

Miami-Dade County Public Schools

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
 SUMMATIVE PERFORMANCE EVALUATION-INSTRUCTIONAL SUPPORT PROFESSIONAL (FM 7316)

Professional: _____ Employee Number: _____

School/Worksite: _____ School Year: _____ Current Assignment: _____

Area(s) of Certification: _____ Date(s) of Observation: _____

Contract Status: Probationary Annual Professional Service Continuing

Documentation Reviewed: Required Documentation IPDP Observation Other _____

Directions:

Assessors use this form at the end of the school year to provide the teacher with an assessment of performance. A comment must be provided for any rating below "effective." The performance standard appears in bold on the rubric. The assessor and the professional initials each page of this form. The professional receives a copy of the form. The signed form is submitted to the district office as indicated by the district calendar/procedures.

Note: Florida Statute 1012.34, as amended in 2011 under the Student Success Act (formerly SB 736) and updated in 2015 through House Bill 7069, requires at least one-third (1/3) of an instructional personnel's evaluation to be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments as specified in Florida Statute 1008.22. In IPEGS, for 2014-2015 school year, 35% weighting applies to Performance Standard 1: Learner Progress. Weightings are subject to annual negotiations between M-DCPS and UTD.

PERFORMANCE STANDARD 1: LEARNER PROGRESS: 35% OF TOTAL POSSIBLE POINTS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
*35 percentage points	*26.25 percentage points	*17.5 percentage points	*8.75 percentage points
Subtotal Performance Standard 1: Learner Progress percentage points			

**Percentages listed are for the 2014-2015 school year and all weightings are subject to annual negotiations between M-DCPS and UTD.*

Note: IPEGS Performance Standards 2 through 7 together comprise 50% of the total evaluation for instructional support personnel.

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS: 9 % OF TOTAL POSSIBLE POINTS

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Effective <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
9 percentage points	6.75 percentage points	4.5 percentage points	2.25 percentage points
The instructional support professional consistently 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 fails consistently to make appropriate accommodations to meet those needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments			

Instructional Support Professional Initials: _____

Assessor Initials: _____

Professional: _____ Employee Number: _____

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PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT: 9 % OF TOTAL POSSIBLE POINTS

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Effective <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
9 percentage points	6.75 percentage points	4.5 percentage points	2.25 percentage points
The instructional support professional consistently monitors, evaluates, modifies, and/or designs programs/services that impact learners.	The instructional support professional plans, organizes, promotes, and manages programs and/or services to meet the diverse needs of all learners.	The instructional support professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.	The instructional support professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 4: PROGRAM DELIVERY: 9 % OF TOTAL POSSIBLE POINTS

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Effective <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
9 percentage points	6.75 percentage points	4.5 percentage points	2.25 percentage points
The instructional support professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.	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 fails to 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"/>
<i>Comments</i>			

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PERFORMANCE STANDARD 5: ASSESSMENT: 9 % OF TOTAL POSSIBLE POINTS

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
9 percentage points	6.75 percentage points	4.5 percentage points	2.25 percentage points
The instructional support professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.	The instructional support professional gathers, analyzes, and uses data (including required assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.	The instructional support professional is often ineffective in gathering, analyzing, and using data to measure and guide learner or program progress, and to provide timely feedback.	The instructional support professional consistently fails to gather, analyze, or use data to measure and guide learner or program progress, and to provide timely feedback.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 6: COMMUNICATION: 7 % OF TOTAL POSSIBLE POINTS

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Effective <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
7 percentage points	5.25 percentage points	3.5 percentage points	1.75 percentage points
The instructional support professional uses a variety of communication techniques to inform, network, and/or respond to students, and other stakeholders in a highly effective manner.	The instructional support professional communicates effectively with learners, their parents and/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 fails to 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"/>
<i>Comments</i>			

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PERFORMANCE STANDARD 7: PROFESSIONALISM: 7 % OF TOTAL POSSIBLE POINTS

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard.</i>	Effective <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
<i>7 percentage points</i>	<i>5.25 percentage points</i>	<i>3.5 percentage points</i>	<i>1.75 percentage points</i>
The instructional support professional consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.	The 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 growth.	The instructional support professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			
<div style="display: flex; justify-content: space-between; align-items: center;"> Subtotal of Performance Standards 2 through 7 <div data-bbox="914 1024 1175 1092" style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> percentage points </div>			

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Assessor Initials: _____

Instructional Support Professional: _____ Employee Number: _____
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Subtotal of Performance Standard 1: percentage points

Subtotal of Performance Standards 2 through 7: percentage points

Subtotal of Deliberate Practice Growth Target: percentage points

IPEGS Summative Performance Unified Rating percentage points

Range for Unified Rating

The annual USR range (cut scores) will be determined jointly by M-DCPS and UTD, after the Value-Added Model scores are provided by the state.

Highly Effective – 89 percentage points to 100 percentage points

Effective – 74 percentage points to 88 percentage points

Developing*– 37 percentage points to 73 percentage points

Needs Improvement – 37 percentage points to 73 percentage points

Unsatisfactory – 0 percentage points to 36 percentage points

**A rating of “Developing” may only be assigned to professionals in their first three (3) years of teaching.*

Signatures of Record

Professional’s Signature _____

Signature denotes the meeting occurred.

Date _____

Assessor’s Signature _____

Signature denotes assessor conducting the summative evaluation meeting.

Date _____

Written Response by Professional attached, if applicable. Date: _____

Recommendation by the Site Administrator

Provisional recommendation for continued employment pending receipt of student performance data

Recommended
for continued employment

Not recommended
for continued employment

Principal/Site Administrator’s Signature/Date _____

Signature denotes final determination of the ratings and recommendation for continued employment.

The professional will receive a copy of the form prior to submission to the district.

Pursuant to Florida Statute §1012.31: An employee evaluation “shall be confidential ... until the end of the school year immediately following the school year in which the evaluation was made.”