

IPEGS Q&A Fact Sheet

September 25, 2006

The following questions have been submitted during training and pilot implementation. The questions have been categorized by main topic. MDCPS, Teacher Quality Resources, and the United Teachers of Dade have reviewed the responses provided below.

Goal Setting

Q1: How much time is involved in goal setting?

A: Academic goal setting involves essentially three phases. First, instructional professionals set a goal based on baseline data and develop strategies for accomplishing the goals. The second phase involves a mid-year review of the progress toward the goal. The third and final phase involves determining goal attainment by collecting end of year data.

Q2: What measures can be used for elective teachers and teachers in general?

A: Examples of possible assessments are provided on the website <http://www.teacherqualityresources.com/ipegs.htm>. The list will be continually updated as additional assessments are identified.

Q3: How can a teacher who teaches a semester course conduct the mid-year and end of year review?

A: A teacher who teaches a semester course can determine whether students in the first semester met the goal after the first semester. Then, the teacher can work with second semester students taking the same course on meeting the goal. If the teacher does not teach the same course the second semester, there is no need for an additional goal.

Q4: Is the goal really the teacher's choice?

A: Yes, the goal is the teacher's choice and it should follow the SMART criteria for goal setting.

Q5: Does the goal have to relate to the overall school improvement plan?

A: Not necessarily. The goal should relate to the instructional professional's area of responsibility. In some cases this area of responsibility will overlap with the overall school improvement plan. In any case, the goal must be relevant to appropriate student performance standards as provided by the Florida Sunshine State Standards where appropriate.

Q6: As an exceptional student educator, how can I write a goal for an entire class of students when each student's needs are so different and different measures are used to assess each student's progress?

A: The exceptional student educator may focus on a particular group of students. The Individualized Education Plan (IEP) goals are useful in that they are based upon assessments. The goal for the exceptional student educator must be based on an external assessment of student progress such as the Brigance, Woodcock-Johnson, or other appropriate measure of student progress.

Q7: We were told the Reading Interim Assessment was cumulative, but not the Mathematics Interim Assessment. Is this true?

A: Interim Assessments are not suitable for baseline assessment data and end of year comparison data of learner progress. The Reading and Mathematics Interim Assessments are not cumulative tests and cannot be used for goal setting.

Q8: How will high school teachers of very diverse, non-core classes design assessments that are appropriate to give to ESE, LEP, and Level 1 readers?

A: There are two approaches to this situation. One approach is for the non-core teacher to focus on including reading within the content area. A second approach is to focus on the non-core area for the goal. For students who are ESE, LEP, and Level 1 readers, teachers can use textbook-publisher based assessments which provide different versions of assessments based on student abilities. Also, the benchmark for ESE, LEP, and Level 1 readers will be different than for the rest of the student population.

Q9: For Curriculum Content in the Home Language (CCHL) Science which will be the best assessment tool to use?

A: The best assessment tool to use would be a textbook-publisher developed assessment that accompanies the text in the home language of the students.

Q10: What assessment is the most appropriate for the PK program?

A: The PELI (Phonological and Early Literacy Inventory) is an example of an appropriate assessment. The PELI is administered at the beginning of the year and at the end of the year, thus it provides a pre-and post-assessment which is necessary for goal setting.

DOCUMENTATION

Q1: What type of time is involved in completing the documentation log and the documentation that goes with it?

A: The communication log is similar to what is currently required and should not demand additional time. The professional development log is simply your current professional development record from the M-DCPS SDES screen plus additional professional development. Finally, the Academic Goal Setting is a new form; however, it replaces the annual Individual Professional Development Plan.

Q2: Do we have to use the professional development log and communication log that are provided in the IPEGS handbook?

A: No. The professional development log and communication log provided in the handbook are samples that can be used.

SUMMATIVE EVALUATIONS

Q1: How will each standard be graded when all areas are counted together for the summative evaluation?

A: Each instructional professional is evaluated on each standard using the five-level rubric. A separate rating is provided for each of the standards. For the final recommendation, the instructional professional meets the standard for continued employment if he or she does not have an unsatisfactory on any one standard.

Q2: Who determines what is proficient, superior, exemplary? It seems very subjective.

A: The reality is that all evaluations have some subjectivity, therefore it is important to put elements in place that address the subjective nature of evaluation. The performance appraisal rubrics are designed as a guide for the assessor and instructional professional of an instructional personnel's job performance relative to the performance standards through the use of a continuum.

Q3: What is the meaning of proficient, superior, and exemplary? How are they different?

A: The proficient rating is a standard indicating high quality instruction. If we relate it to "A" performance in our students, this rating is an "A." The superior and exemplary rating indicate individuals whose performance is above and beyond the standard. The superior is considered at "A+" and exemplary is considered an "A++."

Q4: Who is responsible for the observations and summative evaluations of itinerant teachers and itinerant personnel?

A: The Learner/Program Progress Goal Setting Form is submitted to the payroll location administrator (see p. 17 in the Student Services Edition of the IPEGS handbook). The summative evaluation will also be completed by the payroll location administrator. If an itinerant professional is assigned to more than one site, the payroll administrator can elicit observation feedback from administrators in other assigned schools.

OBSERVATION TIMELINES

Q1: In the handbook the date given for the last observation is by the end of the 3rd quarter and the chart indicates that the observation and conference must take place by the last student interim progress report. Is this conflicting information? If so, which is the correct date?

A: The last observation must be completed by the end of the 3rd quarter with a subsequent post observation conference within 10 days of the observation.

Q2: How many total times during the year does an administrator meet with each instructional professional? Doesn't the time involved in meeting with each instructional professional place a burden on administrators?

A: The meetings include: post-observation conference, setting the goal, mid-year review of the goal, and end-of-year goal results/summative evaluation. Setting the goal and the mid-year review can take place in an appropriate group setting such as a fourth grade level meeting or a department meeting. The end-of-year goal results and the summative evaluation will occur at the same meeting.

Q3: Is there a requirement to notify the teacher of the observation time and date?

A: No, refer to page 18 of the Teachers' Edition of the IPEGS Handbook.

Q4: Is there a required lesson plan format?

A: No. There is no particular lesson plan format required. However, as per contract, lesson plans shall include objectives, activities, homework assignments and a way of monitoring progress.

PROFESSIONAL DEVELOPMENT

Q1: Will the district directly send teachers information about workshops/conferences that are available?

A: Professional development activities available district-wide are posted on the professional development website through the district's electronic calendar.

Q2: What is reasonable enough for recent measurable in-service? If in-service is in validity for re-certification is it valid for professional development documentation?

A: Yes, in-service that is applied to re-certification is valid for professional development documentation. Any professional development that the professional engages in, including attending and delivering workshops, presentations at conferences, in-services at the school site, etc. can be added to the professional development log. Professional development activities that have taken place from summer 2006 to the end of the school year, May 2007 should be listed on the professional development log or listing.