

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>				

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.

Performance Standard 3. Program Delivery

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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

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.