Miami-Dade County Public Schools

IPEGS

Instructional Performance Evaluation & Growth System

Procedural Handbook

2022 Edition

OFFICE OF HUMAN CAPITAL MANAGEMENT
Miami-Dade County Public Schools
Education Focused | People Driven

Office of Professional Learning and Career Development

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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 twelve 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 peer review process (2013-2014 to 2016-2017)
- addition of the 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
- addition of the Deliberate Practice Growth Target (DPGT) process (HB 7069)

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

PURPOSES

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

CHARACTERISTICS

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

ROLE OF INSTRUCTIONAL PERSONNEL

Throughout this handbook, the term "instructional personnnel" is used interchangeably with other terms (see *Table 1: Interchangeable Terms Used in the Handbook*). 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 18 "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*). 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 19.)*

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

Professional	Site Administrator	Assessor
• 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. See Appendix F..
- 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.

[1]The 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.

KEY FEATURES OF THE GOALS AND ROLES MODEL©

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 personnel[1], student services personnel[2], 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 (Helm and St. Maurice, 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 Personnel Evaluation Standards (2009).

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[1]Sample 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.

[2]Sample 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.

Steps In The Goals And Roles Model©

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 provided in *Figure 1. Table 2* provides a brief description of each step.

Figure 1: Goals and Roles Model©

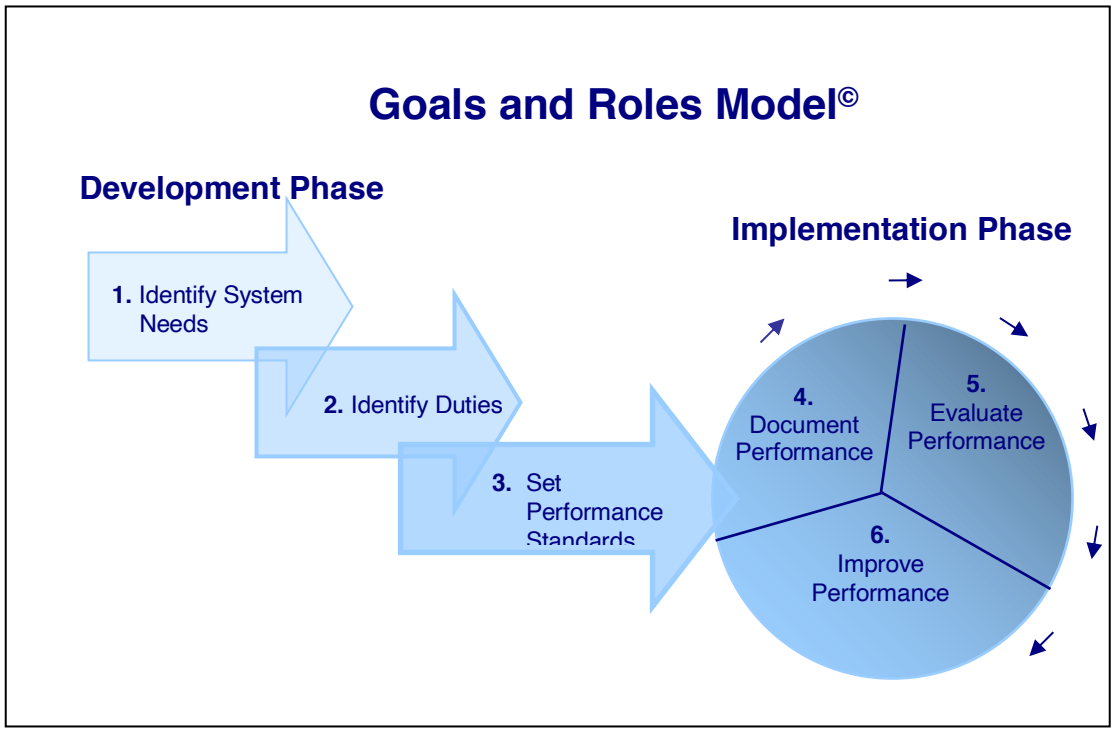


Table 2: Steps in the Goals and Roles Model©

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: Castetter, 1996; Connellan, 1978; Danielson & McGreal, 2000; Goodale, 1992; Locke, 1968; Phi Delta Kappa National Study Committee on Evaluation, 1971; Seyfarth, 2002; Stronge, 1995
Step 2: Develop Roles	Translate the goals into professional roles and responsibilities – performance standards – for individual staff members. REFERENCES: Educational Review Office, 1998; Redfern, 1980; Scriven, 1988a, 1988b, 1991; Weiss & Weiss, 1998 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, 2003a, 2003b; Tucker & Stronge, 2005a; Wilkerson, Manatt, Rogers, & Maughan, 2000
Step 5: Evaluate Performance	Compare the individual's job performance with acceptable performance standards. REFERENCES: Castetter, 1996; Danielson & McGreal, 2000; Frels & Horton, 1994; Medley, Coker, & Soar, 1984; Scriven, 1973, 1995; Tucker & Stronge, 2005b; Valentine, 1992
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; Danielson & McGreal, 2000; 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

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.

The performance standards address various Florida Statutes such as:

- The "rigorous reading requirement" for middle grades teachers in Performance Standard 3
  Florida Statute §1003.4156
- The use of technology in the classroom in Performance Standard 4
  Florida Statute §1007.2616
- The use of state assessment data in Performance Standards 1 and 5
  Florida Statute §1008.22
- The collaboration with students' families in Performance Standard 6
  Florida Statute §1002.23

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.

The performance standards address various Florida Statutes such as:

- The use of technology in the classroom in Performance Standard 4
  Florida Statute §1007.2616
- The use of state assessment data in Performance Standards 1 and 5
  Florida Statute §1008.22
- The collaboration with students' families in Performance Standard 6
  Florida Statute §1002.23

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.

The performance standards address various Florida Statutes such as:

- The use of technology in the classroom in Performance Standard 4
  Florida Statute §1007.2616
- The use of state assessment data in Performance Standards 1 and 5
  Florida Statute §1008.22
- The collaboration with students' families in Performance Standard 6
  Florida Statute §1002.23

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.

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

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

Florida Educator's Accomplished Practices	Eight IPEGS Performance Standards							
	Learner Progress	Knowledge of Learners	Instructional Planning	Instructional Delivery and Engagement	Assessment	Communication	Professionalism	Learning Environment
1. Instructional Design and Lesson Planning	X	X	X		X			
2. The Learning Environment		X		X		X		X
3. Instructional Delivery and Facilitation	X	X	X	X	X			
4. Assessment	X	X	X	X	X	X		
5. Continuous Professional Improvement	X		X	X	X	X	X	
6. Professional Responsibility and Ethical Conduct							X	

Table 3B: Alignment of the Florida Educator Accomplished Practices and the IPEGS Performance Standards for Instructional Support Professionals

Florida Educator's Accomplished Practices	Seven IPEGS Performance Standards						
	Learner Progress	Knowledge of Learners	Program Management	Program Delivery	Assessment	Communication	Professionalism
1. Instructional Design and Lesson Planning	X	X	X	X	X	X	X
2. The Learning Environment		X		X		X	X
3. Instructional Delivery and Facilitation	X	X	X	X	X	X	X
4. Assessment		X			X	X	X
5. Continuous Professional Improvement	X	X	X	X		X	X
6. Professional Responsibility and Ethical Conduct		X	X				X

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

Florida Educator's Accomplished Practices	Seven IPEGS Performance Standards						
	Learner Progress	Knowledge of Learners	Program Management	Program Delivery	Assessment	Communication	Professionalism
1. Instructional Design and Lesson Planning	X	X	X		X	X	X
2. The Learning Environment		X				X	X
3. Instructional Delivery and Facilitation		X			X	X	X
4. Assessment			X	X	X	X	X
5. Continuous Professional Improvement		X	X			X	X
6. Professional Responsibility and Ethical Conduct		X	X			X	X

PERFORMANCE INDICATORS

Performance indicators have been developed (see *Part II*) to provide examples of observable, tangible behaviors for IPEGS Performance Standards 2-8 for Teachers and IPEGS Performance Standards 2-7 for Instructional Support and Student Services Professionals. 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 <u>not</u> 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

Data Source	*Definition*
Learner Progress	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.
Observations	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.
Required Documentation	The Required Documentation includes specific required artifacts that provide evidence of meeting selected performance standards.
Deliberate Practice Growth Target (DPGT)	Pursuant to state statute, the remainder of an instructional personnel's final performance evaluation must be based on other measures of performance as determined by the district. The DPGT serves this function for Miami-Dade County Public Schools professionals.
Parental Input	Parental input is gathered through the *School Climate Survey* and the Educational Excellence School Advisory Council (EESAC) participation, as applicable. Professionals show examples of communication with parents as reflected on their communication evidence.

The *Observation of Standards Forms (OSF) for Teacher, Instructional Support Personnel, and Student Services Personnel* (see *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*. For all observable performance standards, an assessor must make comments (evidence must include descriptive language and may be positive or negative) on the *Observation of Standards Form*; however, for the non-observable standards, the assessor may choose to defer comments to the *Summative Performance Evaluation Form* and/or *Documentation Cover Sheet*. For those performance standards where comments are made, the comments 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 25* "*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 the first ten (10) days of student attendance or the first ten (10) days of a professional's assignment to students.

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 may be accessed through the link provided in Appendix D.

Table 5: Observation by Contract Status

Contract Status	Required Number of Observations a Year	Timeframe*
Probationary Contract	2	1 per semester, concluding by the end of the third grading period
Annual Contract	1	By the end of the third grading period
Professional Service Contract	1	By the end of the third grading period
Continuing Contract	1	By the end of the third grading period

*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 comments 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.

Professionals on probationary contract status participate in a minimum of two observations (See Table 5) and in a formative evaluation in the first semester, in addition to the annual summative performance evaluation. The Formative Performance Evaluation (FPE) is completed prior to the end of the second grading period, either at the post-observation conference, or at a separate meeting. The purpose of the FPE is to provide the instructional professional with formative feedback to improve professional practice. A copy of the Observation of Standards Form (OSF) and Formative Performance Evaluation (FPE) form, if applicable, are to be provided to the professional following the post-observation conference and the formative evaluation conference.

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.

REQUIRED DOCUMENTATION

The purpose of the *Required Documentation (IPEGS Documentation Cover Sheet)* (see *page 79 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. A sample communication log is provided on *page 81 Part IV*. 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.

PARENTAL INPUT

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.

Parents must be given "an opportunity to have input into employee performance assessments when appropriate."
Florida Statute §1012.34

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

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)
  The completed DPGT form is submitted with the other end-of-year documentations to the assessor 35 calendar days prior to the last day of the school year professionals. DPGT Guidelines are provided in Part III.

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.

INTEGRATION OF DATA

The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for professionals (see *page 93 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 timeline to be followed (see *page 24 IPEGS Timeline*).

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, all instructional professionals on a probationary contract status, including new instructional personnel, will participate in two (2) observations (see *Table 5* on *page 19*) and two (2) evaluations during the probationary contract year.** The first evaluation is formative for new instructional personnel and will be conducted after the first observation.

"All personnel must be fully informed of the criteria and procedures associated with the assessment process before the assessment takes place."
Florida Statute §1012.34

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. *Table 6* on *page 24* is the *IPEGS Timeline*. This table delineates 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; and, if applicable, a completed *Request to Review IPEGS Performance Standard Rating(s) Form*.

- 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, and, if applicable, a completed *Request to Review IPEGS Performance Standard Rating(s) Form*.

All other original material/documentation is to be returned to the professional.

Table 6: IPEGS Timeline

Important Dates*	Activity	Documents	Responsibility of	
			Assessor	*Professional*
By the end of the first grading period	Develop and submit the DPGT based upon student data, prior year's IPEGS Summative Evaluation, and School Improvement Plan	*DPGT-FM 7575*		✓
By twenty-one calendar days after the end of the first grading period	Review *a*nd sign the initial DPGT	*DPGT-FM 7575*	✓	✓
By the end of the first grading period	Observation of **new (Probationary Contract Status)** teachers, instructional support personnel and student services personnel new to M-DCPS with post-observation meeting. Please note that when the observation is completed, the post-observation meeting must take place within the next 10 calendar days. The Formative Performance Evaluation can be completed at the post-observation meeting or at a subsequent meeting prior to the end of the first semester	*Observation of Standards Form-Teacher-FM 7315* *Instructional Support Personnel-FM 7313* *Student Services Personnel-FM 7314*	✓	
Within the first forty-five (45) calendar days of the instructional professional's reporting to a new work location	Observation of instructional professionals (teachers, instructional support personnel and student services personnel) new to a school site or other work location with post-observation meeting	*Observation of Standards Form-Teacher-FM 7315* *Instructional Support Personnel-FM 7313* *Student Services Personnel-FM 7314*	✓	
By the end of the first semester	Formative Evaluation of **Probationary Contract Status Professionals –** teachers, instructional support personnel, and student services personnel – must be completed by the deadline	*Formative Performance Evaluation (FPE) Form Teacher –FM 7321* *Instructional Support Personnel –FM 7319* *Student Services Personnel –FM 7320*	✓	
By the end of the third grading period	Second observation of **Probationary Contract Professionals** with post-observation meeting Observation of annual contract, professional service contract, and continuing contract teachers with post-observation meeting	*Observation of Standards Form-Teacher-FM 7315* *Instructional Support Personnel-FM 7313* *Student Services Personnel-FM 7314*	✓	
At least 35 calendar days prior to the last day of the school year for professionals	Submission of the completed *Documentation Cover Sheet*	*Documentation Cover Sheet-FM 7407* and related documents (i.e., *evidence of communication, DPGT-FM 7575 with evidence of professional development)*		✓
By no later than (seven) 7 calendar days prior to the last day of the school year for professionals	Complete all summative evaluation meetings and submit the signed original Summative Performance Evaluation forms to Personnel Records as indicated by the district calendar/procedures	*Summative Performance Evaluation Form-Teacher-FM 7317 Instructional Support Personnel-FM 7316* *Student Services Personnel-FM 7318* *Documentation Cover Sheet-FM 7407*	✓	
By 5 working days after the employee's work year ends.	(If applicable) Complete and submit IPEGS Request to Review IPEGS Standards Form and supporting documentation to site administrator.	IPEGS Request to Review IPEGS Standards Form-Teacher-FM 7578 Instructional Support Personnel-FM 7579 Student Services Personnel-FM 7580	✓	

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 in *Part II* provides a description of well-defined levels for each of the performance standards for instructional professionals.

> *The Summative Performance Evaluation (SPE) process results in a 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.* ***Pursuant to state statute, the remainder of an instructional personnel's final performance evaluation must be based on other measures of performance as determined by the district. The Deliberate Practice Growth Target (DPGT) serves this function for Miami-Dade County Public Schools professionals.***
>
> *Therefore, in IPEGS, the final Summative Performance Evaluation includes three components. They are* ***Learner Progress*** *(Performance Standard1), weighted at 34%;* ***Professional Practices*** *(Performance Standards 2 through 8 for Teachers or Performance Standards 2 through 7 for Instructional Support Personnel and Student Services Personnel), weighted at 50%; and the* ***DPGT****, weighted at 16%. The weight for each of the three components will be determined jointly by M-DCPS and UTD on an annual basis.*
>
> *After the ratings for three IPEGS components:* ***Learner Progress*** *(PS 1),* ***Professional Practices*** *(PS 2-7 or PS 2-8), and the* ***DPGT*** *are determined, a 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 rubric 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 enables assessors to acknowledge instructional professionals who consistently 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: The sample performance indicators are provided as examples of performance relevant to the standards. Ratings are applied to individual performance standards, NOT performance indicators. Based on the evidence, the assessor determines the degree to which the performance standard is being demonstrated***

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

Rating	*Description*	*Performance Characteristics*
Highly Effective	The professional performs at a 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. 1012.34, 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 rubric 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(s), 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 the degree to which the performance standard is being demonstrated. They are provided to increase reliability among assessors and to help teachers to focus on ways to enhance their professional practice. As an example, the rubric for Performance Standard 7 follows:

PERFORMANCE STANDARD 7: PROFESSIONALISM

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
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.

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(s), 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/procedures.

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. All parties initial each page, sign and date the *Summative Performance Evaluation* form which denotes that a summative evaluation meeting occurred.

If the professional 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. Procedures for this Review of Ratings process and the *Request to Review IPEGS Performance Standard Rating(s) Form (FM-7578 or FM-7579 or FM-7580)* are included in Appendix B. However, a professional may provide both a written response and a request to review the IPEGS rating(s) in disagreement.

For **procedural** appeals to the IPEGS process, refer to the M-DCPS/UTD collective bargaining agreement.

Step 6: The original *Summative Performance Evaluation* form and the written response, if applicable, is/are submitted to the Personnel Records Department in accordance with the established district calendar/procedures.

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 D*ocumentation Cover Sheet* are returned to the professional)
- *Summative Performance Evaluation* (SPE) form

***Note*: Professionals on probationary contract status participate in a minimum of two observations *(See Table 5)* and in a formative evaluation in the first semester, in addition to the annual summative performance evaluation. A copy of the *Observation of Standards Form* (OSF) and *Formative Performance Evaluation (FPE) form,* if applicable, are to be provided to the professional following the post-observation conference and the formative evaluation conference.**

IMPROVING PROFESSIONAL PERFORMANCE

EVALUATION AND SUPPORT GUIDELINES

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 Deliberate Practice Growth Target) ***Pursuant to state statute, the remainder of an instructional personnel's final performance evaluation must be based on other measures of performance as determined by the district. The DPGT serves this function for Miami-Dade County Public Schools professionals.***

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.

Support Dialogue

SUPPORT DIALOGUE (SD)

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 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.

Within ten (10) calendar days of an initial observation, a Post Observation meeting is held; if, as a result of the observation, the collective evidence indicates that the professional requires support in meeting the standards, the Support Dialogue (SD) Meeting Notification Form is issued. 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. Within twelve (12) calendar days of the initial observation, the SD meeting is held. 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. At the conclusion of this SD meeting, the assessor will provide the completed and signed Establishing Learning Plan of Action for IPEGS Support Dialogue form. 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.

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?

Support Dialogue
IPEGS
Formal Observation
Post Observation Meeting
-Feedback provided to the teacher
-Teacher may provide additional documentation
-Observation of Standards Form (OSF) is reviewed
Does Not Meet Standards
Post Observation meeting conducted and Administrator provides Support Dialogue Notification Memo (48-hour notice)
Support Dialogue Meeting is conducted and Observation of Standards Form (OSF) is signed 21-day process begins
Second Observation conducted by the same assessor
No Progress - Professional is placed on an Improvement Plan
Professional demonstrates some progress and Assessor extends the Support Dialogue (Up to 10 work days)
Professional improves and no additional support is required (Informal support may continue)
Meet Standards
Observation of Standards Form (OSF) is signed and copy is provided to the professional

The following is a sample of the Establishing a Learning Plan of Action for IPEGS Support Dialogue (SD) Form.

Miami-Dade County Public Schools

Establishing a Learning Plan of Action for IPEGS Support Dialogue

Professional's Name: _____ Employee Number: _____

Observer's Name: _____ Position: _____

Support Dialogue Window (21-day)

(Per the IPEGS Procedural Handbook, the Support Dialogue process is intended to be completed within a 21-calendar day period)

Initial SD Date: _____ SD Conclusion Date: _____

Administrator

Focus Standard(s)						
Standard 2 *Knowledge of Learners*	Standard 3 *Instructional Planning*	Standard 4 *Instr. Delivery & Engagement*	Standard 5 *Assessment*	Standard 6 *Communication*	Standard 7 *Professionalism*	Standard 8 *Learning Environment*
☐	☐	☐	☐	☐	☐	☐

Professional & Administrator

Plan of Action: Describe what learning/development activities are to take place within the 21-day SD window.

Action/Activities/Focus	Notes/Comments *(Teacher Use Only)*

Professional's Signature: _____ Date: _____

Observer's Signature: _____ Date: _____

Principal/Site Administrator's Signature _____ Date: _____

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.

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 Contract/Annual Contract (AC)/
Professional Service Contract (PSC)/Continuing Contract (CC)

Support Dialogue	
Purpose	For professionals who are in need of additional support, SD is initiated.
Initiator	Assessor Site administrator must contact the Region Office and the Office of Professional Standards.
Documentation	Observation of Standards Form (OSF) ° Examples/Evidence that clearly describe unsatisfactory performance. ° The specific standards that are unsatisfactory and require assistance/support must be identified. ° The SD box must be checked "yes." ° The *Establishing a Learning Plan of Action for IPEGS Support Dialogue* Form
Assistance	Assistance that may be offered includes, but is not limited to: ° The use of sample prompts for initial conversation ° Professional growth activities ° Shadowing, mentoring, peer review, and/or modeling
Outcomes	• Professional improves and no additional support is required or support continues through the informal professional assistance and support process, **or** • Professional has demonstrated some progress and the assessor may extend the time of the SD (for up to ten (10) work days), **or** • No progress and performance is unsatisfactory — the professional is placed on an Improvement Plan (IP). **** Although not required, it is recommended that the subsequent observation be conducted during the same class/period/event as the initial observation.***

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.

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)

Improvement Plan	
Purpose	For professionals whose performance is unsatisfactory on one or more performance standards, an IP is initiated.
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 Appendix F).

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.

90-Calendar Day Probation/Improvement Plan (IP)

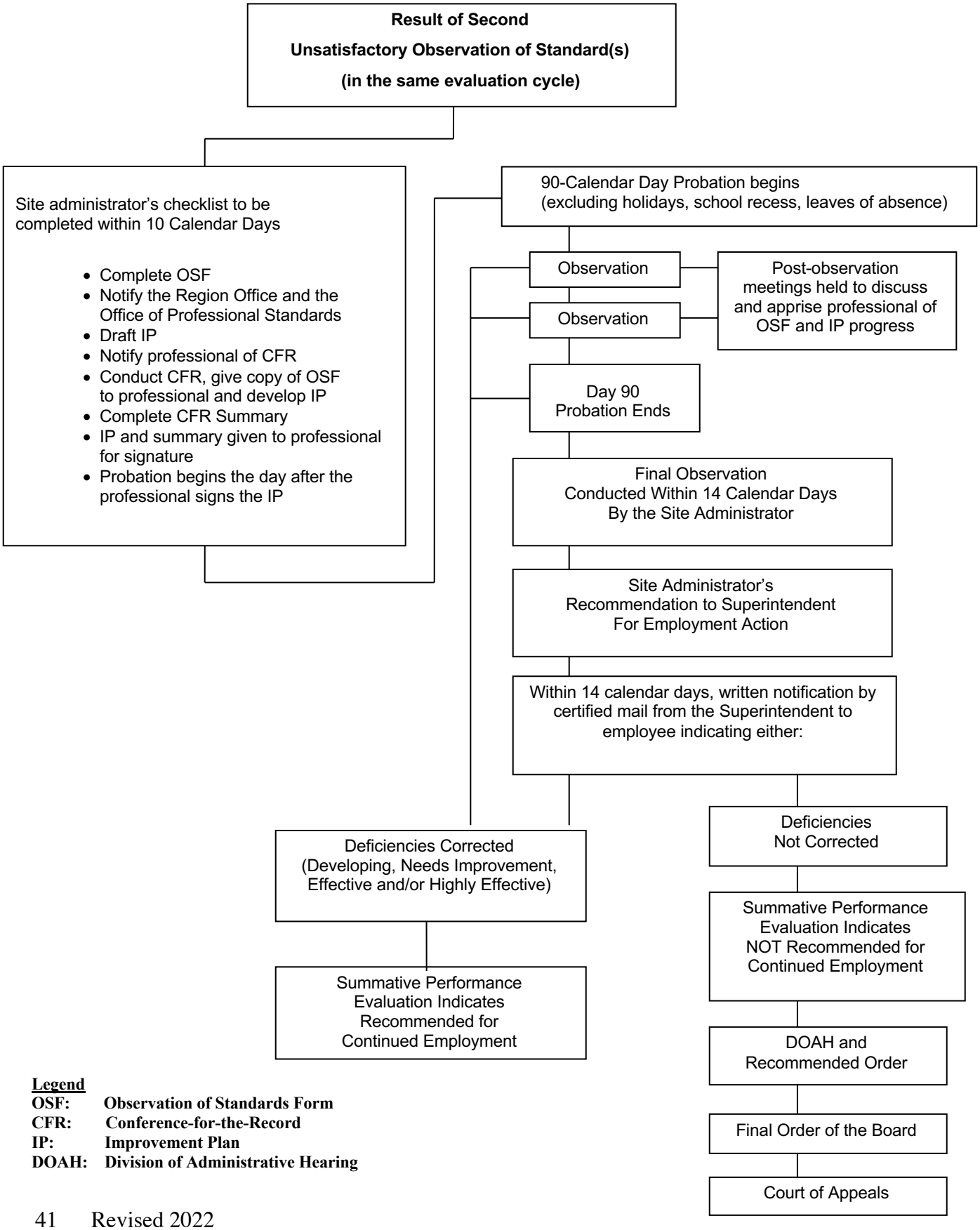
Instructional personnel whose performance is ***unsatisfactory*** are placed on a 90-Calendar Day Probation during which the Improvement Plan (IP) is implemented. The following charts delineate the procedures that are implemented as a result of unsatisfactory performance on one or more standard(s) for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

90-Calendar Day Probation/Improvement Plan (IP)
Annual Contract (AC)/Professional Service Contract (PSC) Professionals

CONTRACT STATUS	PERSON(S) RESPONSIBLE	PROCEDURES
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 *IP*s. 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.
	Professional	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 1012.28 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.
	Office of Professional Standards/ Professional/ UTD or Other Representative	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.

90-Calendar Day Probation

Annual Contract/Professional Service Contract



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

CONTRACT STATUS	PERSON(S) RESPONSIBLE	PROCEDURES
Continuing Contract (CC) Professionals	Site administrator	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: • 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, 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. Professional • The professional takes corrective action to correct deficiencies. Site administrator • 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. The "Carry Over" Process (CC Professionals) • 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. • Upon completion of the carry-over observation a Summative Evaluation for the previous school year is rendered. • 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. 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: a) The performance deficiencies have been satisfactorily corrected: The professional is no longer on an Improvement Plan (IP). b) The deficiencies were not corrected: The professional is recommended for dismissal.

Improvement Plan (IP) for CC Professionals (continued)

CONTRACT STATUS	PERSON(S) RESPONSIBLE	PROCEDURES
	Professional	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."
	Office of Professional Standards/ Professional/ UTD or Other Representative	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.

In accordance with the Student Success Act (formerly SB 736) 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.

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 the 2017-2018 school year, a 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

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
***34** percentage points*	***25.50** percentage points*	***17** percentage points*	***8.50** percentage points*

***Percentages listed are for the 2017-2018 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*

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***8** percentage points*	***6** percentage points*	***4** percentage points*	***2** percentage points*
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

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 H)

PERFORMANCE APPRAISAL RUBRIC

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***8** percentage points*	***6** percentage points*	***4** percentage points*	***2** percentage points*
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.[6]
- Facilitates planning units in advance to make intra- and interdisciplinary connections.[7]
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.[8]
- Identifies instructional objectives and activities[9] to promote students' cognitive and developmental growth.[10]
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.[11]

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

PERFORMANCE APPRAISAL RUBRIC

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
8 *percentage points*	***6*** *percentage points*	***4*** *percentage points*	***2*** *percentage points*
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.	**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.**	The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.

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]

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

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

PERFORMANCE APPRAISAL RUBRIC

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***6** percentage points*	***4.50** percentage points*	***3** percentage points*	***1.50** percentage point*
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.	**The teacher gathers, analyzes, and uses data (including required assessment data, if applicable) to measure learner progress, guide instruction, and provide timely feedback.**	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.	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.

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Contemporary research has found that an effective teacher:

- Offers regular, timely, and specific feedback[19] and reinforcement.[20]
- Gives homework (home learning assignments) and offers feedback on the homework (home learning assignments).[21]
- Uses open-ended performance assignments.[22]
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.[23]
- 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.[24]

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***6** percentage points*	***4.50** percentage points*	***3** percentage points*	***1.50** percentage point*
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.	**The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.**	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Contemporary research has found that an effective teacher:

- Possesses strong communication skills,[25] offering clear explanations and directions.[26]
- Recognizes the levels of involvement, ranging from networking to collaboration.[27]
- Uses multiple forms of communication between school and home.[28]

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

PERFORMANCE APPRAISAL RUBRIC

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***6** percentage points*	***4.50** percentage points*	***3** percentage points*	***1.50** percentage point*
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.[29]
- Is empowered to make changes to enhance learning experiences, resulting in better student retention, attendance, and academic success.[30]
- Selects professional development offerings that relate to the content area or population of students taught, resulting in higher levels of student academic success.[31]
- Is cognizant of the legal issues associated with educational records and respects and maintains confidentiality.[32]

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

PERFORMANCE APPRAISAL RUBRIC

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***8** percentage points*	***6** percentage points*	***4** percentage points*	***2** percentage points*
The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.	**The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.**	The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.	The teacher consistently addresses student behavior in an ineffective manner and/or fails to maintain a safe, equitable learning environment.

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]

PART II (Continued)

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.

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 the 2017-2018 school year, a 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

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
****34** percentage points*	****25.50** percentage points*	****17** percentage points*	****8.50** percentage points*

****Percentages listed are for the 2017-2018 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*

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***9** percentage points*	***6.75** percentage points*	***4.50** percentage points*	***2.25** percentage points*
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.

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

PERFORMANCE APPRAISAL RUBRIC

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***9** percentage points*	***6.75** percentage points*	***4.50** percentage points*	***2.25** percentage points*
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 §1007.2616. See Appendix G.)
- Supports a rigorous reading requirement for reading and language arts programs, as applicable (Florida Statute §1003.4156 See Appendix H)
- 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

PERFORMANCE APPRAISAL RUBRIC

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***9** percentage points*	***6.75** percentage points*	***4.50** percentage points*	***2.25** percentage points*
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.

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

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

PERFORMANCE APPRAISAL RUBRIC

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***9** percentage points*	***6.75** percentage points*	***4.50** percentage points*	***2.25** percentage points*
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.

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

PERFORMANCE APPRAISAL RUBRIC

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
7 percentage points	***5.25** percentage points*	***3.50** percentage points*	***1.75** percentage points*
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 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.

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
7 percentage points	***5.25** percentage points*	***3.50** percentage points*	***1.75** percentage points*
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.

PART II (Continued)

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.

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 the 2017-2018 school year, a 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

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
***34** percentage points*	***25.50** percentage points*	***17** percentage points*	***8.50** percentage points*

**** Percentages listed are for the 2017-2018 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*

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

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***9** percentage points*	***6.75** percentage points*	***4.50** percentage points*	***2.25** percentage points*
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.

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***9** percentage points*	***6.75** percentage points*	***4.50** percentage points*	***2.25** percentage points*
The student services professional consistently monitors, evaluates, modifies, and/or designs program/services that impact learners.	**The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.**	The student services professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.	The student services 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 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 §1007.2616. See Appendix G.)
- Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable (Florida Statute §1003.4156. See Appendix H.)
- 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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***9** percentage points*	***6.75** percentage points*	***4.50** percentage points*	***2.25** percentage points*
The student services professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.	**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.**	The student services professional often implements services ineffectively to learners and the targeted learning community consistent with established standards and guidelines.	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.

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 §1007.2616. See Appendix G.)
- 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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
***9** percentage points*	***6.75** percentage points*	***4.50** percentage points*	***2.25** percentage points*
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.	**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.**	The student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.	The student services professional consistently fails to use data to measure and guide 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 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 §1007.2616. See Appendix G.)
- 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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
7 percentage points	***5.25** percentage points*	***3.50** percentage points*	***1.75** percentage points*
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.	**The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.**	The student services professional often communicates ineffectively with students, staff, and/or other members of the learning community.	The student services professional consistently 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 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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** *The description is the actual performance standard*	**Developing/Needs Improvement**	**Unsatisfactory**
7 percentage points	***5.25** percentage points*	***3.50** percentage points*	***1.75** percentage points*
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.	**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 by the end of the first grading period or within the first forty-five days of a professional's employment at the work location for professionals who start after the beginning of the school year. The professional may revise the DPGT during the school year as needed. The revisions must be mutually agreed upon by the instructional professional and the assessor.

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).

Possible areas of focus for professional development activities might 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 might 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 2017-2018 school year. Future modifications and assignment of points will be jointly determined annually during collective bargaining between M-DCPS and UTD.

2017-2018 Deliberate Practice Growth Target Rubric

DPGT Reflection and Development Phase

Phase	Complete	In Progress
DPGT Development	The professional has completed the DPGT Development Phase and the planning conversation has occurred. Points: 5.6	The professional is in the process of developing a DPGT and/or awaiting the DPGT planning conversation. 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.

Phase	Meets	Partially Meets	Does Not Meet
DPGT Outcome	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. Points: 10.4	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. Points: 4	The professional's impact statement is missing or does not reflect implementation of the DPGT. 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.) • IPEGS 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 practice 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)

Professional's Name: _____ **Employee Number:** _____

School/Worksite: _____ **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.

FM-7575 Rev. (07-16)

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

Form	Documentation Completed by	
	Assessor	Professional
Deliberate Practice Growth Target (DPGT) Form		✓
Observation of Standards Form (OSF) - Teacher, Instructional Support Personnel, or Student Services Personnel	✓	
Documentation Cover Sheet and Artifacts (attachments)		✓
Formative Performance Evaluation (FPE) – Probationary Teacher, Probationary Instructional Support Personnel, or Probationary Student Services Personnel	✓	
Summative Performance Evaluation (SPE) - Teacher, Instructional Support Personnel, or Student Services Personnel	✓	
Improvement Plan (IP) (if applicable)	✓	

Miami-Dade County Public Schools

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM

OBSERVATION OF STANDARDS FORM-TEACHER

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 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 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 ☐ **Not an observable standard – No comment required unless warranted.**
PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm. **FEAP: 2**	Supporting Evidence (**Comment Required)**

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

*IPEGS Performance Standards (PS) Indicators-Teacher

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

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
- 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
- Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS.

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 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: _____

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 _____

Instructional Support Personnel OSF Form

*IPEGS Performance Standards (PS) Indicators-Instructional Support Professional

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

PS2: Knowledge of Learners

- 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 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

PS3: Program Management

- Demonstrates an understanding of and follows applicable local, state, and federal regulations, policies, guidelines, and procedures
- Demonstrates current knowledge of content/standandards 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 requirements, as applicable)
- Uses appropriate content to design and deliver professional development to personnel and monitors appropriate implementation

PS4: Program Delivery

- Collaborates to select, develop, organize, implement, or supports 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, whole group
- Uses appropriate technology to deliver services/programs [Florida Statute 1007.2616
- 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 support 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

PS5: Assessment

- 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

PS6: Communication

- 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

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/state 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 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

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
OBSERVATION OF STANDARDS FORM-STUDENT SERVICES 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, 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, 4, 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: 4**	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, 6**	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 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

*IPEGS Performance Standards (PS) Indicators-Student Services Professional

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

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
- Participates in and contributes to the Child Study Team, School Support Team, eligibility and determination meetings, and the Individualized Education Plan (IEP) process

PS3: Program Management

- 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

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 1007.2616
- Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable (Florida Statute 1003.4156)
- 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 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

PS6: Communication

- 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 1007.2616)
- 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 students, families, colleagues, other school personnel, community members, and business/civic organizations
- Maintains accurate records (e.g., attendance records, IEPs, and other mandated documents)

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.

Performance Standard	**Required Items at the Summative Evaluation Meeting**
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 _____

Date	Person	Purpose	Mode	Notes
			☐ Mtg./Conf. ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Mtg./Conf. ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Mtg./Conf. ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Mtg./Conf. ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Mtg./Conf. ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Mtg./Conf. ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Mtg./Conf. ☐ Email ☐ Note/Letter ☐ Telephone	
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			☐ Mtg./Conf. ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Mtg./Conf. ☐ Email ☐ Note/Letter ☐ Telephone	

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
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			

Professional Initials: _____

Assessor Initials: _____

Probationary Contract Teacher: _____Employee Number: _____

School/Worksite: _____Work Location#: _____School Year: _____

PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
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.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
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.	**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.**	The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.
☐	☐	☐	☐
Comments			

Professional Initials: _____

Assessor Initials: _____

Probationary Contract Teacher: _____Employee Number: _____

School/Worksite: _____Work Location#: _____School Year: _____

PERFORMANCE STANDARD 5: ASSESSMENT

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
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.	**The teacher gathers, analyzes, and uses data (including required assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.**	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.	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.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 6: COMMUNICATION

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
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.	**The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.**	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.
☐	☐	☐	☐
Comments			

Professional Initials: _____

Assessor Initials: _____

Probationary Contract Teacher:_____ Employee Number: _____

School/Worksite: _____Work Location#: _____School Year: _____

PERFORMANCE STANDARD 7: PROFESSIONALISM

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
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 fails to 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.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.	**The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.**	The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.	The teacher consistently addresses student behavior in an ineffective manner and/or fails to maintain a safe, equitable learning environment.
☐	☐	☐	☐
Comments			

Formative Evaluation Signatures of Record

_____ _____

Professional'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."

Miami-Dade County Public Schools

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM

FORMATIVE PERFORMANCE EVALUATION-INSTRUCTIONAL SUPPORT 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.**
Comments (Optional)

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**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.
☐	☐	☐	☐
Comments			

Professional Initials: _____

Assessor Initials: _____

Probationary Contract Professional: _____ Employee Number: _____

School/Worksite: _____Work Location#: _____School Year: _____

PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**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.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 4: PROGRAM DELIVERY

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**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.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 5: ASSESSMENT

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**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 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			

Professional Initials: _____

Probationary Contract Professional: _____ Employee Number: _____

School/Worksite: _____Work Location#: _____School Year: _____

PERFORMANCE STANDARD 6: COMMUNICATION

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**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 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 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			

PERFORMANCE STANDARD 7: PROFESSIONALISM

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**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			

Formative Evaluation Signatures of Record

_____ _____

Professional'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."

Miami-Dade County Public Schools

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
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			

Professional Initials: _____

Probationary Contract Professional: _____ Employee Number: _____

School/Worksite: _____Work Location #: _____School Year: _____

PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
The student services professional consistently monitors, evaluates, modifies, and/or designs program/services that impact learners.	**The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.**	The student services professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.	The student services professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 4: PROGRAM DELIVERY

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
The student services professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.	**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.**	The student services professional often implements services ineffectively to learners and the targeted learning community consistent with established standards and guidelines.	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.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 5: ASSESSMENT

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
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.	**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.**	The student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.	The student services professional consistently fails to use data to measure and guide progress and to provide timely feedback.
☐	☐	☐	☐
Comments			

Professional Initials: _____

Assessor Initials: _____

Probationary Contract Professional: _____ Employee Number: _____

School/Worksite: _____Work Location #: _____School Year: _____

PERFORMANCE STANDARD 6: COMMUNICATION

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
The student services professional often designs or implements model communication programs, services, or techniques that result in improved collaboration with others to enhance learning.	**The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.**	The student services professional often communicates ineffectively with students, staff, and/or other members of the learning community.	The student services professional consistently fails to communicate effectively with students, staff, and/or other members of the learning community.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 7: PROFESSIONALISM

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
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.	**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.
☐	☐	☐	☐
Comments			

Formative Evaluation Signatures of Record

_____ _____

Professional'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."

Miami-Dade County Public Schools

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM

SUMMATIVE PERFORMANCE EVALUATION-TEACHER

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 2017-2018 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

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
***34** percentage points*	***25.50** percentage points*	***17** percentage points*	***8.50** percentage points*
Subtotal Performance Standard 1: Learner Progress _____ ***percentage points***			

**** Percentages listed are for the 2017-2018 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*

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** ***The description is the actual performance standard***	**Developing/Needs Improvement**	**Unsatisfactory**
***8** percentage points*	***6** percentage points*	***4** percentage points*	***2** percentage points*
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: _____

Teacher: _____ Employee Number: _____

School/Worksite: _____ Work Location#: _____School Year:_____

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** ***The description is the actual performance standard***	**Developing/Needs Improvement**	**Unsatisfactory**
8 *percentage points*	***6*** *percentage points*	***4*** *percentage points*	***2*** *percentage points*
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.
☐	☐	☐	☐
Comments			

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** ***The description is the actual performance standard***	**Developing/Needs Improvement**	**Unsatisfactory**
8 *percentage points*	***6*** *percentage points*	***4*** *percentage points*	***2*** *percentage points*
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.	**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.**	The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.
☐	☐	☐	☐
Comments			

Teacher Initials: _____

Assessor Initials*:* _____

Teacher: _____ Employee Number: _____

School/Worksite: _____ Work Location#: _____School Year: _____

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** ***The description is the actual performance standard***	**Developing/Needs Improvement**	**Unsatisfactory**
***6** percentage points*	***4.50** percentage points*	***3** percentage points*	***1.50** percentage points*
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.	**The teacher gathers, analyzes, and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.**	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.	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.
☐	☐	☐	☐
Comments			

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** ***The description is the actual performance standard***	**Developing/Needs Improvement**	**Unsatisfactory**
***6** percentage points*	***4.50** percentage points*	***3** percentage points*	***1.50** percentage points*
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.	**The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.**	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.
☐	☐	☐	☐
Comments			

Teacher Initials: _____

Assessor Initials*:* _____

Teacher: _____ Employee Number: _____

School/Worksite: _____Work Location#: _____School Year:_____

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** ***The description is the actual performance standard***	**Developing/Needs Improvement**	**Unsatisfactory**
6 *percentage points*	***4.50*** *percentage points*	***3*** *percentage points*	***1.50*** *percentage points*
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 fails to 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.
☐	☐	☐	☐
Comments			

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** ***The description is the actual performance standard***	**Developing/Needs Improvement**	**Unsatisfactory**
8 *percentage points*	***6*** *percentage points*	***4*** *percentage points*	***2*** *percentage points*
The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.	**The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.**	The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.	The teacher consistently addresses student behavior in an ineffective manner and/or fails to maintain a safe, equitable learning environment.
☐	☐	☐	☐
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** 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-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 2017-2018 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

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
**34 percentage points*	**25.50 percentage points*	**17 percentage points*	**8.50 percentage points*
Subtotal Performance Standard 1: Learner Progress _____ ***percentage points***			

****Percentages listed are for the 2017-2018 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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
9 percentage points	*6.75 percentage points*	*4.50 percentage points*	*2.25 percentage points*
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.
☐	☐	☐	☐
Comments			

Instructional Support Professional Initials: _____
Assessor Initials: _____

Professional: _____ Employee Number: _____

School/Worksite: _____Work Location#: _____School Year: _____

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
9 *percentage points*	***6.75*** *percentage points*	***4.50*** *percentage points*	***2.25*** *percentage points*
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.
☐	☐	☐	☐
Comments			

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
9 *percentage points*	***6.75*** *percentage points*	***4.50*** *percentage points*	***2.25*** *percentage points*
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.
☐	☐	☐	☐
Comments			

Instructional Support Professional Initials: _____

Assesso*r* Initials*:* _____

Professional: _____ Employee Number: _____

School/Worksite: _____Work Location#: _____School Year: _____

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** ***The description is the actual performance standard***	**Developing/Needs Improvement**	**Unsatisfactory**
9 *percentage points*	***6.75*** *percentage points*	***4.50*** *percentage points*	***2.25*** *percentage points*
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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
7 percentage points	***5.25*** *percentage points*	***3.50*** *percentage points*	***1.75*** *percentage points*
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: _____

Assesso*r* Initials*:* _____

Instructional Support Professional: _____ Employee Number: _____

School/Worksite: _____Work Location#: _____School Year: _____

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
7 percentage points	***5.25** percentage points*	***3.50** percentage points*	***1.75** percentage points*
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			

Subtotal of Performance Standards 2 through 7 ☐ ***percentage points***

Instructional Support Professional Initials: _____

Assesso*r* 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 2017-2018 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

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
**34 percentage points*	**25.50 percentage points*	**17 percentage points*	**8.50 percentage points*
Subtotal Performance Standard 1: Learner Progress _____ ***percentage points***			

****Percentages listed are for the 2017-2018 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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
***9** percentage points*	***6.75** percentage points*	***4.50** percentage points*	***2.25** percentage points*
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: _____

Student Services Professional: _____ Employee Number: _____

School/Worksite: _____Work Location #: _____School Year: _____

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
***9** percentage points*	***6.75** percentage points*	***4.50** percentage points*	***2.25** percentage points*
The student services professional consistently monitors, evaluates, modifies, and/or designs program/services that impact learners.	**The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.**	The student services professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.	The student services professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.
☐	☐	☐	☐
Comments			

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
***9** percentage points*	***6.75** percentage points*	***4.50** percentage points*	***2.25** percentage points*
The student services professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.	**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.**	The student services professional often implements services ineffectively to learners and the targeted learning community consistent with established standards and guidelines.	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.
☐	☐	☐	☐
Comments			

Student Services Professional Initials: _____

Assessor Initials: _____

Student Services Professional: _____ Employee Number: _____

School/Worksite: _____Work Location #: _____School Year: _____

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
9 *percentage points*	***6.75*** *percentage points*	***4.50*** *percentage points*	***2.25*** *percentage points*
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.	**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.**	The student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.	The student services professional consistently fails to use data to measure and guide progress and to provide timely feedback.
☐	☐	☐	☐
Comments			

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard.*	**Effective** ***The description is the actual performance standard.***	**Developing/Needs Improvement**	**Unsatisfactory**
7 percentage points	***5.25*** *percentage points*	***3.50*** *percentage points*	***1.75*** *percentage points*
The student services professional often designs or implements model communication programs, services, or techniques that result in improved collaboration with others to enhance learning.	**The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.**	The student services professional often communicates ineffectively with students, staff, and/or other members of the learning community.	The student services professional consistently fails to communicate effectively with students, staff, and/or other members of the learning community.
☐	☐	☐	☐
Comments			

Student Services Professional Initials: _____

Assesso*r* Initials*:* _____

Student Services Professional: _____ Employee Number: _____

School/Worksite: _____Work Location #: _____School Year: _____

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

Highly Effective *The professional's work is exceptional, in addition to meeting the standard*	**Effective** ***The description is the actual performance standard***	**Developing/Needs Improvement**	**Unsatisfactory**
7 percentage points	***5.25** percentage points*	***3.50** percentage points*	***1.75** percentage points*
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.	**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.
☐	☐	☐	☐
Comments			

Subtotal of Performance Standards 2 through 7 ☐ ***percentage points***

Student Services Professional Initials: _____

Assesso*r* Initials*:* _____

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."

Instructional Performance Evaluation and Growth System (IPEGS)

Support Dialogue (SD) Meeting Notification Form

Professional's Name: _____ Professional's Employee Number: _____

Assessor's Name: _____ Assessor's Title/Position: _____

School/Work Location Name: _____ School/Work Location Number: _____

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:	**IP Phase (Approximately):** ☐ **30 Days** ☐ **60 Days** ☐ **90 Days**
❒ Activities completed by due date ❒ Activities not completed by due date ❒ *Other* _____ **IP Review Date:** _____	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)

Professional	Employee #	Date

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: _____

APPENDIX A

Using Student Assessment Results for Teacher Evaluation in 2016-2017: District Proposal

It is the goal of the District to evaluate teachers fairly and appropriately. 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. In most cases, the linkage between teachers and students will be based on the teachers' schedules as of February of a particular school year. The exception to that will be made for certain semester courses (for example, AP Government), in which cases both October and February FTE periods will be used. 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.

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

Teacher-level outcomes will be determined based on student results 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 Covariance Adjustment Model
- FCAT 2.0 Science in grades 5, 8 – District Covariance Adjustment Model
- SAT-10 in grades K-2 – District Covariance Adjustment Model
- FSA Reading and Mathematics in grade 3 – District Covariance Adjustment Model
- Certain AP exams with at least 50 student results Districtwide – District Covariance Adjustment Model
- Other AP exams as well as IB, and AICE in high school with at least 50 student results Districtwide – District Achievement/Learning Gains Model
- FSAA Reading and Mathematics – District Achievement/Learning Gains Model
- Industry Certification exams assessing at least 70% of the content coverage of a specific course (depending on the availability of results prior to the required state submission)– District Achievement/Learning Gains Model

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For most teachers of grades and subjects with assessments described in this section, the student results will be converted to points for each grade level and subject area separately and then combined. Grade levels will be combined when using the results of AP, IB, AICE, and Industry Certification exams.

Group 2. Teachers of Other Subject Areas and Grade Levels

For teachers of grade levels and subject areas not listed above, the reading/ELA results of students in their classrooms will be used. These will be the outcomes from the SAT-10 for students in grades K-2, FSA for students in grades 3-10, or College Board SAT, ACT, or PERT in grades 11-12. For ELA outcomes of students in grades 4-10, the results of the Florida VAM will be used. For all other grade levels, the outcome from the District Covariance Adjustment Model will be used. For most teachers of grades and subjects with assessments described in this section, the student results will be converted to points for each grade level and subject area separately and then combined. Grade levels will be combined when using the results of the College Board SAT, ACT, and PERT exams.

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

There are three models that are used to calculate teacher points on the student academic growth component of the teacher evaluation: Florida VAM, District Covariance Adjustment Model, and District Achievement/Learning Gains Model.

Florida VAM

The State DOE provides the 3-year aggregated VAM results for teachers of ELA (grades 4-10) and mathematics (grades 4-8). These 3-year results may be used in the District's teacher evaluation process only if a teacher has outcomes for the current evaluation year. In addition, the State DOE provides the Algebra 1 VAM results for grades 8 and 9. These teacher VAM outcomes include teachers' VAM category, which is determined in accordance with the State Board of Education rule 6A-5.0411. These categories will be converted to categories as follows:

- Unsatisfactory – Category 1*
- Developing/Needs improvement – Category 2
- Effective – Category 3
- Highly Effective – Category 4.

*The District will apply a safeguard to all affected teachers as explained later.

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District Covariance Adjustment Model

The District Covariance Adjustment Model is a multiple linear regression model created for each combination of grade level and assessment. In the model, the students' test scores are used as an outcome and students' test scores at the end of the prior school year (or at the beginning of the current school year in a case of students in grade K) are used as covariates. For most outcome measures, direct academic pretests (such as SAT-10 reading in grade 1 serving as a predictor for SAT reading results in grade 2) are available. For others, related academic pretests are available (Algebra 1 EOC as a predictor for Geometry EOC Assessment results, for example). In some cases, only the pretests that can be described as "cognitive predictors" are available (such as the College Board's PSAT as a predictor for certain AP results). Even in these cases, the inclusion of such cognitive predictors in the covariance-adjusted model helps to adjust the outcomes for differences in initial levels of learning and cognitive abilities across classrooms compared.

Certain student demographic characteristics are used as covariates as well. A relative age indicator is used to adjust the outcomes for retained students. In addition, gifted status, status of a student as an English language learner (ELL), status of a student having any identified primary exceptionality other than gifted (SPED status), and school attendance are used as covariates. The use of covariates serves as an attempt to "level the playing field" for teachers who had different students beginning a school year at different achievement levels.

Once the model is run, the outcome score predicted by the model is determined. Then, for each student a residual score is calculated as the difference between the actual end-of-year assessment score and the model-predicted score. These residuals are aggregated to the teacher level. In addition, standard errors of these mean residuals are found. The teacher-level mean residuals and their standard errors are used to assign points to teachers in the following way.

First, the VAM Ratio is calculated as the result of dividing a teacher's mean residual by its Standard Error. Then the categories will be assigned as follows:

- If VAM Ratio < -3, assign Category 1,
- If $-3 \leq$ VAM Ratio < -1, assign Category 2,
- If $-1 \leq$ VAM Ratio ≤ 2, assign Category 3,
- If VAM Ratio > 2, assign Category 4.

District Achievement/Learning Gains Model

This model uses the following outcomes: a percentage of students scoring proficient* on FSAA, a percentage of students "passing" the AP (for certain AP tests not used in the District Covariance Adjustment Model), IB, or AICE examination, or a percentage of students passing the Industry Certification exam.

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* Learning gains on FSAA are not available for the 2016-2017 academic year because the FLDOE has not yet determined a methodology for calculating learning gains.

For each affected teacher, the outcome will be converted to a VAM ratio by finding the difference between the teacher's percentage of students scoring proficient (on FSAA) or passing an examination (for other outcomes in that model) and the average of all such percentages and then dividing that difference by the Standard Error associated with the teacher's percentage. For AP, IB, and AICE outcomes this will be done within each of the broadly defined areas, such as Science, Social Science, etc. The VAM Ratios will be converted to categories as described above.

A summary of the models is described in the table below.

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APPENDIX A (Cont'd.)
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Florida VAM

Grade	Assessment	State Model
4-10	Reading FSA	Florida VAM
4-8	Mathematics FSA	
8-9	Algebra EOC Assessment	Florida Algebra VAM

District Covariance-Adjustment Models

Grade	Assessment	Academic Covariates [a]	Demographic Covariates
K	*Stanford Early School Achievement Test* (SESAT) Reading and Mathematics	I-Ready (Fall of the Current School Year)	ELL Status Gifted Status SPED Status Relative Age Attendance
1-2	Stanford Achievement Test (SAT) Reading and Mathematics	SESAT/SAT Reading or Mathematics	
3	Florida Standards Assessment (FSA) ELA and Mathematics	SAT Reading and Mathematics FSA ELA or Mathematics for students repeating Grade 3	
5, 8	FCAT 2.0 Science	FSA ELA, Mathematics	
7	End of Course (EOC) Civics	FSA ELA	
8-10	EOC Geometry	EOC Algebra 1	
9-11	EOC Algebra 2	EOC Geometry	
8-11	EOC Biology	FSA ELA	
11	EOC US History	FSA ELA	
11-12	SAT, ACT, Florida Postsecondary Education Readiness Test (PERT) Reading Components	PSAT Reading	
9-12	AP[b]	PSAT Subtests for students in grades 10-12 FSA ELA in grade 8 (Prior year FSA ELA for students in grade 9)	

District Achievement/Learning Gains Models

Grade	Assessment	Model Type
8-12	AICE, AP, IB	Achievement
4-10	FSAA	Achievement
6-12	Industry Certification	Achievement

[a] Academic covariates as of the end of the prior school year will be used, except for students in grade K and students in grade 10 with AP Covariance Adjustment Model. [b] For certain AP exams with at least 50 student results Districtwide.

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Aggregation of Categories/Points

Once the categories resulting from all three models are found for all teachers, they will be aggregated by calculating the weighted average of all categories with the numbers of student assessment results as weights. Subsequently, this average will be converted to points depending on the weight of the student academic growth component within the teacher evaluation system.

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 Group 1 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 Group 1 teachers in the District.

Special Considerations

- If the total number of student assessment results used for calculation of points is less than 18, 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 (such courses will be determined mutually with UTD) – 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 ONLY the AP assessment.

In addition, the following safeguards will be used:

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(Page 7 of 7)

Safeguards

Model	Assessments Affected	Safeguards
District Achievement/Learning Gains Model	FSAA, IC, AP, IB, AICE except Foreign Language/Literature	1. Assign Category 4 if the passing rate is at least 75%. 2. If the passing rate is at least 5%, assign Category 2 when the calculations result is Category 1.
District Covariance Adjustment Model	AP*	
District Achievement/Learning Gains Model	AP, IB, AICE: Foreign Language/Literature	1. Assign Category 4 if the passing rate is at least 95%. 2. If the passing rate is at least 5%, assign Category 2 when the calculations result is Category 1.
District Covariance Adjustment Model and Florida VAM	All assessments under the District Covariance Adjustment Model except AP and all those under Florida VAM	1. Assign Category 4 if the percentage of students meeting/exceeding expectations is at least 85%. 2. If the percentage of students meeting/exceeding expectations is at least 30%, assign Category 2 when the calculations result is Category 1.
Florida VAM	FSA ELA in grades 4-10 FSA Mathematics in grades 4-8, and Algebra 1 EOC in grades 8-9	1. When the Florida VAM assigned category is "unsatisfactory", but the VAM ratio (the ratio of the teacher VAM estimate to its standard error) exceeds -3, assign Category 2.

* For certain AP exams with at least 50 student results Districtwide

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APPENDIX B
Request for Ratings Review
Teacher (FM 7578)

Procedures to Request the Review of IPEGS Ratings for Performance Standards 2-8 (Teacher)

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.

To participate in the Review Process, ALL documents are due by 4:30 P.M. five (5) working days after the employee's work year is over.

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. 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 signature(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 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 (2) 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 *Read 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) 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 Officer's 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.)

Request to Review IPEGS Performance Standard Rating(s) Form
Teacher

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 by 4:30 p.m. five (5) working days after the employee's work year is over.** 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 signatures/initials, dates, and page count in the submitted documentation packet.

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

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.	Current PS Rating and Points	Requested PS Rating and Points
	❑ E _____ ❑ D _____ ❑ NI _____ ❑ U _____	❑ HE _____ ❑ E _____ ❑ D _____ ❑ NI _____
	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.

Review	*Initials (indicate meeting was held) Professional/ Representative	M-DCPS Administrator	Meeting Date	Resolution/Outcome	Date
❑ Level I					
❑ Level II					
❑ Level III					

_____ _____ _____ _____
Professional's Signature Date Principal/Site Administrator/Designee's Signature Date

FM-7578-T Rev. (05-18)

APPENDIX B (Cont'd.)
Request for Ratings Review
Instructional Support Personnel (FM 7579)

Procedures to Request the Review of IPEGS Ratings for Performance Standards 2-7 (Instructional Support)

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.

To participate in the Review Process, ALL documents are due by 4:30 P.M. five (5) working days after the employee's work year is over.

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. 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 signature(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 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 (2) 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 *Read 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) 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 Officer's 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.)

Request to Review IPEGS Performance Standard Rating(s) Form
Instructional Support

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 by 4:30 P.M. five (5) working days after the employee's work year is over.** 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 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.	Current PS Rating and Points	Requested PS Rating and Points
	❑ E _____ ❑ D _____ ❑ NI _____ ❑ U _____	❑ HE _____ ❑ E _____ ❑ D _____ ❑ NI _____
	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.

Review	*Initials (indicate meeting was held) Professional/ Representative	M-DCPS Administrator	Meeting Date	Resolution/Outcome	Date
❑ Level I					
❑ Level II					
❑ Level III					

_____ _____ _____ _____
Professional's Signature Date Principal/Site Administrator/Designee's Signature Date

FM-7579-IS Rev. (05-18)

APPENDIX B (Cont'd.)
Request for Ratings Review
Student Services Personnel (FM 7580)

Procedures to Request the Review of IPEGS Ratings for Performance Standards 2-7 (Student Services)

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.

To participate in the Review Process, ALL documents are due by 4:30 P.M. five (5) working days after the employee's work year is over.

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. 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 signature(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 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 (2) 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 *Read 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) 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 Officer's 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.)

Request to Review IPEGS Performance Standard Rating(s) Form
Student Services

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 by 4:30 P.M. five (5) working days after the employee's work year is over.** 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 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.	Current PS Rating and Points	Requested PS Rating and Points
	❑ E _____ ❑ D _____ ❑ NI _____ ❑ U _____	❑ HE _____ ❑ E _____ ❑ D _____ ❑ NI _____
	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.

Review	*Initials (indicate meeting was held) Professional/ Representative	M-DCPS Administrator	Meeting Date	Resolution/Outcome	Date
❑ Level I					
❑ Level II					
❑ Level III					

_____ _____ _____ _____
Professional's Signature Date Principal/Site Administrator/Designee's Signature Date

FM-7580-SS Rev. (05-18)

APPENDIX C
Parental Input/Climate Survey Information

Parental input is gathered through the use of the School Climate Survey, and Educational Excellence School Advisory Council (EESAC) participation 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 professional to document contact with parents/guardians. For evaluation consideration, 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.

District and school results can be found at drs.dadeschools.net/SchoolClimateSurvey/SCS.asp

<u>Participation by the Public</u> Parental Involvement Board Rule 6Gx13- 1B-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.

II. School Level Strategies and Responsibilities

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 (6Gx13- 1B-1.012) is available at dadeschools.net

The information at the websites listed below is accurate as of Fall 2018. 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 1007.2616
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
http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.4156&URL=1000-1099/1003/Sections/1003.4156.html

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

APPENDIX J
Florida Statute 1002.23
http://leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1002/Sections/1002.23.html

APPENDIX K
Florida Statute 1012.28
http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1012.28&URL=1000-1099/1012/Sections/1012.28.html

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Additional Resources
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Performance Standard 2: Knowledge of Learners

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Performance Standard 3: Instructional Planning

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Performance Standard 4: Instructional Delivery and Engagement

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Performance Standard 5: Assessment

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Performance Standard 7: Professionalism

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Performance Standard 8: Learning Environment

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