

Miami-Dade County Public Schools
INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
SUMMATIVE PERFORMANCE EVALUATION-TEACHER (7317)

Teacher: _____ 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 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 teacher 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			<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> 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 8 together comprise 50% of the total evaluation for teachers.

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS: 8% 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
8 percentage points	6 percentage points	4 percentage points	2 percentage points
The teacher consistently meets the individual and diverse needs of learners in a highly effective manner.	The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.	The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Initials: _____

Assessor Initials: _____

Teacher: _____ Employee Number: _____

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PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING: 8% 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>8 percentage points</i>	<i>6 percentage points</i>	<i>4 percentage points</i>	<i>2 percentage points</i>
The teacher consistently creates, evaluates and modifies, as appropriate, instructional strategies during the planning process.	The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.	The teacher attempts to use appropriate curricula, instructional strategies, and/or resources to address the diverse needs of students during the planning process, but is often ineffective; and/or the teacher attempts to develop lesson plans but lacks one or more of the four basic components.	The teacher consistently demonstrates a lack of planning or fails to properly address the curriculum in meeting the diverse needs of all learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT: 8% 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>8 percentage points</i>	<i>6 percentage points</i>	<i>4 percentage points</i>	<i>2 percentage points</i>
The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.	The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.	The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

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PERFORMANCE STANDARD 5: ASSESSMENT: 6% 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
6 percentage points	4.5 percentage points	3 percentage points	1.5 percentage points
The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.	The teacher gathers, analyzes, and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.	The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes, or uses assessment to plan/modify instruction, but is often ineffective.	The teacher consistently fails to use baseline data to make instructional decisions and/or fails to provide feedback on learner progress in a timely manner.
<input type="checkbox"/> Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 6: COMMUNICATION: 6% 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
6 percentage points	4.5 percentage points	3 percentage points	1.5 percentage points
The teacher consistently uses a variety of communication techniques to inform, collaborate with, and/or respond to students and other stakeholders in a highly effective manner.	The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.
<input type="checkbox"/> Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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PERFORMANCE STANDARD 7: PROFESSIONALISM: 6% 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
6 percentage points	4.5 percentage points	3 percentage points	1.5 percentage points
The teacher consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.	The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	The teacher often fails to display professional judgment or only occasionally participates in professional growth.	The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT: 8% 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
8 percentage points	6 percentage points	4 percentage points	2 percentage points
The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.	The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.	The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.	The teacher consistently addresses student behavior in an ineffective manner and/or fails to maintain a safe, equitable learning environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			
Subtotal of Performance Standards 2 through 8		<input style="width: 100px; height: 20px;" type="text"/>	percentage points

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Subtotal of Performance Standard 1: *percentage points*
Subtotal of Performance Standards 2 through 8: *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

 Teacher’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 required for IPEGS Performance Standard 1: Learner Progress**
- Recommended** **Not recommended**
 for continued employment for continued employment

 Principal/Site Administrator’s Signature/Date
 Signature denotes final determination of the ratings and recommendation for continued employment.

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