

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
FORMATIVE PERFORMANCE EVALUATION-INSTRUCTIONAL SUPPORT PROFESSIONAL ONLY

Probationary Contract 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 after conducting the first observation of the school year to provide the Probationary Contract Status Professional with an assessment of his/her 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 initial each page of this form. The professional receives a copy of the form. The signed form is placed in the professional’s schoolsite/work location personnel file.

PERFORMANCE STANDARD 1: LEARNER PROGRESS

Place a check in the box, if applicable.

☐ **A discussion has been held regarding available student performance data.**

Comments (Optional)

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS

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
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"/>
<i>Comments</i>			

Professional Initials: _____

Assessor Initials: _____

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PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT

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
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

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
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>			

PERFORMANCE STANDARD 5: ASSESSMENT

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
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>			

Professional Initials: _____

Assessor Initials: _____
FM-7319 Rev. (05-20)

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PERFORMANCE STANDARD 6: COMMUNICATION

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
The instructional support professional uses a variety of communication 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 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"/>
Comments			

PERFORMANCE STANDARD 7: PROFESSIONALISM

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
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"/>
Comments			

Formative Evaluation Signatures of Record

Professional's Signature

Signature denotes the formative meeting occurred.

Date

Assessor's Signature

Signature denotes assessor conducting the formative evaluation meeting.

Date

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

Formative Evaluation Status (Completed by the Site Administrator)

- ☐ Performance to date is at an **Effective** or **better** level
☐ Performance to date is at a **Developing** level
☐ Performance to date is **Unsatisfactory** level

Principal/Site Administrator's Signature/Date

Attach the first IPEGS Observation of Standards Form to this formative evaluation. Provide a copy of both documents to the professional and place the original in the professional's schoolsite/work location personnel file.

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."