

# Instructional Personnel Performance Assessment System: The Process

## 2015-2016

### 1. Formal Observations:

- a. Formative in nature
- b. Minimum of 2 for teachers with 0 – 2 (1<sup>st</sup>-3<sup>rd</sup>) years of experience; 1 for teachers who have completed 3 or more years of experience in Brevard Public Schools
- c. Time frame for the observation provided to the teacher
- d. Preconference required, documentation of dialogue occurs in the meeting
- e. Full lesson segment (minimum of 20 minutes)
- f. Post conference with scored feedback on elements observed required within 10 school days
- g. Scored feedback serves as evidence for midterm, interim and/or formal evaluation of professional practice

### 2. Informal Observations:

- a. Formative in nature
- b. Minimum of 2 for all teachers by administrator
- c. Scored feedback on element(s) observed provided within 5 school days, electronically or face-to-face
- d. Scored feedback serves as evidence for midterm, interim and/or formal evaluation of professional practice
- e. Additional 2 required for teachers with 0 – 2 (1<sup>st</sup>-3<sup>rd</sup>) years of experience, by peer or administrator, with written feedback
- f. A minimum of 1 additional informal observation for teachers who have completed 3 or more (4<sup>th</sup> plus) years of experience in Brevard, by peer or administrator, with written feedback and evidence of using the feedback to change practice required for distinguished PGP implementation

### 3. Midterm Evaluation of Professional Practice:

- a. Formative in nature
- b. 1 required during first semester for teachers with 0 – 2 (1<sup>st</sup>-3<sup>rd</sup>) years of experience
- c. Includes teacher's self-reflection
- d. Includes at least one formal observation (see steps in # 1)
- e. Requires evaluation of all 5 IPPAS dimensions

#### **4. Interim Evaluation of Professional Practice:**

- a. Completed for any teacher with whom an administrator has a performance concern
- b. Includes teacher's self-reflection
- c. Includes at least one formal observation (see steps in #1)
- d. Requires evaluation of all 5 IPPAS dimensions
- e. PDAP's will be developed with the teacher, implemented by the teacher and the administrator, and monitored by the administrator for each dimension scored a **4.5** or below
- f. Administrators will identify no more than 2 dimensions at a time for focused effort during a 2-4 week improvement cycle
- g. PDAP's may be continued or added at the conclusion of the improvement cycle if additional growth is needed

#### **5. Annual Evaluation of Professional Practice (45 points):**

- a. Summative in nature, mastery-based
- b. Required annually for all teachers in the spring
- c. Includes teacher's self-reflection
- d. Requires evaluation of all 5 IPPAS dimensions
- e. Evidence will not be required for indicators or dimensions on which the administrator's score and the teacher's self-reflection score are equivalent or on indicators or dimensions that have been previously documented through the observation process
- f. All evidence remains at the school

#### **6. Summative Part 1:**

- a. **67** points
- b. Includes Annual Evaluation of Professional Practice (**45** points), PGP Development (**8** points), PGP Implementation (10 points), and Collaborative/Mutual Accountability Score (4 points)
- c. Signed electronically in the spring of the current school year by teacher and administrator

#### **7. Summative Part 2:**

- a. Totals 100 points
- b. Includes Summative Part 1 (**2/3**) and Student Achievement Scores (**1/3**)
- c. Signed electronically by teacher & administrator in the fall of the next school year

**Administrators may conduct additional formal or informal observations. If evidence will be used in formal evaluations, teachers must be provided written feedback in accordance with the contract.**

**Administrators may conduct classroom walk-throughs or instructional rounds with other administrators or teachers for data collection and inter-rater reliability. These events are NOT evidence for a teacher's evaluation. Prior notice to the teacher of a walk-through is not required.**

### **Additional Required Steps in the Process:**

#### **8. PGP Development**

- Teachers may choose between three PGP options:
- Option one: traditional PGP, relies on quantitative student performance data
- Option two: student survey PGP, relies on qualitative student data about teaching and learning
- Option three: PGP based on IPPAS, relies on a teacher's evaluative performance data from 2014-2015
- Teachers wishing to receive specific feedback about a draft PGP may submit it to their administrator for review prior to scoring; last day for draft submission will be **Monday, October 19**. Administrators will return draft PGP with specific feedback by Friday, **October 30**, to allow adequate time for revision.
- Teachers will submit their PGP to their administrator and the peer review team by **Friday, November 20**. Scores will be provided to teachers by **Friday, December 18**.
- **Teachers hired on or after November 20 will have a PGP deadline of Monday, February 1.**

#### **9. PGP Implementation**

- Evidence to support implementation of the PGP may include training records, peer observations, student work samples, lesson plans, parent communication, and other artifacts illustrating the teacher's efforts to implement the strategies indicated and use feedback from colleagues to improve instructional practice.
- Additional evidence is not required for indicators or dimensions observed by the administrator.
- **AC teachers must submit PGP implementation evidence and self-assessment to their assigned evaluator by Monday, March 28.**
- **PSC teachers must submit PGP implementation evidence and self-assessment to their assigned evaluator by Monday, April 25.**

## 10. Collaboration & Mutual Accountability Teams

- Teams may be comprised of teachers choosing to work together from inside or outside the school.
- Teams must include a minimum of 3 teachers per team.
- Teachers who choose to work with teachers from outside the school will have to make arrangements with their administrator for scheduled collaborative time that does not take away from other instructional responsibilities.
- Collaboration may be face-to-face, or via an electronic medium, or a combination, but should be regular and ongoing.
- Teams have two purposes: 1) working together to improve each other's instructional practice, and 2) working with at-risk students to improve their achievement and close the achievement gap.
- Teams will be established in collaboration with the supervising administrator by **September 18, 2015**.
- **There is no CMA team student achievement component in final evaluations for 2015-2016, but the underlying philosophy remains the same: working collaboratively to learn, grown, and improve teaching and learning.**
- **Team and self-scoring to be completed by March 11, 2016.**

### Short-term Evaluation:

- For teachers hired after January 8, 2015
- For teachers retiring or going out on long-term leave with less than a semester of service
- For short-term contract teachers
- **Teachers who receive a short-term evaluation will not be eligible for performance pay for the 2015-2016 school year.**