beyond

- If a Group 1 teacher is linked to student results on any of the core assessments and also to the results on any of the DDEOCs, the following process will be used:
  - First, the points resulting from all subject areas and grade levels with a core assessment will be combined via computing a weighted average with the numbers of students as weights.
APPENDIX A (Cont’d.)
(Page 3 of 4)

- The same will be done for the points resulting from all relevant DDEOC assessments.
- If the weighted average of points based on DDEOC results exceeds the average based on the core assessments, all points will be used to compute the overall weighted average.
- Otherwise, only the points from the core assessments will be used.
- If a Group 2 teacher has the student assessment results from both the DDEOC assessments and the reading assessment of students in his/her classroom, the following process will be used:
  - First, the points resulting from all relevant reading assessments will be combined via computing a weighted average with the numbers of students as weights.
  - The same will be done for the points resulting from DDEOC assessments.
  - The higher of the two points will be assigned to teachers.

Group 3. Instructional Personnel with Schoolwide or Districtwide Responsibilities

For instructional personnel with schoolwide responsibilities, the schoolwide points will be used. These will be calculated as the average number of points of all teachers in a school, based on all available student assessment results discussed previously. For instructional personnel with Districtwide responsibilities, the Districtwide points will be used. These will be calculated as the average number of points of all teachers in the District.

The Weight of the Student Performance Measure in the Overall Instructional Personnel Evaluation

The points calculated as described previously will be assigned to all instructional personnel for the purposes of teacher evaluation and will count for at least one-third of the overall evaluation.

Special Considerations

- Because of the use of the results of many new assessment instruments and in an effort to protect teachers from being assigned a low number of points improperly, the boundary for assigning 12.5 points for any subject area and grade level results will be reduced from at least 2 Standard Errors below the mean to at least 3 Standard Errors below the mean.
- If the total number of students whose assessment results were used for calculation of points is less than 10, then the aggregated number of points will be compared with the schoolwide number of points and the larger of the two numbers will be assigned.
• Instructional Personnel who may have scheduled courses, such as Office Aide, will not be evaluated on these courses (courses will be mutually defined) – but will be considered as having schoolwide responsibilities. Teachers of AP courses whose students take both an AP assessment and an EOC assessment (for example, US History) will be evaluated based on student results on the AP assessment ONLY.

• The office of Assessment, Research and Data Analysis (ARDA) is analyzing the possibility of using a District Covariance Adjustment Model for AP, IB, and AICE assessment results with at least 50 student outcomes Districtwide. This model will be applied to as many courses as possible. For some courses this may not be possible, in which case the assessment results standardized within a broad subject area will be treated in the manner used in the 2013-2014 teacher evaluation process. The safeguards used in 2013-2014 will be employed again in 2014-2015 and beyond:
  o The teachers for whom the student exam passing rate is 95% or above for Foreign Languages and 75% or above for all other areas will be assigned the maximum of 50 points even if the computations based on the standardization process result in fewer points.
  o Only teachers for whom the student exam passing rate is below 5% could be assigned 12.5 points.
  o These same safeguards will be used for industry certification passing rates and FAA percentages of students making learning gains as well.
APPENDIX B

2014-2015 Pilot Procedures to Request the Review of IPEGs Ratings for Performance Standards 2-8

1. The professional and the evaluator hold the provisional Summative Performance Evaluation (SPE) meeting as prescribed in the IPEGs Procedural Handbook. (IPEGs standing procedure)

2. If, after the provisional SPE meeting discussion, the professional feels there is additional evidence meriting an adjustment to his/her rating on a particular standard, s/he can provide supplemental documentation to the provisional SPE as per the IPEGs standing procedures.

3. The site administrator will review the supplemental documentation for its impact on the particular rating(s) under review and adjust, if merited (IPEGs standing procedure) no later than the last day of the school year for professionals.

   The Review Process begins seven (7) calendar days after the last day of the school year for professionals.

4. Following this review, if the professional disagrees, s/he may request a review of a maximum of three (3) standards per evaluation year in the following manner:
   - The professional must assemble and submit supporting documents along with the Request to Review IPEGs Performance Standards Rating(s) Form within seven (7) calendar days after the last day of the school year for professionals. As part of this documentation packet, a copy of the signed and dated provisional SPE form must be included.
   - The Request to Review IPEGs Performance Standards Rating(s) Form, SPE form, and all supporting documents must be submitted to the site administrator/designee. Each page of the documentation packet submitted must be initialed and dated by both the site administrator/designee and the professional. A total page count, inclusive of the Request to Review IPEGs Rating(s) Form and the signed and dated provisional SPE form, must be included on the Request to Review IPEGs Performance Standards Rating(s) Form. A copy of the submitted packet, inclusive of signatures(s), dates, and initials will be provided to the professional at the time of submission. When sent electronically, the documents must be in Portable Document Format (PDF) and sent to the principal via an official M-DCPS email address with a return receipt notification.
   - Upon submission, with signatures/initials and dates, nothing may be added or removed from the Request to Review IPEGs Performance Standards Rating(s) Form documentation packet. If submitted electronically, the return receipt notice timestamp will be used in lieu of the signatures/initials, dates, and page count in the submitted documentation packet.

5. Upon receipt of the Final Summative Performance Evaluation Rating, inclusive of Performance Standard 1: Learner Progress, if a Request to Review IPEGs Performance Standards Rating(s) has the potential to change the Final Summative Performance Evaluation Rating, the process will move forward in the following manner and all meetings will be scheduled expeditiously by mutual agreement:
   - Level I: The site administrator, an additional administrator, the professional, and a representative meet to formally review and discuss the documents included in the Request to Review IPEGs Performance Standards Rating(s) Form documentation packet.
     - Within seven (7) calendar days of the meeting with the professional, the site administrator makes a determination and notifies the professional via email, with a Return Receipt Request of the outcome.
     - Within seven (7) calendar days of receiving the outcome via email, if the professional decides to move to Level II, s/he must inform the principal/designee of the intent to move to Level II via email with a Return Receipt Request.
     - Within seven (7) calendar days of receiving the professional’s email indicating the intent to move to a Level II, the principal/designee will move the documentation packet, including the Request to Review IPEGs Performance Standard(s) Rating(s) Form with the completed Level I resolution to the Region Superintendent/designee.
   - Level II: The Request to Review IPEGs Performance Standards Rating(s) Form documentation packet is reviewed at the Region with the professional and up to two representatives.
     - Within seven (7) calendar days of this review, the Region Superintendent/designee and site administrator will confer to determine the outcome and notify the professional via email, with a Return Receipt Request.
     - Within seven (7) calendar days of receiving the outcome via email, if the professional decides to move to Level III, s/he must inform the principal/designee of the intent to move to Level III via email with a Return Receipt Request.
     - Within seven (7) calendar days of receiving the professional’s email indicating the intent to move to a Level III, the principal/designee will move the documentation packet, including the Request to Review IPEGs Performance Standards Rating(s) Form with the completed Level II resolution to the Deputy Superintendent/Chief Operating Officer School Operations/designee.
   - Level III: The Request to Review IPEGs Performance Standards Rating(s) Form documentation packet is reviewed by the Deputy Superintendent/Chief Operating Officer School Operations/designee, the professional with up to two representatives.
     - Within seven (7) calendar days of receiving the Deputy Superintendent/Chief Operating Officers’ recommendation, the principal/designee will notify the professional of the recommendation and outcome via email with a Return Receipt Request.

The professional may not be represented by an attorney at any level of the review process.
The professional may withdraw the request at any point in the review process.

Note 1: Any professional documented under the 90 calendar day performance process for the year being considered for review is not eligible for the IPEGs Request to Review IPEGs Performance Standards Rating(s) process.

Note 2: The IPEGs review process will only be available to an employee if changing the rating will impact the employee’s final rating. The IPEGs review process will not be subject to arbitration.
APPENDIX B (Cont’d.)
Teacher Form (FM 7578)

Request to Review IPEGs Performance Standard Rating(s) Form for 2014-2015 Pilot

Name: ____________________________ Employee Number: __________

Directions for Teacher:
Complete this form to request a review of the IPEGs Standards 2-8 ratings. Check the IPEGs Performance Standard (PS) for which you are requesting review. One form must be completed for each standard under review. Provide a narrative and supporting evidence for the performance standard rating you would like reviewed. This form and all supporting evidence must be submitted within seven (7) calendar days of the provisional Summative Performance Evaluation meeting. The completed provisional IPEGs Summative Performance Evaluation form must be included with this documentation. Upon submission of the documents, no additional evidence may be included. The principal/site administrator/designee and the professional must initial each page that is included with this form. If submitted electronically, it is understood that the Return Receipt Request timestamp will be used in lieu of the signatures initials, dates, and page count in the submitted documentation packet.

☐ PS 2: Knowledge of Learners   ☐ PS 5: Assessment   ☐ PS 8: Learning Environment
☐ PS 3: Instructional Planning   ☐ PS 6: Communication
☐ PS 4: Instructional Delivery and Engagement   ☐ PS 7: Professionalism

Upon receipt of the Final Summative Performance Evaluation Rating, inclusive of Performance Standard 1: Learner Progress, if a Request to Review IPEGs Rating(s) has the potential to change the Final Summative Performance Evaluation Rating the review process will begin. The professional may withdraw the request at any point in the review process.

Explain why you are requesting the rating for this IPEGs Performance Standard (PS) to be reviewed.

<table>
<thead>
<tr>
<th>Current PS Rating and Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ E ___   ☐ HE ___</td>
</tr>
<tr>
<td>☐ D ___   ☐ E ___</td>
</tr>
<tr>
<td>☐ NI ___  ☐ D ___</td>
</tr>
<tr>
<td>☐ U ___   ☐ NI ___</td>
</tr>
</tbody>
</table>

Requested Adjustment in Points:

List supporting evidence/artifacts to be considered for the review (include all attachments to this form).

Total number of pages submitted (including this form): ____________________________ (Each page MUST be initialed and dated by the professional and site administrator/designee)

Submitted by: ____________________________ Date: _______ Received by: ____________________________ Date: _______

This section of the form will be used only if, after receipt of the final Summative Performance Evaluation Rating, the Request for Review has the potential to change the final Summative Performance Evaluation Rating.

<table>
<thead>
<tr>
<th>Review</th>
<th>Resolution</th>
<th>Initials</th>
<th>Professional Representative</th>
<th>M-DCPS Administrator</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Level 1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>☐ Level 2</td>
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<td></td>
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<tr>
<td>☐ Level 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional: ____________________________ Date: _______ Principal/Site Administrator/Designee Signature: ____________________________ Date: _______
# APPENDIX B (Cont’d.)

## Instructional Support Personnel Form (FM 7579)

### Request to Review IPEGs Performance Standard Rating(s) Form for 2014-2015 Pilot

**Name:** ________________________________  **Employee Number:** ____________

**Directions for Instructional Support Personnel:**

Complete this form to request a review of the IPEGs Standards 2-7 ratings. Check the IPEGs Performance Standard (PS) for which you are requesting review. One form must be completed for each standard under review. Provide a narrative and supporting evidence for the performance standard rating you would like reviewed. This form and all supporting evidence must be submitted within seven (7) calendar days of the provisional Summative Performance Evaluation meeting. The completed provisional IPEGs Summative Performance Evaluation form must be included with this documentation. Upon submission of the documents, no additional evidence may be included. The principal/site administrator/designee and the professional must initial each page that is included with this form. If submitted electronically, it is understood that the Return Receipt Request Timestamp will be used in lieu of the signatures/initials, dates and page count in the submitted documentation packet.

- [ ] PS 2: Knowledge of Learners
- [ ] PS 3: Program Management
- [ ] PS 4: Program Delivery
- [ ] PS 5: Assessment
- [ ] PS 6: Communication
- [ ] PS 7: Professionalism

Upon receipt of the Final Summative Performance Evaluation Rating, inclusive of Performance Standard 1: Learner Progress, if a Request to Review IPEGs Rating(s) has the potential to change the Final Summative Performance Evaluation Rating the review process will begin. The professional may withdraw the request at any point in the review process.

### Explain why you are requesting the rating for this IPEGs Performance Standard (PS) to be reviewed.

<table>
<thead>
<tr>
<th>Current PS Rating and Points</th>
<th>Requested PS Rating Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>HE</td>
</tr>
<tr>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>NII</td>
<td>D</td>
</tr>
<tr>
<td>U</td>
<td>NI</td>
</tr>
</tbody>
</table>

**Requested Adjustment in Points:** ______

**List supporting evidence/artifacts to be considered for the review** (include all attachments to this form).

**Total number of pages submitted (including this form):** ________

**Submitted by:** ____________________________  **Date:** ______

**Received by:** ____________________________  **Date:** ______

---

*This section of the form will be used only if, after receipt of the final Summative Performance Evaluation Rating, the Request for Review has the potential to change the final Summative Performance Evaluation Rating.*

<table>
<thead>
<tr>
<th>Review</th>
<th>Resolution</th>
<th>Initials</th>
<th>Professional/Representative</th>
<th>M-DCPS Administrator</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Level 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Level 2</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>☐ Level 3</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Professional:** ____________________________  **Date:** ______

**Principal/Site Administrator/Designee Signature:** ____________________________  **Date:** ______
APPENDIX B (Cont’d.)
Student Services Personnel Form (FM 7580)

Request to Review IPEGs Performance Standard Rating(s) Form for 2014-2015 Pilot

Name: ___________________________ Employee Number: __________

Directions for Student Services Personnel:
Complete this form to request a review of the IPEGs Standards 2-7 ratings. Check the IPEGs Performance Standard (PS) for which you are requesting review. One form must be completed for each standard under review. Provide a narrative and supporting evidence for the performance standard rating you would like reviewed. This form and all supporting evidence must be submitted within seven (7) calendar days of the provisional Summative Performance Evaluation meeting. The completed provisional IPEGs Summative Performance Evaluation form must be included with this documentation. Upon submission of the documents, no additional evidence may be included. The principal/site administrator/designee and the professional must initial each page that is included with this form. If submitted electronically, it is understood that the Return Receipt Request timestamp will be used in lieu of the signatures/initialed, dates and page count in the submitted documentation packet.

- PS 2: Knowledge of Learners
- PS 3: Program Management
- PS 4: Program Delivery
- PS 5: Assessment
- PS 6: Communication
- PS 7: Professionalism

Upon receipt of the Final Summative Performance Evaluation Rating, inclusive of Performance Standard 1: Learner Progress, if a Request to Review IPEGs Rating(s) has the potential to change the Final Summative Performance Evaluation Rating the review process will begin. The professional may withdraw the request at any point in the review process.

Explain why you are requesting the rating for this IPEGs Performance Standard (PS) to be reviewed.

<table>
<thead>
<tr>
<th>Current PS Rating and Points</th>
<th>Requested PS Rating Points</th>
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<tbody>
<tr>
<td>E</td>
<td>HE</td>
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<tr>
<td>D</td>
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<td>NI</td>
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<td>U</td>
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</tbody>
</table>

List supporting evidence/artifacts to be considered for the review (Include all attachments to this form).

Total number of pages submitted (including this form): ______

Submitted by: ___________________________ Date: ______ Received by: ___________________________ Date: ______

This section of the form will be used only if, after receipt of the final Summative Performance Evaluation Rating, the Request for Review has the potential to change the final Summative Performance Evaluation Rating.

<table>
<thead>
<tr>
<th>Review</th>
<th>Resolution</th>
<th>Initials</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Professional/ Representative</td>
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<tr>
<td>Level 1</td>
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<td>Level 2</td>
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<tr>
<td>Level 3</td>
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</tbody>
</table>

Professional: Date: Principal/Site Administrator/Designee Signature: Date:
APPENDIX C
Parental Input/Climate Survey Information

Parental Input
Parental input is gathered through the use of the School Climate Survey, the Educational Excellence School Advisory Council (EESAC) participation and the Open House Parent Academy Survey in schools, as applicable. Professionals must submit evidence of communication with parents as reflected on their communication log and on occasion specific parental input may be appropriate. The communication log data is compiled in the format preferred by the professionals to document contact with parents/guardians. For evaluation considerations, professionals may include parental feedback to demonstrate positive collaborative relationships with students’ families to increase student achievement, reflect on their performance, and/or show support of quality work.

Climate Survey Information
M-DCPS uses three climate surveys to solicit feedback from learners, parents, and staff. All three surveys request demographic information. Respondents read a phrase and indicate their level of agreement (i.e., strongly agree, agree, undecided/unknown, disagree, strongly disagree). The last question on each form asks the respondent to give the school a letter grade (i.e., A, B, C, D, F) for the overall quality of the school. School Climate Survey – Parent Form has 35 items. Below are sample questions from the parent survey (the actual item number from the sample survey precedes each statement):

My child’s school...
1. Is safe and secure.
4. Maintains high academic standards.

My child’s teachers...
9. Are friendly and easy to work with.
13. Are knowledgeable and understand their subject matter.
15. Do their best to include me in matters directly affecting my child’s progress in school.

A PDF sample M-DCPS School Climate Survey Parent Form is available at https://dadeschools.net

Participation by the Public Parental Involvement Board: Rule 668x1-16-1,012
A Home School-District Partnership: Excerpts
The School Board of Miami-Dade County recognizes that strong continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement. This school board policy creates a collaborative environment in which the parents and families of our students are invited and encouraged to be involved stakeholders in the school community.

I. Parent Responsibilities

B. Parents as Advisors, Advocates and Participants in Decision Making
- Parents must be elected to serve as active members of Education Excellence School Advisory Councils (EESAC) and other important decision-making bodies, where required by state and federal statutes.

H. Education Excellence School Advisory Councils. With the support of the EESAC, principals will develop and support strategies that facilitate opportunities for all parents to be involved in at least one support activity during the course of the year.

The complete School Board Rule 668x1-16-1,012 is available at https://dadeschools.net

Open House
Schools will conduct orientation meetings that provide information about school procedures and programs. Schools explain the rights of parents to be involved and provide parents opportunities for active participation. As a part of the School Operations Toolkit for Open House night, the Parent Academy Survey is disseminated to parents to access how schools can help parents. Below are sample inquiries from the parent survey:
- Information on how I can get involved on school or district advisory committees
- I want to meet with my child’s teacher, please contact me
- Other suggestions, comments or questions:

The complete Open House Parent Survey is available at https://dadeschools.net
The information at the websites listed below is accurate as of Fall 2016. To view the following documents, access the websites listed by clicking on the links provided:

APPENDIX D
The Student Success Act  
(Formerly SB 736)
http://www.flSenate.gov/Session/Bill/2011/0736/BillText/er/PDF

APPENDIX E
House Bill (HB) 7069
http://flSenate.gov/Session/Bill/2015/7069/BillText/er/PDF

APPENDIX F
Florida Statute 1012.34
http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1012.34&URL=1000-1099/1012/Sections/1012.34.html

APPENDIX G
Florida Statute 1012.98
http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1012.98&URL=1000-1099/1012/Sections/1012.98.html

APPENDIX H
Florida Statute 1003.4156

APPENDIX I
Florida Statute 1008.22
http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1008.22&URL=1000-1099/1008/Sections/1008.22.html
Endnotes

8 McEwan, 2002.
10 Marzano et al., 1993.
17 Covino & Iwanicki, 1996.


36 Education USA Special Report. (n.d.).


