



*Handbook on the
Instructional
Performance
Evaluation and
Growth
System*

Instructional Support Personnel Edition

DRAFT 2006-07 Pilot Version

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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 March 15, 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.

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 7 times from March 20, through May 18, formulating the tools that comprise the new performance evaluation system called *Instructional Performance Evaluation and Growth System (IPEGS)*.

DESIGN TEAMS

Performance Standards and Indicators were developed for Classroom Teachers, Instructional Support Personnel and Student Services Personnel. A performance appraisal rubric with a five-level rating scale was developed for each performance standard. Information sources include observation, learner/program progress goal setting, documentation log and parental input as tools to conduct the performance evaluation. IPEGS handbooks outlining use of the tools and procedures for evaluation have also been developed. The following overview provides additional information regarding the evaluation system tools:

PERFORMANCE EVALUATION SYSTEM TOOLS

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

Learner/Program Progress Goal Setting: Instructional personnel document learner/program benchmarks established at the beginning of the year set forth strategies to build on strengths, address weaknesses 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 replacing the individual professional development plans currently utilized.

Documentation Log: 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 will be included in the documentation log 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.

Performance Appraisal Rubric: A five level rubric depicting a continuum of effectiveness is tailored to each of the performance standards. In a five-level system, the levels are: exemplary, superior, proficient, developing and unsatisfactory. The 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.

Parental Input: Florida Statutes section 1012.34(2) (2005) provides that parents must have an opportunity to provide input. Parental input is obtained through the School Climate Survey and Educational Excellence School Advisory Council (EESAC) participation in schools.

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PART I

INTRODUCTION

Miami-Dade County Public Schools' (M-DCPS) supervision 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 job expectations.

The M-DCPS *Instructional Performance Evaluation and Growth System (IPEGS)* provides a balance between structure and flexibility. That is, it is prescriptive in that it defines common purposes and expectations, thereby guiding effective practice. At the same time, it provides flexibility, 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.

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
- ◆ share responsibility for evaluation between the professional and the evaluation team in a collaborative process that promotes self-growth, instructional effectiveness, and improvement of overall job performance

PURPOSES

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
- ◆ 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

THE FOUNDATION OF IPEGS: USING THE GOALS AND ROLES MODEL ^{©1}

A meaningful and productive personnel evaluation system, such as that used for instructional support personnel 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 instructional support personnel 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:
 - provides a basis for a more objective evaluation based on observable, job-related results, and its purposes are clearly established for the individual professional (Tucker & Stronge, 2005a).
 - makes the school more accountable to its public and is legally defensible in its treatment of all employees (Beckham, 1985).
- ◆ Instructional personnel have a legal and ethical right to understand the criteria used to evaluate their performance (Florida Statute, 1012.34(3)(d)2.b).

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.

- ◆ A unified evaluation process for all instructional support personnel and other instructional personnel across M-DCPS is a more efficient use of school resources and administrative and staff time than multiple evaluation systems.
- ◆ All instructional personnel deserve well-defined job descriptions, systematic performance feedback, and appropriate opportunities for improvement.

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

**KEY
FEATURES
OF THE
GOALS AND
ROLES
MODEL[®]**

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 personnel¹, student services personnel², 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 instructional support personnel,
- ◆ 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 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 will be differentiated for the various instructional positions, the evaluation model and protocol can be 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.

¹ Sample instructional support personnel job titles include, but are not limited to: activities directors, athletic directors, business managers, curriculum support specialists, educational specialists, home language assistance program 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.

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

Technically Sound Evaluation Systems

While a conceptually sound and technically valid evaluation system does not guarantee effective evaluation, one that is flawed and irrational *will* guarantee failure. The Goals and Roles Model[®] is designed as an evaluation system that is conceptually and technically sound, and promotes the likelihood of achieving such desirable outcomes as those described in the guiding assumptions of the 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 instructional support personnel (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 1 provides a brief description of each step.

**STEPS IN
THE GOALS
AND ROLES
MODEL[®]**

Figure 1: Goals and Roles Model[®]

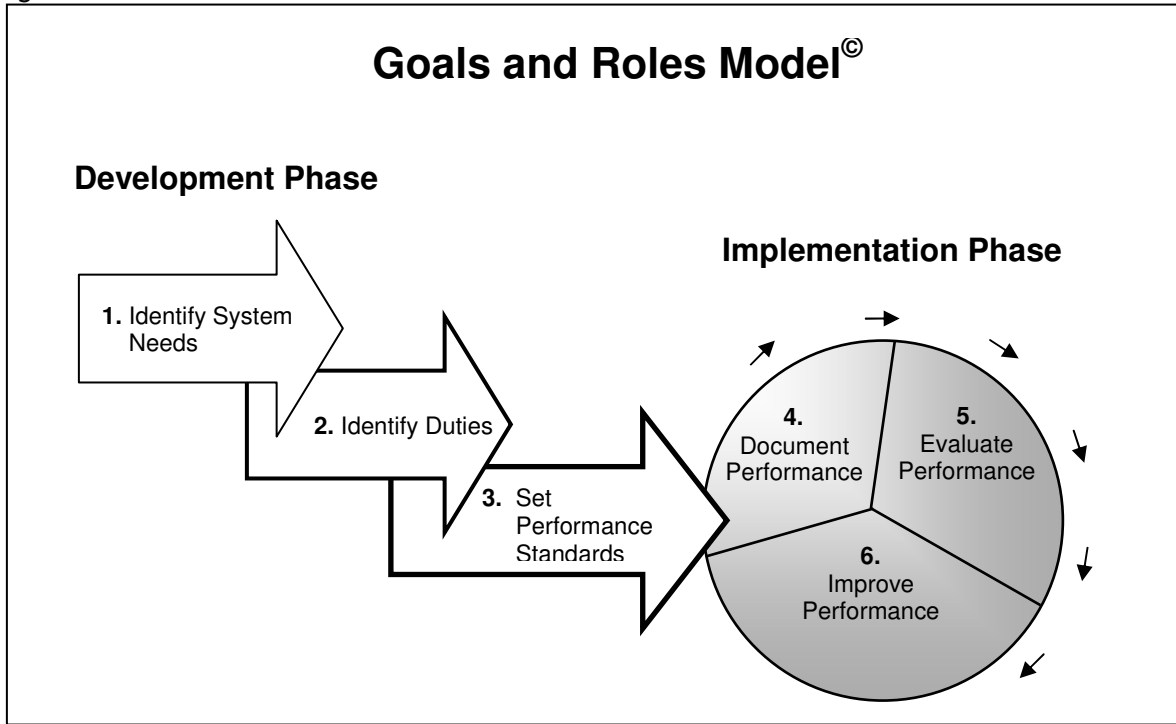


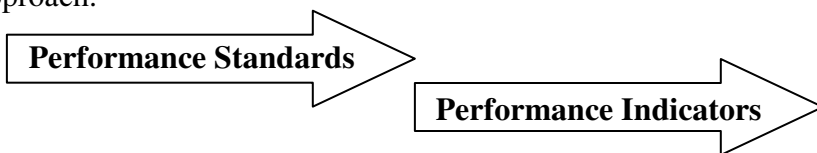
Table 1: Steps in the Goals and Roles Model[©]

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

IDENTIFYING INSTRUCTIONAL SUPPORT PERFORMANCE STANDARDS

Clearly defined professional responsibilities 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 assessees (instructional support personnel) and assessors (i.e., principal, supervisor) reasonably understand the job expectations. The term *site administrator* will be used for principals/supervisors. Additionally, a site administrator may designate an administrator to collect information on employee job performance. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the employees.

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



Performance standards refer to the major duties performed. For all instructional support personnel, there are seven performance standards.

Instructional Support Personnel Performance Standards

Performance Standard 1. Knowledge of Learners

The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

Performance Standard 2. Program Management

The instructional support professional plans, implements, promotes, and manages programs and/or services to meet the diverse needs of all learners.

Performance Standard 3. Program Delivery

The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.

Performance Standard 4. Assessment

The instructional support professional gathers, analyzes, and uses data, including state assessment data, to measure learner or program progress, guide instruction, and provide timely feedback.

Performance Standard 5. Learner Progress

The work of the instructional support professional results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.

Performance Standard 6. Communication

The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.

Performance Standard 7. Professionalism

The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

PERFORMANCE STANDARDS

The performance standards address various Florida Statutes such as:

- 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)

The Miami-Dade County instructional support personnel performance standards are aligned with the 12 Florida Accomplished Practices. The practices are interdependent, and therefore aligned to multiple performance standards (see Table 2).

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 2: Alignment of the Florida Educator Accomplished Practices and M-DCPS Instructional Support Professional Performance Standards

Florida Educator Accomplished Practices	M-DCPS Instructional Support Performance Standards						
	Knowledge of Learners	Program Management	Program Delivery	Assessment	Learner Progress	Communication	Professionalism
1. Assessment	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
6. Ethics	X	X					X
7. Human Dev. & Learning	X	X		X	X		X
8. Know. of Subject Matter			X			X	X
9. Learning Environment			X			X	X
10. Planning		X	X		X	X	X
11. Role of the Teacher					X	X	X
12. Technology			X	X	X	X	X

PERFORMANCE INDICATORS

A set of performance indicators has 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 will occur if a standard is being successfully met. Two levels of performance indicators appear in Part II. *Common indicators* are those items that most instructional support personnel have in common. The *position-specific indicators* consist of items that particular groups of instructional support personnel highlighted as additional samples of work. The list of performance indicators is not exhaustive. **Further, all professionals are not expected to demonstrate all performance indicators.** Finally, for some positions specific indicators beyond those appearing in Part II may need to be identified.

Both assessors and professionals should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the Program Management performance standard are listed in the box on the next page.

Performance Standard 2. Program Management

The instructional support professional plans, implements, promotes, and manages programs and/or services to meet the diverse needs of all learners.

Sample Performance Indicators

Examples of instructional support work conducted in the performance of the standard may include, but are not limited to:

Sample Common Indicators

- ◆ Demonstrates an understanding of and follows applicable local, state, and federal regulations, policies, guidelines, and procedures
- ◆ Provides a safe learning environment
- ◆ Demonstrates current knowledge of the field/subject matter
- ◆ Demonstrates effective scheduling and time management skills
- ◆ Organizes and maintains appropriate program records
- ◆ Identifies learner performance, student program needs and manages available resources to address state reading requirements

Additional Position-Specific Indicators

Library/Media Specialist

- ◆ Orients, trains, and supervises library/media center personnel and/or students

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.***

DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the instructional support professional’s work. The sources of information briefly described in Table 3 were selected as a means of providing accurate feedback on instructional support professional performance.

Table 3: Data Sources for Instructional Support Personnel

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 seven performance standards. Observations may be conducted in either instructional or non-instructional settings, and may be scheduled or unscheduled visits.
Documentation Log	The <i>Documentation Log</i> includes specific required artifacts that provide evidence of meeting selected performance standards.
Parental Input	<i>As Appropriate Data Source</i> – Parental input is gathered through the use of the <i>School Climate Survey</i> and the Educational Excellence School Advisory Council (EESAC) participation in schools. NOTE: The professional is not required to collect these data.

GOAL SETTING FOR LEARNER/PROGRAM PROGRESS

Each professional sets an annual goal¹ for improving learner achievement. The assessor and the professional analyze data from performance measures to set an appropriate annual goal. A form is provided in Part III (*Goal Setting for Learner/Program Progress Form*) for developing and assessing the annual goal. Professionals are to establish one goal relating to their job responsibilities. The goal must directly address learner achievement or program outcomes and be measured by an appropriate state or local assessment. For goals that directly assess learner achievement, appropriate measures of student learning gains differ

¹ The form for Goal Setting for Learner/Program Progress incorporates the individual professional development plan as instructional support personnel determine an annual goal and identify resources and strategies to address the goal.

substantially based on learner’s grade level, content area, and learner’s ability level.

The following measurement tools are 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, and
- ◆ authentic measures (e.g., learner portfolio, recitation)

“The assessment procedure for instructional personnel ... must be primarily based on the performance of students assigned to their classrooms or schools, as appropriate.”

1012.34 (3)
Florida Statute

Developing Goals

Goals are 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:

Specific – the goal is focused; for example, by content area, by learners’ needs

Measurable – an appropriate instrument/measure is selected to assess the goal

Appropriate – the goal is within the professional’s control to effect change

Realistic – the goal is feasible for the professional

Time limited – the goal is contained to a single school year

For individuals assigned to multiple worksites, the goal is submitted to the payroll location administrator.

Submission of the Goal Setting for Learner/Program Progress Form

Professionals complete a draft of their goal and schedule a meeting with their site administrator or designee to look at the available data from performance measures and discuss the proposed goal. Each year professionals are responsible for submitting their goals to their administrators by the date of the first student interim progress report.

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 quarter student interim progress reports are issued and before the end of the semester. The mid-year review is held by the professional’s site administrator or designee.

End-of-Year Review of Goal

The School Board is to appoint instructional staff “no later than 3 weeks after the end of the regular legislative session or May 31, whichever is later.”

1012.22(1)(b)
Florida Statute

The end-of-year review of the goal is included in the *Documentation Log* (discussed later in this section) and submitted to the administrator at least 10 calendar days prior to the summative review conference. Each professional is responsible for assessing professional growth on the goal and submitting documentation to his/her administrator. By mutual agreement, administrators and individual professionals may extend the due date for the end-of-year review in order to be able to include the current year’s testing data or exam scores provided that the requirements of Florida Statute 1012.22(1)(b) can be met.

OBSERVATIONS

Observations are intended to provide information on a wider variety of contributions made by professionals in the classroom or to the school community as a whole. In order to provide targeted feedback on professionals’ work relating to the seven performance standards, observations using the *Observation Form* (see Part III) are conducted.

Observations may be conducted in either an instructional or non-instructional setting at any time during the work day. Observations may be scheduled or unscheduled. Given the complexity of the job responsibilities of instructional support personnel, it is unlikely that an assessor will have the opportunity to observe and provide feedback on each of the seven performance standards in a given visit. During the post-conference, the professional and the administrator will discuss the observation.

Number of Observations

The number of observations varies by contract status (see Table 4). Post-conferences occur within 10 calendar days of the observation. Professionals may bring a copy of the lesson plan/planning document from the session observed as well as other documentation, which may offer additional information about what was observed. Professionals receive a copy of the completed observation form from their assessor at the conference.

The following schedule is used for determining when observations must be completed. In recognition of the varied job responsibilities of instructional support professionals, appropriate activities include, but are not limited to:

- ◆ Presentations given by the professional
- ◆ Meetings conducted by the professional
- ◆ Response to school situations
- ◆ Classroom observations
- ◆ Any function/tasks listed in the job description

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 needed (e.g., for an employee who demonstrates a deficiency).

Table 4: Observation by Contract Type

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

*Exception to the timeframe is if the professional is new to M-DCPS. Then one observation *must* be completed by the end of the first quarter.

Documentation

Assessors use observations as one source of information to determine whether an instructional support professional is meeting the performance standards. The administrator provides feedback about the observation, including other sources of documentation, during a post-conference with the professional. During this session, the administrator reviews all information summarized on the *Observation Form*.

Copies of the observation forms are maintained by the assessor for the entire evaluation cycle to document growth and development.

The purpose of the *Documentation Log* (see Part III) is to provide evidence of performance related to specific standards. The items required in the documentation log provide administrators with information they likely would not receive in an observation. Specifically, the *Documentation Log* provides the instructional support 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 instructional support personnel. Furthermore, the *Documentation Log* is used to organize the multiple data sources included in the instructional support professional evaluation.

DOCUMENTATION LOG

A cover sheet for items to include is presented in Part III. The cover sheet is stapled on top of the required documents. Documentation is not required for all performance standards as other data sources may be used.

Administrators and assessors review the documentation log at the end of an evaluation cycle. Documentation logs should be brought to evaluation meetings held with the assessor. The logs are submitted to the administrator 10 calendar days prior to the date of the summative evaluation conference with the administrator.

PARENTAL INPUT

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

Parents must be given “an opportunity to have input on employee performance when appropriate.”
Florida Statute 1012.34 (2)(c)

Parental input is obtained through the *School Climate Survey* and EESAC participation in schools (see Appendix B).

INTEGRATION OF DATA

Some performance standards are best documented through observation (e.g., Program Delivery); other standards may require additional documentation techniques (e.g., Learner Progress entails a review of the goal set). Therefore, multiple data sources are used. Table 5 shows the alignment of performance standard by data source.

Table 5: Aligning Multiple Data Sources With Performance Standards

Performance Standard	Documentation Log	Goal Setting	Observation	Parental Input
1. Knowledge of Learners	X	/	X	X
2. Program Management	X	/	/	
3. Program Delivery	O	/	X	O
4. Assessment		X	/	
5. Learner Progress	X	X	/	
6. Communication	X		/	O
7. Professionalism	X	/	/	O

NOTE: X indicates a strong relationship / indicates a relationship
O denotes optional data source

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 instructional support

personnel in their summative evaluation year (see *Instructional Support Professional Summative Performance Report*, Part III). Further details on the rating process are provided in subsequent sections of the *Handbook*.

Summative evaluations are to be completed by the last week of school for all contract types. Table 6 details the evaluation schedules for each group of instructional support personnel. As illustrated, the procedures for evaluating the performance of professionals rely on multiple data sources, including, but not limited to, observations and goal setting.

Instructional Personnel New to M-DCPS

Annual 1 Contract instructional personnel participate in a comprehensive orientation session at the beginning of the school year. 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 (3) (b)

Documentation records are maintained by both the professional and the principal/assessor for the entire evaluation year. If the professional transfers within M-DCPS, the documentation is to be forwarded to the receiving school/worksites' site administrator. At the end of an evaluation cycle, the assessor retains copies of the goal-setting form, *Documentation Log* cover sheet, *Observation Form(s)*, and summative form at the school/worksites. Then, the assessor sends the summative evaluation (annual evaluation) form to the district office within 10 calendar days after the summative conference occurs.

EVALUATION SCHEDULE

DOCUMENTATION RECORDS

Table 6: IPEGS Evaluation Procedures and Timeline

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Professional
By the date of the first student interim progress report	Establishing learner/program progress goal	<i>Goal Setting for Learner/Program Progress Form</i>		✓
1 st quarter	Observation of new instructional support personnel to M-DCPS with post-conference	<i>Observation Form</i>	✓	
1 st semester	Observation of annual contract instructional support personnel with post-conference	<i>Observation Form</i>	✓	
After second student interim progress report and by end of 1 st semester	Mid-year review of annual goal	<i>Goal Setting for Learner/Program Progress Form</i>	✓	✓
By the date of the last student interim progress report	Formal observation with post-conference of all instructional support personnel, including second observations of annual contract instructional support personnel	<i>Observation Form</i>	✓	
10 calendar days prior to summative evaluation date	<ul style="list-style-type: none"> - Submission of the <i>Documentation Log</i> - Submission of end-of-year review of annual goal 	<i>Documentation Log</i> cover sheet and related documents (i.e., <i>Service Plan, Communication Log, Professional Development Log, Goal Setting for Learner/Program Progress Form</i>)		✓
Varies	Summative evaluation conference	Summative Evaluation Form Site administrator submits the signed form to the district office within 10 calendar days of the conference.	✓	

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, *Documentation Log*).

The performance appraisal rubric and performance indicators (see Part II) provide a description of well-defined instructional support professional performance standards.

The rating scale describes five 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 instructional support personnel who exceed expectations (i.e., “exemplary” and “superior”), note those who meet the standard (i.e., proficient), and use the two lower levels of feedback for instructional support personnel who do not meet expectations (i.e., “developing” and “unsatisfactory”).

DEFINITIONS OF RATINGS

The following sections define the five rating 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.***

Assessors use five ratings when assessing performance of standards (i.e., “exemplary,” “superior,” “proficient,” “developing,” “unsatisfactory”). Table 7 on page 24 offers general descriptions of those ratings.

Who Decides on the Ratings?

The site administrator has the ultimate responsibility for ensuring that IPEGS is executed faithfully and effectively in the school/worksites. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator, such as assistant principals, may be designated by 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 performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school district’s mission and goals.	Exceptional performance: <ul style="list-style-type: none"> ◆ consistently exhibits behaviors that have a strong positive impact on learners and the school climate ◆ serves as a role model to others ◆ sustains high performance over a period of time
Superior	The professional performing at this level often demonstrates 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: <ul style="list-style-type: none"> ◆ exceeds the requirements contained in the job description as expressed in the evaluation criteria ◆ consistently seeks opportunities to learn and apply new skills
Proficient	The professional meets the standard in a manner that is consistent with the school district’s mission and goals.	Effective performance: <ul style="list-style-type: none"> ◆ meets the requirements contained in the job description as expressed in the evaluation criteria ◆ demonstrates willingness to learn and apply new skills ◆ exhibits behaviors that have a positive impact on learners and the school climate
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: <ul style="list-style-type: none"> ◆ 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: <ul style="list-style-type: none"> ◆ does not meet the requirements contained in the job description as expressed in the evaluation criteria ◆ may result in the employee not being recommended for continued employment

**RATING
PERFORMANCE**

Administrators have two tools to guide their rating of professional performance for the summative evaluation: (a) the sample performance indicators and (b) the performance rubric.

Sample Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors in the major job expectations. They were introduced in the section on *Identifying Instructional Support Performance Standards* (p. 13). Examples of performance indicators for each performance standard may be found in Part II.

Performance Rubric

A performance rubric is provided for each of the seven standards (see sample below) Part II of the *Handbook* includes rubrics related to each performance standard. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each instructional support professional performance standard. It states the measure of performance expected of instructional support personnel for each expectation and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all instructional support personnel. *Please note: The rating of “proficient” is the actual performance standard.*

Administrators make decisions about performance of the seven performance standards based on all available evidence (see the Decision Tree on page 26). After collecting information through observation, goal setting, documentation log, and other relevant sources, including evidence the professional offers, the assessor rates a professional’s performance for the summative evaluation.

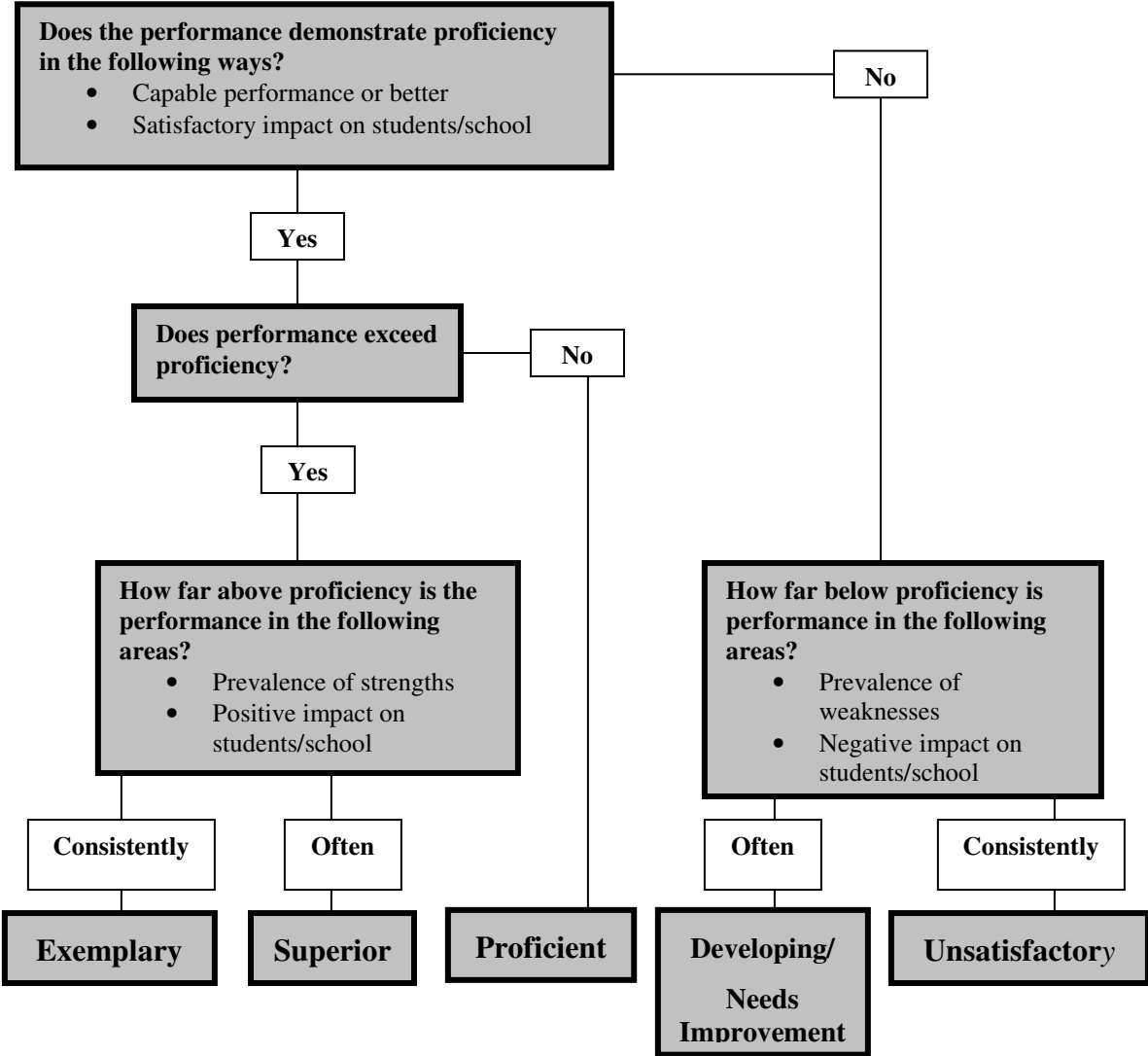
During the summative evaluation, the assessors apply the five level rating scale to evaluate performance on all professional expectations (see *Instructional Support Professional Performance Summative Report* in Part III). The results of the evaluation are discussed with the professional at a summative evaluation conference. The performance rubrics guide assessors in assessing *how well* a standard is performed. They are provided to increase reliability among assessors and to help instructional support personnel to focus on ways to enhance their professional practice.

Professionalism (7)				
Exemplary <i>The professional’s work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional at a high level consistently demonstrates professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.	The instructional support professional demonstrates a high level of professional conduct, often engages in a high level of professional growth, and contributes to the professional development of others.	The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	The instructional support professional often does not display professional judgment or only occasionally participates in professional activities.	The instructional support professional does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.

Summative evaluations are to be completed by the last week of school for all contract types. If non-renewal of an instructional professional is anticipated, the summative evaluation ideally occurs at least six weeks prior to the end of school provided that the professional service contract employee has had an opportunity to complete all of the Improvement Plan activities (described in the next section of this Handbook). The assessor submits the signed *Instructional Support Professional Performance Summative Report* to the School Board office within 10 calendar days of completing the summative conference.

DECISION TREE

(to be used in rating professional duties)



IMPROVING PERFORMANCE

NOTE: This section is under revision and review.

Supporting the success of learners — both directly through work with them and indirectly through work that supports other educators who work directly with learners — is a complex and rewarding vocation. Many resources are needed to grow professionally. Sometimes additional supports are required to help instructional support personnel develop so that they can meet the performance standards for M-DCPS.

Two tools are provided in IPEGS that may be used at the discretion of the assessor. The first is the *Support Dialogue*, a school/worksite-level discussion between the administrator and the professional. It is a conversation about performance needs in order to develop a plan. 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.

Both tools may be used for all instructional personnel, regardless of contract status. The tools may be used independently of each other. Table 8 shows the differences between the two processes.

Table 8: Two Tools to Increase Professional Performance

	“Developing/Needs Improvement” Rating	“Unsatisfactory” Rating
Purpose	For employees who are in need of additional support. These employees attempt to fulfill the standard, but are often ineffective. These professionals are still developing.	For employees whose work is unsatisfactory.
Initiates Process	Assessor, administrator, or employee	Assessor*
Documentation	Form Provided: None Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form Required: <i>Improvement Plan</i> Building/Worksite Level District Level For professional service contract and continuing contract employees, the superintendent is notified. This plan serves as notification of performance probation as required by FL Statute 1012.34 (7)(d).
Outcomes	<ul style="list-style-type: none"> • Performance improves to proficient – no more support • Some progress – continue support • Little or no progress – the employee may be moved to an <i>Improvement Plan</i>. 	<ul style="list-style-type: none"> • Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to non-renew or dismiss the employee

* The assessor for instructional support personnel may be the principal or regional/district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the administrator and the principal confer about the *Improvement Plan*. The assessor is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Improvement Plan* and makes the recommendation to the superintendent about the employee’s progress.

SUPPORT DIALOGUE

The *Support Dialogue* is initiated by assessors or employees at any point during the school year for use with personnel whose professional practice would benefit from additional supports. An employee could request a support dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the professional's growth (see sample prompts below) decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the assessor and professional meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire *Support Dialogue* process is intended to be completed within a 6-week period as it offers targeted support.

The desired outcome would be that the professional's practice has improved to a satisfactory level. In the event that improvements in performance are still needed, the assessor makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on an *Improvement Plan*. Once placed on an *Improvement Plan* the employee will have the 90-calendar-day period to demonstrate that the identified deficiencies have been corrected. .

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____(tell specific concern)?
What have you tried to address the concern of _____(tell specific concern)?
What support can I or others at the school/worksite provide you?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____(tell specific concern), what has gone well?
What has not gone as well?

IMPROVEMENT PLAN

If a professional's performance is unsatisfactory in meeting the standards established by the M-DCPS, the professional is placed on an *Improvement Plan* (see *Improvement Plan Form* in Part III).

NOTE: Employees in the first 97 days of an initial contract are in their probationary period. They may be dismissed without cause or resign without breach of contract (FL Statute 1012.33(1)(b)). If the performance of an employee in the probationary period is deemed unsatisfactory, an Improvement Plan is not needed for dismissal.

Administrators must implement an *Improvement Plan* based on unsatisfactory job performance. Descriptions of unsatisfactory performance for each standard appear in Part II.

An *Improvement Plan* is a tool that administrators may use at any point during the year for employees whose professional practice requires intense supervision. It is

designed to guide a professional in addressing areas of concern through targeted supervision and provision of additional resources. If the professional is being supervised by the site administrator's designee, that administrator consults with the site administrator on the need for an *Improvement Plan*. The site administrator, as the assessor, works with the administrator and the instructional support professional on developing the plan. The site administrator and the administrator use the form in a conference with professionals who are performing below the performance standard.

The *Improvement Plan* also serves as notification to the professional that the work quality is unsatisfactory and provides an opportunity to improve. The official start of the 90-calendar day probationary period is the day after the *Improvement Plan* is signed by the administrator and employee.

"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."
Florida Statute 1012.34 (3)(d)
(Appendix A contains the full text.)

Florida Statute provides guidance on the activities that occur in conjunction with the *Improvement Plan* (see summary in Table 9).

Table 9: Improvement Plan

Action	Initiates Action	Florida Statute Reference
Provide written notification to the professional of the area(s) of unsatisfactory work performance that need to be addressed.	Site Administrator or Designee	1012.34(3)(d)1
Confer with the professional on elements of the <i>Improvement Plan</i> , develop a timeline ¹ for implementation, and provide assistance.	Site Administrator or Designee	1012.34(3)(d)1
Place the professional on performance probation for 90 calendar days following the notification (excludes school holidays and school vacation periods).	Site Administrator or Designee	1012.34(3)(d)2a.
Review periodically the professional’s performance and inform him/her of progress by conducting two formal observations, one within 30 calendar days and the other within 60 calendar days.	Site Administrator or Designee	1012.34(3)(d)2a.
Assess employee’s performance within 14 calendar days after the end of the 90-calendar day period and forward information to the superintendent.	Site Administrator or Designee	1012.34(3)(d)2b.
Notify the employee in writing within 14 calendar days of receiving the site administrator’s recommendation of the decision regarding continued employment.	Superintendent	1012.34(3)(d)2b.
Request a hearing within 15 calendar days of receiving the superintendent’s notification.	Employee	1012.34(3)(d)2b.

Assistance may include, but is not limited to:

- ◆ assistance from region and/or district curriculum specialist;
- ◆ peer assistance from within the building or from another building;
- ◆ conferences, classes, and workshops on specific topics; and/or
- ◆ other resources to be identified.

Prior to the assessor making a final recommendation, he or she meets with the professional within 14 days of the end of the 90-day-calendar period to review progress made on the *Improvement Plan*. The recommendation **must be** forwarded to the superintendent, who within 14 calendar days of receipt of the site administrator’s recommendations notifies the employee of the final recommendation. The options for a final recommendation are as follows:

- a) The performance deficiencies have been satisfactorily corrected: The professional is no longer on an *Improvement Plan*.
- b) The deficiencies were not corrected: The professional is recommended for dismissal or non-renewal of contract.

¹ The timeline for a professional service contract and continuing contract employees is determined by Florida Statute 1012.34 (3)(d) 2.a., which states, “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.”

PART II

PERFORMANCE STANDARDS

Instructional support personnel are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard.

Performance Standard 1. Knowledge of Learners
 The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

Sample Performance Indicators

Examples of instructional support work conducted in the performance of the standard may include, but are not limited to:

Common Indicators

- ◆ Uses district, school, family, and community resources to help meet learner and/or program needs
- ◆ Demonstrates an understanding of developmental stages of learners
- ◆ Accommodates various learning styles and cultural, ethnic, and linguistic backgrounds to assist in the implementation of intervention plans
- ◆ Uses data to determine learner needs and support instructional programs

Additional Position-Specific Indicator

Library/Media Specialist

- ◆ Uses knowledge of learners to select and acquire appropriate resources to reflect the needs of the community served

Performance Appraisal Rubric

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently plays a leadership role by integrating knowledge of learners to address the needs of the target learning community.	The instructional support professional often addresses the needs of the target learning community in a highly effective manner.	The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.	The instructional support professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The instructional support professional consistently demonstrates a lack of awareness of the needs of the target learning community or does not consistently make appropriate accommodations to meet those needs.

Performance Standard 2. Program Management

The instructional support professional plans, implements, promotes, and manages programs and/or services to meet the diverse needs of all learners.

Sample Performance Indicators

Examples of instructional support work conducted in the performance of the standard may include, but are not limited to:

Common Indicators

- ◆ Demonstrates an understanding of and follows applicable local, state, and federal regulations, policies, guidelines, and procedures
- ◆ Provides a safe learning environment
- ◆ Demonstrates current knowledge of the field/subject matter
- ◆ Demonstrates effective scheduling and time management skills
- ◆ Organizes and maintains appropriate program records
- ◆ Identifies learner performance, student program needs and manages available resources to address state reading requirements

Additional Position-Specific Indicator

Library/Media Specialist

- ◆ Orients, trains, and supervises library/media center personnel and/or students

Performance Appraisal Rubric

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently takes a leadership role in identifying, facilitating, and evaluating programs and/or services for learners.	The instructional support professional often expertly manages resources and provides guidance to others in meeting the diverse needs of learners.	The instructional support professional plans, implements, promotes, and manages programs and/or services to meet the diverse needs of all learners.	The instructional support professional is often ineffective in planning, implementing, and managing services to meet the diverse needs of all learners.	The instructional support professional consistently does not plan, implement, or manage services to meet the diverse needs of all learners.

Performance Standard 3. Program Delivery

The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.

Sample Performance Indicators

Examples of instructional support work conducted in the performance of the standard may include, but are not limited to:

Common Indicators

Direct Services to Learners

- ◆ Selects, develops, organizes, implements, or supports curriculum for specific learner and/or program needs
- ◆ Uses technology to deliver services/programs (Florida Statute 1012.34(3)(a)4)
Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable (Florida Statute 1003.415)

Collaboration/Consultation with Staff and Others

- ◆ Consults with stakeholders to design, implement, or support services for specific learner or program needs

Additional Position-Specific Indicators

Library/Media Specialist

- ◆ Seeks, selects, and uses resources that are compatible with learner/program needs and ensures equitable access for all learners
- ◆ Develops, organizes, and implements effective reading promotional and literature appreciation activities to promote lifelong learning

Performance Appraisal Rubric

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently provides a key leadership role in promoting and providing best practices in the delivery of services consistent with established standards and guidelines.	The instructional support professional often demonstrates a high level of performance in implementing services to the targeted learning community consistent with established standards and guidelines.	The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.	The instructional support professional often implements services ineffectively to the targeted learning community based on established standards and guidelines.	The instructional support professional consistently does not implement services to the targeted learning community in a manner that is aligned with established standards and guidelines.

Performance Standard 4. Assessment

The instructional support professional gathers, analyzes, and uses data, including state assessment data, to measure learner or program progress, guide instruction, and provide timely feedback.

Sample Performance Indicators

Examples of instructional support work conducted in the performance of the standard may include, but are not limited to:

Sample Common Indicators

- ◆ Uses data to assess learner and/or program *needs*
- ◆ Uses data to assess learner and/or program *outcomes*
- ◆ Uses data to monitor learner and/or program progress
- ◆ Provides accurate feedback for learners, staff, and other stakeholders

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 C.

Additional Position-Specific Indicator

Library/Media Specialist

- ◆ Periodically assesses and evaluates collection of materials and resources to ensure that the needs of learners and staff are being met

Performance Appraisal Rubric

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently takes a key leadership role in using data to demonstrate impact on learner achievement or program outcomes.	The instructional support professional often demonstrates high levels of performance in gathering, analyzing, and using data to measure learner or program progress, guide instruction, and provide timely feedback.	The instructional support professional gathers, analyzes, and uses data, including state assessment data, to measure learner or program progress, guide instruction, and provide timely feedback.	The instructional support professional is often ineffective in gathering, analyzing, and using data to measure learner or program progress, guide instruction, and provide timely feedback.	The instructional support professional consistently does not gather, analyze, or use data to measure learner or program progress, guide instruction, and provide timely feedback.

Performance Standard 5. Learner Progress

The work of the instructional support professional results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.

Sample Performance Indicators

Examples of instructional support work conducted in the performance of the standard may include, but are not limited to:

Common Indicators

- ◆ Demonstrates an understanding of the concepts necessary to promote learner achievement and/or academic progress including the use of state and local assessments
- ◆ Incorporates systematic procedures to review, plan, and document activities related to learner and/or program progress including the use of state and local assessments
- ◆ Works collaboratively with other staff to establish learner achievement and/or program goals
- ◆ Demonstrates necessary evidence of learner achievement and/or program goals using state and local assessments where applicable

Performance Appraisal Rubric

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently takes a key leadership role in assisting other professionals to achieve high levels of learner or program progress based on established standards, district goals, and/or school goals.	The work of the instructional support professional often results in a high level of learner or program progress based on established standards, district goals, and/or school goals.	The work of the instructional support professional results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.	The work of the instructional support professional often results in progress; however, more learner or program progress is needed to meet established standards, district goals, and/or school goals.	The work of the instructional support professional consistently does not result in acceptable learner or program progress based on established standards, district goals, and/or school goals.

Performance Standard 6. Communication

The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.

Sample Performance Indicators

Examples of instructional support work conducted in the performance of the standard may include, but are not limited to:

Common Indicators

- ◆ Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS
- ◆ Collaborates with stakeholders to support the success of a diverse learning community
- ◆ Communicates with stakeholders to support the needs of the community
- ◆ Uses technology effectively (Florida Statute 1012.34(3)(a)4)
- ◆ Responds promptly to stakeholders

Performance Appraisal Rubric

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently takes a key leadership role in developing effective communication channels within the learning community.	The instructional support professional often designs or implements model communication programs, services, or techniques that result in improved collaboration with others to enhance learning.	The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.	The instructional support professional often communicates ineffectively with students, staff, and/or other members of the learning community.	The instructional support professional consistently does not communicate effectively with students, staff, and/or other members of the learning community.

Performance Standard 7. Professionalism

The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

Sample Performance Indicators

Examples of instructional support work conducted in the performance of the standard may include, but are not limited to:

Common Indicators

- ◆ Delivers services consistent with national and state association ethical principles and professional standards of practice
- ◆ Demonstrates professional growth through participation in a meaningful and continuous process of professional development
- ◆ Maintains confidentiality in the delivery of services in accordance with professional standards and legal procedures
- ◆ Follows federal, state, and local laws, rules, regulations, guidelines, and policies
- ◆ Establishes and maintains professional relationships with administrators, school staff, parents, community members, business and civic organizations

Additional Position-Specific Indicator

Lead teachers/Instructional coaches/Department chairs/Teachers on special assignment (various positions, including test chairs, home language assistance specialists, athletic directors, activity directors, and trainers)

- Mentors, trains, or supports other staff in professional growth opportunities

Performance Appraisal Rubric

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional at a high level consistently demonstrates professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.	The instructional support professional demonstrates a high level of professional conduct, often engages in a high level of professional growth, and contributes to the professional development of others.	The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	The instructional support professional often does not display professional judgment or only occasionally participates in professional development activities.	The instructional support professional does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.

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PART III

INTRODUCTION

Part III contains copies of forms used during the supervision of instructional support personnel. The assessor and the professional use the forms to provide evidence of the quality of work performed. The assessor maintains the forms and provides copies to the professional. At a minimum, the assessor retains copies of the completed goal setting form, documentation log cover sheet, observation form, and summative form at the school/worksite.

Table 10: Items Used as Evidence of Quality Work Performance

Form	Documentation Completed by	
	Administrator	Professional
<i>Goal Setting for Learner/Program Progress Form</i>		✓
Instructional Support Professional Observation	✓	
<i>Documentation Log Cover Sheet and Artifacts</i>		✓
Summative Evaluation Report	✓	
<i>Improvement Plan</i>	✓	

Goal Setting Explanation and Form

- I. **Setting:** Describe the population and special circumstances of the goal setting.
- II. **Identify the content area:** The area/topic addressed based on learner achievement, learner or program progress, or observational data.
- III. **Provide baseline data:** Where the learners are now.
 - A. Collect and review data
 - B. Analyze the data
 - C. Interpret the data
 - D. Determine needs

Examples of Data Sources for Learner Achievement

Criterion- and Norm-Referenced Tests

FCAT

- Reading, Grades 3 – 10
- Mathematics, Grades 3-10
- Science, Grades 5, 8, 11
- Writing, Grades 4, 8, 10

FCAT NRT (Norm-referenced test), Reading and Mathematics), Grades 3-10

DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Grades K – 3

SRUSS (School Readiness Uniform Screening System), Kindergarten

AP (Advanced Placement) Examinations

IB (International Baccalaureate) External Written Examinations

PSAT

SAT

Industry certification examinations

Other Possible External Measures

Textbook publisher-developed assessments

FAR (Florida Alternative Assessment Report)

Presidential Fitness Awards

Accelerated Reader program data

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

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- IV. **Write goal statement:** What you want learners/programs to accomplish?
- A. Select an emphasis for your goal focusing on the classroom/instructional support professional level.
 - B. Develop annual goal.
- V. **Means for attaining the goal:** Activities used to accomplish the goals including how progress is measured and target dates.
Indicate areas in which the professional development activity is related (i.e., Sunshine State Standards, technology, assessment, learning environment/climate, school safety, family involvement).

Examples of Strategies for Improvement

- ◆ Modified teaching/work arrangement
 - ◆ Cooperative planning with master instructional support personnel, team members, department members
 - ◆ Demonstration lessons/service delivery by colleagues, curriculum specialists, instructional support professional mentors
 - ◆ Visits to other classrooms
 - ◆ Use of instructional strategies (e.g., CRISS differentiation, PANDY, interactive planning)
 - ◆ Focused classroom observation
 - ◆ Development of curricular supplements
 - ◆ Completion of workshops, conferences, coursework
 - ◆ Co-leading; collaborative teaching
- VI. **Mid-year review:** Accomplishments after the second quarter student interim progress reports are issued and before the end of the semester. If needed, make adjustments to the professional development strategies, etc.
- VII. **End-of-year data results:** Accomplishments at the end of the year.

The Goal Setting for Learner/Program Progress Form follows.

Goal Setting for Learner/Program Progress Form

Professional's Name _____

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

Directions

This form is a tool to assist professionals in setting a goal that results in measurable learner/program progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

I. Setting (Describe the population and special learning circumstances)		
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data)		
III. Baseline Data (What does the current data show?)	<input type="checkbox"/> Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish)		
V. Means for Attaining Goal (Activities used to accomplish the goal)		
<i>Professional development activities relate to the following (check all that apply):</i>		
<input type="checkbox"/> Sunshine State Standards	<input type="checkbox"/> Technology	<input type="checkbox"/> Assessment <input type="checkbox"/> Literacy
<input type="checkbox"/> Learning Environment/Climate	<input type="checkbox"/> School Safety	<input type="checkbox"/> Family Involvement
Strategy	Measurable By	Target Date
VI. Mid-Year Review (Describe goal progress and other relevant data)	Mid-year review conducted on _____ Initials _____ Admin. Prof.	
VII. End-of-Year Data Results (Accomplishments at the end of year).	<input type="checkbox"/> Data attached	

Initial Goal Submission (due by _____ to the assessor/principal)

Professional's Signature _____ Date _____

Administrator's Signature _____ Date _____

End-of-Year Review

Appropriate Data Received

Strategies used and data provided demonstrate application of professional growth. Yes No

Administrator's Signature _____ Date _____

Miami-Dade County Public Schools

Instructional Support Professional Observation Form

Instructional Support Professional: _____ Worksite: _____

Work Observed: _____ Date: _____ Time: From _____ To _____

Assessors use this form to document the required annual observation of the instructional support professional. **Some standards may not be documented in a single observation.** A copy of the completed observation form is given to the instructional support professional at the post-conference, which is held within 10 calendar days of the observation date. Evidence may be positive and/or negative examples.

<p>Performance Standard 1 Knowledge of Learners The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.</p>	<p>SPECIFIC EXAMPLES:</p>
<p>Performance Standard 2 Program Management The instructional support professional plans, implements, promotes, and manages programs and/or services to meet the diverse needs of all learners.</p>	<p>SPECIFIC EXAMPLES:</p>
<p>Performance Standard 3 Program Delivery The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.</p>	<p>SPECIFIC EXAMPLES:</p>
<p>Performance Standard 4 Assessment The instructional support professional gathers, analyzes, and uses data, including state assessment data, to measure learner or program progress, guide instruction, and provide timely feedback.</p>	<p>SPECIFIC EXAMPLES:</p>
<p>Performance Standard 5 Learner Progress The work of the instructional support professional results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.</p>	<p>SPECIFIC EXAMPLES:</p>
<p>Performance Standard 6 Communication The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.</p>	<p>SPECIFIC EXAMPLES:</p>
<p>Performance Standard 7 Professionalism The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</p>	<p>SPECIFIC EXAMPLES:</p>

Specific Commendations or Suggestions for Improvement

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

Administrator's Signature _____ Date _____

Instructional Support Professional's Signature _____ Date _____

Miami-Dade County Public Schools
Documentation Log Description

What is a Documentation Log?

A *Documentation Log*:

- ◆ is one component of a multi-source evaluation and complements the observation components of the instructional support professional evaluation system.
- ◆ is a packet of evidence stapled in the upper-left-hand corner and given to assessor 10 calendar days prior to the scheduled summative evaluation meeting .
- ◆ 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).
- ◆ remains in your possession except when reviewed by your assessor.
- ◆ should be available at each evaluation meeting.
- ◆ 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?

The cover sheet and items listed in the table below.

Standard	Required Item
1. Knowledge of Learners	<i>No documentation is required as knowledge of learners is evident during the observation and in the goal setting.</i>
2. Program Management	Submit a service log or program plan (e.g., program planning)
3. Program Delivery	<i>No documentation is required as program delivery is the focus of classroom observation.</i> Instructional support professionals have the option of submitting a sample product.
4. Assessment	<i>No documentation is required as assessment is evident in the goal setting.</i>
5. Learner Progress	<ul style="list-style-type: none"> ◆ <i>Goal Setting for Learner/Program Progress</i> Form ◆ Documentation of learner/program progress relating to the goal set on the goal setting form
6. Communication ¹	<i>Communication Log</i> – sample form provided (instructional support personnel may print off records if maintained electronically).
7. Professionalism ¹	<i>Professional Development Log</i> – sample form provided (instructional support personnel may submit their recertification points progress sheets).

¹*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.*

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Documentation Log

COVER SHEET

Instructional Support Professional: _____ **School Year** _____

Administrator's Name _____

Instructional Support Professional Directions: Place required items in order behind this cover sheet and staple in the upper left hand corner. Submit the packet to your administrator by 10 calendar days prior to the summative evaluation conference.

Administrator Directions: Review the materials stapled to the cover sheet. Check off that each required item is present and make any notes relating to a particular item on this cover sheet.

<small>Check if present</small>	Required Item	Administrator's Notes
<input type="checkbox"/>	Service Plan or Sample Product	
<input type="checkbox"/>	<i>Goal Setting for Learner/Program Progress Form and accompanying documentation</i>	
<input type="checkbox"/>	<i>Communication Log</i>	
<input type="checkbox"/>	<i>Professional Development Log</i>	
<input type="checkbox"/>	<i>OPTIONAL Sample product included</i>	

Reviewed by:
Administrator's Signature _____ Date _____

Sample Communication Log

Professional's Name _____ School Year _____

Date	Person	Purpose	Mode	Notes
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
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			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	

Sample Professional Development Log

Professional's Name _____ School Year _____

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received*
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
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			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____

* Documentation should be maintained by the professional.

Miami-Dade County Public Schools
Instructional Support Professional Summative Performance Report

Instructional Support Professional _____ **Worksite** _____

Assignment/Grade/Subject _____ **School Year** _____

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

Documents Reviewed: Observation Annual Performance Goal Documentation Log Other: _____

Directions

Assessors use this form at the end of the school year¹ to provide the instructional support professional with an assessment of performance. The actual performance standard appears in bold on the rubric. The instructional support professional will 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 <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently plays a leadership role by integrating knowledge of learners to address the needs of the target learning community.	The instructional support professional often addresses the needs of the target learning community in a highly effective manner.	The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.	The instructional support professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The instructional support professional consistently demonstrates a lack of awareness of the needs of the target learning community or does not consistently make appropriate accommodations to meet those needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

Performance Standard 2. Program Management

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently takes a leadership role in identifying, facilitating, and evaluating programs and/or services for learners.	The instructional support professional often expertly manages resources and provides guidance to others in meeting the diverse needs of learners.	The instructional support professional plans, implements, promotes, and manages programs and/or services to meet the diverse needs of all learners.	The instructional support professional is often ineffective in planning, implementing, and managing services to meet the diverse needs of all learners.	The instructional support professional consistently does not plan, implement, or manage services to meet the diverse needs of all learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

Performance Standard 3. Program Delivery

¹ To be done: Note about any date changes as to when the evaluation should be completed if different from the top, often differs for non-renewal recommendations, etc. Awaiting dates.

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Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently provides a key leadership role in promoting and providing best practices in the delivery of services consistent with established standards and guidelines.	The instructional support professional often demonstrates a high level of performance in implementing services to the targeted learning community consistent with established standards and guidelines.	The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.	The instructional support professional often implements services ineffectively to the targeted learning community based on established standards and guidelines.	The instructional support professional consistently does not implement services to the targeted learning community in a manner that is aligned with established standards and guidelines.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

Performance Standard 4. Assessment

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently takes a key leadership role in using data to demonstrate impact on learner achievement or program outcomes.	The instructional support professional often demonstrates high levels of performance in gathering, analyzing, and using data to measure learner or program progress, guide instruction, and provide timely feedback.	The instructional support professional gathers, analyzes, and uses data, including state assessment data, to measure learner or program progress, guide instruction, and provide timely feedback.	The instructional support professional is often ineffective in gathering, analyzing, and using data to measure learner or program progress, guide instruction, and provide timely feedback.	The instructional support professional consistently does not gather, analyze, or use data to measure learner or program progress, guide instruction, and provide timely feedback.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

Performance Standard 5. Learner Progress

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently takes a key leadership role in assisting other professionals to achieve high levels of learner or program progress based on established standards, district goals, and/or school goals.	The work of the instructional support professional often results in a high level of learner or program progress based on established standards, district goals, and/or school goals.	The work of the instructional support professional results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.	The work of the instructional support professional often results in progress; however, more learner or program progress is needed to meet established standards, district goals, and/or school goals.	The work of the instructional support professional consistently does not result in acceptable learner or program progress based on established standards, district goals, and/or school goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

Performance Standard 6. Communication

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional consistently takes a key leadership role in developing effective communication channels within the learning community.	The instructional support professional often designs or implements model communication programs, services, or techniques that result in improved collaboration with others to enhance learning.	The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.	The instructional support professional often communicates ineffectively with students, staff, and/or other members of the learning community.	The instructional support professional consistently does not communicate effectively with students, staff, and/or other members of the learning community.
<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <p>Comments</p>				

Performance Standard 7. Professionalism

Exemplary <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	Superior <i>In addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The instructional support professional at a high level consistently demonstrates professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.	The instructional support professional demonstrates a high level of professional conduct, often engages in a high level of professional growth, and contributes to the professional development of others.	The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	The instructional support professional often does not display professional judgment or only occasionally participates in professional development activities.	The instructional support professional does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.
<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <p>Comments</p>				

Overall Evaluation Summary

- Met; recommended for continued employment
- Not met due to:
 - 1 or more *Unsatisfactory* rating(s)
 - The instructional support professional is recommended for:
 - Placement¹ on an *Improvement Plan*
 - Dismissal/Non-renewal

 Site Administrator's Signature/Date

 Instructional Support Professional's Signature/Date

Instructional support professional's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

¹ If a professional service contract employee is placed on an *Improvement Plan*, the protocol as stated in Florida Statute 1012.34 (3)(d) will be followed. Appendix A contains the Florida Statute.

Miami-Dade County Public Schools

IMPROVEMENT PLAN

Professional

Worksite/School

Site Administrator

School Year

Standard(s) and strategies for support¹:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Resources/Assistance Provided Activities to be Completed by the Employee</i>	<i>Target Dates</i>

The professional's signature denotes receipt of the form, Appendix A, and acknowledgment that the assessor has notified the employee of unsatisfactory work performance.

Site Administrator's Signature/Date Initiated

Professional's Signature/Date Initiated

Results of improvement plan¹:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates²</i>

Final recommendation based on outcome of Improvement Plan:

- The performance deficiencies have been satisfactorily corrected: The professional is no longer on an *Improvement Plan*.
- The deficiencies were not corrected: professional is recommended for non-renewal/dismissal.

Site Administrator's Signature/Date Reviewed

Professional's Signature/Date Reviewed
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

¹ These sections are to be completed collaboratively by the assessor and the professional. Pages may be added, if needed.

² Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the professional. **___ Additional Pages Attached**

Appendix A

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

NOTE: The excerpt only contains the portion of the statute relating to an employee not performing his or her duties in a satisfactory manner.

(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 apprised 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.

History.--s. 708, ch. 2002-387; s. 7, ch. 2004-255; s. 11, ch. 2004-295.

Appendix B

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.

Appendix C

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.

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