

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
FORMATIVE PERFORMANCE EVALUATION-PROBATIONARY TEACHER ONLY

Probationary Contract 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 after conducting the first observation of the school year to provide the Probationary Contract Status Teacher 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 teacher initial each page of this form. The teacher receives a copy of the form. The signed form is placed in the teacher’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 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.
<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: INSTRUCTIONAL PLANNING

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 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

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 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

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 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 required 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"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 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"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 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

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 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>			

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."