

Miami-Dade County Public Schools

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
 SUMMATIVE PERFORMANCE EVALUATION-STUDENT SERVICES PROFESSIONAL (FM7318)

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 Observation Other _____

Directions:

Assessors use this form at the end of the school year to provide the professional 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
<i>*35 percentage points</i>	<i>*26.25 percentage points</i>	<i>*17.5 percentage points</i>	<i>*8.75 percentage points</i>
Subtotal Performance Standard 1: Learner Progress		<input style="width: 100px; height: 20px;" type="text"/>	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 student services 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
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.25 percentage points</i>
The student services professional often addresses the needs of the target learning community in a highly effective manner.	The student services 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 student services professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The student services 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"/>
<i>Comments</i>			

Student Services Professional Initials: _____

Assessor Initials: _____

Student Services 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 student services professional consistently monitors, evaluates, modifies, and/or designs program/services that impact learners.	The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.	The student services professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.	The student services professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.
<input type="checkbox"/> Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 student services professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.	The student services professional uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.	The student services professional often implements services ineffectively to learners and the targeted learning community consistent with established standards and guidelines.	The student services professional consistently fails to implement or improperly implements services to the targeted learning community in a manner that is aligned with established standards and guidelines.
<input type="checkbox"/> Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Services Professional Initials: _____

Assessor Initials: _____

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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
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.25 percentage points</i>
The student services professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.	The student services 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 student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.	The student services professional consistently fails to use data to measure and guide 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
<i>7 percentage points</i>	<i>5.25 percentage points</i>	<i>3.5 percentage points</i>	<i>1.75 percentage points</i>
The student services professional often designs or implements model communication programs, services, or techniques that result in improved collaboration with others to enhance learning.	The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.	The student services professional often communicates ineffectively with students, staff, and/or other members of the learning community.	The student services 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 student services professional consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and assumes a leadership role within the learning community.	The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	The student services professional often does not display professional judgment or only occasionally participates in professional growth.	The student services 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>			
Subtotal of Performance Standards 2 through 7 percentage points			

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Assessor Initials: _____

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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.”