

Miami-Dade County Public Schools

Instructional Performance Evaluation and Growth System

IPEGS

Procedural Handbook

2011-2012

**Curriculum and Instruction
Professional Development**

The School Board of Miami-Dade County, Florida

Ms. Perla Tabares Hantman, Chair

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Superintendent of Schools**

**Ms. Milagros R. Fornell, Associate Superintendent
Curriculum and Instruction**

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PART I

PROCESS INTRODUCTION

I-A: 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.

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

The primary purposes of IPEGS are to:

PURPOSES

- ◆ improve the quality of instruction by ensuring 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 self-growth, instructional effectiveness, and improvement of overall job performance

IPEGS includes the following distinguishing characteristics:

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 stresses accountability, promotes professional improvement, and increases the involvement of instructional personnel in the evaluation process
- ◆ a support system for providing assistance when needed

Throughout this handbook, the term “instructional personnel” is used interchangeably with other terms (see table below). 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 Pg. 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 below). 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.

The site administrator is responsible for informing the professional if 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 Throughout the Handbook

Professional	Site Administrator	Assessor
<ul style="list-style-type: none"> • Instructional personnel • Teacher • Instructional support personnel • Student services personnel 	<ul style="list-style-type: none"> • Principals • Regional center/district administrators responsible for the supervision of instructional personnel • Payroll location supervisor 	<ul style="list-style-type: none"> • Site administrator • Site administrators’ administrative designee(e.g., assistant principals)

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 a more objective evaluation based on observable, job-related results, and its purposes are clearly established for the individual professional (Tucker & Stronge, 2005a).
 - makes the school more 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(3)(d)2.b].
- ◆ 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, systematic performance feedback, and appropriate opportunities for improvement.

¹The Goals and Roles Model[®] was developed by and copyrighted to James H. Stronge. M-DCPS has been granted the right to use, revise, and/or modify the evaluation model and associated instrumentation as needed.

The key features that are incorporated in Goals and Roles[®] and that are emphasized in the design of IPEGS include:

Adaptability

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

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

Systematic Approach to Evaluation

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

Emphasis on Communication Throughout the Evaluation Process

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

Technically Sound Evaluation Systems

While a conceptually sound and technically valid evaluation system does not guarantee effective evaluation, one that is flawed and irrational *will* guarantee failure. The Goals and

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

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

Roles Model[®] is designed as an evaluation system that is conceptually and technically sound, and promotes the likelihood of achieving such desirable outcomes as those described in the guiding assumptions of the national Joint Committee on Standards for Educational Evaluation (2005) to:

- ◆ provide effective service to learners and society;
- ◆ establish personnel evaluation practices that are constructive and free of unnecessary threatening or demoralizing characteristics; and
- ◆ facilitate planning for sound professional development experiences.

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 different points in their careers; for example, beginning and accomplished teachers (Stronge & Tucker, 2003a).

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

The proper use of multiple data sources in performance evaluation can dramatically improve the utility of the evaluation system for instructional personnel (e.g., through better performance feedback). Additionally, the use of multiple data sources can enhance the validity and reliability of the process, and offer a more defensible basis for evaluation decisions.

The instructional personnel performance evaluation process is based on the Goals and Roles Model[®] (Stronge, 1997, 2005), a six-step approach to performance assessment. A graphic representation of the model is provided in Figure 1; Table 2 provides a brief description of each step.

Figure 1: Goals and Roles Model[®]

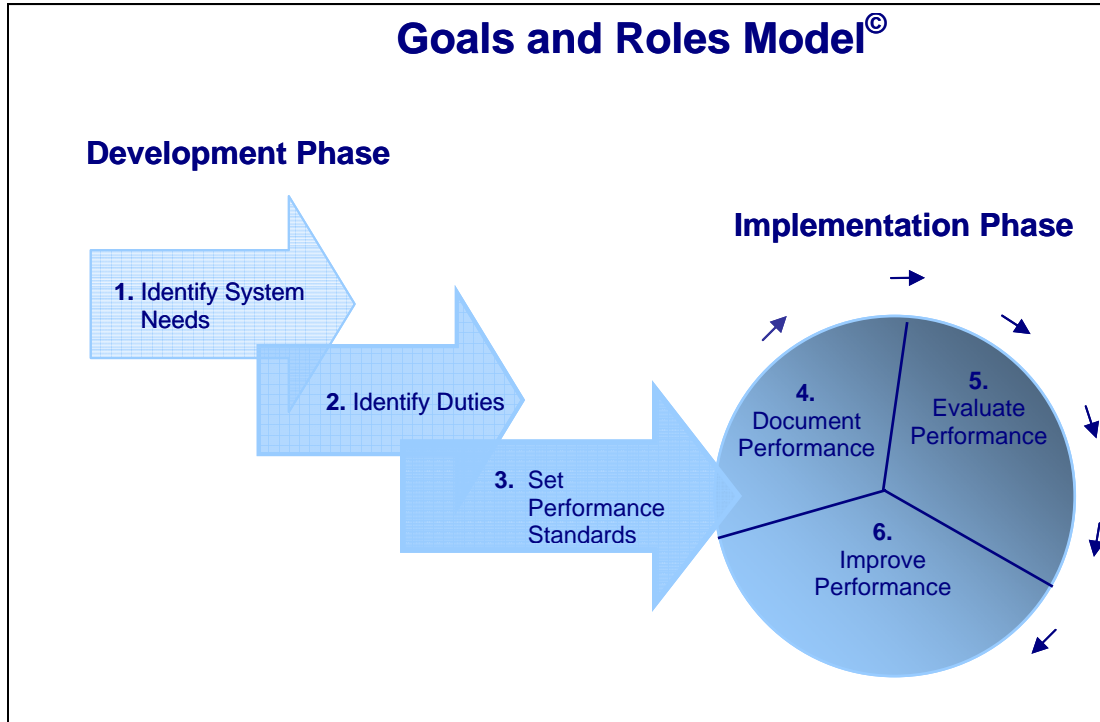


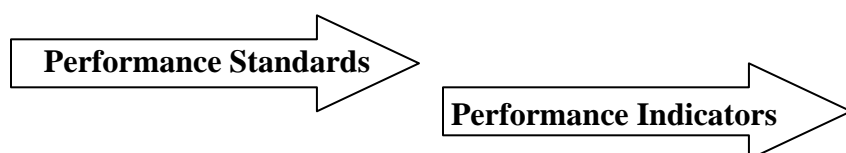
Table 2: Steps in the Goals and Roles Model®

<i>Development Phase</i>	
Step 1: Identify System Needs	<p>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.</p> <p>REFERENCES: Castletter, 1996; Connellan, 1978; Danielson & McGreal, 2000; Goodale, 1992; Locke, 1968; Phi Delta Kappa National Study Committee on Evaluation, 1971; Seyfarth, 2002; Stronge, 1995</p>
Step 2: Develop Roles	<p>Translate the goals into professional roles and responsibilities - performance standards - for individual staff members.</p> <p>REFERENCES: Educational Review Office, 1998; Redfern, 1980; Scriven, 1988a, 1988b, 1991; Weiss & Weiss, 1998</p> <p>Select sample performance indicators that are both measurable and indicative of the job's roles.</p> <p>REFERENCES: Bolton, 1980; Cascio, 1998; Redfern, 1980; Sawyer, 2001; Stronge, 2005; Stronge & Tucker, 2003a; Valentine, 1992</p>
Step 3: Set Performance Standards	<p>Determine level(s) of performance within each job responsibility to be recognized by the assessor.</p> <p>REFERENCES: Cambron-McCabe, McCarthy, & Thomas, 2004; Joint Committee on Standards for Educational Evaluation, 1988; Manatt, 1988; Phi Delta Kappan National Study on Evaluation, 1971</p>
<i>Implementation Phase</i>	
Step 4: Document Performance	<p>Using multiple data sources, record sufficient information about the individual's performance to support ongoing professional development and to justify personnel decisions.</p> <p>REFERENCES: Conley, 1987; Peterson, 2000; Stronge & Tucker, 2003; Tucker & Stronge, 2005a; Wilkerson, Manatt, Rogers, & Maughan, 2000</p>
Step 5: Evaluate Performance	<p>Compare the individual's job performance with acceptable performance standards.</p> <p>REFERENCES: Castletter, 1996; Danielson & McGreal, 2000; Frels & Horton, 1994; Medley, Coker, & Soar, 1984; Scriven, 1973, 1995; Tucker & Stronge, 2005b; Valentine, 1992</p>
Step 6: Improve and Maintain Performance & Professional Service	<p>Emphasize program improvement through accountability and professional development. This step brings the performance assessment process full cycle.</p> <p>REFERENCES: Colby, Bradshaw, & Joyner, 2002; Hunter, 1988; Iwanicki, 1990; Johnson, 1997; McGreal, 1988; Stronge, 2005; Stufflebeam, & Sanders, 1990</p>

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 and accuracy so that both professionals and assessors reasonably understand the standards.

The expectations for professional performance are defined using a two-tiered approach.



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 §1003.415
- The use of technology in the classroom in Performance Standard 4 Florida Statute §1012.34(3) (a)(4)
- 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 §1012.34(3)(a)6

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 FCAT state 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 §1012.34(3)(a)(4)
- 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 §1012.34(3)(a)(6)

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 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 FCAT 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 §1012.34(3)(a)(4)
- 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 §1012.34(3)(a)(6)

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 FCAT state 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. 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. The list of performance indicators is not exhaustive. **Further, all professionals are not expected to demonstrate each performance indicator.**

Both assessors and professionals may consult the sample performance indicators for clarification of what constitutes a specific performance standard. The performance indicators are provided to help professionals and their assessors clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular work assignment. **Ratings are NOT made at the performance indicator level but at the performance standard level** (see Pg. 26 “Definitions of Terms Used in Rating Scale”).

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 valuable data sources regarding teaching and learning which were selected as a means of providing accurate feedback on instructional professional performance.

Table 4: Data Sources for Instructional Professionals

<i>Data Source</i>	<i>Definition</i>
Learner Progress	Pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act, at least 50% of an instructional personnel’s 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 as specified in 1008.22 (8).
Observations	<p>Pursuant to state statute, up to 50% 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 s. 1012.01 (2)(a).</p> <p>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.</p>
Required Documentation	The Required Documentation includes specific required artifacts that provide evidence of meeting selected performance standards.
Parental Input	Parental input is gathered through the use of the <i>School Climate Survey</i> , the Educational Excellence School Advisory Council (EESAC) participation and the Open House Parent Academy Survey in schools, as applicable. Professionals show examples of communication with parents as reflected on their communication evidence.

Pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act, at least 50% of an instructional personnel’s 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 as specified in 1008.22(8).

OBSERVATIONS

The *Observation of Standards Forms for Teacher, Instructional Support Personnel, and Student Services Personnel* (see Pg. 71 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, it is likely that an assessor will be able to observe multiple standards in a

formal observation, particularly 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. An assessor may make notes (evidence may be positive or negative) regarding all performance standards on the form; however, the assessor may choose to defer notes to the *Summative Performance Evaluation* form and/or *Documentation Cover Sheet* on some of the performance standards. For those performance standards where notes are made, the notes must be descriptive and detailed as related to the standard(s) observed. During the post-observation meeting, the professional and the assessor will discuss the observation. No ratings are given during the post-observation meeting as assessors use multiple data sources collected throughout the year to determine ratings at the end of the school year (see Pg. 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 Individual Professional Development Plan (IPDP) can be discussed and, if necessary, modified as a result of the post-observation meeting.

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

Observation Schedule

The minimum number of required observations varies by contract status (see Table 5). Language regarding contract status has been modified in alignment with the Student Success Act of 2011, a copy of which is provided in Appendix A (see Pg. 96).

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 Educational Policy Department.

*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 notebook to facilitate the FDOE 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 notations summarized on the *Observation*

of *Standards Form*. Any written response(s) provided by the professional shall be attached to the form and placed in the personnel file. Professionals receive a copy of the completed form from their assessor at the conclusion of the post-observation meeting.

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

**REQUIRED
DOCUMENTATION**

The purpose of the *Required Documentation* (see 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 items are required of all professionals to be submitted and stapled to the *Documentation Cover Sheet*, which serves as the transmittal. They are:

- Individual Professional Development Plan (IPDP)
Guidelines for development of the IPDP and documentation of professional development activities are provided on page 68. The IPDP should be reviewed and discussed throughout the school year to best support the professional's professional development. Potential modifications to the IPDP based on observations, student data, and changes in job assignment and/or professional growth targets may also be discussed. Professionals may choose to engage in professional growth activities beyond those delineated in the IPDP, but these will not supersede the required activities of the IPDP.

To count as a professional development activity for the IPDP, Master Plan Points (MPPs), college/university credit or continuing education units (CEUs) should have been offered to the participating professional. In addition to the IPDP requirements, professionals may provide evidence of other activities that result in professional growth. Professionals maintain their own documentation of professional development/growth using such items as: Center for Professional Learning record of inservice/PD History, workshop certificates, college/university transcripts, conference certificates, or National Board Certification.

- Communication
Provide evidence of how the professional communicates with stakeholders. A sample form is provided in 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 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; this may include examples of existing documentation.

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 items and make notes on the *Documentation Cover Sheet*. The assessor maintains the *Documentation Cover Sheet* and returns the original documents submitted, along with a 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 (2)(c)

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

Some performance standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Learner Progress entails a review of the required student data).

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed.

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

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

INTEGRATION
OF DATA

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 (Pg. 24) details the work plan to be followed.

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, 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 this document. It is the responsibility of the assessor to ensure the correct documentation forms are used in this process.

Instructional Personnel New to M-DCPS

New instructional personnel participate in a district comprehensive orientation session at the beginning of the school year; otherwise, it is the responsibility of the site administrator to send new instructional personnel to IPEGS district training. The orientation consists of written and oral explanations of IPEGS. Additionally, new instructional personnel will participate in two (2) observations (see Table 5 on page 19) and two (2) evaluations in their first year of teaching. The first evaluation is formative for new instructional personnel and will be conducted after the first observation.

"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 (3)(b)

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 the *Individual Professional Development Plan, 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 Work Plan. 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 *Individual Professional Development Plan, 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.

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

Table 6: IPEGS Work Plan

Timeline	Activity	Task or Document	Responsibility of	
			(A) Assessor or	(P) Professional
Within the first thirty (30) days of the instructional professional's employment	Develop and submit the IPDP based upon student data, prior year's IPEGS Summative Evaluation, and School Improvement Plan	<i>Individual Professional Development Plan (IPDP) (FM XXXX)</i>		✓
By the end of the first grading period	Review <i>and approve</i> the initial IPDP	<i>Individual Professional Development Plan (IPDP) (FM XXXX)</i>	✓	
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 and/or new to the school/work location with post-observation meeting	<i>Observation of Standards Form-Teacher-FM 7315; Instructional Support Personnel-FM 7313; Student Services Personnel-FM 7314</i>	✓	
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	<i>Observation of Standards Form-Teacher-FM 7315; Instructional Support Personnel-FM 7313; Student Services Personnel-FM 7314</i>	✓	
At least 35 calendar days prior to the last day of the school year for professionals	Submission of the completed <i>Documentation Cover Sheet</i>	<i>Documentation Cover Sheet</i> and related documents (i.e., <i>Communication, IPDP (FM XXXX) with evidence of Professional Development</i>)		✓
By no later than (seven) 7 calendar days prior to the last day of the school year for professionals	Complete all summative evaluation meetings	<i>Summative Performance Evaluation Form-Teacher-FM 7317; Instructional Support Personnel-FM 7316; Student Services Personnel-FM 7318 and Documentation Cover Sheet-FM 7407</i> Site administrator submits the signed original Summative Performance Evaluation forms to Personnel Records as indicated by the district calendar/procedures	✓	

Note: See Office of Professional Standards (OPS) Procedures Handbook for specific dates.

MAKING SUMMATIVE DECISIONS

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

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

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

The Summative Performance Evaluation Process results in a single unified rating. Pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act, at least 50% of an instructional personnel's 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 as specified in 1008.22(8). In IPEGS, the 50% weighting applies to Performance Standard 1: Learner Progress. The remaining 50% weight is captured in Performance Standards 2 through 8 for Teachers. For Instructional Support Personnel and Student Services Personnel the remaining 50% weight is allocated in Performance Standards 2 through 7. Refer to Appendix G for detailed information regarding the relative weighting of each standard. The proposed range will be jointly revised with M-DCPS and UTD after the state's Value Added Model is finalized, data for the new FCAT standards are available, the district models patterned on the state value-added model are evaluated, the Value Added Model for FCAT assessments has been deemed valid and reliable, and anytime the underlying variables that affect the range are modified.

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

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

The site administrator uses four levels when assessing performance of standards (i.e., “*highly effective*,” “*effective*,” “*developing/needs improvement*,” “*unsatisfactory*”). Table 7 (Pg. 26) offers general descriptions of those ratings.

Who Decides on the Ratings?

The site administrator has the ultimate responsibility for ensuring that IPEGS is executed faithfully and effectively in the school/worksites. 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

<i>Rating</i>	<i>Description</i>	<i>Performance Characteristics</i>
<i>Highly Effective</i>	The professional performs at level that consistently models initiative raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the state's and the school district's mission and goals.	High-quality performance: <ul style="list-style-type: none"> ◆ exceeds the requirements contained in the standard as expressed in the evaluation criteria ◆ consistently seeks opportunities to learn and apply new skills
<i>Effective</i>	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: <ul style="list-style-type: none"> ◆ 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
<i>Developing*/ Needs Improvement</i>	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 performance: <ul style="list-style-type: none"> ◆ requires support/assistance in meeting the standard ◆ results in performance that needs improvement ◆ leads to areas for professional improvement being jointly identified and planned between the professional and assessor
<i>Unsatisfactory</i>	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: <ul style="list-style-type: none"> ◆ fails to meet the requirements contained in the standard as expressed in the evaluation criteria ◆ may result in the employee not being recommended for continued employment

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

Performance Rubric

RATING PERFORMANCE

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. Appendix G provides information regarding the applicable data sources for this measure.

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

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

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

PERFORMANCE STANDARD 7: PROFESSIONALISM

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

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

Steps for the Summative Performance Evaluation Process

- Step 1:** Professional submits required end-of-year documentation by the submission date.
- 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 become 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.

Step 5: The site administrator makes the determination of the professional's rating(s) and recommendation for continued employment. 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. 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). If the professional still disagrees with the rating(s), a written response may be provided by the instructional professional and attached to the *Summative Performance Evaluation* form of the professional. All parties initial each page, sign and date the *Summative Performance Evaluation* form which denotes that a summative evaluation meeting occurred. For procedural appeals to the IPEGS process, refer to the M-DCPS/UTD collective bargaining agreement.

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

Step 7: The professional will receive a completed copy of all forms and documents related to the *IPEGS Summative Performance Evaluation* by the last day of the school year for the professional. These include:

- *Individual Professional Development Plan*,
- *Documentation Cover Sheet* (original documents attached to the *Documentation Cover Sheet* are returned to the professional), and
- *Summative Performance Evaluation* form.

Note: A copy of the *Observation of Standards Form* and *Formative Performance Evaluation form, if applicable*), are to be provided to the professional following the post-observation conference.

IMPROVING PROFESSIONAL PERFORMANCE

EVALUATION AND SUPPORT GUIDELINES

The Student Success Act of 2011 designates evaluation and support guidelines for professionals that are differentiated by contract status (i.e., Probationary, Annual, Professional Services, and Continuing).

SUPPORT DIALOGUE (SD)

Two (2) formal tools are provided in IPEGS to improve performance. 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 support and assistance 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. The second 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.

The *Support Dialogue (SD)* is initiated by the assessor at any point during the school year when the professional's performance is unsatisfactory. *Support Dialogue* is designed to facilitate discussion about identified performance standard(s) and to identify ways to address improvement. During the SD, both parties share what each will do to support the professional's growth. Mutually agreed upon supportive assistance activities and resources, including responsible parties who will provide support, will be identified.

If as a result of an observation, *the collective evidence indicates that the professional requires support in meeting the standard(s)* a SD is held within ten (10) calendar days of the observation. The professional is notified of a scheduled SD via the *Support Dialogue (SD) Meeting Notification Form* which must be issued no later than forty-eight (48) hours prior to the SD meeting. At this SD meeting, the professional has the right to union representation and/or may request a peer support professional who is mutually agreed upon by the professional and the assessor. The SD process is intended to be completed within a twenty-one (21) calendar day period, while the professional receives support and implements changes in his/her performance. After the twenty-one (21) calendar day period has elapsed, the same assessor must observe the professional again.

During the school year, when there is collective evidence that indicates a professional is in need of assistance and support to meet one or more of the performance standards in an effective manner (i.e., developing/needs improvement), the Support Dialogue process is not applicable; however, informal support is made available to the professional. It is incumbent upon the assessor to clearly communicate such to the professional at any time during the evaluation cycle when a professional's performance is deemed to require assistance and support. Through a collegial and supportive process, the professional and the assessor discuss these specific standards and what appropriate assistance and support will be provided. In addition, the professional, may seek other professional development/growth opportunities. It is the responsibility of the professional and the administrator to informally document the professional support and assistance process.

Professionals develop and improve their job performance over time and with support and assistance. Some professionals will need more time to develop and improve their performance to

ensure it reaches an effective standard of performance. Therefore, a professional may be considered “developing/needs improvement” for more than one evaluation cycle. However, to assess a professional as “developing/needs improvement” for more than one evaluation cycle, the professional must have been provided evidence in a timely manner throughout the evaluation cycle to allow the professional to seek and take advantage of opportunities to receive assistance and support for the purpose of improving his/her performance.

The following are sample guiding questions for the SD conversation.

<i>Sample Prompts for the SD Conversation</i>	
1.	Tell me about your instructional setting.
2.	What challenges have you encountered in addressing _____ (tell specific concern)?
3.	What professional development have you taken to address instructional delivery/student achievement? How does this align with your IPDP?
4.	What strategies have you tried to implement to address the concern of _____ (tell specific concern)?
5.	What support can I or others provide you? (may include the following types of assistance to the professional: professional development/ professional growth activities, shadowing, mentoring, peer review and/or modeling, support from the school site/regional center and/or district curriculum specialists)
The assessor shares some support ideas and asks,	
1.	What do you think of these ideas?
2.	Do you have any new suggestions for change?

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 have observed a lesson from the beginning of the class and remained for a minimum of one (1) hour. The following chart delineates Step 1 of 2 in the Support Dialogue process for improving professional performance.

Step 1 to Improve Professional Performance
Probationary/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 Center and the Office of Professional Standards.
Documentation	Observation of Standards Form (OSF) <ul style="list-style-type: none"> ◦ Examples/Evidence that clearly describe unsatisfactory deficiencies. ◦ The specific standards that are unsatisfactory and require assistance/support must be identified. ◦ The SD box must be checked “yes.”
Assistance	Assistance that may be offered, but is not limited to: <ul style="list-style-type: none"> ◦ The use of sample prompts for initial conversation ◦ Professional growth activities ◦ Shadowing, mentoring, peer review, and/or modeling
Outcomes	<ul style="list-style-type: none"> • 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, or • No progress and performance is unsatisfactory — the professional is placed on an Improvement Plan (IP).

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 an additional ten (10) 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 be provided with a 90-Calendar Day Probation period to demonstrate that identified deficiencies have been corrected.

**IMPROVEMENT PLAN (IP)/
90-CALENDAR DAY**

If an assessor and a professional have completed Step 1, Support Dialogue, and performance is unsatisfactory, Step 2 is initiated. Step 2 is defined when a professional’s performance is deemed unsatisfactory in any standard and the professional is placed on a 90-Calendar Day Probation/Improvement Plan (IP). (See *Improvement Plan* form in Part IV). Ideally, the desired outcome of an IP is to improve the professional’s performance to an effective level. If the professional’s performance does not improve to a developing or needs improvement or effective level, the result will constitute a professional not being recommended for continued employment. The following chart delineates the Improvement Plan (IP) process which is 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 Center and Office of Professional Standards.
Documentation	<ul style="list-style-type: none"> • Minimum of two (2) Observation of Standards Forms (OSF) <ul style="list-style-type: none"> ◦ Examples/Evidence that clearly describe(s) unsatisfactory deficiencies ◦ 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: <ul style="list-style-type: none"> ◦ 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	<ul style="list-style-type: none"> • Performance improves to effective – recommended for continued employment, or • Performance improves to developing or needs improvement – recommended for continued employment, or • Performance is unsatisfactory – not recommended for continued employment.

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

An IP may be implemented at any point during the year provided that the professional has had an 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.

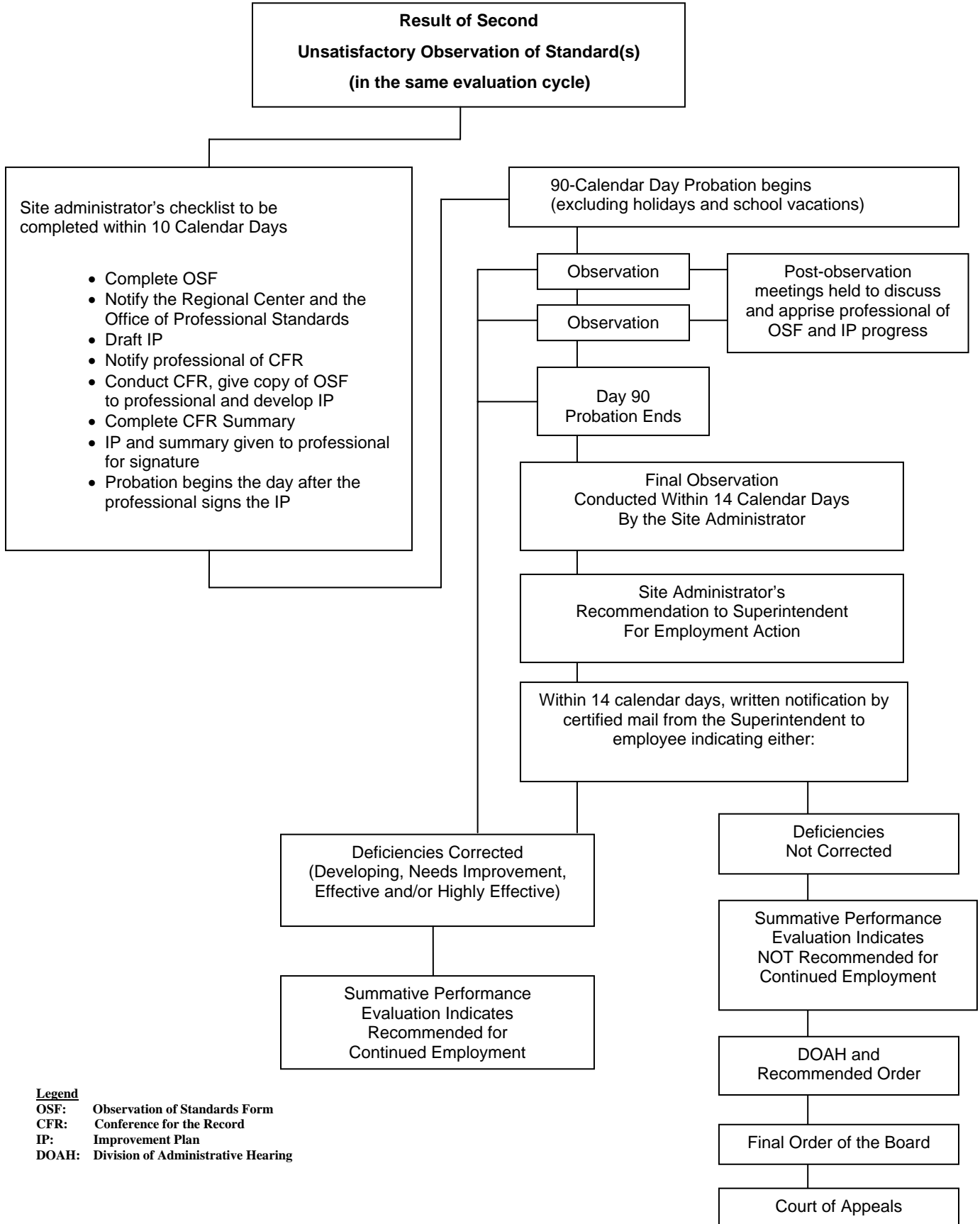
90-Calendar Day Probation/Improvement Plan (IP)

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.

In accordance with the Student Success Act 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.

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

PART I

I-B: Peer Review and Assistance Plan (PRAP) Pilot

Milestone and Non-Milestone Years

Florida's Race to the Top Memorandum of Understanding references the differentiation between milestone and non-milestone years allowing for modified evaluation processes for teachers who are in milestone years. An additional metric, as described below, will be integrated within the year prior to a milestone year. These *milestone year evaluations* should take place during a teacher's 1st year, 3rd year, 8th year, 12th year, 16th year, 20th year, 24th year, 28th year, 32nd year and 36th year. The additional metric consists of a process of peer observation, feedback, and informal conversation to be conducted by a trained peer reviewer. Participation in the PRAP process will be incorporated into the annual IPEGS Summative Performance Evaluation through extra weighting for IPEGS Performance Standard 7: Professionalism (see Appendix G).

Purpose

In order to address new state requirements for a modified evaluation process for instructional professionals who are in milestone years, a Peer Review and Assistance Plan (PRAP) will be piloted in a limited number of schools during the 2011-2012 school year. The PRAP incorporates a peer observer/peer support model to:

- improve the quality of professional practices by instructional professional.
- increase the level of peer support and guidance to new and experienced instructional professionals.
- encourage modeling of best practices by experienced instructional professionals within the subject area.
- utilize peer observation and assistance to stimulate collegial conversations.

Characteristics

In the 2011-2012 school year, instructional professionals in schools participating in the PRAP pilot who are in a milestone year, will participate in the PRAP process which will be conducted by a trained peer. As discussed above, this will result in the instructional professional receiving extra weighting for IPEGS Performance Standard 7: Professionalism. Additional information regarding this process is provided in the M-DCPS/UTD Teacher Evaluation Working Group Summary of Recommendations in Appendix H of this document.

PART II

PERFORMANCE STANDARDS

II-A: Teacher

Teachers are evaluated based on the following: 50% IPEGS Performance Standard 1: Learner Progress and 50% on IPEGS Performance Standards 2 through 8. Ratings on the performance standards are accomplished 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 the Student Success Act and F.S. §1012.34.

Part A. Performance Standard 1: Learner Progress constitutes 50% of the Summative Performance Evaluation

Pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act, at least 50% of an instructional personnel's 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 as specified in 1008.22(8).

PERFORMANCE APPRAISAL RATINGS: 50% OF TOTAL POSSIBLE POINTS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
<i>50 percentage points</i>	<i>37.5 percentage points</i>	<i>25 percentage points</i>	<i>12.5 percentage points</i>

The following chart provides information regarding the student performance measures that will be used to determine the instructional professional's rating for IPEGS Performance Standard 1: Learner Progress in accordance with the instructional professional's job assignment.

**STUDENT PERFORMANCE MEASURES FOR 50% of TEACHER EVALUATION
M-DCPS RECOMMENDATIONS**

Instructional Professional Job Assignment	2011-2012	2012-2013	2013-2014	2014-2015
For Classroom Teachers of Subjects and grades associated with statewide assessments	<p>Must begin using formula approved by the Commissioner for FCAT courses</p> <p>State Provided Value Added Model</p> <p>M-DCPS Recommendation – Self contained elementary school teachers – Use both reading and math state provided value added model</p>	<ul style="list-style-type: none"> • Commissioner shall select additional formulas as new state assessments (e.g., end of course assessments) are implemented. • Additional formulas shall be used by districts as the formulas become available. • Prior to using, Formulas must be adopted in State Board Rule. 		
For Elementary, Middle School and High School Classroom Teachers of Subjects and grades not assessed by statewide assessments, but with students that do take the reading statewide assessments	<p>State Option - Use student achievement, rather than growth, or combination of growth and achievement for classroom teachers where achievement is more appropriate;</p> <p>MDCPS Recommendation – Use reading proficiency and learning gains for assigned students</p>			<p>Shall measure growth using equally appropriate formulas. FDOE shall provide models.</p>
For Classroom teachers of subjects and grades not assessed by statewide assessments, that do not have more than 10 elementary students or 40 secondary students taking the statewide assessment	<p>State Option - If the teacher’s assigned students do not take statewide assessment, by established learning targets approved by principal that support the school improvement plan.</p> <p>MDCPS Recommendation – Use school wide reading proficiency and learning gains for assigned students</p>			<p>Shall measure growth using equally appropriate formulas. FDOE shall provide models.</p>

Part B. Performance Standards 2 through 8 together constitute to the remaining 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.

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

- ◆ Presents concepts at different levels of complexity for students of varying developmental stages
- ◆ Provides a range of activities to meet the various students' learning styles and cultural and linguistic backgrounds
- ◆ Uses appropriate school, family, and community resources to help meet all students' learning needs

PERFORMANCE APPRAISAL RUBRIC

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

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

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.

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

- ◆ Applies the scope and sequence to the curriculum and needs of students
- ◆ Ensures that teaching materials, resources, and texts used are aligned to the curriculum
- ◆ Uses an established curriculum as a framework
- ◆ Develops plans that are logical, sequential, and relevant
- ◆ Plans instruction to achieve intended learning outcomes
- ◆ Demonstrates current knowledge of field/subject matter in planning
- ◆ Identifies and plans for the instructional and developmental needs of diverse 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 may be found in Appendix D.

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>8 percentage points</i>	<i>6 percentage points</i>	<i>4 percentage points</i>	<i>2 percentage points</i>
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 activities⁹ 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.

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

- ◆ Engages students in individual work, cooperative learning, and whole-group activities
- ◆ Remains current in content/subject area and professional practices
- ◆ Delivers instruction in a culturally, linguistically, and gender-sensitive manner
- ◆ Establishes positive and timely interactions that are focused upon learning
- ◆ Paces instruction according to appropriate curriculum and needs of students
- ◆ Adjusts instruction to meet students’ needs
- ◆ Integrates available technology in the classroom, as appropriate (Florida Statute §1012.34(3)(a)4
- ◆ Connects students’ prior knowledge, life experiences, and interests, as appropriate, to learning goals

PERFORMANCE APPRAISAL RUBRIC

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

PERFORMANCE STANDARD 5: ASSESSMENT: 6% OF TOTAL POSSIBLE POINTS
 The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.

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

- ◆ Uses assessment data, including those from state and local assessments, to design instruction that meets students’ current needs and documents students’ learning progress
- ◆ Uses a variety of formal and informal assessment strategies to guide and adjust instruction for remediation as well as enrichment
- ◆ Measures and documents learner progress of prior achievement compared to the current achievement with informal and formal state and local assessments, as applicable
- ◆ Provides ongoing, timely, and specific feedback
- ◆ Helps students assess, monitor, and reflect on their work
- ◆ Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress
- ◆ Maintains official records (e.g., grade book, work folders) of student learning

The state assessment data referenced in the performance standards refers to the “Student assessment program for public schools.” Florida Statute §1008.22 may be found in Appendix E.

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional’s work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>6 percentage points</i>	<i>4.5 percentage points</i>	<i>3 percentage points</i>	<i>1.5 percentage points</i>
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 FCAT state 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 feedback¹⁹ 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.

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

- ◆ Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner
- ◆ Communicates with and challenges students in a positive and supportive manner
- ◆ Encourages students’ desire to receive and accept constructive feedback on individual work and behavior
- ◆ Communicates with colleagues from other fields/content areas in the integration of instruction and/or services
- ◆ Collaborates with stakeholders when appropriate; such as with students, colleagues, administrators, other school personnel, community members, and families
- ◆ Uses technology (e.g., e-mail) to support and enhance communication as appropriate
- ◆ Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS
- ◆ Maintains “positive collaborative relationships with students’ families to increase student achievement.” Florida Statute §1012.34(3)(a)6

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional’s work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>6 percentage points</i>	<i>4.5 percentage points</i>	<i>3 percentage points</i>	<i>1.5 percentage points</i>
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.

SAMPLE PERFORMANCE INDICATORS of teacher 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 Rules, etc.)
- ◆ Demonstrates knowledge of the School Improvement Plan
- ◆ Engages in ongoing professional development
- ◆ Provides evidence of professional growth experiences
- ◆ Contributes professionally to the school community
- ◆ Participates in professional activities
- ◆ Maintains accurate records (e.g., attendance records, IEPs)
- ◆ Reflects on professional practices

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>6 percentage points</i>	<i>4.5 percentage points</i>	<i>3 percentage points</i>	<i>1.5 percentage points</i>
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

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.

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

- ◆ Establishes and maintains effective classroom rules and procedures
- ◆ Maintains appropriate discipline and a safe physical setting
- ◆ Models caring, fairness, equity, courtesy, respect, active listening, and enthusiasm for learning
- ◆ Promotes respectful interactions that challenge and engage students within the learning environment
- ◆ Creates an environment that is appropriate, stimulating, and academically challenging
- ◆ Cultivates and promotes a climate of trust and teamwork
- ◆ Encourages student participation, inquiry, and intellectual risk-taking
- ◆ Respects and promotes the appreciation of diversity

PERFORMANCE APPRAISAL RUBRIC

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

II-B: Instructional Support Personnel

Instructional support personnel are evaluated based on the following: 50% IPEGS Performance Standard 1: Learner Progress and 50% on IPEGS Performance Standards two (2) through seven (7) Ratings on the performance standards are accomplished 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 are provided for IPEGS Performance Standards two (2) through seven (7) as samples 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 F. S. §1012.34.

Part A. Performance Standard 1: Learner Progress constitutes 50% of the Summative Performance Evaluation

Pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act, at least 50% of an instructional personnel’s 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 as specified in 1008.22(8).

PERFORMANCE APPRAISAL RATINGS: 50% OF TOTAL POSSIBLE POINTS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
<i>50 percentage points</i>	<i>37.5 percentage points</i>	<i>25 percentage points</i>	<i>12.5 percentage points</i>

**STUDENT PERFORMANCE MEASURES FOR 50% of
INSTRUCTIONAL SUPPORT PERSONNEL EVALUATION
M-DCPS RECOMMENDATIONS**

<i>Instructional Professional Job Assignment</i>	2011-2012	2012-2013	2013-2014	2014-2015
<i>Instructional Personnel who are not classroom teachers</i>	<i>State Option - The superintendent may assign instructional personnel in an instructional team the growth of the team’s students on statewide assessment.</i> <i>MDCPS Recommendation – Use school wide reading proficiency and learning gains for instructional support personnel assigned to a school site otherwise use district-wide data</i>			<i>Shall measure growth using equally appropriate formulas. FDOE shall provide models.</i>

Part B. Performance Standards 2 through 7 together constitute the remaining 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.

SAMPLE PERFORMANCE 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 developmental stages of learners
- ◆ Accommodates various learning styles and cultural, ethnic, and linguistic backgrounds to assist in the implementation of intervention plans
- ◆ 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 <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.5 percentage points</i>
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.

SAMPLE PERFORMANCE 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 the field/subject matter
- ◆ Demonstrates effective scheduling and time management skills
- ◆ Organizes and maintains appropriate service log and/or program plan
- ◆ Identifies learner performance, student program needs and manages available resources (including state reading requirements, as applicable)
- ◆ Orients, trains, and supervises library/media center personnel and/or students

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.5 percentage points</i>
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.

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

- ◆ Selects, develops, organizes, implements, or supports curriculum for specific learner and/or program needs
- ◆ Uses technology to deliver services/programs [(Florida Statute §1012.34(3)(a)4)]
- ◆ Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable (Florida Statute §1003.415)
- ◆ Consults with stakeholders to design, implement, or support services for specific learner or program needs
- ◆ Provides 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 effective reading promotional and literature appreciation activities to promote lifelong learning
- ◆ Remains current in subject/content/field/technology and professional practices

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.5 percentage points</i>
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 FCAT state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

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

- ◆ Uses data to assess learner and/or program needs and outcomes
- ◆ Uses data to monitor learner and/or program progress
- ◆ Provides accurate feedback for learners, staff, and other stakeholders
- ◆ Uses data to determine learner needs and support instructional programs
- ◆ Periodically assesses, formally and informally, and evaluates collection of materials and resources to ensure that the needs of learners and staff are being met

The state assessment data referenced in the performance standards refers to the "Student assessment program for public schools" Florida Statute §1008.22 may be found in Appendix E.

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.5 percentage points</i>
The instructional support professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.	The instructional support professional gathers, analyzes, and uses data (including FCAT state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.	The instructional support professional is often ineffective in gathering, analyzing, and using data to measure and guide learner or program progress, and to provide timely feedback.	The instructional support professional consistently fails to gather, analyze, or use data to measure and guide learner or program progress, and to provide timely feedback.

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.

SAMPLE PERFORMANCE 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 with stakeholders to support the needs of the learning community
- ◆ Collaborates with stakeholders when appropriate; such as with students, colleagues, administrators, other school personnel, community members, and families
- ◆ Uses technology to support and enhance communication as appropriate
- ◆ Responds promptly to stakeholders

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>7 percentage points</i>	<i>5.25 percentage points</i>	<i>3.5 percentage points</i>	<i>1.75 percentage points</i>
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.

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.

SAMPLE PERFORMANCE 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 Rules, etc.)
- ◆ Delivers services consistent with national and state association ethical principles and professional 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
- ◆ Mentors, trains, or supports other staff
- ◆ Maintains accurate records

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>7 percentage points</i>	<i>5.25 percentage points</i>	<i>3.5 percentage points</i>	<i>1.75 percentage points</i>
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

Part II-C: Student Services Personnel

Student services personnel are evaluated based on the following: 50% IPEGS Performance Standard 1: Learner Progress and 50% on IPEGS Performance Standards 2 through 7. Ratings on the performance standards are accomplished 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 are provided for IPEGS Performance Standards 2 through 7 as examples of activities that may address the standard.

PERFORMANCE STANDARD 1: LEARNER PROGRESS: 50% OF TOTAL POSSIBLE POINTS

The work of the student services professional results in acceptable and measurable learner or program progress as specified in F. S. §1012.34.

Part A. Performance Standard 1: Learner Progress constitutes 50% of the Summative Performance Evaluation

Pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act, at least 50% of an instructional personnel’s 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 as specified in 1008.22(8).

PERFORMANCE APPRAISAL RATINGS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
<i>50 percentage points</i>	<i>37.5 percentage points</i>	<i>25 percentage points</i>	<i>12.5 percentage points</i>

***STUDENT PERFORMANCE MEASURES FOR 50% of
STUDENT SERVICES PERSONNEL EVALUATION
M-DCPS RECOMMENDATIONS***

<i>Instructional Professional Job Assignment</i>	2011-2012	2012-2013	2013-2014	2014-2015
<i>Instructional Personnel who are not classroom teachers</i>	<i>State Option - The superintendent may assign instructional personnel in an instructional team the growth of the team’s students on statewide assessment.</i>			<i>Shall measure growth using equally appropriate formulas. FDOE shall provide models.</i>
	<i>MDCPS Recommendation – Use school wide reading proficiency and learning gains for student services personnel assigned to a school site otherwise use district-wide data</i>			

Part B. Performance Standards 2 through 7 together constitute the remaining 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.

SAMPLE PERFORMANCE 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

Position-Specific Sample Indicators, 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 learners referred for services
- ◆ Participates in and contributes to the Child Study Team, School Support Team, eligibility and determination meetings, and the Individualized Education Plan (IEP) process

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 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 <i>The professional’s work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.25 percentage points</i>
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.

SAMPLE PERFORMANCE 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 screening, 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 Sample Indicators, 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 regional 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 <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
9 percentage points	6.75 percentage points	4.5 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.

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.

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

Common Indicators

- ◆ Remains current in subject/content/field/technology and professional practices
- ◆ Provides services in a safe and positive setting
- ◆ Presents information and services using varied strategies to meet learner needs and diversity
- ◆ Uses technology as appropriate to deliver services and programs [(Florida Statute §1012.34(3)(a)4)]
- ◆ Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable (Florida Statute §1003.415)
- ◆ Consults on a continual basis with administration, parents, community agencies, school and support personnel to resolve issues and/or inform on progress related to the provision of programs/services to individual learners

Position-Specific Sample Indicators, 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 their 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 person/social, career, and academic domains and their 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 assessment, 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 leadership for activities related to mental health

School Social Worker

- ◆ Offers counseling and suggests strategies to meet learner needs and to support learner achievement
- ◆ 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 appropriate discipline
- ◆ 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 and services, and program guidelines

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional’s work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
9 percentage points	6.75 percentage points	4.5 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.

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

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

SAMPLE PERFORMANCE 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 Sample Indicators, but are not limited to:

Career Specialist, Counselor, and TRUST Specialist

- ◆ Uses and applies appropriate technology [(Florida Statute §1012.34(3)(a)4)]
- ◆ Consults with administration, staff, learners, and families to determine counseling and career guidance services and programs needed for learner achievement

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

Speech/Language Pathologist

- ◆ Analyzes records and test results to identify eligibility for services and prepares written reports
- ◆ Follows established procedures for screening and testing referred learners
- ◆ Participates in the eligibility determination and IEP meetings

PERFORMANCE APPRAISAL RUBRIC

<p>Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i></p>	<p>Effective <i>The description is the actual performance standard</i></p>	<p>Developing/Needs Improvement</p>	<p>Unsatisfactory</p>
<p><i>9 percentage points</i></p>	<p><i>6.75 percentage points</i></p>	<p><i>4.5 percentage points</i></p>	<p><i>2.25 percentage points</i></p>
<p>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.</p>	<p>The student services professional gathers, analyzes, and uses data (including FCAT state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.</p>	<p>The student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.</p>	<p>The student services professional consistently fails to use data to measure and guide progress and to provide timely feedback.</p>

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.

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

- ◆ Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS
- ◆ Actively assumes an advocacy role for learners and families
- ◆ Communicates with colleagues from other fields/content areas in the integration of services and/or instruction
- ◆ Communicates with staff, families, and community resources to support the success of a diverse learner population
- ◆ Uses technology to support and enhance communication as appropriate [(Florida Statute §1012.34(3)(a)4)]
- ◆ 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

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>7 percentage points</i>	<i>5.25 percentage points</i>	<i>3.5 percentage points</i>	<i>1.75 percentage points</i>
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.

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.

SAMPLE PERFORMANCE 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 Board Rules, etc.)]
- ◆ Delivers services consistent with national and state associations’ ethical principles and professional standards of practice
- ◆ Demonstrates professional growth through participating in a meaningful and continuous process of professional development
- ◆ Mentors, trains, and/or coaches colleagues
- ◆ Maintains confidentiality in the delivery of services in accordance with professional standards and legal procedures
- ◆ Follows federal, state, and local laws, and school board rules, guidelines, and policies
- ◆ Establishes and maintains professional relationships with administrators, school staff, parents, community members, business and civic organizations
- ◆ Maintains accurate records (e.g., attendance records, IEPs and other mandated forms)

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional’s work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>7 percentage points</i>	<i>5.25 percentage points</i>	<i>3.5 percentage points</i>	<i>1.75 percentage points</i>
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 II

PERFORMANCE STANDARDS

Student Performance Measures for Teacher Evaluation: Performance Standard 1: Learner Progress for Teachers, Instructional Support Personnel, and Student Services Personnel

Both the recently enacted Senate Bill 736 and the Race To The Top Memorandum of Understanding propose comprehensive educational personnel reform addressing evaluation and compensation of instructional personnel and school administrators. Among the requirements are specifications that 50% of teacher evaluation be based on student learning growth indicators. These indicators are to include student growth measures for courses associated with statewide assessments as well as an appropriate formula for measuring student learning for all other grades and subjects.

Student Performance Data Point Recommendations

The M-DCPS/UTD Teacher Evaluation Working Group Student Performance Data Point Recommendations are provided in Appendix G. The applicable performance measures for teachers, instructional support personnel, and student services personnel are included for reference in the chart immediately following each IPEGS Performance Standard 1: Learner Progress section: II-A for teachers; II-B for instructional support personnel; and II-C for student services personnel. To ensure that accurate data cut scores are established for the 2011-2012 school year, a Joint M-DCPS/UTD Student Performance Data Committee will be identified. Committee members will review data results to ensure that the analysis of data by school level and subject areas will accurately reflect appropriate and valid cut scores for evaluation ratings. The ability to specify in detail the district's plan for the student performance part of the teacher evaluation is severely constrained by the lack of availability of actual, realistic working data in both type and extent. As this is the first year of implementation of the FCAT 2.0, with its attendant new standards, scales, and score distributions, there is no indication of what the statistical characteristics of the scores will be. Therefore, specifications of the procedures for combining and categorizing the data must remain provisional and imprecise. Despite these limitations, a series of simulation studies conducted by the M-DCPS office of Assessment, Research, and Data Analysis using historical FCAT data has led to some definitive findings as well as several more broad-spectrum concerns.

- Combining student performance measures across years will require special considerations when teaching classification, course load, and test characteristics change over time. Particularly troubling is the issue of combining three years of data when FCAT tests based on different competencies and items are to be used in the future.
- In general, teachers of subject areas not currently tested by the FCAT would be evaluated based on the Reading performance and Reading learning gains of the students in their classes. Teachers of subjects not tested by the FCAT and having less than a minimum

Student Performance Measures for Teacher Evaluation: Performance Standard 1: Learner Progress for Teachers, Instructional Support Personnel, and Student Services Personnel (Continued)

number of students with FCAT scores in their classroom will be assigned scores based on average schoolwide Reading proficiency and learning gains rather than those of the students in their classes. While this practice may have the benefit of focusing the entire school on reading achievement, it will undoubtedly raise fairness issues that make it difficult to justify.

- Weighted averages of percentages of students with learning gains across three years for each teacher were highly correlated with unweighted approaches. Averages weighted by classroom size were preferred to avoid the potential undue influence of small sample sizes.
- FCAT performance varies greatly across educational grade levels, especially at the high school level. Therefore, cutoffs for classification into the four effectiveness categories will have to be grade-level specific. (Without these accommodations, we may find ourselves in the untenable position of concluding that virtually all our elementary teachers are effective and all our high school teachers are ineffective.)
- Special learning gains definitions and separate cutoffs for classification may even be necessary for specific grades. For example, the requirement of passing the FCAT for advancement to fourth grade produces differences in state-defined reading learning gains for the student populations in both third and fourth grade classes. Other anomalies occur where differences in the overall percentage of students showing state-defined learning gains may differ by as much as 30 percentage points between grade levels.
- The new FCAT test will be scaled by an equi-percentile method for the first year resulting in an exact match in performance-level percents at the state level. Scaling of this kind will eliminate overall performance improvements and most likely have a suppressing tendency on observed learning gains at the district, school, and teacher levels.

**Student Performance Measures for Teacher Evaluation: Performance
Standard 1: Learner Progress for Teachers, Instructional Support Personnel,
and Student Services Personnel (Continued)**

- Teachers who split their teaching duties between Reading or Mathematics, on the one hand, and subject areas not tested by the FCAT on the other, may require proportional weighting of individual learning gains and schoolwide learning gains.
- Tentative cutoff scores established from the simulation studies, based on historical data, will have to be revisited when the new FCAT data becomes available.

All teachers will have the percentage of students making learning gains averaged over three years and ultimately classified into one of four performance categories (i.e., representing highly effective, effective, developing/needs improvement, and unsatisfactory) for the student achievement portion of their evaluation. Those in the lowest category will receive 25% of the total possible percentage points for this half of the evaluation. Similarly, those in the second highest category will receive half of the possible points, those in the next higher category will receive 75% of the possible points, and those in the highest category will receive the maximum possible points for the student evaluation part of the evaluation. The points from this half of the evaluation will be combined with the points received from the “standards” part of the evaluation to create a unified single rating. It is upon this unified rating that teachers will be finally classified into the final four effectiveness categories.

PART III

Individual Professional Development Plan (IPDP)

Miami-Dade County Public Schools

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

GUIDELINES

Pursuant to Florida Statute 1012.98, “school principals must establish and maintain individual professional development plans for each instructional professional.” The Individual Professional Development Plan (IPDP) must:

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

Additionally, the Student Success Act 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 IPDP is to be completed within the first thirty days of the instructional professional’s employment at the work location and may be revised during the school year as needed. The revisions must be mutually agreed upon by the instructional professional and the principal.

The professional development activities shall primarily focus on subject content and teaching methods including:

- Next Generation Sunshine State Standards/Common Core Standards or Subject Area Content
- Instructional Strategies/Pedagogy
- Technology
- Assessment and Data Analysis
- Classroom Management
- Parental Involvement
- School Safety

Professional Development activities listed can include college courses, outside seminars, and District or school-based professional development offerings. To count as a professional development activity for the IPDP, Master Plan Points (MPPs), college/university credit or continuing education units (CEUs) should have been offered to the participating professional.

IPDP PROCEDURES

<i>Development Phase</i>	
Step 1: Conduct an individual needs assessment to determine individual learning needs	Review all that apply: <ul style="list-style-type: none"> • School Improvement Plan • Disaggregated classroom-level student achievement data (e.g., Student Assessment Results, Reading Inventory Scores, FCAT Scores, 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: Identify student needs	Based on the identified student needs, specify the training objectives expected to impact student performance Example of Teacher Objective: To improve math teaching methods
Step 3: Write a measurable goal for student outcomes	Example of Measurable Goal of expected student outcome: For the current school year, 80% of students will demonstrate a gain of at least 5 points between the fall and spring math assessment.
Step 4: Identify strategies for meeting goals	<ul style="list-style-type: none"> • Specify the Professional Development (PD) activity(ies) and date(s) to support each objective. • Check all of the PD activities related to completing training objectives?
Step 5: Review and approve IPDP	<ul style="list-style-type: none"> • Meet with administrator to review and approve IPDP. Note: The IPDP may be revised at any time as needed.
<i>Implementation Phase</i>	
Step 6: Participate in PD	Identify PD documentation, methods, and completion dates.
Step 7: Evaluation PD	Specify the effectiveness of the IPDP by completing the evaluation section of the IPDP.
Step 8: Participate in review of the IPDP	Completed IPDP form reviewed, signed, and added to the end-of-year documentation.

IPDP Template



MIAMI-DADE COUNTY PUBLIC SCHOOLS Individualized Professional Development Plan (IPDP)

TEACHER NAME _____ EMPLOYEE NUMBER _____ SCHOOL _____

IPDP IMPLEMENTATION PERIOD _____

Student Performance Data	Training Objective(s)	Professional Development Activities	Evaluation										
<p>Specify the student performance data and/or results of prior year's evaluation used to form the basis for the IPDP. Data must be related to the students to whom the teacher is assigned.</p> <p>(Check all that apply.)</p> <p><input type="checkbox"/> School Improvement Plan</p> <p><input type="checkbox"/> Student Achievement Data (e.g., student assessment results, reading inventory scores, FCAT scores, pre/post tests, nine week grades, etc.)</p> <p><input type="checkbox"/> IPEGS Annual Evaluation from previous year</p> <p><input type="checkbox"/> Other (specify) _____</p> <p>Identified Student Needs:</p>	<p>Specify the training objectives expected to impact student performance.</p> <p>What specific measurable improvements are expected in student achievement as a result of the training activity?</p>	<p>Specify the professional development activity (ies) and dates to support each objective(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 70%;">Activity</th> <th style="width: 30%;">Date</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>To which of the following is the professional development activity related? (Check all that apply.)</p> <p><input type="checkbox"/> Next Generation Sunshine State Standards/ Common Core Standards, Subject Area Content</p> <p><input type="checkbox"/> Teaching Methodology</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Assessment and Data Analysis</p> <p><input type="checkbox"/> Classroom Management</p> <p><input type="checkbox"/> Parental Involvement</p> <p><input type="checkbox"/> School Safety</p> <p><input type="checkbox"/> IPEGS Standards: 1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___</p> <p><u>Follow-up:</u> Evidence of impact on professional practice</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	Activity	Date									<p>Specify the effectiveness of the IPDP by answering the following:</p> <p>Were the training objectives met?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No (If no, why not and what are follow up plans?)</p> <p>What was mastered and implemented by the teacher as a result of the professional development activities?</p> <p>What were the changes in the educator's professional practice as a result of the professional learning activities?</p> <p>What was the impact of the professional development on student achievement?</p>
Activity	Date												

PLANNING MEETING: Principal's Signature _____ Date _____ Teacher's Signature _____ Date _____
 REVISED/UPDATED: Principal's Signature _____ Date _____ Teacher's Signature _____ Date _____
 EVALUATION MEETING: Principal's Signature _____ Date _____ Teacher's Signature _____ Date _____

A professional development plan for each instructional employee has been mandated by 1012.98 F.S. A copy is to be retained by the principal in the teacher's personnel file. This plan may be revised any time as needed.

PART IV

EVALUATION FORMS

INTRODUCTION

Part IV contains copies of the forms used during the evaluation *cycle* 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 Individual Professional Development Plan, documentation cover sheets, observation form(s), and summative forms at the school/worksite.

Table 10: Items Used as Evidence of Quality Work Performance

Form	Documentation Completed by	
	Assessor	Professional
Observation of Standards Form - Teacher, Instructional Support Personnel, or Student Services Personnel	✓	
Documentation Cover Sheet and Artifacts (attachments)		✓
Formative Performance Evaluation - Probationary Teacher, Probationary Instructional Support Personnel, or Probationary Student Services Personnel	✓	
Summative Performance Evaluation - Teacher, Instructional Support Personnel, or Student Services Personnel	✓	
Improvement Plan (if applicable)	✓	

Miami-Dade County Public Schools
INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
OBSERVATION OF STANDARDS FORM-TEACHER

Teacher: _____ **Employee No.** _____ **School/worksite:** _____

Contract Status: Probationary Annual Professional Service Continuing

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. The form may also be used to document a targeted performance standard, in which case "NA" is noted for the other standards. Evidence may be positive and/or negative examples. (For further explanation in completion of this form, refer to the IPEGs Procedural Handbook).

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	<input type="checkbox"/> Comment Required
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. FEAPs: 1, 3, 4, 5	<input type="checkbox"/> 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	<input type="checkbox"/> Comment Required
PERFORMANCE STANDARD 5: ASSESSMENT The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback. FEAPs: 1, 3, 4, 5	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> Comment Required

Comments/Specific Suggestions

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

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

Assessor's Signature _____ Date _____

Teacher's Signature _____ Date _____

Teacher OSF Form

**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 professional. The form may also be used to document a targeted performance standard, in which case "NA" is noted for the other standards. Evidence may be positive and/or negative examples. (For further explanation in completion of this form, refer to the IPEGS Procedural Handbook).

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

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

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

Comment Required

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

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

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

Not an observable standard – No comment required unless warranted.

Comments/Specific Suggestions

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

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

Assessor's Signature _____ Date _____

Professional's Signature _____ Date _____

Instructional Support Personnel OSF Form

**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 professional. The form may also be used to document a targeted performance standard, in which case "NA" is noted for the other standards. Evidence may be positive and/or negative examples. (For further explanation in completion of this form, refer to the IPEGS Procedural Handbook.)

<p>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. <u>FEAPs: 1, 2, 3, 5, 6</u></p>	<input type="checkbox"/> Comment Required
<p>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. <u>FEAPs: 1, 4, 5, 6</u></p>	<input type="checkbox"/> Comment Required
<p>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. <u>FEAPs: 4</u></p>	<input type="checkbox"/> Comment Required
<p>PERFORMANCE STANDARD 5: ASSESSMENT The student services professional gathers, analyzes, and uses data (including FCAT state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback. <u>FEAPs: 1, 3, 4</u></p>	<input type="checkbox"/> Not an observable standard – No comment required unless warranted.
<p>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. <u>FEAPs: 1, 2, 3, 4, 5, 6</u></p>	<input type="checkbox"/> Not an observable standard – No comment required unless warranted.
<p>PERFORMANCE STANDARD 7: PROFESSIONALISM The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth. <u>FEAPs: 1, 2, 3, 4, 5, 6</u></p>	<input type="checkbox"/> Not an observable standard – No comment required unless warranted.

Comments/Specific Suggestions

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

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

Assessor's Signature _____ Date _____

Professional's Signature _____ Date _____

Student Services OSF Form

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 35 calendar days prior to the last day of the school year for professionals.
- ◆ should be available as reference at the summative performance evaluation meeting.
- ◆ is one component of a multi-source evaluation and complements the observation components of IPEGS.
- ◆ is limited to the required documentation listed on the cover sheet.
- ◆ is a work in progress; it is to be continually developed throughout the evaluation period.
- ◆ should be user-friendly (neat, organized).
- ◆ is returned to the professional after review by the assessor.
- ◆ belongs to the employee (even if the employee changes schools or leaves the school district).

For how long is documentation 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

Performance Standard	Required Items at the Summative Evaluation Meeting
1. Learner Progress	<ul style="list-style-type: none">◆ <i>Pursuant to the Student Success Act 50% of the Evaluation will be based upon data and indicators of student learning growth</i>◆ Definition of appropriate learner progress measures compliant with F. S. 1012.34 will be provided by the Assessment, Research, and Data Analysis Office.
2. Knowledge of Learners	No item is required as knowledge of learners is observed during the classroom observation.
3. Instructional Planning	None. Lesson plans are available before, during and after the formal observation.
4. Instructional Delivery and Engagement	None, as instructional materials are observed during a formal observation.
5. Assessment	None. See appropriate evidence of assessment data (e.g., state and local assessments, student work folder, electronic data, IEP).
6. Communication	Summarize effective <i>Communication with stakeholders</i> – sample form provided (e.g., teachers may print records or provide their own documentation).
7. Professionalism	Summarize <i>Professional Development/Professional Growth Experiences</i> – (e.g., Center for Professional Learning record of inservice, professional development, workshop certificates, college transcripts, conferences, National Board Certification) from the current evaluation period.
8. Learning Environment	None, as the learning environment is observed during the classroom observation.

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 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 Development/Professional Growth Experiences

Summarize the Professional Development/growth experiences that contributed to the improvements made in instructional delivery and student achievement – Provide evidence of the successful completion of professional development that result in the accumulation of Master Plan Points and/or college/university credit during the evaluation year. Additionally, professionals may provide evidence of other professional growth experiences. The IPDP is not a part of the IPEGS evaluation.

Assessor Evaluative Notes

Communication

Provide evidence of how the professional communicates with stakeholders (*e.g., families, staff, faculty, and students*).

Assessor Evaluative Notes

Reviewed by:

Assessor's Signature: _____ Date: _____

Sample Communication Log

Professional's Name _____ School Year _____

Date	Person	Purpose	Mode	Notes
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
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* Documentation should be maintained by the professional of communication with stakeholders (e.g., families, staff, faculty, students).

**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 their performance. The actual 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. A comment must be provided for any rating below effective. 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.
<input type="checkbox"/> A discussion has been held regarding student performance data.
<i>Comments (Optional)</i>

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

Assessor Initials: _____

Professional Initials: _____

Probationary Contract Teacher: _____ Employee Number: _____

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

PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessor Initials: _____

Professional Initials: _____

Probationary Contract Teacher: _____ Employee Number: _____

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

PERFORMANCE STANDARD 5: ASSESSMENT

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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 FCAT 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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 6: COMMUNICATION

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard...</i>	Effective <i>The description is the actual performance standard</i>	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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessor Initials: _____

Professional Initials: _____

Probationary Contract Teacher: _____ Employee Number: _____

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

PERFORMANCE STANDARD 7: PROFESSIONALISM

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Formative Evaluation Signatures of Record

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

 Date

 Professional's Signature
Signature denotes the formative meeting occurred.

 Date

Written Response by Professional attached, if applicable.

Date: _____

Formative Evaluation Status (Completed by the Site Administrator)

- Performance to date is at an "Effective" or better level
- Performance to date is at a "Developing" level
- Performance to date is "Unsatisfactory" level

 Principal/Site Administrator's Signature/Date

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

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

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 their performance. The actual 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. A comment must be provided for any rating below effective. 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.
<input type="checkbox"/> A discussion has been held regarding student performance data.
<i>Comments (Optional)</i>

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS

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

Assessor Initials: _____
Professional Initials: _____

Probationary Contract Professional: _____ Employee Number: _____

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

PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently monitors, evaluates, modifies and/or designs programs/services that impact learners.	The instructional support professional plans, organizes, promotes, and manages programs and/or services to meet the diverse needs of all learners.	The instructional support professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.	The instructional support professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 4: PROGRAM DELIVERY

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.	The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.	The instructional support professional often implements services ineffectively to the targeted learning community based on established standards and guidelines.	The instructional support professional consistently fails to implement services to the targeted learning community in a manner that is aligned with established standards and guidelines.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 5: ASSESSMENT

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.	The instructional support professional gathers, analyzes, and uses data (including FCAT state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.	The instructional support professional is often ineffective in gathering, analyzing, and using data to measure and guide learner or program progress, and to provide timely feedback.	The instructional support professional consistently fails to gather, analyze, or use data to measure and guide learner or program progress, and to provide timely feedback.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

Assessor Initials: _____
Professional Initials: _____

Probationary Contract Professional: _____ Employee Number: _____

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

PERFORMANCE STANDARD 6: COMMUNICATION

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional uses a variety of communication to inform, network, and/or respond to students, and other stakeholders in a high effective manner.	The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.	The instructional support professional often communicates ineffectively with students, staff, and/or other members of the learning community.	The instructional support professional consistently fails to communicate effectively with students, staff, and/or other members of the learning community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 7: PROFESSIONALISM

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.	The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	The instructional support professional often does not display professional judgment or only occasionally participates in professional growth.	The instructional support professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

Formative Evaluation Signatures of Record_____
Assessor's Signature*Signature denotes assessor conducting the formative evaluation meeting.*_____
Date_____
Professional's Signature*Signature denotes the formative meeting occurred.*_____
Date *Written Response by Professional attached, if applicable.*

Date: _____

Formative Evaluation Status (Completed by the Site Administrator)

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

Principal/Site Administrator's Signature/Date

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

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

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 their performance. The actual 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. A comment must be provided for any rating below effective. 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 student performance data.

Comments(Optional)

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments			

Assessor Initials: _____

Professional Initials: _____

Probationary Contract Professional: _____ Employee Number: _____

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

PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 4: PROGRAM DELIVERY

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 5: ASSESSMENT

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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 FCAT state 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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessor Initials: _____
 Professional Initials: _____

Probationary Contract Professional: _____ Employee Number: _____

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

PERFORMANCE STANDARD 6: COMMUNICATION

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 7: PROFESSIONALISM

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

Formative Evaluation Signatures of Record

 Assessor's Signature _____
 Date
Signature denotes assessor conducting the formative evaluation meeting.

 Professional's Signature _____
 Date
Signature denotes the formative meeting occurred.

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

**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. The actual performance standard appears in bold on the rubric. The assessor and the professional initials each page of this form. The teacher receives a copy of the form. A comment must be provided for any rating below proficient. The signed form is submitted to the district office as indicated by the district calendar/procedures.

Note: Pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act, at least 50% of an instructional personnel's 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 as specified in 1008.22 (8). In IPEGS, the 50% weighting applies to Performance Standard 1: Learner Progress.

PERFORMANCE STANDARD 1: LEARNER PROGRESS: 50% OF TOTAL POSSIBLE POINTS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
<i>50 percentage points</i>	<i>37.5 percentage points</i>	<i>25 percentage points</i>	<i>12.5 percentage points</i>
Subtotal Performance Standard 1: Learner Progress			<input style="width: 100px; height: 20px;" type="text"/> percentage points

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 <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>8 percentage points</i>	<i>6 percentage points</i>	<i>4 percentage points</i>	<i>2 percentage points</i>
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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments _____			

Assessor Initials: _____

Teacher Initials: _____

Teacher: _____ Employee Number: _____

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

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>8 percentage points</i>	<i>6 percentage points</i>	<i>4 percentage points</i>	<i>2 percentage points</i>
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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>8 percentage points</i>	<i>6 percentage points</i>	<i>4 percentage points</i>	<i>2 percentage points</i>
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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessor Initials: _____

Teacher Initials: _____

Teacher: _____ Employee Number: _____
 School/Worksite: _____ Work Location#: _____ School Year: _____

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>6 percentage points</i>	<i>4.5 percentage points</i>	<i>3 percentage points</i>	<i>1.5 percentage points</i>
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 FCAT 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>6 percentage points</i>	<i>4.5 percentage points</i>	<i>3 percentage points</i>	<i>1.5 percentage points</i>
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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

Assessor Initials: _____
 Teacher Initials: _____

Teacher: _____ Employee Number: _____

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

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>6 percentage points</i>	<i>4.5 percentage points</i>	<i>3 percentage points</i>	<i>1.5 percentage points</i>
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.
<input type="checkbox"/> Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>8 percentage points</i>	<i>6 percentage points</i>	<i>4 percentage points</i>	<i>2 percentage points</i>
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.
<input type="checkbox"/> Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal of Performance Standards 2 through 8		<input style="width: 100px; height: 30px;" type="text"/>	percentage points

Assessor Initials: _____

Teacher 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*

IPEGS Summative Performance Unified Rating *percentage points*

Range for Unified Rating

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

 Assessor’s Signature

Signature denotes assessor conducting the summative evaluation meeting.

 Date

 Teacher’s Signature

Signature denotes the meeting occurred.

 Date

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 when the form is submitted to the district.

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

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 IPDP Observation Other _____

Directions:

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

Note: Pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act, at least 50% of an instructional personnel's 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 as specified in 1008.22(8). In IPEGS, the 50% weighting applies to Performance Standard 1: Learner Progress.

PERFORMANCE STANDARD 1: LEARNER PROGRESS: 50% OF TOTAL POSSIBLE POINTS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
<i>50 percentage points</i>	<i>37.5 percentage points</i>	<i>25 percentage points</i>	<i>12.5 percentage points</i>
Subtotal Performance Standard 1: Learner Progress			
			percentage points

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

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.5 percentage points</i>
The instructional support professional consistently addresses the needs of the target learning community in a highly effective manner.	The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.	The instructional support professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The instructional support professional consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

Assessor Initials: _____

Instructional Support Professional Initials: _____

Professional: _____ Employee Number: _____

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

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.5 percentage points</i>
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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.5 percentage points</i>
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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

Assessor Initials: _____

Instructional Support Professional Initials: _____

Professional: _____ Employee Number: _____

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

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
9 percentage points	6.75 percentage points	4.5 percentage points	2.5 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 FCAT state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.	The instructional support professional is often ineffective in gathering, analyzing, and using data to measure and guide learner or program progress, and to provide timely feedback.	The instructional support professional consistently fails to gather, analyze, or use data to measure and guide learner or program progress, and to provide timely feedback.
<input type="checkbox"/> Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
7 percentage points	5.25 percentage points	3.5 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.
<input type="checkbox"/> Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessor Initials: _____

Instructional Support Professional Initials: _____

Instructional Support Professional: _____ Employee Number: _____
 School/Worksite: _____ Work Location#: _____ School Year: _____

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>7 percentage points</i>	<i>5.25 percentage points</i>	<i>3.5 percentage points</i>	<i>1.75 percentage points</i>
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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			
<div style="display: flex; justify-content: space-between; align-items: center;"> Subtotal of Performance Standards 2 through 7 <div data-bbox="912 1039 1175 1106" style="border: 1px solid black; width: 100px; height: 30px;"></div> percentage points </div>			

Assessor Initials: _____

Instructional Support Professional 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
IPEGS Summative Performance Unified Rating percentage points

Range for Unified Rating

- 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

 Assessor’s Signature

Signature denotes assessor conducting the summative evaluation meeting.

 Date

 Professional’s Signature

Signature denotes the meeting occurred.

 Date

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 when the form is submitted to the district.

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

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. The actual performance standard appears in bold on the rubric. The assessor and the professional initials each page of this form. The professional receives a copy of the form. A comment must be provided for any rating below effective. The signed form is submitted to the district office as indicated by the district calendar/procedures.

Note: Pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act, at least 50% of an instructional personnel’s 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 as specified in 1008.22(8). In IPEGs, the 50% weighting applies to Performance Standard 1: Learner Progress.

PERFORMANCE STANDARD 1: LEARNER PROGRESS: 50% OF TOTAL POSSIBLE POINTS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
<i>50 percentage points</i>	<i>37.5 percentage points</i>	<i>25 percentage points</i>	<i>12.5 percentage points</i>
Subtotal Performance Standard 1: Learner Progress			percentage points

Note: IPEGs Performance Standards 2 through 8 together comprise 50% of the total evaluation for student services personnel.

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

Highly Effective <i>The professional’s work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.25 percentage points</i>
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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments			

Assessor Initials: _____

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 <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
9 percentage points	6.75 percentage points	4.5 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
9 percentage points	6.75 percentage points	4.5 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

Assessor Initials: _____

Student Services Professional Initials: _____

Student Services Professional: _____ Employee Number: _____

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

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.25 percentage points</i>
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 FCAT state 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>7 percentage points</i>	<i>5.25 percentage points</i>	<i>3.5 percentage points</i>	<i>1.75 percentage points</i>
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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

Assessor Initials: _____

Student Services Professional Initials: _____

Student Services Professional: _____ Employee Number: _____

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

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

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>7 percentage points</i>	<i>5.25 percentage points</i>	<i>3.5 percentage points</i>	<i>1.75 percentage points</i>
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.
<input type="checkbox"/> Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subtotal of Performance Standards 2 through 7		<input style="width: 100px; height: 20px;" type="text"/>	percentage points

Assessor Initials: _____

Instructional Support Professional 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

IPEGS Summative Performance Unified Rating percentage points

Range for Unified Rating

- Highly Effective** – 89 percentage points to 100 percentage points
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Date

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Signature denotes the meeting occurred.

Date

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Recommendation by the Site Administrator

Provisional recommendation for continued employment pending receipt of student performance data

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for continued employment

Not recommended
for continued employment

Principal/Site Administrator’s Signature/Date

Signature denotes final determination of the ratings and recommendation for continued employment.

The professional will receive a copy of the form prior to when the form is submitted to the district.

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

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 mutually agreed upon peer support professional to the meeting. The location, date and time of your 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 I am entitled to have union representation and/or a peer support professional, who is mutually agreed upon by the assessor and me, at this meeting.

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: _____

<p>IP Review:</p> <ul style="list-style-type: none"><input type="checkbox"/> Activities completed by due date<input type="checkbox"/> Activities not completed by due date<input type="checkbox"/> Other _____ <p>IP Review Date: _____</p>	<p>It is recommended that:</p> <ul style="list-style-type: none"><input type="checkbox"/> The professional is no longer on an <i>IP</i>. The performance deficiencies have been corrected.<input type="checkbox"/> The professional is issued a revised/new <i>IP</i>. The performance deficiencies were not corrected.
--	--

**Indicates Support Dialogue was completed.*

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

The Student Success Act From the Florida Statute §1012.335 Contracts with instructional personnel hired on or after July 1, 2011

Note: Includes definitions of annual contract, probationary contract and limitations

Appendix B

From the Florida Statute §1012.34 (3)(d) Assessment procedures and criteria

(1) For the purpose of improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for assessing the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The Department of Education must approve each district's instructional personnel assessment system.

(2) The following conditions must be considered in the design of the district's instructional personnel assessment system:

(a) The system must be designed to support district and school level improvement plans.

(b) The system must provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel.

(c) The system must include a mechanism to give parents an opportunity to provide input into employee performance assessments when appropriate.

(d) In addition to addressing generic teaching competencies, districts must determine those teaching fields for which special procedures and criteria will be developed.

(e) Each district school board may establish a peer assistance process. The plan may provide a mechanism for assistance of persons who are placed on performance probation as well as offer assistance to other employees who request it.

(f) The district school board shall provide training programs that are based upon guidelines provided by the Department of Education to ensure that all individuals with evaluation responsibilities understand the proper use of the assessment criteria and procedures.

(3) The assessment procedure for instructional personnel and school administrators must be primarily based on the performance of students assigned to their classrooms or schools, as appropriate. Pursuant to this section, a school district's performance assessment is not limited to basing unsatisfactory performance of instructional personnel and school administrators upon student performance, but may include other criteria approved to assess instructional personnel and school administrators' performance, or any combination of student performance and other approved criteria. The procedures must comply with, but are not limited to, the following requirements:

(a) An assessment must be conducted for each employee at least once a year. The assessment must be based upon sound educational principles and contemporary research in effective educational practices. The assessment must primarily use data and indicators of improvement in student performance assessed annually as specified in s. 1008.22 and may consider results of peer reviews in evaluating the employee's performance. Student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program. The assessment criteria must include, but are not limited to, indicators that relate to the following:

1. Performance of students.
2. Ability to maintain appropriate discipline.
3. Knowledge of subject matter. The district school board shall make special provisions for evaluating teachers who are assigned to teach out-of-field.
4. Ability to plan and deliver instruction and the use of technology in the classroom.
5. Ability to evaluate instructional needs.
6. Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement.
7. Other professional competencies, responsibilities, and requirements as established by rules of the State Board of Education and policies of the district school board.

(b) All personnel must be fully informed of the criteria and procedures associated with the assessment process before the assessment takes place.

(c) The individual responsible for supervising the employee must assess the employee's performance. The evaluator must submit a written report of the assessment to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the assessment takes place. The evaluator must discuss the written report of assessment with the employee. The employee shall have the right to initiate a written response to the assessment, and the response shall become a permanent attachment to his or her personnel file.

(d) If an employee is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

1. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

2. a. If the employee holds a professional service contract as provided in s. 1012.33, the employee shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and appraised of progress achieved and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, a transfer does not extend the period for correcting performance deficiencies.

b. Within 14 days after the close of the 90 calendar days, the evaluator must assess whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator's recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent's recommendation, the employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a hearing. The hearing shall be conducted at the district school board's election in accordance with one of the following procedures:

(I) A direct hearing conducted by the district school board within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with the provisions of ss. 120.569 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school superintendent's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or

(II) A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services. The hearing shall be conducted within 60 days after receipt of the written appeal in accordance with chapter 120. The recommendation of the administrative law judge shall be made to the district school board. A majority vote of the membership of the district school board shall be required to sustain or change the administrative law judge's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

(4) The district school superintendent shall notify the department of any instructional personnel who receive two consecutive unsatisfactory evaluations and who have been given written notice by the district that their employment is being terminated or is not being renewed or that the district school board intends to terminate, or not renew, their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to s. 1012.795(1)(b).

(5) The district school superintendent shall develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The use of the assessment and evaluation procedures shall be considered as part of the annual assessment of the administrator's performance. The system must include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

(6) Nothing in this section shall be construed to grant a probationary employee a right to continued employment beyond the term of his or her contract.

(7) The district school board shall establish a procedure annually reviewing instructional personnel assessment systems to determine compliance with this section. All substantial revisions to an approved system must be reviewed and approved by the district school board before being used to assess instructional personnel. Upon request by a school district, the

department shall provide assistance in developing, improving, or reviewing an assessment system.

(8) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54, that establish uniform guidelines for the submission, review, and approval of district procedures for the annual assessment of instructional personnel and that include criteria for evaluating professional performance.

Appendix C

Parental Input

Parental input is gathered through the use of the School Climate Survey, the Educational Excellence School Advisory Council (EESAC) participation and the Open House Parent Academy Survey in schools, as applicable. Professionals must submit evidence of communication with parents as reflected on their communication log and on occasion specific parental input may be appropriate. The communication log data is compiled in the format preferred by the 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.

A PDF sample M-DCPS *School Climate Survey Parent-Form* is available at ipegs.dadeschools.net

Participation by the Public 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

Open House

Schools will conduct orientation meetings that provide information about school procedures and programs. Schools explain the rights of parents to be involved and provide parents opportunities for active participation. As a part of the School Operations Toolkit for Open House night, the **Parent Academy Survey** is disseminated to parents to access how schools can help parents. Below are sample inquiries from the parent survey:

- Information on how I can get involved on school or district advisory committees
- I want to meet with my child's teacher, please contact me
- Other suggestions, comments or questions: _____

The complete Open House Parent Survey is available at ipegs.dadeschools.net

Appendix D

From the Florida Statute §1003.4156 General requirements for middle grades promotion

(1) Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that:

(a) The student must successfully complete academic courses as follows:

1. Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.
2. Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit.
3. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.
4. Three middle school or higher courses in science.
5. One course in career and education planning to be completed in 7th or 8th grade. The course may be taught by any member of the instructional staff; must include career exploration using CHOICES for the 21st Century or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. Each student shall complete an electronic personal education plan that must be signed by the student; the student's instructor, guidance counselor, or academic advisor; and the student's parent. By January 1, 2007, the Department of Education shall develop course frameworks and professional development materials for the career exploration and education planning course. The course may be implemented as a stand-alone course or integrated into another course or courses. The Commissioner of Education shall collect longitudinal high school course enrollment data by student ethnicity in order to analyze course-taking patterns.

(b) For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(8).

(c) For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

(2) Students in grade 6, grade 7, or grade 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

(3) The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this section and may enforce the provisions of this section pursuant to s. 1008.32.

Appendix E

From the Florida Statute §1008.22 Student assessment program for public schools

(1) **PURPOSE.**--The primary purposes of the student assessment program are to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

(a) Assess the annual learning gains of each student toward achieving the Sunshine State Standards appropriate for the student's grade level.

(b) Provide data for making decisions regarding school accountability and recognition.

(c) Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard high school diploma.

(d) Assess how well educational goals and performance standards are met at the school, district, and state levels.

(e) Provide information to aid in the evaluation and development of educational programs and policies.

(f) Provide information on the performance of Florida students compared with others across the United States.

(2) **NATIONAL EDUCATION COMPARISONS.**--It is Florida's intent to participate in the measurement of national educational goals. The Commissioner of Education shall direct Florida school districts to participate in the administration of the National Assessment of Educational Progress, or a similar national assessment program, both for the national sample and for any state-by-state comparison programs which may be initiated. Such assessments must be conducted using the data collection procedures, the student surveys, the educator surveys, and other instruments included in the National Assessment of Educational Progress or similar program being administered in Florida. The results of these assessments shall be included in the annual report of the Commissioner of Education specified in this section. The administration of the National Assessment of Educational Progress or similar program shall be in addition to and separate from the administration of the statewide assessment program.

(3) **STATEWIDE ASSESSMENT PROGRAM.**--The commissioner shall design and implement a statewide program of educational assessment that provides information for the improvement of the operation and management of the public schools, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs. The commissioner may enter into contracts for the continued administration of the assessment, testing, and evaluation programs authorized and funded by the Legislature. Contracts may be initiated in 1 fiscal year and continue into the next and may be paid from the appropriations of either or both fiscal years. The commissioner is authorized to negotiate for the sale or lease of tests, scoring protocols, test scoring services, and related materials developed pursuant to law. Pursuant to the statewide assessment program, the commissioner shall:

(a) Submit to the State Board of Education a list that specifies student skills and competencies to which the goals for education specified in the state plan apply, including, but not limited to,

reading, writing, science, and mathematics. The skills and competencies must include problem-solving and higher-order skills as appropriate and shall be known as the Sunshine State Standards as defined in s. 1000.21. The commissioner shall select such skills and competencies after receiving recommendations from educators, citizens, and members of the business community. The commissioner shall submit to the State Board of Education revisions to the list of student skills and competencies in order to maintain continuous progress toward improvements in student proficiency.

(b) Develop and implement a uniform system of indicators to describe the performance of public school students and the characteristics of the public school districts and the public schools. These indicators must include, without limitation, information gathered by the comprehensive management information system created pursuant to s. 1008.385 and student achievement information obtained pursuant to this section.

(c) Develop and implement a student achievement testing program known as the Florida Comprehensive Assessment Test (FCAT) as part of the statewide assessment program, to be administered annually in grades 3 through 10 to measure reading, writing, science, and mathematics. Other content areas may be included as directed by the commissioner. The testing program must be designed so that:

1. The tests measure student skills and competencies adopted by the State Board of Education as specified in paragraph (a). The tests must measure and report student proficiency levels in reading, writing, mathematics, and science. The commissioner shall provide for the tests to be developed or obtained, as appropriate, through contracts and project agreements with private vendors, public vendors, public agencies, postsecondary educational institutions, or school districts. The commissioner shall obtain input with respect to the design and implementation of the testing program from state educators and the public.

2. The testing program will include a combination of norm-referenced and criterion-referenced tests and include, to the extent determined by the commissioner, questions that require the student to produce information or perform tasks in such a way that the skills and competencies he or she uses can be measured.

3. Each testing program, whether at the elementary, middle, or high school level, includes a test of writing in which students are required to produce writings that are then scored by appropriate methods.

4. A score is designated for each subject area tested, below which score a student's performance is deemed inadequate. The school districts shall provide appropriate remedial instruction to students who score below these levels.

5. Except as provided in s. 1003.43(11)(b), students must earn a passing score on the grade 10 assessment test described in this paragraph or on an alternate assessment as described in subsection (9) in reading, writing, and mathematics to qualify for a regular high school diploma. The State Board of Education shall designate a passing score for each part of the grade 10 assessment test. In establishing passing scores, the state board shall consider any possible negative impact of the test on minority students. All students who took the grade 10 FCAT during the 2000-2001 school year shall be required to earn the passing scores in reading and mathematics established by the State Board of Education for the March 2001 test administration. Such students who did not earn the established passing scores and must repeat the grade 10 FCAT are required to earn the passing scores established for the March 2001 test administration.

All students who take the grade 10 FCAT for the first time in March 2002 shall be required to earn the passing scores in reading and mathematics established by the State Board of Education for the March 2002 test administration. The State Board of Education shall adopt rules which specify the passing scores for the grade 10 FCAT. Any such rules, which have the effect of raising the required passing scores, shall only apply to students taking the grade 10 FCAT for the first time after such rules are adopted by the State Board of Education.

6. Participation in the testing program is mandatory for all students attending public school, including students served in Department of Juvenile Justice programs, except as otherwise prescribed by the commissioner. If a student does not participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, the district must notify the student's parent of the implications of such instructional modifications. A parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations. The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of test accommodations and modifications of procedures as necessary for students in exceptional education programs and for students who have limited English proficiency. Accommodations that negate the validity of a statewide assessment are not allowable.

7. A student seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.

8. District school boards must provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. If a student is provided with accommodations or modifications that are not allowable in the statewide assessment program, as described in the test manuals, the district must inform the parent in writing and must provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math. The commissioner shall conduct studies as necessary to verify that the required skills and competencies are part of the district instructional programs.

9. The Department of Education must develop, or select, and implement a common battery of assessment tools that will be used in all juvenile justice programs in the state. These tools must accurately measure the skills and competencies established in the Florida Sunshine State Standards.

The commissioner may design and implement student testing programs, for any grade level and subject area, necessary to effectively monitor educational achievement in the state.

(d) Conduct ongoing research to develop improved methods of assessing student performance, including, without limitation, the use of technology to administer tests, score, or report the results of, the use of electronic transfer of data, the development of work-product assessments, and the development of process assessments.

(e) Conduct ongoing research and analysis of student achievement data, including, without limitation, monitoring trends in student achievement, identifying school programs that are successful, and analyzing correlates of school achievement.

(f) Provide technical assistance to school districts in the implementation of state and district testing programs and the use of the data produced pursuant to such programs.

(4) **DISTRICT TESTING PROGRAMS.**--Each district school board shall periodically assess student performance and achievement within each school of the district. The assessment programs must be based upon local goals and objectives that are compatible with the state plan for education and that supplement the skills and competencies adopted by the State Board of Education. All school districts must participate in the statewide assessment program designed to measure annual student learning and school performance. All district school boards shall report assessment results as required by the state management information system.

(5) **SCHOOL TESTING PROGRAMS.**--Each public school shall participate in the statewide assessment program, unless specifically exempted by state board rule based on serving a specialized population for which standardized testing is not appropriate. Student performance data shall be analyzed and reported to parents, the community, and the state. Student performance data shall be used in developing objectives of the school improvement plan, evaluation of instructional personnel, evaluation of administrative personnel, assignment of staff, allocation of resources, acquisition of instructional materials and technology, performance-based budgeting, and promotion and assignment of students into educational programs. The analysis of student performance data also must identify strengths and needs in the educational program and trends over time. The analysis must be used in conjunction with the budgetary planning processes developed pursuant to s. 1008.385 and the development of the programs of remediation.

(6) **REQUIRED ANALYSES.**--The commissioner shall provide, at a minimum, for the following analyses of data produced by the student achievement testing program:

(a) The statistical system for the annual assessments shall use measures of student learning, such as the FCAT, to determine teacher, school, and school district statistical distributions, which shall be determined using available data from the FCAT, and other data collection as deemed appropriate by the Department of Education, to measure the differences in student prior year achievement compared to the current year achievement for the purposes of accountability and recognition.

(b) The statistical system shall provide the best estimates of teacher, school, and school district effects on student progress. The approach used by the department shall be approved by the commissioner before implementation.

(c) The annual testing program shall be administered to provide for valid statewide comparisons of learning gains to be made for purposes of accountability and recognition. The commissioner shall establish a schedule for the administration of the statewide assessments. In establishing such schedule, the commissioner is charged with the duty to accomplish the latest possible administration of the statewide assessments and the earliest possible provision of the results to the school districts feasible within available technology and specific appropriation. District school boards shall not establish school calendars that jeopardize or limit the valid testing and comparison of student learning gains.

(7) **LOCAL ASSESSMENTS.**--Measurement of the learning gains of students in all subjects and grade levels other than subjects and grade levels required for the state student achievement testing program is the responsibility of the school districts.

(8) APPLICABILITY OF TESTING STANDARDS.--A student must meet the testing requirements for high school graduation that were in effect at the time the student entered 9th grade, provided the student's enrollment was continuous.

(9) EQUIVALENCIES FOR STANDARDIZED TESTS.--

(a) The Commissioner of Education shall approve the use of the SAT and ACT tests as alternative assessments to the grade 10 FCAT for the 2003-2004 school year. Students who attain scores on the SAT or ACT which equate to the passing scores on the grade 10 FCAT for purposes of high school graduation shall satisfy the assessment requirement for a standard high school diploma as provided in s. 1003.429(6)(a) or s. 1003.43(5)(a) for the 2003-2004 school year if the students meet the requirement in paragraph (b).

(b) A student shall be required to take the grade 10 FCAT a total of three times without earning a passing score in order to use the scores on an alternative assessment pursuant to paragraph (a). This requirement shall not apply to a student who is a new student to the public school system in grade 12.

(10) RULES.--The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this section.

History.--s. 368, ch. 2002-387; s. 7, ch. 2003-8; s. 2, ch. 2003-413; s. 49, ch. 2004-41; s. 3, ch. 2004-42; s. 5, ch. 2004-271.

Appendix F

RTTT Memorandum of Understanding



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
Dr. Solomon C. Stinson, Chair
Perla Tabares Hantman, Vice Chair
Agustin J. Barrera
Renier Diaz de la Portilla
Dr. Lawrence S. Feldman
Dr. Wilbert "Tee" Holloway
Dr. Martin S. Karp
Ana Rivas Logan
Dr. Marta Pérez

May 12, 2010

Dr. Eric Smith
Commissioner of Education
Florida Department of Education
Turlington Building, Suite 1514
325 West Gaines Street
Tallahassee, Florida 32399

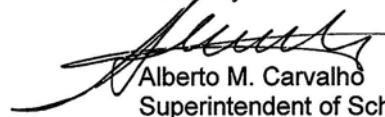
Dear Dr. Smith:

It gives me great pleasure to forward to your office a Race to the Top (RTTT) Memorandum of Understanding (MOU), fully executed on behalf of Miami-Dade County Public Schools by me as Superintendent; Dr. Solomon C. Stinson, Chair of the School Board of Miami-Dade County, Florida; and Ms. Karen Aronowitz, President of the United Teachers of Dade.

This MOU is inclusive of broad-based stakeholder input and represents a significant step toward achieving Florida's goal of successfully securing RTTT funding. I look forward to continuing to work with you and your staff as Florida moves through this phase of the RTTT competition.

Please feel free to call on me if I may be of any service in this endeavor to secure additional resources to support further improvements to public education in the State of Florida.

Sincerely



Alberto M. Carvalho
Superintendent of Schools

AMC:nt
L1459

Attachment

cc: School Board Members
Superintendent's Cabinet
Selected Senior Staff
Ms. Karen Aronowitz, President, United Teachers of Dade

School Board Administration Building • 1450 N.E. 2nd Avenue • Miami, Florida 33132
305-995-1000 • www.dadeschools.net

PARTICIPATING LOCAL EDUCATION AGENCY (LEA)
MEMORANDUM OF UNDERSTANDING (MOU)

- I. PURPOSE AND SCOPE OF WORK:** An award of Race to the Top grant funds would position Florida to weave a common core of rigorous standards and assessments into a pioneering data system that will serve as a foundation to attract, retain, and support top notch teachers and school leaders who will, in turn, improve student achievement in Florida's schools. By entering into this "Memorandum of Understanding" ("MOU"), Local Education Agencies ("LEAs") will indicate their commitment to these principles and their ability to ensure that these principles are implemented through their LEA plan.

This MOU is entered into by and between the Florida Department of Education ("Department") and the School Board of Miami-Dade County, Florida ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the Department in its implementation of an approved Race to the Top grant application. Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating LEA is agreeing to implement should the State's application be approved by the United States Department of Education ("ED").

In order to participate, the LEA must agree to implement all applicable portions of the State Plan and return the executed MOU on or before May 25, 2010, to Holly.Edenfield@fldoe.org.

Nothing herein should be construed to obviate the responsibility of an LEA to comply with class size requirements.

II. PROJECT ADMINISTRATION:

A. PARTICIPATING LEA RESPONSIBILITIES: The Participating LEA will assist the Department in implementing the tasks and activities described in the State's Race to the Top application, should the State's application be approved by the U.S. Department of Education and if the LEA is approved for a subgrant by the Department. Approval of the subgrant will be based upon the scope and quality of the LEA's proposed work plans and its capacity to implement the plans. To this end, the Participating LEA sub grantee will:

- 1) Implement the LEA plan as identified in Exhibit I of this agreement.
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the Department or by ED.
- 3) Post to any website specified by the Department or ED, in a timely manner, all non-proprietary products and lessons developed using funds associated with the Race to the Top grant.

- 4) Participate, as requested, in evaluations of this grant conducted by the Department or ED.
- 5) Be responsive to Department or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Department to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. DEPARTMENT RESPONSIBILITIES: In assisting the Participating LEA in implementing its tasks and activities described in the State's Race to the Top application, the Department grantee will:

- 1) Work collaboratively with and support the Participating LEA in carrying out the LEA Plan as identified in Exhibit I of this agreement.
- 2) Timely distribute the Participating LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan.
- 3) Provide feedback on the Participating LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES:

- 1) The Department and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the Department and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) Department and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) Department and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. COLLECTIVE BARGAINING RESPONSIBILITIES: The parties to any applicable collective bargaining agreement will use their best efforts to negotiate any terms and conditions

in the agreement necessary for the full implementation of the State Plan. The parties understand that the failure to negotiate any term or condition in a collective bargaining agreement necessary for full implementation of the State Plan will result in termination of the grant.

Only the elements of this MOU which are contained in existing law are subject to the provisions of section 447.403, Florida Statutes.

E. DEPARTMENT RECOURSE FOR LEA NON-PERFORMANCE: If the Department determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Department grantee will take appropriate enforcement action, which could include a collaborative process between the Department and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES: The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU.
- 2) Is familiar with the State's Race to the Top grant application and is supportive of the goals and plans for implementation and is committed to working on all applicable portions of the State Plan.
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded.
- 4) Will provide a Final Scope of Work in a format provided by the Department. The Final Scope of Work will describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan. The Final Scope of Work is due and must be submitted no later than 90 days after the grant is awarded to the State of Florida, should the State be awarded the grant.
- 5) Will propose a comprehensive, interconnected plan that will drive continuous improvement of students, teachers, and principals based upon specific goals and benchmarks. This comprehensive LEA plan will align all federal, state, and local resources and support systems, as appropriate, to maximize the LEA's capacity to implement the plan.
- 6) Will comply with all of the terms of the Grant, the Department's sub grant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. DEFINITIONS: The definitions found in the Race to the Top Application for Initial Funding apply to this MOU. In addition:

- 1) "High-minority school" means a school with a minority population that is within the top quartile of minority student membership in the state.
- 2) "High-poverty school" means a school in the top quartile as measured by the percentage of students receiving free and reduced lunch.

V. MODIFICATIONS: This MOU may be amended only by written agreement signed by each of the parties to the MOU, and in consultation with ED.

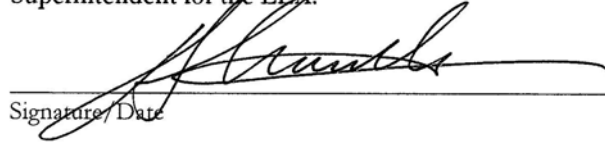
VI. DURATION/TERMINATION: This Memorandum of Understanding shall be effective beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. INABILITY TO IMPLEMENT: The parties acknowledge that certain LEA undertakings in the MOU are subject to school board consideration and action at a duly noticed public meeting in accordance with Section 120.525, Florida Statutes. The parties further agree that if the LEA is unable to implement any of the mandatory terms of the MOU despite its good faith efforts to do so, resulting in termination of this MOU, such termination shall be without prejudice to the LEA. The LEA has not received the full State Plan, which is not yet complete. In executing this MOU and making the representations and warranties herein contained, the LEA is relying on the materials and representations provided to date by the Department with the understanding that the State Plan, once complete, will not be materially inconsistent with such materials and representations.

VIII. GOVERNOR'S TASK FORCE: The parties hereby recommend to the Governor, the creation of a task force to monitor the implementation of the grant and the Memorandum of Understanding. Such a task force should be made up of similar stakeholders represented in Florida's Race to the Top Working Group, established by Executive Order 10-94, and should hold its initial meeting thirty days after Florida receives notification that it has been awarded its grant. The parties recommend such task force operate as an advisory body regarding assessments and make advisory recommendations to the Governor, the local education agencies, and the State Board of Education relating to implementing the Race to the Top Grant. Additionally, the task force could make recommendations for legislation. The parties further recommend the task force be required to issue its first report by January 1, 2011, and submit quarterly reports thereafter to the Governor, the State Board of Education, the President of the Senate and the Speaker of the House of Representatives.

VIII. SIGNATURES

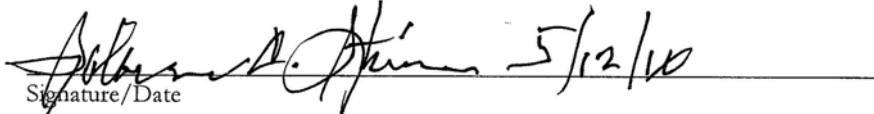
Superintendent for the LEA:



Signature/Date

Alberto M. Carvalho, Superintendent of Schools, Miami-Dade County Public Schools
Print Name/Title

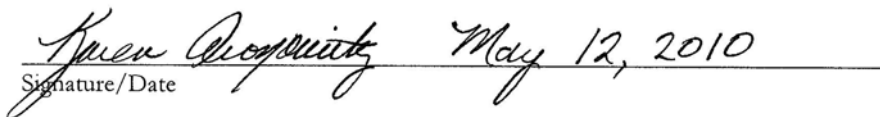
Chair of School Board for the LEA:



Signature/Date

Dr. Solomon C. Stinson, Chairperson, School Board of Miami-Dade County, Florida
Print Name/Title

Authorized Representative of Local Teachers' Union:



Signature/Date

Karen Aronowitz, President, United Teachers of Dade
Print Name/Title

Commissioner of Education:

Signature/Date

Dr. Eric J. Smith, Commissioner, Florida Department of Education
Print Name/Title

EXHIBIT I – PRELIMINARY SCOPE OF WORK

The LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	Comments from LEA (optional)
<p>Through Race to the Top, the Department is poised to weave a common core of rigorous standards and assessments into a pioneering data system that will serve as a foundation to attract, retain, and support top notch teachers and school leaders who will, in turn, improve student achievement in our schools.</p>	
<p>B. Standards and Assessments</p>	
<p><u>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</u></p> <ul style="list-style-type: none"> • Persistently lowest-achieving schools (schools in the lowest 5%) must modify the school schedules to accommodate lesson study. The LEA may modify school schedules for other schools to allow for common planning time by grade level (elementary) or subject area (secondary). Such planning time may be dedicated to lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction. Where lesson study is implemented, the LEA will devote a minimum of one lesson study per month for each grade level or subject area. • The LEA will ensure that professional development programs in all schools focus on the new common core standards, including assisting students with learning challenges to meet those standards (such as through accommodations and assistive technology). Such professional development will employ formative assessment and the principles of lesson study. • The LEA will implement a system to evaluate the 	

Elements of State Reform Plans	Comments from LEA (optional)
<p> fidelity of lesson study and formative assessment implementation that is tied to interim and summative student assessments. </p> <ul style="list-style-type: none"> • The LEA will implement at least one additional high school career and technical program that provides training for occupations requiring science, technology, engineering, and/or math (STEM). The LEA will pay, or secure payment for the industry certification examination for graduates of such programs. These programs must lead to a high-wage, high-skill career for a majority of graduates that supports one of the eight targeted sectors identified by Enterprise Florida and result in an industry certification. The LEA will ensure that these programs will include at least one Career and Technical Education course that has significant integration of math or science that will satisfy core credit requirements with the passing of the course and related end-of-course exam. • The LEA will increase the number of STEM-related accelerated courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification. • The LEA will ensure that each school possesses the technology, including hardware, connectivity, and other necessary infrastructure, to provide teachers and students sufficient access to strategic tools for improved classroom instruction and computer-based assessment. 	
C. Data Systems to Support Instruction	
<p>(C)(2) <u>Accessing and using State data</u></p> <ul style="list-style-type: none"> • The LEA will assist in the design, testing, and 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>implementation of initiatives to improve customer-friendly access and information to district leaders, teachers, principals, parents, students, community members, unions, researchers, and policymakers to effectively use state data systems. Examples of areas where the LEA will be required to assist the Department include providing assistance on defining state-level educational data that can be used to augment local data systems, implementing a single sign-on to access state resources, providing data to the Department, and testing other mechanisms that will enhance the usability of existing state-level applications to improve instruction and student learning.</p> <ul style="list-style-type: none"> The LEA will use state-level data that is published for use, along with local instructional improvement systems, to improve instruction. 	
<p><u>(C)(3) Using data to improve instruction:</u> <u>(i) Use of local instructional improvement systems</u></p> <ul style="list-style-type: none"> The LEA will use customer-friendly front end systems that are easy for students, teachers, parents, and principals to use and that show growth of students, teachers, schools, and districts disaggregated by subject and demographics. An LEA that has an instructional improvement system will ensure that the system is being fully utilized; an LEA that does not have an instructional improvement system will acquire one. 	
<p><u>(ii) Professional development on use of data</u></p> <ul style="list-style-type: none"> The LEA will provide effective professional development to teachers and administrators on 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>the use of its instructional improvement system.</p> <ul style="list-style-type: none"> The LEA will provide effective professional development to teachers and administrators on the use of state level data systems developed during the term of the grant. 	
<p><u>(iii) Availability and accessibility of data to researchers</u></p> <ul style="list-style-type: none"> The LEA will provide requested data from local instructional improvement and longitudinal data systems to the Department to support the Department's efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies, and approaches for educating different types of students and to help drive educational decisions and policies. 	
<u>D. Great Teachers and Leaders</u>	
<p><u>(D)(1) Providing high-quality pathways for aspiring teachers and principals</u></p>	
<p><u>(ii) Alternative routes to certification that are in use</u></p> <ul style="list-style-type: none"> The LEA will coordinate with institution preparation programs to provide effective district personnel to supervise pre-service teacher and educational leadership candidates. Such district supervising personnel will be highly effective teachers. The LEA will use data from student performance and other continued approval standards in Rule 6A-5.066, F.A.C., to annually review and improve its alternative certification program and will deliver any professional development associated with the program in accordance with the state's 	

Elements of State Reform Plans	Comments from LEA (optional)
protocol standards for professional development.	
<u>(D)(2) Improving teacher and principal effectiveness based on performance</u>	
<p><u>(i) Measure student growth</u></p> <p>The LEA will measure student growth based upon the performance of students on state-required assessments and, for content areas and grade levels not assessed on state-required assessments, the LEA will use state assessments or district-selected assessments that are aligned to state standards and developed or selected in collaboration with LEA stakeholders, or will use valid, rigorous national assessments.</p> <p>The Department will collaborate with an advisory body representing all stakeholders to develop a fair and transparent student growth model that takes into consideration unique student characteristics, challenges, and other factors that affect student performance.</p>	
<p><u>(ii) Design and implement evaluation systems</u></p> <ul style="list-style-type: none"> • The LEA will design and implement a teacher evaluation system with teacher and principal involvement that: <ol style="list-style-type: none"> 1. Utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation systems. <p>Student achievement or growth data as defined in the grant must account for at least 50% of the teacher's evaluation as follows:</p> 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>By the end of the grant, the LEA shall include student growth as defined in (D)(2)(i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation. The LEA may phase-in the evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems beginning in the 2011-12 school years applies, at a minimum, to teachers in grades and subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in (D)(2)(i).</p> <p>The 2010-11 school year will be considered a development year for the evaluation systems.</p> <p>However, an LEA that completed renegotiation of its collective bargaining agreement between July 1, 2009, and December 1, 2009, for the purpose of determining a weight for student growth as the primary component of its teacher and principal evaluations, is eligible for this grant as long as the student growth component is at least 40% and is greater than any other single component of the evaluation.</p> <p>2. Includes the core of effective practices, developed in collaboration with stakeholders, that have been strongly linked to increased student achievement for the observation</p>	

Elements of State Reform Plans	Comments from LEA (optional)
<p>portion of the teacher evaluation. The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same core of effective practices.</p> <p>3. Includes at least one additional metric to combine with the student performance and principal observation components to develop a “multi-metric” evaluation system for, at a minimum, the teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. Examples of additional metrics include, but are not limited to, observations by master teachers or instructional coaches, student input, peer input, and parental input.</p> <p>4. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”</p> <ul style="list-style-type: none"> • The LEA will design and implement a principal evaluation system with teacher and principal involvement that: <ul style="list-style-type: none"> 1. Utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation systems. <p>Student achievement or growth data as defined in the grant must account for at least 50% of the principal’s evaluation as follows:</p> <p>By the end of the grant, the LEA shall include</p> 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>student growth as defined in (D)(2)(i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation. The LEA may phase-in the evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems applies, at a minimum, to grades and subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in (D)(2)(i).</p> <p>The 2010-11 school year will be considered a development year for the evaluation systems.</p> <ol style="list-style-type: none"> 2. Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards with an emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, and removing ineffective teachers. 3. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.” <ul style="list-style-type: none"> • The LEA will submit teacher and principal evaluation systems to the Department for review and approval. • The LEA will utilize student performance data on statewide assessments as a significant factor in the 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>annual evaluations of district-level staff with supervisory responsibilities over principals, curriculum, instruction, or any other position directly related to student learning.</p> <ul style="list-style-type: none"> The LEA will report the results of evaluations of each teacher, principal, and district-level supervisor [as described in (D)(2)(ii)] to the Department during Survey 5. 	
<p><u>(iii) Conduct annual evaluations</u></p> <p>For Teachers:</p> <ul style="list-style-type: none"> The LEA will conduct multiple evaluations for each first-year teacher that are integrated with the district's beginning teacher support program and include observations on the core effective practices described in (D)(2)(ii)2. and reviews of student performance data. The LEA will conduct "multi-metric" evaluations as described in (D)(2)(ii) for teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. The LEA plan will include a definition of milestone career event. The LEA will conduct evaluations as described in (D)(2)(ii)1, 2, and 4. for all other teachers at least once per year. <p>For Principals:</p> <ul style="list-style-type: none"> The LEA will conduct evaluations as described in (D)(2)(ii) for principals at least once per year. 	
<p><u>(iv)(a) Use evaluations to inform professional</u></p>	

Elements of State Reform Plans	Comments from LEA (optional)
<p><u>development.</u></p> <p>The LEA will use results from teacher and principal evaluations as described in (D)(2)(ii) in its professional development system as follows:</p> <p>For Teachers:</p> <ul style="list-style-type: none"> • Establish an Individual Professional Development Plan (IPDP) for each teacher that is, in part, based on an analysis of student performance data and results of prior evaluations. • Individualize the support and training provided to first-and second-year teachers and determine the effective teachers who will provide coaching/mentoring in the district's beginning teacher support program. <p>For Principals:</p> <ul style="list-style-type: none"> • Establish an Individual Leadership Development Plan (ILDLP) for each principal that is based, in part, on an analysis of student performance data and results of prior evaluations. 	
<p><u>(iv)(b) Use evaluations to inform compensation, promotion, and retention</u></p> <ul style="list-style-type: none"> • The LEA will implement a compensation system for teachers that: <ol style="list-style-type: none"> 1. Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii). 2. Implements statutory requirements of 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are additional academic responsibilities, school demographics, critical shortage areas (including STEM areas and Exceptional Student Education), and level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools).</p> <p>3. Provides promotional opportunities for effective teachers to remain teaching in addition to moving into school leadership positions and bases promotions on effectiveness as demonstrated on annual evaluations as described in (D)(2)(ii), including a multi-metric evaluation in the year prior to promotion.</p> <ul style="list-style-type: none"> • The LEA will implement a compensation system for principals that: <ol style="list-style-type: none"> 1. Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii). 2. Implements statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are additional academic responsibilities, school demographics, critical shortage areas, and level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools). • The LEA may scale up the compensation system 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>beginning with a cohort of schools, such as those that are considered persistently low-performing (the lowest 5% of schools in the state), as long as by the end of the grant, the compensation system applies district-wide.</p> <ul style="list-style-type: none"> The LEA will provide annually to the Department its salary schedule indicating how this requirement has been met. 	
<p><u>(iv)(c) Use evaluations to inform tenure and/or full certification</u></p> <ul style="list-style-type: none"> The LEA will base decisions to award employment contracts to teachers and principals on effectiveness as demonstrated through annual evaluations as described in (D)(2)(ii). 	
<p><u>(iv)(d) Use evaluations to inform removal</u></p> <ul style="list-style-type: none"> The LEA will base decisions surrounding reductions in staff, including teachers and principals holding employment contracts, on their level of effectiveness demonstrated on annual evaluations as described in (D)(2)(ii). When this factor yields equal results, seniority and other factors may be used in decisions. The LEA will hold principals, their supervisors, and all LEA staff who have a responsibility in the dismissal process accountable for utilizing the process and timeline in statute (ss. 1012.33 and 1012.34, F.S.) to remove ineffective teachers from the classroom. The LEA will report annually to the Department through Survey 5 the teachers and principals who were dismissed for ineffective performance as 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>demonstrated through the district's evaluation system.</p> <ul style="list-style-type: none"> The LEA will report annually to the Department through Survey 5 the highly effective teachers and principals who have resigned or who are no longer employed by the District. 	
<p><u>(D)(3) Ensuring equitable distribution of effective teachers and principals:</u></p>	
<p><u>(i) High-poverty and/or high-minority schools</u></p> <ul style="list-style-type: none"> The LEA will develop a plan, with timetables and goals, that uses effectiveness data from annual evaluations as described in (D)(2)(ii) to attract and retain highly effective teachers and principals to schools that are high-poverty, high-minority, and persistently lowest-achieving. The LEA plan may also be designed to attract and retain new teachers from high performing teacher preparation programs as defined by the Department in the grant to these schools. The LEA will implement a compensation system as described in (D)(2)(iv)(b) to provide incentives for encouraging effective teachers and principals to work in these schools. The LEA will present a plan that includes strategies in addition to compensation to staff these schools with a team of highly effective teachers led by a highly effective principal, including how the success of these individuals will be supported by the district. The LEA will report the effectiveness data of all teachers and principals annually during Survey 5. 	

Elements of State Reform Plans	Comments from LEA (optional)
<p><u>(ii) Hard-to-staff subjects and specialty areas</u></p> <ul style="list-style-type: none"> • The LEA will implement a compensation system as described in (D)(2)(iv)(b) to provide incentives for the recruitment of effective teachers in these subjects and areas. • The LEA will implement recruitment and professional development strategies to increase the pool of teachers available in the district in these subject areas. 	
<p><u>(D)(5) Providing effective support to teachers and principals:</u></p> <p><u>(i) Quality professional development</u></p> <ul style="list-style-type: none"> • The LEA will implement a district professional development system that utilizes the state's protocol standards for effective professional development as follows: <p>For Teachers:</p> <ul style="list-style-type: none"> • Persistently lowest-achieving schools (schools in the lowest 5%) must modify the school schedules to accommodate lesson study. The LEA may modify school schedules for other schools to allow for common planning time by grade level (elementary) or subject area (secondary). Such planning time may be dedicated to lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction. Where lesson study is implemented, the LEA will devote a minimum 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>of one lesson study per month for each grade level or subject area.</p> <ul style="list-style-type: none"> • The LEA will ensure that professional development programs in all schools focus on the new common core standards, including assisting students with learning challenges to meet those standards (such as through accommodations and assistive technology). Such professional development will employ formative assessment and the principles of lesson study. • The LEA will implement IPDPs for teachers based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii). • The LEA will implement a beginning teacher support program for teachers in the first and second year that integrates data from multiple evaluations, coaching/mentoring, and assistance on using student data to improve instruction; builds in time for observation of effective teachers; includes collaboration with colleges of education, as appropriate; and defines a clear process for selecting and training coaches/mentors. <p>For Principals:</p> <ul style="list-style-type: none"> • The LEA will implement professional development programs at all schools that focus on the new common standards, including assisting students with learning challenges to meet those standards. • The LEA will implement professional 	


Elements of State Reform Plans	Comments from LEA (optional)
<p>development based on the principles of lesson study and formative assessment as described by the Department in this grant and the process needed to implement lesson study in a school.</p> <ul style="list-style-type: none"> The LEA will implement ILDPs for principals based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii). 	
<p><u>(ii) Measure effectiveness of professional development</u></p> <ul style="list-style-type: none"> The LEA will evaluate professional development based on student results and changes in classroom/leadership practice (as appropriate for the teacher/principal). 	
<p><u>Toward the absolute priority of comprehensive education reform:</u></p> <ul style="list-style-type: none"> The LEA will document the use of Title II A funds specifically to supplement and enhance the initiatives implemented in this grant, including documentation in the district's budget for the first year and each subsequent year of the grant. 	
<p><u>E. Turning Around the Lowest-Achieving Schools</u></p>	
<p><u>(E)(2) Turning around the lowest-achieving schools</u></p> <ul style="list-style-type: none"> The LEA will select and implement one of the four school intervention models described in the grant application in all persistently lowest-achieving schools located in the district (see Appendix A to the MOU). The Department will identify the schools based upon the school categories devised for school accountability under 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>s. 1008.33, F.S., and set forth in proposed Rule 6A-1.099811, F.A.C. (see Appendices B and C to the MOU).</p> <ul style="list-style-type: none"> • An LEA with more than nine persistently lowest-achieving schools will not select the transformational option for more than one-half of the schools. • All actions undertaken by the LEA under this element of the grant will be in accordance with the requirements of s. 1008.33, F.S. (Differentiated Accountability). • The LEA will submit a plan for the Department's approval that implements one or more of the following programs in each persistently lowest-achieving school and within the feeder pattern of each persistently lowest-achieving high school: <ol style="list-style-type: none"> 1. In Intervene schools, the LEA will implement a schedule that provides increased learning time beyond the minimum 180 days and/or implement an extended school day, beyond the current hours of instruction. 2. The LEA will offer prekindergarten on a full day basis using the Department's Title I Full Day PreK model, for children residing in the attendance zone of such schools. 3. The LEA will expand opportunities for students to attend career and professional academies, especially STEM academies, under s. 1003.493, F.S. 4. The LEA will expand or introduce proven programs to encourage advanced classes, 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>positive behavior support systems, mentoring, and curriculum that provide high-need students with college-ready, career-ready, or other postsecondary skills.</p> <p>5. The Department may approve other programs that demonstrate a strong record of improving student achievement in these district schools.</p> <ul style="list-style-type: none"> • The LEA will use effectiveness data from annual evaluations to determine incentives for the most effective teachers to work in the district's elementary, middle, and high schools that are the persistently lowest-achieving. • The LEA will only assign new teachers (those in their first and second year) in the district's schools that are the persistently lowest-achieving if these teachers have completed or are participating in a high-performing teacher preparation program, as defined in the grant application. The LEA will ensure that such teachers are provided additional support by staffing a mix of new and proven teachers across all content areas and grade levels in the school. 	
<u>F. General</u>	
<p><u>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</u></p> <ul style="list-style-type: none"> • The LEA will offer charter schools located within their district the opportunity to participate in the grant on the same terms as any other district school. • Consistent with federal requirements, the LEA will ensure that participating charter schools 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>receive a commensurate share of any grant funds and services funded by the grant.</p> <p>The LEA will provide data and reports necessary for the evaluation of the grant conducted by the Department's evaluation team and will require charter schools to provide the LEA with the data necessary for such evaluations.</p>	

For the Participating LEA

 5/12/10

 Authorized LEA Signature/Date

Name: Alberto M. Carvalho
 Title: Superintendent of Schools,
Miami-Dade County Public Schools

For the Florida Department of Education

 Authorized State Signature/Date

Name: Dr. Eric J. Smith
 Title: Commissioner of Education,
Florida Department of Education

Appendix G

Student Performance Measures for 50% of Teacher Evaluation

Weighting for Unified Single Rating Non-Milestone year with Observation for Classroom Teachers 100 percentage points for Total Evaluation

50% based upon Student Achievement (Total of 50 possible percentage points)

- *highly effective – 50 percentage points*
- *effective – 37.5 percentage points*
- *developing/needs improvement – 25 percentage points*
- *and unsatisfactory – 12.5 percentage points*

50% based upon Observable and Non-Observable Standards (Total of 50 possible percentage points)

- **32 percentage points- Observable Standards** (Total of 32 possible percentage points)
 - **Knowledge of Learners** (Total of 8 possible percentage points)
 - *highly effective – 8 percentage points,*
 - *effective – 6 percentage points,*
 - *developing/needs improvement - 4 percentage points*
 - *and unsatisfactory - 2 percentage points*
 - **Instructional Planning** (Total of 8 possible percentage points)
 - *highly effective – 8 percentage points,*
 - *effective–6 percentage points,*
 - *developing/needs improvement/ -4 percentage points*
 - *and unsatisfactory - 2 percentage points*
 - **Instructional Delivery and Engagement** (Total of 8 possible percentage points)
 - *highly effective – 8 percentage points,*
 - *effective–6 percentage points,*
 - *developing/needs improvement - 4 percentage points*
 - *and unsatisfactory - 2 percentage points*
 - **Learning Environment** (Total of 8 possible percentage points)
 - *highly effective – 8 percentage points,*
 - *effective–6 percentage points,*
 - *developing/needs improvement - 4 percentage points*
 - *and unsatisfactory - 2 percentage points*
- **18 percentage points - Non-Observable Standards** (Total of 18 possible percentage points)
 - **Assessment** (Total of 6 possible percentage points)
 - *highly effective – 6 percentage points,*
 - *effective – 4.5 percentage points,*
 - *developing/needs improvement – 3 percentage points*
 - *and unsatisfactory - 1.5 percentage points*
 - **Communication** (Total of 6 possible percentage points)
 - *highly effective – 6 percentage points,*
 - *effective – 4.5 percentage points,*
 - *developing/needs improvement – 3 percentage points*
 - *and unsatisfactory - 1.5 percentage points*
 - **Professionalism** – (Total of 6 possible percentage points)
 - *highly effective – 6 percentage points,*
 - *effective – 4.5 percentage points,*
 - *developing/needs improvement – 3 percentage points*
 - *and unsatisfactory - 1.5 percentage points*

Weighting for Unified Single Rating
Milestone year with Observation for Classroom Teachers
100 percentage points for Total Evaluation

(We will pilot a Peer Review and Assistance Program in a small feeder pattern for milestone years during the 2011-2012 school year. Will be included in an LOU, but not in the contract for the first year)

50% based upon Student Achievement (Total of **50** possible percentage points)

- *highly effective – 50 percentage points*
- *effective – 37.5 percentage points*
- *developing/needs improvement – 25 percentage points*
- *and unsatisfactory – 12.5 percentage points*

50% based upon Observable and Non-Observable Standards (Total of **50** possible percentage points)

- **28 percentage points- Observable Standards** (Total of **28** possible percentage points)
 - **Knowledge of Learners** (Total of **7** possible percentage points)
 - *highly effective – 7 percentage points,*
 - *effective – 5.25 percentage points,*
 - *developing/needs improvement - 3.5 percentage points*
 - *and unsatisfactory - 1.75 percentage points*
 - **Instructional Planning** (Total of **7** possible percentage points)
 - *highly effective – 7 percentage points,*
 - *effective–5.25 percentage points,*
 - *developing/needs improvement -3.5 percentage points*
 - *and unsatisfactory - 1.75 percentage points*
 - **Instructional Delivery and Engagement** (Total of **7** possible percentage points)
 - *highly effective – 7 percentage points,*
 - *effective–5.25 percentage points,*
 - *developing/needs improvement -3.5 percentage points*
 - *and unsatisfactory - 1.75 percentage points*
 - **Learning Environment** (Total of **7** possible percentage points)
 - *highly effective – 7 percentage points,*
 - *effective–5.25 percentage points,*
 - *developing/needs improvement - 3.5 percentage points*
 - *and unsatisfactory - 1.75 percentage points*
- **22 percentage points - Non-Observable Standards** (Total of **22** possible percentage points)
 - **Assessment** (Total of **6** possible percentage points)
 - *highly effective – 6 percentage points,*
 - *effective – 4.5 percentage points,*
 - *developing/needs improvement – 3 percentage points*
 - *and unsatisfactory - 1.5 percentage points*
 - **Communication** (Total of **6** possible percentage points)
 - *highly effective – 6 percentage points,*
 - *effective – 4.5 percentage points,*
 - *developing/needs improvement – 3 percentage points*
 - *and unsatisfactory - 1.5 percentage points*
 - **Professionalism** – (Total of **10** possible percentage points)
 - *highly effective – 10 percentage points,*
 - *effective – 7.5 percentage points,*
 - *developing/needs improvement – 5 percentage points*
 - *and unsatisfactory – 2.5 percentage points*

**Weighting for Unified Single Rating
Non-Milestone year with Observation for
Instructional Support Personnel and Student Services Personnel
100 percentage points for Total Evaluation**

50% based upon Student Achievement (Total of **50** possible percentage points)

- *highly effective – 50 percentage points*
- *effective – 37.5 percentage points*
- *developing/needs improvement – 25 percentage points*
- *and unsatisfactory – 12.5 percentage points*

Knowledge of Learners (Total of **9** possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Program Management (Total of **9** possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Program Delivery (Total of **9** possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Assessment (Total of **9** possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Communication (Total of **7** possible percentage points)

- *highly effective – 7 percentage points,*
- *effective – 5.25 percentage points,*
- *developing/needs improvement – 3.5 percentage points*
- *and unsatisfactory – 1.75 percentage points*

Professionalism (Total of **7** possible percentage points)

- *highly effective – 7 percentage points,*
- *effective – 5.25 percentage points,*
- *developing/needs improvement – 3.5 percentage points*
- *and unsatisfactory – 1.75 percentage points*

**Weighting for Unified Single Rating
Milestone year with Observation for
Instructional Support Personnel and Student Services Personnel
100 percentage points for Total Evaluation**

50% based upon Student Achievement (Total of **50** possible percentage points)

- *highly effective – 50 percentage points*
- *effective – 37.5 percentage points*
- *developing/needs improvement – 25 percentage points*
- *and unsatisfactory – 12.5 percentage points*

Knowledge of Learners (Total of **9** possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Program Management (Total of **9** possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Program Delivery (Total of **8** possible percentage points)

- *highly effective – 8 percentage points,*
- *effective–6 percentage points,*
- *developing/needs improvement - 4 percentage points*
- *and unsatisfactory - 2 percentage points*

Assessment (Total of **7** possible percentage points)

- *highly effective – 7 percentage points,*
- *effective – 5.25 percentage points,*
- *developing/needs improvement – 3.5 percentage points*
- *and unsatisfactory – 1.75 percentage points*

Communication (Total of **7** possible percentage points)

- *highly effective – 7 percentage points,*
- *effective – 5.25 percentage points,*
- *developing/needs improvement – 3.5 percentage points*
- *and unsatisfactory – 1.75 percentage points*

Professionalism (Total of **10** possible percentage points)

- *highly effective – 10 percentage points,*
- *effective – 7.5 percentage points,*
- *developing/needs improvement – 5 percentage points*
- *and unsatisfactory – 2.5 percentage points*

IPEGS Summative Performance Evaluation Procedure

For the summative evaluation, all earned points listed in the referenced weighting scales above will be added up and a final unified rating will be determined based upon the scale below.

Range for Unified Rating

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

**** This proposed range will be jointly revised with M-DCPS and UTD after the state's Value Added Model is finalized, data for the new FCAT standards are available, the district models patterned on the state value-added model are evaluated, the Value Added Model for FCAT assessments has been deemed valid and reliable, and anytime the underlying variables that affect the range are modified.***

Student Performance

Miami-Dade County Public Schools Student Performance Data Point Recommendations are provided in the table on the following page. To ensure that accurate data cut scores are established for the 2011-2012 school year, a Joint M-DCPS/UTD Student Performance Data Committee will be identified. Committee members will review data results to ensure that the analysis of data by school level and subject areas will accurately reflect appropriate and valid cut scores for evaluation ratings.

Milestone and Non-Milestone Years

Florida's Race to the Top Memorandum of Understanding references the differentiation between milestone and non-milestone years allowing for modified evaluation processes for teachers who are in milestone years. The M-DCPS/UTD Teacher Evaluation Working Group recommends that an additional metric be integrated within the year prior to a milestone year. These ***milestone year evaluations*** should take place during a teacher's 1st year, 3rd year, 8th year, 12th year, 16th year, 20th year, 24th year, 28th year, 32nd year and 36th year. It is the responsibility of the assessor to ensure that the appropriate guidelines and weightings are followed for each instructional professional being evaluated.

**STUDENT PERFORMANCE MEASURES FOR 50% of
INSTRUCTIONAL PERSONNEL EVALUATION
M-DCPS RECOMMENDATIONS**

	2011-2012	2012-2013	2013-2014	2014-2015
<i>For Classroom Teachers of Subjects and grades associated with statewide assessments</i>	<p><i>Must begin using formula approved by the Commissioner for FCAT courses</i></p> <p>State Provided Value Added Model</p> <p>M-DCPS Recommendation – Self contained elementary school teachers – Use both reading and math state provided value added model</p>	<ul style="list-style-type: none"> • <i>Commissioner shall select additional formulas as new state assessment (e.g., end of course assessments) are implemented.</i> • <i>Additional formulas shall be used by districts as the formulas become available.</i> • <i>Prior to using, Formulas must be adopted in State Board Rule.</i> 		
<i>For Elementary, Middle School and High School Classroom Teachers of Subjects and grades not assessed by statewide assessments, but with students that do take the reading statewide assessments</i>	<p><i>State Option - Use student achievement, rather than growth, or combination of growth and achievement for classroom teachers where achievement is more appropriate;</i></p> <p>MDCPS Recommendation – Use reading proficiency and learning gains for assigned students</p>		<p><i>Shall measure growth using equally appropriate formulas. F DOE shall provide models.</i></p>	
<i>For Classroom teachers of subjects and grades not assessed by statewide assessments, that do not have more than 10 elementary students or 40 secondary students taking the statewide assessment</i>	<p><i>State Option - If the teacher’s assigned students do not take statewide assessment, by established learning targets approved by principal that support the school improvement plan.</i></p> <p>MDCPS Recommendation – Use school wide reading proficiency and learning gains for assigned students</p>			
<i>Instructional Personnel who are not classroom teachers</i>	<p><i>State Option - The superintendent may assign instructional personnel in an instructional team the growth of the team’s students on statewide assessment.</i></p> <p>MDCPS Recommendation – Use school wide reading proficiency and learning gains for teachers assigned to a school site otherwise use district-wide data</p>			

Appendix H



Race to the Top Teacher Evaluation Working Group Summary of Recommendations

Based upon RTTT and SB736 requirements, school districts will be required to annually submit the evaluation ratings for all teachers and school administrators. Florida's Race to the Top Memorandum of Understanding references the differentiation between milestone and non-milestone years allowing for modified evaluation processes for teachers who are in milestone years. The M-DCPS/UTD Teacher Evaluation Working Group recommends that an additional metric be integrated within the year prior to a milestone year. These ***milestone year evaluations*** should take place during a teacher's 1st year, 3rd year, 8th year, 12th year, 16th year, 20th year, 24th year, 28th year, 32nd year and 36th year.

The Florida Department of Education Memorandum also references the option of including milestone events. This Working Group recommends that the IPEGS evaluation system not include milestone events; instead, milestone year evaluations can be considered in the milestone career event criteria. For example, one must achieve a successful milestone year evaluation prior to being considered for a school site instructional leadership position (i.e. department chair or reading coach). This process will be reviewed and addressed within Year II of Race to the Top Activities within the M-DCPS/UTD Professional Development Working Group.

The State and grant also require that teachers and school administrators be rated on all evaluation indicators on the following scale. The Working Group recommends the assigned values for the required ratings:

Standard Rating Scale

- Highly Effective
- Effective
- Developing/Needs Improvement
- Unsatisfactory

To obtain the unified rating that will need to be submitted to the state annually, the following process has been recommended by the Working Group for both Non-Milestone and Milestone Years.

Weighting for Unified Single Rating
Non-Milestone year with Observation for Classroom Teachers
100 percentage points for Total Evaluation

50% based upon Student Achievement (Total of 50 possible percentage points)

- *highly effective – 50 percentage points*
- *effective – 37.5 percentage points*
- *developing/needs improvement – 25 percentage points*
- *and unsatisfactory – 12.5 percentage points*

50% based upon Observable and Non-Observable Standards (Total of 50 possible percentage points)

- **32 percentage points- Observable Standards (Total of 32 possible percentage points)**
 - **Knowledge of Learners (Total of 8 possible percentage points)**
 - *highly effective – 8 percentage points,*
 - *effective – 6 percentage points,*
 - *developing/needs improvement - 4 percentage points*
 - *and unsatisfactory - 2 percentage points*
 - **Instructional Planning (Total of 8 possible percentage points)**
 - *highly effective – 8 percentage points,*
 - *effective–6 percentage points,*
 - *developing/needs improvement/ -4 percentage points*
 - *and unsatisfactory - 2 percentage points*
 - **Instructional Delivery and Engagement (Total of 8 possible percentage points)**
 - *highly effective – 8 percentage points,*
 - *effective–6 percentage points,*
 - *developing/needs improvement - 4 percentage points*
 - *and unsatisfactory - 2 percentage points*
 - **Learning Environment (Total of 8 possible percentage points)**
 - *highly effective – 8 percentage points,*
 - *effective–6 percentage points,*
 - *developing/needs improvement - 4 percentage points*
 - *and unsatisfactory - 2 percentage points*
- **18 percentage points - Non-Observable Standards (Total of 18 possible percentage points)**
 - **Assessment (Total of 6 possible percentage points)**
 - *highly effective – 6 percentage points,*
 - *effective – 4.5 percentage points,*
 - *developing/needs improvement – 3 percentage points*
 - *and unsatisfactory - 1.5 percentage points*
 - **Communication (Total of 6 possible percentage points)**
 - *highly effective – 6 percentage points,*
 - *effective – 4.5 percentage points,*
 - *developing/needs improvement – 3 percentage points*
 - *and unsatisfactory - 1.5 percentage points*
 - **Professionalism – (Total of 6 possible percentage points)**
 - *highly effective – 6 percentage points,*
 - *effective – 4.5 percentage points,*
 - *developing/needs improvement – 3 percentage points*
 - *and unsatisfactory - 1.5 percentage points*

Weighting for Unified Single Rating
Milestone year with Observation for Classroom Teachers
100 percentage points for Total Evaluation

(We will pilot a Peer Review and Assistance Program in a small feeder pattern for milestone years during the 2011-2012 school year. Will be included in an LOU, but not in the contract for the first year)

50% based upon Student Achievement (Total of 50 possible percentage points)

- *highly effective – 50 percentage points*
- *effective – 37.5 percentage points*
- *developing/needs improvement – 25 percentage points*
- *and unsatisfactory – 12.5 percentage points*

50% based upon Observable and Non-Observable Standards (Total of 50 possible percentage points)

- **28 percentage points- Observable Standards (Total of 28 possible percentage points)**
 - **Knowledge of Learners (Total of 7 possible percentage points)**
 - *highly effective – 7 percentage points,*
 - *effective – 5.25 percentage points,*
 - *developing/needs improvement - 3.5 percentage points*
 - *and unsatisfactory - 1.75 percentage points*
 - **Instructional Planning (Total of 7 possible percentage points)**
 - *highly effective – 7 percentage points,*
 - *effective–5.25 percentage points,*
 - *developing/needs improvement -3.5 percentage points*
 - *and unsatisfactory - 1.75 percentage points*
 - **Instructional Delivery and Engagement (Total of 7 possible percentage points)**
 - *highly effective – 7 percentage points,*
 - *effective–5.25 percentage points,*
 - *developing/needs improvement -3.5 percentage points*
 - *and unsatisfactory - 1.75 percentage points*
 - **Learning Environment (Total of 7 possible percentage points)**
 - *highly effective – 7 percentage points,*
 - *effective–5.25 percentage points,*
 - *developing/needs improvement - 3.5 percentage points*
 - *and unsatisfactory - 1.75 percentage points*
- **22 percentage points - Non-Observable Standards (Total of 22 possible percentage points)**
 - **Assessment (Total of 6 possible percentage points)**
 - *highly effective – 6 percentage points,*
 - *effective – 4.5 percentage points,*
 - *developing/needs improvement – 3 percentage points*
 - *and unsatisfactory - 1.5 percentage points*
 - **Communication (Total of 6 possible percentage points)**
 - *highly effective – 6 percentage points,*
 - *effective – 4.5 percentage points,*
 - *developing/needs improvement – 3 percentage points*
 - *and unsatisfactory - 1.5 percentage points*
 - **Professionalism – (Total of 10 possible percentage points)**
 - *highly effective – 10 percentage points,*
 - *effective – 7.5 percentage points,*
 - *developing/needs improvement – 5 percentage points*
 - *and unsatisfactory – 2.5 percentage points*

**Weighting for Unified Single Rating
Non-Milestone year with Observation for
Instructional Support Personnel and Student Services Personnel
100 percentage points for Total Evaluation**

50% based upon Student Achievement (Total of 50 possible percentage points)

- *highly effective – 50 percentage points*
- *effective – 37.5 percentage points*
- *developing/needs improvement – 25 percentage points*
- *and unsatisfactory – 12.5 percentage points*

Knowledge of Learners (Total of 9 possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Program Management (Total of 9 possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Program Delivery (Total of 9 possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Assessment (Total of 9 possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Communication (Total of 7 possible percentage points)

- *highly effective – 7 percentage points,*
- *effective – 5.25 percentage points,*
- *developing/needs improvement – 3.5 percentage points*
- *and unsatisfactory – 1.75 percentage points*

Professionalism (Total of 7 possible percentage points)

- *highly effective – 7 percentage points,*
- *effective – 5.25 percentage points,*
- *developing/needs improvement – 3.5 percentage points*
- *and unsatisfactory – 1.75 percentage points*

**Weighting for Unified Single Rating
Milestone year with Observation for
Instructional Support Personnel and Student Services Personnel
100 percentage points for Total Evaluation**

50% based upon Student Achievement (Total of 50 possible percentage points)

- *highly effective – 50 percentage points*
- *effective – 37.5 percentage points*
- *developing/needs improvement – 25 percentage points*
- *and unsatisfactory – 12.5 percentage points*

Knowledge of Learners (Total of 9 possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Program Management (Total of 9 possible percentage points)

- *highly effective – 9 percentage points,*
- *effective – 6.75 percentage points,*
- *developing/needs improvement – 4.5 percentage points*
- *and unsatisfactory – 2.25 percentage points*

Program Delivery (Total of 8 possible percentage points)

- *highly effective – 8 percentage points,*
- *effective – 6 percentage points,*
- *developing/needs improvement - 4 percentage points*
- *and unsatisfactory - 2 percentage points*

Assessment (Total of 7 possible percentage points)

- *highly effective – 7 percentage points,*
- *effective – 5.25 percentage points,*
- *developing/needs improvement – 3.5 percentage points*
- *and unsatisfactory – 1.75 percentage points*

Communication (Total of 7 possible percentage points)

- *highly effective – 7 percentage points,*
- *effective – 5.25 percentage points,*
- *developing/needs improvement – 3.5 percentage points*
- *and unsatisfactory – 1.75 percentage points*

Professionalism (Total of 10 possible percentage points)

- *highly effective – 10 percentage points,*
- *effective – 7.5 percentage points,*
- *developing/needs improvement – 5 percentage points*
- *and unsatisfactory – 2.5 percentage points*

For the summative evaluation, all earned points listed in the referenced weighting scales above will be added up and a final unified rating will be determined based upon the scale below.

Range for Unified Rating

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

** This proposed range will be jointly revised with M-DCPS and UTD after the state's Value Added Model is finalized, data for the new FCAT standards are available, the district models patterned on the state value-added model are evaluated, the Value Added Model for FCAT assessments has been deemed valid and reliable, and anytime the underlying variables that affect the range are modified.*

Goal Setting

In an effort to avoid duplication, eliminate the current goal setting component from the IPEGS process and instead utilize the IPEGS evaluation results to inform the state required IPDP process.

Student Performance

The Working Group has provided Student Performance Data Point Recommendations based upon the state provided options in Attachment A. To ensure that accurate data cut scores are established for the 2011-2012 school year, a Joint M-DCPS/UTD Student Performance Data Committee will be identified. Committee members will review data results to ensure that the analysis of data by school level and subject areas will accurately reflect appropriate and valid cut scores for evaluation ratings.

Multi-metric Measure to be used for Milestone Years (Pilot Program)

Peer Review and Assistance Plan (PRAP)

Objectives of the PRAP Pilot

- Improve the quality of professional practices by instructional professionals.
- Increase the level of peer support and guidance to new and experienced instructional professionals.
- Encourage modeling of best practices by experienced instructional professionals within the subject area.
- Utilize peer observation and assistance to stimulate collegial conversations.

PRAP Pilot Feeder Pattern

For the purposes of this pilot program, a small feeder pattern will be selected by the parties for the implementation of the pilot.

- Peer Observers may be recommended by their colleagues or can volunteer for the opportunity if they have received an Effective or Highly Effective rating in their evaluation. Candidates for selection will be made by the leadership team and submitted to the principal for final approval.
- Two classroom teachers at each participating elementary school will be identified as Peer Observers; one for primary grades and one for the intermediate grades at each school.

- Four classroom teachers at the middle and senior high school level will be identified as Peer Observers; one for each core subject areas: Language Arts, Math, Science, and Social Studies at each school.
- All Peer Observers will be required to complete training developed jointly by both M-DCPS and UTD.
- Master Plan points will be provided for the training sessions.

PRAP Program Components

- At participating schools, during the year prior to the MILESTONE YEAR the PRAP is a requirement to be completed as part of the Professionalism Performance Standard.
- Process and procedures will be jointly developed for the implementation of the PRAP Program.
- An observation tool to be used by Peer Observers will be collaboratively selected by representatives from M-DCPS and UTD.
- Peer Observers may voluntarily observe their colleagues during the Peer Observers' identified planning time or time will be provided by administration.
- Time will be provided by administration at the identified pilot school sites for one session of Peer Observer feedback and professional conversation.
- If a teacher receives an IPEGS rating of Developing/Needs Improvement or Unsatisfactory on any of the standards in the evaluation of the previous year, in addition to the supportive activities provided by IPEGS, the principal may request the Peer Observer to provide peer assistance and give feedback to the principal at a time provided by the administration.
- Documents generated by the Peer Observer will not be included in the personnel file of the professional observed.
- Teachers participating in the PRAP will receive additional weighting points on the Professionalism Standard within the evaluation year prior to a milestone year.

Funding

Funding for the PRAP model implementation will be provided from available dollars identified in the RTTT grant proposal.

This plan is subject to review and/or amendment after six months of implementation and may be extended or expanded by the parties if mutually agreed upon in one year increments.



The undersigned agree that the submitted Teacher Evaluation System was developed collaboratively by Miami-Dade County Public School administrators and representatives from United Teachers of Dade. The work completed by the Joint MDCPS/UTD Teacher Evaluation Working Group is consistent with the requirements of the Race to the Top Grant and the recently passed Student Success Act. Upon review and approval of the submitted Teacher Evaluation System by the Florida Department of Education, the same evaluation system will be presented to union members for ratification.



Alberio M. Carvalho
Superintendent of Schools

5/27/11
Date



Karen Aronowitz
UTD President

5/27/11
Date



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