



**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: Annual 1 Annual 2 Annual 3 Annual ____ Professional Service Continuing Contract

Documentation Reviewed: Required Documentation Goal Setting Observation Other _____

Directions

Assessors use this form at the end of the school year to provide the professional with an assessment of performance. The actual performance standard appears in bold on the rubric. The professional should receive a copy of the form. A comment must be provided for any rating below proficient. The signed form is submitted to the district office within 10 calendar days of the summative evaluation meeting.

PERFORMANCE STANDARD 1: LEARNER PROGRESS

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The work of the instructional support professional consistently results in a high level of learner or program progress.	The work of the instructional support professional results in acceptable and measurable learner or program progress based on established standards, district goals, school goals, and/or the professional's goals.	The work of the instructional support professional often results in progress; however, more learner or program progress is needed to meet established standards, district goals, school goals, and/or the professional's goals.	The work of the instructional support professional consistently fails to result in acceptable learner or program progress based on established standards, district goals, school goals, and/or the professional's goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
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.	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
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.
<p>Comments <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			

PERFORMANCE STANDARD 4: PROGRAM DELIVERY

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.	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.	The instructional support professional often implements services ineffectively to the targeted learning community based on established standards and guidelines.	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.
<p>Comments <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			

PERFORMANCE STANDARD 5: ASSESSMENT

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
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 FCAT state 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.
<p>Comments <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			

PERFORMANCE STANDARD 6: COMMUNICATION

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional uses a variety of communication to inform, network, and/or respond to students, and other stakeholders in a high 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 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 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 7: PROFESSIONALISM

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
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 often does not display professional judgment or only occasionally participates in professional growth.	The instructional support professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures of Record

 Assessor's Signature/Date

This signature may not be applicable.

 Professional's Signature/Date

Signature denotes the meeting occurred.

Recommendation by the Site Administrator

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 when the form is submitted to the District.

Pursuant to Florida Statute §1012.31 (3) (a) 2: An employee evaluation "shall be confidential ... until the end of the school year immediately following the school year in which the evaluation was made."