Miami-Dade County
Public Schools
giving our students the world

Handbook on the

Instructional

Performance

Evaluation and

Growth

System

Teacher Edition

DRAFT

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ACKNOWLEDGMENTS

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EXECUTIVE SUMMARY

At the meeting held on October 19, 2005, the Board authorized the Superintendent to pursue the acquisition and implementation of a competent evaluation and appraisal system for instructional personnel that would serve to replace the Performance Assessment Comprehensive Evaluation System (PACES) currently utilized by the district. A Request for Proposals (RFP) was distributed to various qualified vendors on January 23, 2006. The Board subsequently authorized the Superintendent during the June 14, 2006, Board meeting to negotiate and enter into a contractual services agreement with Teacher Quality Resources, pursuant to Request for Proposals No. 070-FF10 – professional consulting services for development of an instructional assessment and appraisal system.

DESIGN TEAMS

In collaboration with United Teachers of Dade (UTD), three design teams were established representing the following instructional personnel categories: classroom teachers, student services personnel (e.g., school psychologists, guidance counselors, social workers) and instructional support personnel (e.g., curriculum support specialists, library/media specialists, teachers on special assignment). The teams include corresponding practitioner representatives and district, region and school-based administrators. Team members adhered to a consensus building approach in their work that allowed them to progress through the developmental phase effectively and efficiently. Each design team met a total of seven times from March 20, 2006, through May 18, 2006, to develop recommendations for the design of the new performance evaluation system called the *Instructional Performance Evaluation and Growth System* (IPEGS).

PERFORMANCE EVALUATION SYSTEM TOOLS

Performance standards were developed for teachers, instructional support personnel, and student services personnel with sample indicators. A performance appraisal rubric with a four-level rating scale was developed for each performance standard. Information sources include observation, learner/program progress goal setting, required documentation and parental input as tools to conduct the performance evaluation. The IPEGS handbooks explain the tools and procedures. The following overview provides additional information regarding the evaluation system tools:

Observation: Annual contract employees will have a minimum of two formal observations a year. Professional service and continuing contract personnel will have at least one formal observation a year. An observation lasts a minimum of 20 minutes.

Learner/Program Progress Goal Setting: Instructional personnel will document learner/program benchmarks established at the beginning of the year, set forth strategies to build on strengths, address weaknesses, assess progress at mid-year, and document gains at the end of the year. This approach reflects a contemporary research-based instructional strategy that can yield impressive results in student

learning. The process incorporates professional development as a component of the goal-setting, thereby alleviating the need for a separate individual professional development plan.

Required Documentation: A portion of the data used to provide insight on performance can be collected by instructional personnel. Specific items that may not always be observable in an instructional setting may be submitted to demonstrate progress in meeting instructional personnel performance standards. The ability to provide to the assessor relevant evidence, such as a list identifying professional development activities undertaken, encourages instructional personnel to actively participate in ongoing self-assessment tied to established performance standards.

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 show evidence of communication with parents as reflected on their communication log.

PERFORMANCE APPRAISAL RUBRIC

A four-level rubric depicting a continuum of effectiveness is tailored to each of the performance standards. The levels are: exemplary, proficient, developing/needs improvement, and unsatisfactory. The design teams crafted rubrics that are tailored to each performance standard. Achievement of the performance standard that describes an acceptable level of performance is equivalent to proficient.

2006-2007 IPEGS PILOT

A pilot of IPEGS was conducted during the 2006-2007 school year. Thirty-one school sites participated. A series of professional development sessions were provided to principals and their leadership teams (e.g. expert teachers, UTD Stewards) to support the implementation of IPEGS. Additionally, pilot schools received year-round implementation support through site visits by the staff of Leadership Development and UTD staff, web-based resources, and daily e-mail and telephone assistance.

The Joint Committee on Standards for Educational Evaluation comprised of M-DCPS and UTD personnel met throughout the year to discuss concerns regarding the pilot, monitor and analyze pertinent data, and issue recommendations for modifications and/or amendments, using a collaborative decision-making process. A sub-committee reviewed the handbook to clarify procedures for professionals in need of performance improvement.

At the end of the pilot year, selected original design team members and others convened to address specific needs identified during the pilot year. Their recommendations were reviewed both by the M-DCPS and the UTD leaderships who then approved the revisions to the IPEGS handbooks. During the 2007-2008 school year, additional school sites were added to the pilot.

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PART I
INTRODUCTION

Miami-Dade County Public Schools' (M-DCPS) evaluation of 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.

PURPOSES

The primary purposes of IPEGS are to:
♦ improve the quality of instruction by ensuring accountability for classroom/program performance

♦ 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

CHARACTERISTICS

IPEGS includes the following distinguishing characteristics:
♦ a focus on the relationship between professional performance and improved learner academic achievement

♦ performance standards specific to major instructional job categories

♦ sample indicators for each of the performance standards

♦ a system for documenting instructional personnel performance based on multiple data sources, including goal setting, with emphasis on evidence of improved student performance on the state and local achievement test as required by Florida Statutes § 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

ROLE OF INSTRUCTIONAL PERSONNEL

Throughout this handbook, the term instructional personnnel is used interchangably 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 were defined as well as documentation sources to use for assessing performance. Instructional personnel are responsible for submitting data (see Pg.17 "Documenting Performance") to their administrators throughout the evaluation process.

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

ROLE OF SITE ADMINISTRATORS/ ASSESSORS

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 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, scheduling evaluation-related meetings, providing feedback on performance throughout the year, making summative ratings, and submitting documentation to the appropriate district office, many of these responsibilities can be delegated to a designee.

Table 1: Interchangeable Terms Used Throughout the Handbook

Professional	Site Administrator	Assessor
Instructional personnel	Principals	Site administrator
Teacher	Regional Center/District administrators responsible for the supervision of instructional personnel	Site administrators' administrative designee(e.g. assistant principals)
Instructional support personnel		
Student services personnel	Payroll location supervisor	

THE FOUNDATION OF IPEGS:
USING THE GOALS AND ROLES MODEL [©1]

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[©] 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 the 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 evaluation design committees and 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 based on more than two 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:
  - o 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).
  - o 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.

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

♦ All instructional personnel deserve well-defined job descriptions, systematic performance feedback, and appropriate opportunities for improvement.

The key features that are incorporated in the 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 main groups of M-DCPS instructional personnel: instructional support personnel[1], student services personnel[2], and teachers. Throughout the M-DCPS project, the three design teams built on this key feature of adaptability by:
♦ accentuating the use of a uniform design for evaluating all teachers,
♦ 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

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[1] Sample instructional support personnel job titles include, but are not limited to: activities directors, athletic directors, business managers, curriculum support specialists, educational specialists, instructional coaches, lead teachers, library/media specialists, special education program specialists, teacher trainers, teachers on special assignment.
[2] Sample student services personnel job titles include, but are not limited to: art therapists, career specialists, counselors, occupational therapists, physical therapists, school psychologists, school social workers, speech/language pathologists, staffing specialists, TRUST specialists.

communication is essential. Thus, opportunities for systematic communication between assessors and instructional personnel are built into IPEGS.

Technically Sound Evaluation Systems

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

Goals and Roles Model[©]

Development Phase

Implementation Phase

1. Identify System Needs

2. Identify Duties

3. Set Performance Standards

4. Document Performance

5. Evaluate Performance

6. Improve Performance
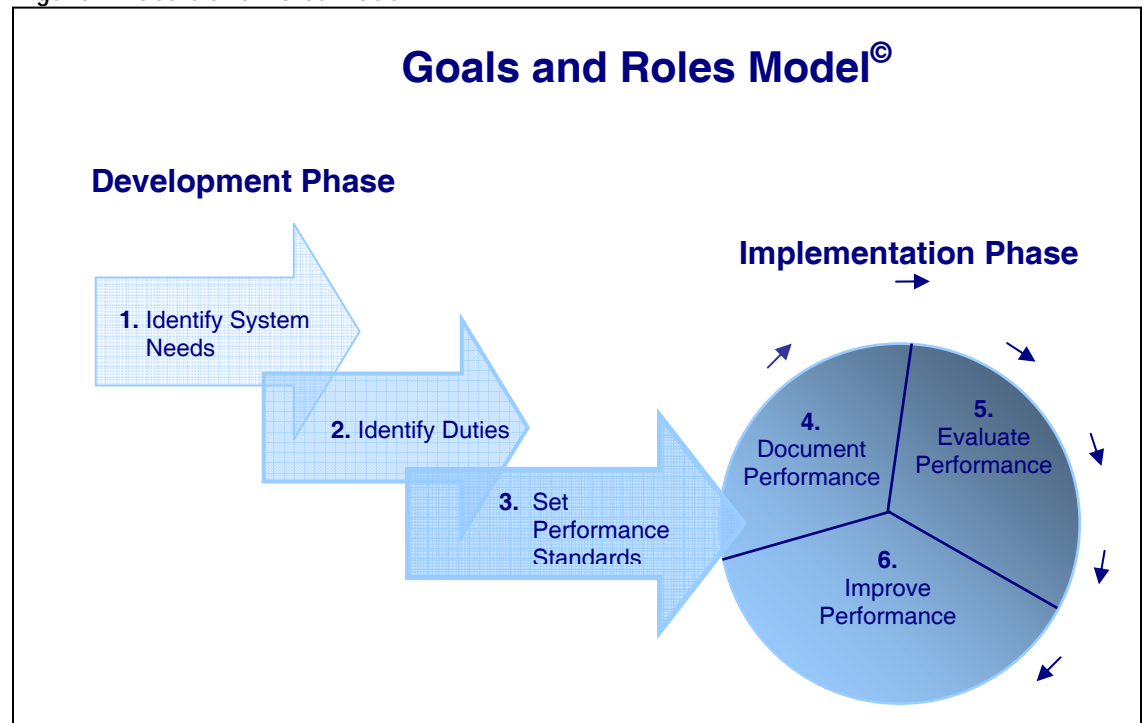
Table 2: Steps in the Goals and Roles Model[©]

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

IDENTIFYING TEACHER 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 Indicators

Performance standards refer to the major duties performed. For all teachers, there are eight performance standards.

PERFORMANCE STANDARD 1. 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 2. 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 3. 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 4. ASSESSMENT
The teacher gathers, analyzes, and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.

PERFORMANCE STANDARD 5. LEARNER PROGRESS
The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals.

PERFORMANCE STANDARDS

The performance standards address various Florida Statutes such as:
- The "rigorous reading requirement" for middle grades teachers in Performance Standard 2 Florida Statute §1003.415
- The use of technology in the classroom in Performance Standard 3 Florida Statute §1012.34(3)(a)(4)
- The use of state assessment data in Performance Standards 4 and 5 Florida Statute§ 1008.22
- The collaboration with students' families in Performance Standard 6 Florida Statute §1012.34(3)(a)6

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.

The Miami-Dade County teacher performance standards are aligned with the 12 Florida Educator Accomplished Practices. The practices are interdependent, and therefore aligned to multiple performance standards (see Table 3).

> A Florida State Board Rule identifies 12 "essential practices of effective teaching." They are called *The Educator Accomplished Practices.*
> 6A-5.065
> Florida State Board Rule

Table 3: Various alignments of the Florida Educator Accomplished Practices and the IPEGS Performance Standards-Teacher, but not limited to:

Florida Educator's Accomplished Practices	Knowledge of Learners	Instructional Planning	Instructional Delivery and Engagement	Assessment	Learner Progress	Communication	Professionalism	Learning Environment
1. Assessment	X	X		X	X	X	X	
2. Communication	X		X			X	X	
3. Continuous Improvement	X					X	X	
4. Critical Thinking		X	X	X			X	
5. Diversity	X	X	X				X	X
6. Ethics	X	X					X	X
7. Human Dev. & Learning	X	X	X				X	X
8. Knowledge of Subject Matter		X	X			X	X	
9. Learning Environment			X	X		X	X	X
10. Planning		X	X	X	X	X	X	
11. Role of the Teacher	X	X	X			X	X	X
12. Technology		X	X	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. As an illustration, performance indicators for the Learner Progress Performance Standard 5 are listed in the box below.

PERFORMANCE STANDARD 5. LEARNER PROGRESS
The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals.

SAMPLE PERFORMANCE INDICATORS of teacher work may include, but are not limited to:
- ♦ Demonstrates an understanding of the concepts, principles, and strategies that enable students to progress and be academically successful on state and local assessments
- ♦ Establishes student achievement goals
- ♦ Provides evidence of goal attainment as demonstrated by IPEGS goal setting
- ♦ Provides evidence of timely and appropriate intervention strategies for individual students not making adequate progress
- ♦ Tracks reading progress, as applicable (Florida Statute §1003.4156)
- ♦ Helps learners meet or progress toward state and local achievement requirements as compared to learners prior achievement levels, as applicable

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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. 27 "Definitions and 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 teacher's work. The sources of information briefly described in Table 4 were selected as a means of providing accurate feedback on teacher performance.

Table 4: Data Sources for Teachers

Data Source	Definition
Goal Setting for Learner/Program Progress	Professionals have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and learners' ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include state and local standardized test results as well as other pertinent data sources. Professionals set goals for improving learner/program progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.
Observations	Observations focus directly on the eight performance standards. Observations may be conducted in either instructional or non-instructional settings, and may be scheduled or unscheduled visits.
Required Documentation	The *Required Documentation* includes specific required artifacts that provide evidence of meeting selected performance standards.
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 show evidence of communication with parents as reflected on their communication log.

Each professional sets an annual goal for improving learner achievement. It is the responsibility of the professional to determine an appropriate goal and complete the goal setting form. The professional analyzes data from performance measures to set an appropriate goal for learner/program progress. It is the responsibility of the assessor to review the goal using the SMART criteria (discussed on page 19) and approve the goal if it meets the SMART criteria. A form is provided in Part III (*Goal Setting for Learner/Program Progress* Form*)* for developing and assessing the annual goal. The form for Goal Setting for Learner/Program Progress incorporates the individual professional development plan as instructional personnel determine an annual goal and identify resources and strategies to address the goal. Professionals are to establish only one goal relating to their job responsibilities in this process. The goal must directly address learner achievement or program outcomes and may be measured by an appropriate assessment. For goals that directly assess learner achievement, appropriate measures of student learning gains differ substantially based on learner's grade

GOAL SETTING FOR LEARNER/PROGRAM PROGRESS

level, content area, and learner's ability level. The graphic on this page depicts the goal setting process.

The following measurement tools may be appropriate for addressing state and school district guidelines and standards:

♦ criterion-referenced tests
♦ norm-referenced tests
♦ standardized achievement tests
♦ district interim assessments
♦ schoolwide reviews of test data
♦ authentic measures (e.g., learner portfolio, recitation).

Goal Setting Process in Miami-Dade County Schools

Identify your position and describe Your Setting:

Collect Data

Do you teach a subject related to the Sunshine State Standards and tested by the state of Florida or MDCPS?

Yes → Review and Analyze state and/or district assessment Data

No → Is there an appropriate assessment already administered in MDCPS?

Yes → Review and Analyze Baseline Data

No → Identify external measure that meets optimal assessment criteria → Administer assessment → Review and Analyze Baseline Data

Identify Needs

Select Focus for Goal

Set SMART Goal

Develop Means for Attaining Goal (Strategies) → Meet with Administrator to review/approve goal → Implement Strategies → Mid-Year Review with Administrator: Monitor implementation of strategies and progress toward goal → Continue to implement strategies with modifications, if necessary

Gather Data → Review and Analyze Data → End of Year Data Results: Determine goal attainment and document → Review with Administrator

Developing Goals

The goal is developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal's feasibility and worth. SMART stands for:

S

Specific
The goal is focused; for example, by content area, by learners' needs

M

Measurable
An appropriate instrument/ measure is selected to assess the goal

A

Appropriate
The goal is within the teacher's control to effect change

R

Realistic
The goal is feasible for the teacher

T

Time-bound
The goal is contained to a single school year
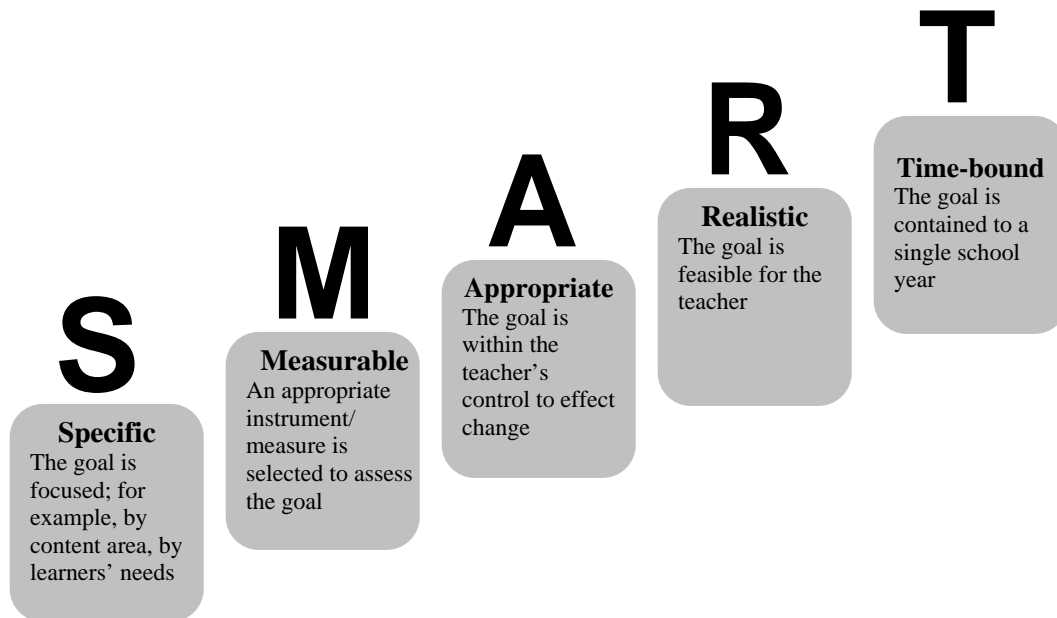
The sample physical education goal in the box shows how the SMART criteria are applied. This goal is intended to serve as a model for how goals may be written.

Sample Goal-Physical Education Teacher:

During the 2007-08 school year, 90 percent of my fifth grade physical education students will show improved performance on 3 or more Fitnessgram Tests.

Specific: Focused on physical education, specifically the Fitnessgram Tests.

Measurable: Identified Fitnessgram Tests to be used to assess goal.

Appropriate: The teacher teaches the content and skills contained in the Fitnessgram Tests.

Realistic: The goal of improving 90 percent of the targeted students' performance is realistic. It is not out of reach and yet not too easy.

Time-bound: Goal attainment can be addressed by the end of the year with the end-of-year Fitnessgram Tests.

Submission of the Goal Setting for Learner/Program Progress Form

Professionals complete sections I through V of the goal setting form, sign it, and submit it to their assessor for review and approval. Goals are reviewed by an assessor using the SMART criteria. Assessors approve all goals that meet the SMART criteria. If necessary, a meeting to discuss the goal may be scheduled. The goal is submitted by the date of the first student interim progress report or within the first 25 calendar days of a new teaching assignment. Professionals hired in the second grading period, after the interim reports have been issued are exempt from goal setting for the current year. In this case, the assessor must consider other measures to rate performance standard 5.

Mid-Year Review of Goal

A mid-year review of progress on the goal is held for all professionals. This review should promote discussion, collegiality, and reflection. The mid-year review is to be held after the second grading period student interim progress reports are issued (in the second grading period) and before the end of the second grading period. The mid-year review is held in a forum determined (e.g., individual, small group setting) by the assessor.

In preparation for the mid-year review discussion, the professional must review progress made toward the goal. Formal/informal data and/or a summary can be used to show progress toward the goal and effectiveness of strategies. It is not necessary to administer a formal mid-year assessment. However, if data are available then the instructional professional may report the data. Instructional personnel may decide how best to present their progress. Common ways include, but are not limited to, a reflective paragraph, data presentation in a graph or table with accompanying explanation, bulleted list, and work samples. This addresses the documentation required by section six of the Goal Setting for Learner/Program Progress form.

End-of-Year Review of Goal

The School Board is to appoint instructional staff "no later than 3 weeks following the receipt of FCAT scores and data, or June 30, whichever is later."
Florida Statute
§1012.22(1)(b)

Professionals assess learner/program measures for end-of-year goal progress. The end-of-year review of the goal is submitted on the *Documentation Cover Sheet-Teacher* (discussed later in this section) as indicated in section seven of the *Goal Setting Form* to the assessor at least 10 calendar days prior to the summative review meeting. Accompanying data and other evidence of goal progress may be included in the summary and/or attached to the *Documentation Cover Sheet.* The assessor reviews the submission within the 10 day timeframe prior to the summative meeting and determines if further data is warranted. Goal attainment/progress results are indicated on the original goal setting form by the assessor.

OBSERVATIONS

The *Observation of Standards Form-Teacher* (see Pg. 50 Part III) is used to provide targeted feedback on professionals' work relating to the performance standards. Given the complexity of the job responsibilities of teachers, it is likely that an assessor will be able to observe multiple standards in a formal observation,

particularly evidence of performance standards 1, 2, 3, and 8. 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 Evaluation Report and/or Documentation Cover Sheet–Assessor on some performance standards. During the post-observation meeting, the professional and the administrator 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. 26 Making Summative Decisions).

Assessors are to assess the performance standards by observing instruction, performance of students and other applicable indicators at various times throughout the evaluation cycle. The standards that are not directly observed during the formal observation may be discussed during the post-observation meeting. Observations may be scheduled or unscheduled. No formal observation/evaluation shall be conducted during an employee's first 10 days and last 10 days with student contact.

Documenting Observations

The minimum number of required observations varies by contract status (see Table 5). The professional and the administrator will meet to discuss the observation within 10 calendar days of the observation. The assessor may ask the professionals 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.

A required observation is a minimum of 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.

Table 5: Observation by Contract Status

Contract Status	Required Number of Observations a Year	Timeframe*
Annual Contract	2	1 per semester, concluding 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 date of the last interim/progress report in the fourth grading period

Exceptions to the timeframe may exist; refer the current Office of Professional Standards Handbook.

REQUIRED DOCUMENTATION

The purpose of the *Required Documentation* (see Part III) 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 administrators with additional information they likely would not receive in 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 administrator. 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-Teacher*, serving as the transmittal. They are:

- *Goal Setting for Learner/Program Progress* Update – Summarize the End-of-Year Data Results on the *Documentation Cover Sheet-Teacher* for the completion of section VII of the *Goal Setting Form* and attach accompanying data/evidence to the cover sheet.
- Communication Log – provide evidence of how the professional communicates with stakeholders. A sample form is provided in Part III. Professionals who document contacts with stakeholders (e.g., colleagues, parents/guardians, administrators) in another format (e.g., folders, electronically) should share their method and documentation in that format. Professionals do not have to use the sample communication log. The key is for the professional to provide evidence to the assessor of effective communication.
- Professional Development/Professional Growth Experiences Log – provide evidence of professional growth activities. To count as a professional development activity, Master Plan Points or credit should have been offered to the participating professional. Professionals must demonstrate that some of the professional growth experiences relate to the current work assignment/population. Additionally, professionals may provide evidence of other activities that result in professional growth. A sample form is provided in Part III. Professionals maintain their own documentation of professional growth using such items as: Center for Professional Learning record of inservice, workshop certificates, college transcripts, conference certificates, or National Board Certification.

Furthermore, the required documentation is used to organize the multiple data sources included in the summative evaluation.

The documents are submitted to the assessor 10 calendar days prior to the date of the summative evaluation conference with the administrator. Assessors review the required documentation items and make notes on the *Documentation Cover Sheet-Assessor*. The assessor maintains the documentation cover sheets and returns the original documents submitted to the professional during the summative evaluation meeting.

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 review or redacted, as appropriated.

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

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

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 goal set and data). Therefore, multiple data sources are used.

INTEGRATION OF 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. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for professionals in their summative evaluation year (see *Summative Performance Evaluation-Teacher*, Part III). Further details on the rating process are provided in subsequent sections of this handbook.

Summative evaluation meetings are to be conducted by assessors 10 days prior to the last day of the students' school year for all contract types. Table 6 details the timeline to be followed. As illustrated, the procedures for evaluating the performance of professionals rely on multiple data sources, including, but are not limited to, observations and goal setting.

Modifications to the evaluation schedule are made for instructional personnel in unique teaching conditions, such as semester teachers, teachers whose assignment changes, and 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 /returning from leave. If assessors have completed the required formal observation(s) and a professional's work assignment changes, assessors are not required to do an additional formal observation. The following guidance is provided for special circumstances regarding the goal setting process.

- *Semester teachers* - the goal setting timeline is truncated such that they set their learner goals for the first semester. The semester teacher completes section VII of the form at the end of the semester as opposed to the end of the school year. Section VII is still submitted with the *Documentation Cover Sheet-Teacher* at the end of the year for the summative review.

- *Professionals whose assignment changes* – within 25 calendar days of a new work assignment, the professional should submit a goal appropriate to the new work situation.
- *Professionals hired prior to the date of second student interim progress report* – within 25 calendar days of beginning the position, the professional should submit a goal appropriate to the work situation.

The following professionals are exempt from completing the goal setting process for the current school year.
- Professionals on an approved leave
- Professionals hired in second grading period, after the second student interim reports have been issued

Assessors will 1) mark "exempt" on the *Documentation Cover Sheet-Assessor* and 2) leave the goal setting box on the *Summative Performance Evaluation Report* blank. Assessors must then consider other measures to rate performance standard 5, as applicable to the time period that the learners have been assigned to that professional. Examples of other measures may include authentic measures, criterion or norm referenced tests, etc.

Instructional Personnel New to M-DCPS

Annual 1 Contract 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 provide the orientation. The orientation consists of written and oral explanations of IPEGS.

> "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

DOCUMENTATION RECORDS

If the professional transfers within M-DCPS, the documentation is to be forwarded to the receiving school/worksite's site administrator. At the end of an evaluation cycle, the site administrator retains the originals of the goal-setting form, documentation cover sheets, *Observation of Standards Form(s)-Teacher,* and summative evaluation form at the school/worksite. All original attachments to the documentation cover sheet are returned to the professional at the summative meeting.

Storage of Records
- Site personnel file: completed goal-setting form, documentation cover sheets, *Observation of Standards Form(s)-Teacher*, summative evaluation copy and any written response(s) provided by the professional.
- District department of Personnel Records: original *Summative Performance Evaluation-Teacher 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 Timeline

Timeline	Activity	Task or Document	Responsibility of (A) Assessor or (P) Professional	
			A	**P**
By the date of the first student interim progress report	Establish and submit learner/program progress goal	*Goal Setting for Learner/Program Progress Form*		✓
By end of the first grading period	Review goals for SMART criteria	*Goal Setting for Learner/Program Progress Form*	✓	
Timeline for semester teachers TBA	Establish and submit learner/program progress goal	*Goal Setting for Learner/Program Progress Form*		✓
By the end of the first grading period	Observation of **new** teachers to M-DCPS and to the school with post-observation meeting	*Observation of Standards Form-Teacher*	✓	
By the end of the second grading period	First observation of annual contract teachers with post-observation meeting	*Observation of Standards Forms-Teacher*	✓	
Timeline for semester teachers TBA	Mid-year review of goal	*Goal Setting for Learner/Program Progress Form*	✓	✓
By the end of the third grading period	Second observation of annual contract teachers and professional service contract teachers with post-observation meeting	*Observation of Standards Form-Teacher*	✓	
After second student interim progress report and by end of the second grading period	Mid-year review of goal	*Goal Setting for Learner/Program Progress Form*	✓	✓
By the date of the last student interim progress report	Observation with post-observation meeting of Continuing Contract teachers	*Observation of Standards Form-Teacher*	✓	
At least 10 calendar days prior to summative evaluation date	- Submission of the *Documentation Cover Sheet-Teacher* - Submission of end-of-year review of goal	*Documentation Cover Sheet-Teacher* and related documents (i.e., *Communication Log, Professional Development/Professional Growth Experiences Log, Goal Setting for Learner/Program Progress Form*)		✓
By 10 calendar days prior to the last day of the students' school year	Complete all summative evaluation meetings	*Summative Evaluation Form* and *Documentation Cover Sheet-Administrator* Site administrator submits the signed form to Personnel Records as indicated by the District calendar/procedures	✓	

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 (observations, goal setting, required documentation).

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

DEFINITIONS OF RATINGS

The rating scale describes four levels of how well the standards (i.e., duties) are performed on a continuum from "exemplary" to "unsatisfactory." The use of the scale enables assessors to acknowledge teachers who exceed expectations (i.e., "exemplary"), note those who meet the standard (i.e., proficient), and use the two lower levels of feedback for teachers who do not meet expectations (i.e., "developing/needs improvement" and "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.*

The site administrator uses four levels when assessing performance of standards (i.e., "exemplary," "proficient," "developing/needs improvement," "unsatisfactory"). Table 7, page 27 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/worksite. Yet, 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 assessor to supervise, monitor, and assist with the multiple data source collection.

Table 7: Definitions of Terms Used in Rating Scale

Rating	Description	Performance Characteristics
Exemplary	The professional performs at a level that consistently models initiative, raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the school district's mission and goals.	High-quality performance: ♦ exceeds the requirements contained in the standards as expressed in the evaluation criteria ♦ consistently seeks opportunities to learn and apply new skills
Proficient	The professional performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the school district's mission and goals.	Effective performance: ♦ meets the requirements contained in the job description as expressed in the evaluation criteria ♦ demonstrates willingness to learn and apply new skills ♦ exhibits behaviors that have a positive impact on learners and the school climate
Developing/ Needs Improvement	The professional often performs below the established standard or in a manner that is inconsistent with the school district's mission and goals.	Ineffective performance: ♦ requires support in meeting the standards ♦ results in less than quality work performance ♦ leads to areas for professional improvement being jointly identified and planned between the professional and assessor
Unsatisfactory	The professional consistently performs below the established standard or in a manner that is inconsistent with the school district's mission and goals.	Poor-quality performance: ♦ fails to meet the requirements contained in the standards as expressed in the evaluation criteria ♦ may result in the employee not being recommended for continued employment

Performance Rubric

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

A performance rubric is provided for each of the eight standards. Part II of the handbook includes rubrics related to each performance standard. 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 "proficient" is the actual performance standard.*

Site administrators make decisions about performance of the eight performance standards based on all available evidence (see the Decision Tree on the next page). The site administrator rates a professional's performance for the summative evaluation after collecting information through multiple data sources (e.g., observation, goal setting, required documentation, submissions by the professional and other relevant sources).

During the summative evaluation, the site administrator applies the four-level rubric to evaluate performance on all professional standards (see *Teacher Performance Summative Report* in Part III). 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 standard 7 is found below.

PERFORMANCE STANDARD 7. PROFESSIONALISM

| Exemplary
In addition to meeting the standard … | Proficient
The description is the actual performance standard. | Developing/Needs Improvement | Unsatisfactory |
|---|---|---|---|
| The teacher consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community. | The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth. | The teacher often does not display professional judgment or only occasionally participates in professional growth. | The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth. |

Prior to meeting with the professional, the assessor reviews the multiple data sources that have been collected (e.g., observation form) and submitted (e.g., items specified as required documentation). The assessor checks the appropriate boxes on the 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 meeting, the results of the evaluation are discussed with the professional.

The professional and the assessor conducting the summative meeting both sign the *Summative Performance Evaluation-Teacher Form* to indicate that the meeting occurred. However, it is the site administrator who determines the ratings and recommends whether the professional is recommended or not recommended for continued employment by signing the form to be copied and provided to the professional. According to the established district calendar, the assessor submits the original form to Personnel Records.

DECISION TREE

(to be used in rating professional duties)
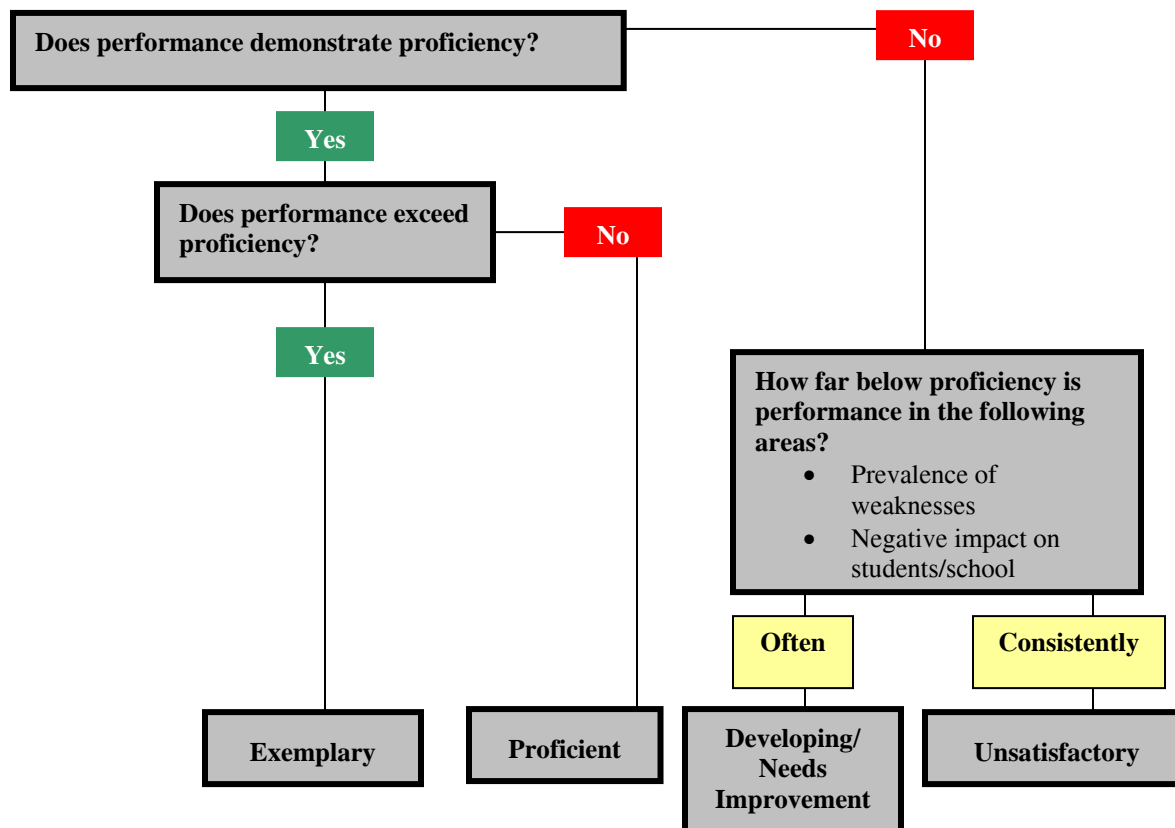
IMPROVING PROFESSIONAL PERFORMANCE

Two tools are provided in IPEGS to improve performance. The first is the *Support Dialogue*, a school/worksite-level discussion between the administrator and the professional. The second is the *Improvement Plan,* which has a more formal structure and meets the requirements of the Florida Statute related to notifying a professional of unsatisfactory performance.

SUPPORT DIALOGUE

The *Support Dialogue (SD)* is initiated by the professional or the assessor at any point during the school year. Professionals may request a support dialogue when they would like additional support. The support dialogue is designed to facilitate discussion about identified performance standard(s) and ways to address improvement. During the SD, both parties share what each will do to support the professional's growth.

If as a result of an observation, the professional's performance is below proficient on one or more standard(s), the first step must be a SD held within 10 calendar days of the observation. The professional has the right to union representation. The SD process is intended to be completed within a 21 calendar day period, while the professional receives support and implements changes in his/her performance. After the 21-calendar day period has elapsed, the same assessor must observe the professional again.

Sample Prompts for the Initial SD Conversation
1. Tell me about your instructional setting.
2. What challenges have you encountered in addressing _____ (tell specific concern)?
3. What strategies have you tried to implement to address the concern of _____ (tell specific concern)?
4. What support can I or others provide you?

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 remain for a minimum of one hour.

Step 1 to Improve Professional Performance
AC/PSC/CC

Developing/Needs Improvement Rating	
Purpose	For professionals who are in need of additional support, SD is initiated.
Initiator	Assessor or Professional Assessor must contact Regional Center and the Office of Professional Standards.
Documentation	Observation of Standards Form (OSF) ° Examples/evidence ° The SD box indicated yes. ° The specific standards that are less than proficient must be identified.
Assistance	Assistance that may be offered, but is not limited to: ° Use sample prompts for initial conversation. ° Professional growth activities. ° Shadowing, mentoring, peer review, and/or modeling.
Outcomes	• Performance improves to proficient — no additional support required or • Professional has demonstrated some progress and the assessor may or may not extend the time of the SD. • No progress or regression— the professional is placed on an Improvement Plan (IP).

The desired outcome would be that the professional's practice has improved. However, in the event that improvements in performance are still needed, it is the sole discretion of the assessor to extend the time of the SD. If the professional's performance has regressed to unsatisfactory, the professional must be placed on an Improvement Plan (IP). Once placed on an IP the professional will have a 90-Calendar Day Probation to demonstrate that identified deficiencies have been corrected.

IMPROVEMENT PLAN (IP)/ 90-CALENDAR DAY PROBATION

If an assessor and a professional have completed Step 1 Support Dialogue, and performance has regressed to unsatisfactory, Step 2 is initiated. Step 2 is defined when a professional's performance is unsatisfactory in any standard and the professional is placed on a 90-Calendar Day Probation and an Improvement Plan (IP). (See *Improvement Plan Form* in Part III). The desired outcome of an IP is to improve the professional's performance to a proficient level. If the professional performance does not improve to a proficient level, it may result in not being recommended for continued employment.

Unsatisfactory Rating	
Purpose	For professionals whose performance is unsatisfactory on one or more performance standards an IP is initiated.
Initiator	Assessor (s). Contact Regional Center Office and Office of Professional Standards
Documentation	- Minimum of two (2) Observation of Standards Forms (OSF) - Examples/Evidence; - The IP box indicated yes. - The specific standards that are unsatisfactory must be identified - Conference for the Record (CFR)-Notification and Summary; - Improvement Plan (IP). 90-Calendar Day Probation begins (See Chart, page 34)
Assistance	Assistance may include, but is not limited to: - support from school site/ regional center and/or district curriculum specialist; - continued support dialogue; - peer/mentor assistance; - professional development and/or other professional growth activities on specific topics; and/or - Other resources to be identified.
Outcomes	- Performance improves to proficient — recommended for continued employment or - Inadequate Improvement — not recommended for continued employment.

An IP may be implemented at any point during the year provided that the professional has had SD and a minimum of two (2) observations. It 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. The site administrator works with the site administrator designee and the professional may advance suggestions while developing the IP. The day after the IP is signed by the assessor and the professional, the official start of the 90-Calendar Day Probation begins.

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

90-Calendar Day Probation/Improvement Plan (IP)

On the next page is a chart which delineates the procedures as a result of unsatisfactory performance on one or more standard(s) to be used for annual contract professionals subsequent to 97-calendar day initial probation. In accordance with Florida Statute §1012.33, the first 97 calendar days of initial employment constitute a probationary period during which the employee may resign without breach of contract or be dismissed without cause.

90-Calendar Day Probation/Improvement Plan (IP) for AC and PSC Professionals

CONTRACT STATUS	PERSON(S) RESPONSIBLE	PROCEDURES
Annual Contract (AC) Professionals or Professional Service Contract (PSC) Professionals	Site administrator	If the examples/evidence of the subsequent observation conducted by the same assessor of the current school year results in unsatisfactory performance, an Observation of Standards Form (OSF) is completed and given to the professional at a Conference for the Record (CFR), which must take place within 10 calendar days excluding employee absence(s), holidays and recess. The professional has a right to union representation. In the event that a professional is absent on authorized leave in excess of 10 consecutive workdays, the 90-Calendar Day Probation is suspended until the professional returns to active duty, at which time it resumes. At the CFR, the following occurs: • The site administrator and professional discuss the results of the observation in terms of all performance standards. • The site administrator and the professional shall sign the Observation of Standards Form (OSF) and a copy must be provided to the professional. • The site administrator issues an Improvement Plan (IP). During the development and review of the IP, the professional may advance suggestions. Any changes resulting from clarifications made at the meeting must be reflected in the completed IP. • The professional's signature on the OSF and IP merely signifies receipt and does not necessarily indicate agreement with its contents. • The site administrator advises the professional of specific support and resources in order to assist the professional to complete IP requirements, prior to the next observation. • The site administrator and the professional shall discuss an approximate date for the next observation, which must be no later than 30 calendar days from the CFR. • Two (2) additional observations during the 90-Calendar Day Probation are required. After each additional observation, if deficiencies continue, a post-observation meeting must be held within 10 calendar days excluding employee absence(s) and a new IP is developed and provided to the professional. The same procedures apply to all subsequent IPs. If the 90-Calendar Day Probation cannot be completed before the end of the school year, the probation will be continued into the next year and the summative evaluation withheld until the process is concluded. In this case, the professional is ineligible for summer employment and salary increases until corrected. Prior to the site administrator making an employment recommendation, the site administrator conducts a final observation within 14 calendar days of the end of the 90-Calendar Day Probation. The recommendation must be forwarded to the superintendent, who within 14 calendar days of receipt of the site administrator's recommendations notifies the professional of the final recommendation by certified mail. The final recommendation will be one of the following: a) The performance deficiencies have been satisfactorily corrected: The professional is no longer on an Improvement Plan (IP)/probationary status. b) The deficiencies were not corrected: The professional is recommended for dismissal for just cause or non-renewal of contract.
	Professional	Professionals may use provisions specified in Article XIII, Section 6 of the M-DCPS/UTD contract to address compliance issues. At any time during the 90 calendar days, the professional may request a transfer to another appropriate position with a different site administrator. However, a transfer does not extend the period for correcting performance standard(s) deficiencies. If the professional wishes to contest the Superintendent's recommendation, the professional must, within 15 calendar days after receipt of the Superintendent's recommendation, submit a written request for a hearing.
	Office of Professional Standards/UTD/ Professional	The Union, upon the professional's request, may meet with personnel from the Office of Professional Standards to review all pertinent documents and administrative actions relative to the observation(s) and IP procedures.

90-Calendar Day Probation

Annual Contract and Professional Service Contract

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

Site administrator's checklist to be completed within 10 Calendar Days

- Complete OSF
- Notify Regional Center and the Office of Professional Standards
- Draft IP
- Notify professional of CFR
- Conduct CFR, give copy of OSF to professional and complete IP
- Complete CFR Summary
- IP and summary given to Professional for signature
- Probation begins the day after the professional signs the IP.

90-Calendar Day Probation begins
(excluding holidays and school vacations)

Observation

Observation

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

Day 90
Probation Ends

Final Observation
Conducted Within 14-Calendar Days by the Site Administrator

Site Administrator's Recommendation to Superintendent for Employment Action

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

Deficiencies Corrected
(Proficient or Above)

Summative Performance Evaluation Indicates Recommended for Continued Employment

Deficiencies Not Corrected

Summative Performance Evaluation Indicates **NOT** Recommended for Continued Employment

DOAH Hearing and Recommended Order

Final Order of the Board

Court of Appeals

Legend
OSF: Observation of Standards Form
CFR: Conference for the Record
IP: Improvement Plan
DOAH: Division of Administrative Hearings

August 31, 2007 Teacher Draft – Proposed Revisions

Improvement Plan (IP) for CC Professionals

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

Improvement Plan (IP) for CC Professionals continued

CONTRACT STATUS	PERSON(S) RESPONSIBLE	PROCEDURES
	Professional	Professionals may use provisions specified in Article XIII, Section 6 of the M-DCPS/UTD contract to address compliance issues. The professional may request a transfer to another appropriate position with a different supervising administrator. However, a transfer does not extend the period for correcting performance standard(s) deficiencies.
	Office of Professional Standards/UTD/ Professional	If the professional wishes to contest the Superintendent's recommendation, the professional must, within 15 calendar days after receipt of the Superintendent's recommendation, submit to the School Board clerk a written request for a hearing.

The Union, upon the professional's request, may meet with personnel from the Office of Professional Standards to review all pertinent documents and administrative actions relative to the observation(s) and IP procedures. |

Observation Procedures – Interim Teacher Incumbents (3100s)

EMPLOYMENT STATUS		ASSESSOR(S) RESPONSIBLE	OBSERVATION SCHEDULE
Interim Teacher Incumbents - 3100s	Employed in one assignment for 45 consecutive workdays	Assessor	• One observation, if performance standards observed during the observation are proficient or above.

• One observation, if a performance standard observed during the observation is less than proficient; the 97 Calendar Day Initial Probation procedures apply. (See OPS manual)

No Summative Evaluation form is completed. |
| Interim Teacher Incumbents - 3100s | Employed in one assignment for 46 – 99 consecutive workdays | Assessor | Teacher Observation Procedures for Annual 1 Contract professionals apply, except no Summative Performance Evaluation form is completed.

• Two observations, when performance standards observed during both observations are proficient or above.

• Two observations, if a performance standard observed during either observation is less than proficient; the 97 Calendar Initial Probation apply unless subsequent to the 97 day probation ending. In this case, the 90-Calendar Day Probation procedure is applicable. (See OPS manual) |

PART II
PERFORMANCE STANDARDS

Teachers are evaluated on the performance standards using the performance appraisal rubrics applicable to the standard on each page in this section. The performance indicators are provided as samples of activities that may address the standard.

PERFORMANCE STANDARD 1. KNOWLEDGE OF LEARNERS

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

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

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 their students' worldviews.[3]
♦ Is culturally competent.[4]
♦ Seeks to know about the cultures and communities from which students come.[5]

PERFORMANCE STANDARD 2. 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.

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

PERFORMANCE APPRAISAL RUBRIC

Exemplary *The professional's work is exceptional, in addition to meeting the standard …*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The teacher consistently creates, evaluates and modifies, as appropriate, instructional strategies during the planning process.	**The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.**	The teacher attempts to use appropriate curricula, instructional strategies, and/or resources to address the diverse needs of students during the planning process, but is often ineffective; and/or the teacher attempts to develop lesson plans but lacks one or more of the four basic components.	The teacher consistently demonstrates a lack of planning or fails to properly address the curriculum in meeting the diverse needs of all learners.

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Contemporary research has found that an effective teacher:

- ♦ Constructs a blueprint of how to address the curriculum during the instructional time.[6]
- ♦ Facilitates planning units in advance to make intra- and interdisciplinary connections.[7]
- ♦ Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.[8]
- ♦ Identifies instructional objectives and activities[9] to promote students' cognitive and developmental growth.[10]
- ♦ Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.[11]

PERFORMANCE STANDARD 3. 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.

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

Exemplary *The professional's work is exceptional, in addition to meeting the standard …*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.	**The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.**	The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.

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 4. ASSESSMENT

The teacher gathers, analyzes, and uses data (including 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:

> 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 D.

- ♦ 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
- ♦ Keeps an official records (e.g., grade book) of student learning

PERFORMANCE APPRAISAL RUBRIC

Exemplary *The professional's work is exceptional, in addition to meeting the standard …*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.	**The teacher gathers, analyzes, and uses data (including 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 feedback[19] and reinforcement.[20]
- ♦ Gives homework and offers feedback on the homework.[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]

PERFORMANCE STANDARD 5. LEARNER PROGRESS

The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals.

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

♦ Demonstrates an understanding of the concepts, principles, and strategies that enable students to progress and be academically successful on state and local assessments
♦ Establishes student achievement goals
♦ Provides evidence of goal attainment as demonstrated by IPEGS goal setting
♦ Provides evidence of timely and appropriate intervention strategies for individual students not making adequate progress
♦ Tracks reading progress, as applicable (Florida Statute § 1003.4156)
♦ Helps learners meet or progress toward state and local achievement requirements as compared to learners prior achievement levels, as applicable

PERFORMANCE APPRAISAL RUBRIC

Exemplary *The professional's work is exceptional, in addition to meeting the standard …*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The work of the teacher consistently results in a high level of student achievement and/or progress.	**The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals**.	The work of the teacher results in some student progress, but more progress is often needed to meet state/local standards, district goals, school goals and/or the teacher's goals.	The work of the teacher consistently fails to result in acceptable student progress.

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Contemporary research has found that an effective teacher:

♦ Knows the students' abilities and sets realistic goals.[25]
♦ Raises the achievement levels for all groups of students in the classroom.[26]
♦ Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.[27]

PERFORMANCE STANDARD 6. COMMUNICATION

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

Exemplary *The professional's work is exceptional, in addition to meeting the standard …*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The teacher consistently uses a variety of communication techniques to inform, collaborate with, and/or respond to students and other stakeholders in a highly effective manner.	**The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.**	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.

CONTEMPORARY EFFECTIVE TEACHER RESEARCH
Contemporary research has found that an effective teacher:
   ♦ Possesses strong communication skills,[28] offering clear explanations and directions.[29]
   ♦ Recognizes the levels of involvement, ranging from networking to collaboration.[30]
   ♦ Uses multiple forms of communication between school and home.[31]

PERFORMANCE STANDARD 7. PROFESSIONALISM

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 record)
- ♦ Reflects on professional practices

PERFORMANCE APPRAISAL RUBRIC

Exemplary *The professional's work is exceptional, in addition to meeting the standard …*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The teacher consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.	**The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.**	The teacher often does not display professional judgment or only occasionally participates in professional growth.	The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Contemporary research has found that an effective teacher:
- ♦ Links professional growth goals to professional development opportunities.[32]
- ♦ Is empowered to make changes to enhance learning experiences, resulting in better student retention, attendance, and academic success.[33]
- ♦ Selects professional development offerings that relate to the content area or population of students taught, resulting in higher levels of student academic success.[34]
- ♦ Is cognizant of the legal issues associated with educational records and respects and maintains confidentiality.[35]

PERFORMANCE STANDARD 8. LEARNING ENVIRONMENT

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

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

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Contemporary research has found that an effective teacher:

♦ Is adept at organizing and maintaining an effective classroom environment.[36]
♦ 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.[37]
♦ Fosters relationships where respect and learning are central so students feel safe in taking risks that are associated with learning; believes in the students.[38]
♦ Is culturally competent and attuned to students' interests, both in and out of school.[39]
♦ Establishes good discipline, effective routines, smooth transitions, and ownership of the environment as components of establishing a supportive and collaborative climate.[40]

PART III

EVALUATION FORMS

Part III contains copies of forms used during the evaluation of teachers. 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 goal setting form, documentation cover sheet, observation form(s), and summative form at the school/worksite. Appendix E is a table providing a quick reference between the required form and section of the handbook with a description for its use.

Table 10: Items Used as Evidence of Quality Work Performance

Form	Documentation Completed by	
	Administrator	Professional
Goal Setting for Learner/Program Progress Form	✓	✓
Observation of Standards Form	✓	
Documentation Cover Sheet-Teacher and Artifacts (attachments)		✓
Documentation Cover Sheet-Assessor	✓	
Summative Performance Evaluation-Teacher	✓	
Improvement Plan (if applicable)	✓	

GOAL SETTING EXPLANATION AND FORM

Ongoing Goal Setting Dialogue Directions

Action	Response
Setting the Goal	
Professionals complete sections I through V and submit the form to their assessors by the date of 1st interim report or within 25 calendar days of assignment.	Assessors review the goal using the SMART criteria (see page 19). Goals meeting the SMART criteria are approved. The assessor and professional sign the form. Assessor retains the original form and a copy is given to the professional.
Mid-year Review	
The assessor determines the forum for the mid-year review and notifies the professional. The professional may request an individual mid-year review	The professional must review progress made toward the goal with formal/informal data and/or a summary. The assessor indicates in the box on the goal setting form in section VI if data was received. During the mid-year review, progress toward the goal and possible strategy adjustments are discussed. Upon completion of the mid-year review meeting, the professional and assessor sign the original goal setting form. The assessor attaches the documentation provided by the professional to the original goal setting form. A copy of the form is given to the professional.
End-of-Year Goal Attainment/Progress	
The assessor notifies the professional of when the summative performance evaluation meeting will be held.	The professional completes a summary of the data on the *Documentation Cover Sheet-Teacher.* Accompanying data and other evidence of goal progress may be included in the summary and/or attached to the *Documentation Cover Sheet-Teacher.* The documentation is submitted to the assessor 10 days prior to the summative meeting. The assessor reviews the end-of-year data and goal attainment/progress toward the goal on the goal setting form. The assessor indicates in the boxes on the goal setting form in section VII if formal data was received, if there was progress towards the goal, and if the goal was attained. During the summative performance evaluation meeting, the assessor and professional discuss the goal and sign the original goal setting form. A copy of the form is given to the professional.

Form Completion

I. *Setting:* Describe the population and special learning circumstances.

II. *Content/Subject/Field Area:* Describe the area/topic addressed based on learner achievement/program progress, data analysis, or observational data.

III. *Baseline data:* Describe what the current data show(s).
    A. Review data sources, or if necessary, administer assessment to collect data
    B. Analyze the data
    C. Interpret the data
    D. Determine needs

Examples of Data Sources for Learner Achievement

Criterion- and Norm-Referenced Tests

DIBELS (Dynamic Indicators of Basic Early Literacy Skills), for grades K – 3
District Interim Assessments in Reading, Mathematics, and Science for grades 3-11

Other Possible External Measures

Textbook publisher-developed assessments
District or school-developed assessments
FAR (Florida Alternative Assessment Report)
Presidential Fitness Awards
District administered criterion and norm referenced tests
Learner performance in district, state, and national competitions (adjudicated)
- Choir and band, regional and district competitions
- Art competitions
- Science fair

Evidence of success with student outcome measures (e.g., college admittance rates, student scholarship acquisition, dual enrollment credits acquired)
Student-related outcome measures (e.g., student attendance reports, student behavior records)
Program-related outcome measures (e.g., summer outreach, participation rate in industry-related student internships)
IEP data

IV. *Goal statement:* Describe what you want learners/programs to accomplish.
    A. Select an emphasis for your goal focusing on content area and the learners' level.
    B. Develop annual goal using SMART criterion.

V. *Means for attaining the goal:* Describe activities to accomplish the goal.
Mark checkboxes on the form to indicate to which items the strategies apply (i.e., Sunshine State Standards, technology, assessment, learning environment/climate, school safety, family involvement, literacy, professional development activity).

Examples of Strategies for Improvement

- Modified teaching/work arrangement
- Cooperative planning with master teachers, team members, department members
- Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
- Visits to other classrooms
- Use of available technology
- Use of instructional strategies (e.g., CRISS differentiation, interactive planning)
- Focused classroom observation
- Development of curricular supplements
- Completion of professional development workshops, conferences, coursework
- Co-leading; collaborative teaching

The assessor reviews sections I through V of the goal setting form.

Both the assessor and professional sign the form next to "Initial Goal."

VI. ***Mid-year review:*** Accomplishments after the second grading period student interim progress reports are issued and before the end of the second grading period are summarized. If needed, adjustments to the professional development strategies, etc. are also noted. Instructional personnel may decide how best to present their progress. Common ways include, but are not limited to:

- a reflective paragraph
- data presentation in a graph or table with accompanying explanation

- bulleted list
- work samples

The assessor indicates that data was received in the box provided.

Both the assessor and professional sign the form next to "Mid Year."

VII. ***End-of-year data results:*** Accomplishments at the end of the year submitted on the *Documentation Cover Sheet-Teacher.* The assessor reviews the submission and indicates goal attainment/progress on the *Goal Setting for Learner/Program Progress* form and makes appropriate notes on the *Documentation Cover Sheet-Assessor.*

The assessor indicates that data was received and determines goal attainment/progress.

Both the assessor and professional sign the form next to "End of Year."

The *Goal Setting for Learner/Program Progress* Form follows.

Miami-Dade County Public Schools

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
GOAL SETTING FOR LEARNER/PROGRAM PROGRESS FORM

Professional's Name _____ **Employee #** _____

Worksite _____ **Job Title** _____ **School Year** _____ - _____

This form is a tool to assist professionals in setting a goal that results in measurable learner/program progress.
Directions
Professionals - When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells for sections I-V (the cells will expand to fit the text) and save your document.
Assessors – Review sections I-V using the SMART criteria. Maintain original forms and provide copies to the professionals. The highlighted cells contain boxes for assessors to check after receiving additional documentation from the professional.

I. Setting: Describe the population and special learning circumstances.	
II. Content/Subject/Field Area: Describe the area/topic addressed based on learner achievement, data analysis, or observational data.	
III. Baseline Data: Describe what the current data show(s). ☐ Data attached	
IV. Goal Statement: Describe what you want learners/program to accomplish.	

V. Means for Attaining Goal: Describe strategies to accomplish the goal.
Strategies relate to the following (check all that apply):
☐ Sunshine State Standards   ☐ Technology   ☐ Assessment   ☐ Literacy
☐ Learning Environment/Climate   ☐ School Safety   ☐ Family Involvement   ☐ Professional Development Activity[*]

*To count as a professional development activity, master plan points/credit should be offered to the professional.

Strategy	*Measurable By*	*Target Date*

VI. Mid-Year Review: ☐ Data Received	*The professional should bring a description of goal progress and strategy adjustments, if any to the mid-year review. The assessor attaches the documentation to the original goal setting form.*
VII. End-of-Year Data Results: ☐ Formal Data Received	*The professional should submit a summary on the Documentation Cover Sheet-Teacher.* Progress Toward Goal: yes ☐ no ☐ Goal Attainment: yes ☐ no ☐

The initial goal should be submitted by the date of the first interim report or within 25 calendar days of assignment.
Signatures
Initial Goal: Assessor _____ Date_____   Professional _____ Date_____
Mid Year: Assessor _____ Date _____   Professional _____ Date_____
End of Year: Assessor _____ Date _____   Professional _____ Date_____

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
OBSERVATION OF STANDARDS FORM-TEACHER

Teacher: _____ **Employee No.** _____ **School:** _____
Contract Status: ☐ Annual 1 ☐ Annual 2 ☐ Annual 3 ☐ Annual ___ ☐ Professional Service ☐ Continuing
Observation: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ _____ **Interim Teacher Incumbent** Yes ☐ No ☐
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 completing of this form, refer to page 20 in the IPEGS Teacher Handbook).

PERFORMANCE STANDARD 1 **KNOWLEDGE OF LEARNERS** The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.	☐ NA
PERFORMANCE STANDARD 2 **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.	☐ NA
PERFORMANCE STANDARD 3 **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.	☐ NA
PERFORMANCE STANDARD 4. ASSESSMENT The teacher gathers, analyzes, and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.	☐ NA
PERFORMANCE STANDARD 5. LEARNER PROGRESS The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals.	☐ NA
PERFORMANCE STANDARD 6. COMMUNICATION The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.	☐ NA
PERFORMANCE STANDARD 7. PROFESSIONALISM The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	☐ NA
PERFORMANCE STANDARD 8 **LEARNING ENVIRONMENT** The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.	☐ NA

Comments/Specific Suggestions

If applicable complete this section by marking the appropriate boxes.
Deficiencies noted in the following performance standard(s). 1 ☐ 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 _____

What is "Required Documentation"?

Required documentation:

- is a packet of evidence stapled to the *Document Cover Sheet-Teacher* in the upper-left-hand corner and submitted to assessor 10 calendar days prior to the scheduled summative performance evaluation meeting.
- 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 reviewed by your 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 to be submitted for the summative performance evaluation meeting?

The cover sheet and items listed in the table below.

Performance Standard	Required Item at the Summative Evaluation Meeting
1. Knowledge of Learners	No item is required as knowledge of learners is observed during the classroom observation.
2. Instructional Planning	None, lesson plans are available before, during and after the formal observation.
3. Instructional Delivery and Engagement	None, as instructional materials are observed during a formal observation.
4. Assessment	None, see appropriate evidence of assessment data (e.g., state and local assessments, student work folder, electronic data, IEP).
5. Learner Progress	*Goal Setting for Learner/Program Progress* Update - A summary of the goal progress is written on the cover sheet. - Accompanying data and other evidence of goal progress may be included in the summary and/or attached to the *Documentation Cover Sheet-Teacher.*
6. Communication	*Communication Log* – sample form provided (e.g., teachers may print records or provide their own documentation)
7. Professionalism	*Professional Development/Professional Growth Experiences Log* – sample form provided (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.

DOCUMENTATION COVER SHEET-TEACHER

Teacher's Name_____**Employee Number** _____

Assessor's Name _____**School Year**_____

<u>Teacher Directions</u>: Place required items in order behind this cover sheet and staple in the upper left hand corner. Submit the packet to your administrator 10 calendar days prior to the summative evaluation meeting.

Check if submitted	**Required Item**
☐	*Goal Setting for Learner/Program Progress* Summarize the End-of-Year Data Results here, for the completion of section VII of the *Goal Setting Form.* Accompanying data and other evidence of goal progress may be included in the summary and/or attached. ☐ Data Attached
☐	*Communication Log* Provide evidence of how the professional communicates with stakeholders (*e.g., families, staff, faculty, and students).*
☐	*Professional Development/Professional Growth Experiences Log Record* Provide evidence of the successful completion of professional development that result in the accumulation of Master Plan Points during the evaluation year. Additionally, professionals may provide evidence of other professional growth experiences.

DOCUMENTATION COVER SHEET-ASSESSOR

Teacher's Name_____**Employee Number**_____

Assessor's Name _____**School Year**_____

Assessor Directions: Review the materials stapled to the *Documentation Cover Sheet-Teacher*. Check off that each required item is present and make evaluative notes relating to submitted documentation on the *Documentation Cover Sheet-Assessor*. Print the *Documentation Cover Sheet-Assessor*, sign the cover sheet, and attach it to the top of the professional's packet. Provide a copy to the professional at the summative evaluation meeting.

Check if present	**Required Item**
☐	*Goal Setting for Learner/Program Progress* End-of-Year Summary ☐ Data submitted Professional exempt from goal setting due to: ☐ date hired[*] ☐ approved leave ***Evaluative Notes***
☐	*Communication Log* ***Evaluative Notes***
☐	*Professional Development/Professional Growth Experiences Log Record* ***Evaluative Notes***

Reviewed by:
Assessor's Signature _____ Date _____

---

[*] Professionals hired in second grading period, after the interim reports have been issued are exempt from goal setting for the current year.

Sample Communication Log

Professional's Name_____ **School Year** _____

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

* Documentation should be maintained by the professional of communication with stakeholders (e.g., families, staff, faculty, students).

Sample Professional Development/Professional Growth Experiences Log

Professional's Name_____ **School Year**_____

Professional Development Activity or Professional Growth Experience	Date	Location	Evidence of Satisfactory Completion Received[*]
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____
			☐ Grade/MPP's ☐ Certificate ☐ NA (professional growth) ☐ Other_____

[*] Documentation should be maintained by the professional.

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM **Page 1 of 4**
SUMMATIVE PERFORMANCE EVALUATION-TEACHER

Teacher _____ **Employee Number**_____

School _____School Year_____ **Current Assignment** _____

Area(s) of Certification _____ **Date(s) of Observed** _____

Contract Status: ☐ Annual 1 ☐ Annual 2 ☐ Annual 3 ☐ Annual ____☐ Professional ☐ Continuing Contract

Documentation Reviewed: ☐ Required Documentation ☐ Goal Setting ☐ Observation ☐ Other _____

Directions
Assessors use this form at the end of the school year to provide the teacher with an assessment of performance. The actual performance standard appears in bold on the rubric. The teacher should receive a copy of the form. The signed form is submitted to the district office within 10 calendar days of the summative evaluation meeting.

PERFORMANCE STANDARD 1. KNOWLEDGE OF LEARNERS

Exemplary *The professional's work is exceptional, in addition to meeting the standard …*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The teacher consistently meets the individual and diverse needs of learners in a highly effective manner.	**The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.**	The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 2. INSTRUCTIONAL PLANNING

Exemplary *The professional's work is exceptional, in addition to meeting the standard …*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The teacher consistently creates, evaluates and modifies, as appropriate, instructional strategies during the planning process.	**The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.**	The teacher attempts to use appropriate curricula, instructional strategies, and/or resources to address the diverse needs of students during the planning process, but is often ineffective; and/or the teacher attempts to develop lesson plans but lacks one or more of the four basic components.	The teacher consistently demonstrates a lack of planning or fails to properly address the curriculum in meeting the diverse needs of all learners.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 3. INSTRUCTIONAL DELIVERY AND ENGAGEMENT

Exemplary *The professional's work is exceptional, in addition to meeting the standard …*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.	**The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.**	The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 4. ASSESSMENT

Exemplary *The professional's work is exceptional, in addition to meeting the standard ...*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.	**The teacher gathers, analyzes, and uses data (including 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.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 5. LEARNER PROGRESS

Exemplary *The professional's work is exceptional, in addition to meeting the standard ...*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The work of the teacher consistently results in a high level of student achievement and/or progress.	**The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals**.	The work of the teacher results in some student progress, but more progress is often needed to meet state/local standards, district goals, school goals and/or the teacher's goals.	The work of the teacher consistently fails to result in acceptable student progress.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 6. COMMUNICATION

Exemplary *The professional's work is exceptional, in addition to meeting the standard ...*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The teacher consistently uses a variety of communication techniques to inform, collaborate with, and/or respond to students and other stakeholders in a highly effective manner.	**The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.**	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.
☐	☐	☐	☐
Comments			

August 31, 2007 Teacher Draft – Proposed Revisions

PERFORMANCE STANDARD 7. PROFESSIONALISM

Exemplary *The professional's work is exceptional, in addition to meeting the standard ...*	Proficient *The description is the actual performance standard.*	Developing/Needs Improvement	Unsatisfactory
The teacher consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.	**The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.**	The teacher often fails to display professional judgment or only occasionally participates in professional growth.	The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.
☐	☐	☐	☐

Comments

PERFORMANCE STANDARD 8. LEARNING ENVIRONMENT

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

Comments

Signatures of Record

_____

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

_____

Professional's Signature/Date
Signature denotes the meeting occurred.

Recommendation by the Site Administrator
☐ **Recommended**   ☐**Not recommended**
for continued employment   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."

DRAFT 5-22-07
INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM
IPEGS

IMPROVEMENT PLAN (IP)

Professional _____   Employee Number _____

*Signature _____   Date _____

Grade Observed _____   Subject Observed _____

Work Location Name _____   Contract Status AC _____ PSC _____ CC _____

Date of Observation _____   Observation 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Deficient Performance Standard(s): _____   1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

Site Administrator _____   Title _____

Signature _____   Date _____

This section may be completed during the post observation meeting subsequent to the issuance of the above IP.

IP Review:	It is recommended that:
❒ Activities completed by due date	❒ The professional is no longer on an *IP*. The performance deficiencies have been satisfactorily corrected.
❒ Activities not completed by the due date	❒ The professional is issued a new IP. The performance deficiencies were not corrected.
❒ Other _____	❒ The professional is recommended for non renewal/dismissal. The performance deficiencies were not corrected.
IP Review Date _____	**Site Administrator Signature** _____

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

INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM (IPEGS) IMPROVEMENT PLAN (IP)

Professional _____   Employee # _____   Date _____

Provide the performance standard that is the focus of the IP _____

_____

Deficiency Observed:

Resource(s):
[Under revision]
Activity
[Under revision]
Date Due

Appendix A

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 B

Climate Survey Information

M-DCPS uses three climate surveys to solicit feedback from learners, parents, and staff. Due to the file size of the surveys and concern about download time of the IPEGS handbook, the actual surveys appear as a separate pdf on the M-DCPS IPEGS website.

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. Below are sample questions from each survey. The actual item number from the sample survey precedes each statement.

School Climate Survey – Student Form (27 items)

1. I feel safe in my school.
2. My school building is kept clean and in good condition.

My teachers:
11.　　…make me want to learn.
12.　　…know a lot about the subjects they teach.

School Climate Survey – Parent Form (35 items)

My child's school:
1.　　...is safe and secure
2.　　…is kept clean and in good condition.

My child's teachers:
9.　　…are friendly and easy to talk to.
15.　　…do their best to include me in matters directly affecting my child's progress in school.

School Climate Survey – Staff Form (21 numbered items with some items containing multiple statements)

7. At this school…
　　　I feel safe and secure.
　　　personnel work together as a team.
8. The principal at this school…
　　　is an effective administrator
　　　responds in a reasonable time to my concerns.
9. My ability to do the best possible job at this school is limited by…
　　　too many students in each class.
　　　Lack of concern/support from parents.

<div align="center">

Appendix C

</div>

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 l 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.

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 E

IPEGS QUICK REFERENCE

IPEGS Documentation Source	Page Number		Person Responsible for Maintaining Documentation Once It Is Completed	
	Explanation	Form	Original	Copy*
Goal Setting	17-20; 46-48	49	Assessor**	Professional
Goal Development and Submission (Sections I-V)	19-20; 46-47	49	Assessor	Professional
Professional:				
• Develops the goal				
• Signs the goal setting form				
• Submits the goal				
Assessor				
• Reviews the goal using SMART criteria				
• Approves the goal				
• Signs the goal setting form				
Mid-Year Review (Section VI)	20; 46; 48	49	Assessor	Professional
Professional				
• Summarizes goal progress				
• Participates in the mid-year review				
• Signs that the mid-year review occurred				
Assessor				
• Determines the forum for the mid-year review				
• Indicates if summary/data was received and attaches submission to the form				
• Signs that the mid-year review occurred				
End-Of-Year Review (Section VII)	20; 46; 48	49	Assessor	Professional
Professional				
• Assesses goal progress				
• Submits assessment on the *Documentation Cover Sheet-Teacher*		52		
• Signs that the end-of-year review occurred				
Assessor				
• Determines the degree of goal attainment				
• *Goal Setting for Learner/Program Progress* form		49		
• Makes notes on the *Documentation Cover Sheet-Assessor*		53		
• Signs that the end-of-year review occurred				

*The assessor is responsible for making copies.

** Assessor is the term being used for the administrator who is responsible for facilitating the IPEGS process.

IPEGS QUICK REFERENCE

IPEGS Documentation Source	Page Number		Person Responsible for Maintaining Documentation Once It Is Completed	
	Explanation	Form	Original	Copy*
Observation	20	50	Assessor	Professional
Professional				
• Is observed				
• Participates in a post-meeting				
• Signs form to acknowledge that a post-meeting occurred				
Assessor				
• Observes the professional				
• Notes evidence related to performance standards				
• Schedules & conducts the post-meeting				
• Indicates deficiencies				
• Signs the form				
Required Documentation – Cover Sheet	22; 51	52-55	Assessor	Professional
Professional				
• Collects the documentation				
• Completes the *Documentation Cover Sheet - Teacher*		52		
• Submits the documentation				
Assessor				
• Reviews the documentation				
• Completes the *Documentation Cover Sheet – Administrator*		53		
• Provides feedback to professional				
Summative Report	26-29	56-59	Assessor	Professional
Professional				
• Participates in meeting				
• Signs form				
Assessor				
• Evaluates the professional and determines ratings				
• Makes recommendation for employment				
• Schedules and conducts the meeting				
• Signs form				
• Submits form to district office				

*The assessor is responsible for making copies.

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