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2 October 25, 2007 Student Services Personnel Draft – Proposed Revisions
EXECUTIVE SUMMARY

At the meeting held on October 19, 2005, the Board authorized the Superintendent to pursue the acquisition and implementation of a competent evaluation and appraisal system for instructional personnel that would serve to replace the Performance Assessment Comprehensive Evaluation System (PACES) currently utilized by the district. A Request for Proposals (RFP) was distributed to various qualified vendors on January 23, 2006. The Board subsequently authorized the Superintendent during the March 15, 2006, Board meeting to negotiate and enter into a contractual services agreement with Teacher Quality Resources, pursuant to Request for Proposals No. 070-FF10 – professional consulting services for development of an instructional assessment and appraisal system.

In collaboration with United Teachers of Dade (UTD), three design teams were established representing the following instructional personnel categories: classroom teachers, student services personnel (e.g., school psychologists, guidance counselors, social workers) and instructional support personnel (e.g., curriculum support specialists, library/media specialists, teachers on special assignment). The teams include corresponding practitioner representatives and district, region and school-based administrators. Team members adhered to a consensus building approach in their work that allowed them to progress through the developmental phase effectively and efficiently. Each design team met a total of seven times from March 20, 2006, through May 18, 2006, to develop recommendations for the design of the new performance evaluation system called the Instructional Performance Evaluation and Growth System (IPEGS).

Performance standards were developed for teachers, instructional support personnel, and student services personnel with sample indicators. A performance appraisal rubric with a four-level rating scale was developed for each performance standard. Information sources include observation, learner/program progress goal setting, required documentation and parental input as tools to conduct the performance evaluation. The IPEGS handbooks explain the tools and procedures. The following overview provides additional information regarding the evaluation system tools:

**Observation:** Annual contract employees will have a minimum of two formal observations a year. Professional service and continuing contract personnel will have at least one formal observation a year. An observation lasts a minimum of 20 minutes.

**Learner/Program Progress Goal Setting:** Instructional personnel document learner/program benchmarks established at the beginning of the year, set forth strategies to build on strengths, address weaknesses, assess progress at mid-year, and document gains at the end of the year. This approach reflects a contemporary research-based instructional strategy that can yield impressive results in student...
learning. The process incorporates professional development as a component of the goal-setting, thereby alleviating the need for a separate individual professional development plan.

Required Documentation: A portion of the data used to provide insight on performance can be collected by instructional personnel. Specific items that may not always be observable in an instructional setting may be submitted to demonstrate progress in meeting instructional personnel performance standards. The ability to provide to the assessor relevant evidence, such as a list identifying professional development activities undertaken, encourages instructional personnel to actively participate in ongoing self-assessment tied to established performance standards.

Parental Input: Parental input is obtained through the School Climate Survey, the Educational Excellence School Advisory Council (EESAC) participation and the Open House Parent Academy Survey in schools, as applicable. Professionals show evidence of communication with parents as reflected on their communication log.

A four-level rubric depicting a continuum of effectiveness is tailored to each of the performance standards. The levels are: exemplary, proficient, developing/needs improvement, and unsatisfactory. The design teams crafted rubrics that are tailored to each performance standard. Achievement of the performance standard that describes an acceptable level of performance is equivalent to proficient.

A pilot of IPEGS was conducted during the 2006-2007 school year. Thirty-one school sites participated. A series of professional development sessions were provided to principals and their leadership teams (e.g. expert teachers, UTD Stewards) to support the implementation of IPEGS. Additionally, pilot schools received year-round implementation support through site visits by the staff of Leadership Development and UTD staff, web-based resources, and daily email and telephone assistance.

The Joint Committee on Standards for Educational Evaluation comprised of M-DCPS and UTD personnel met throughout the year to discuss concerns regarding the pilot, monitor and analyze pertinent data, and issue recommendations for modifications and/or amendments, using a collaborative decision-making process. A sub-committee reviewed the handbook to clarify procedures for professionals in need of performance improvement.

At the end of the pilot year, selected original design team members and others convened to address specific needs identified during the pilot year. Their recommendations were reviewed both by the M-DCPS and the UTD leaderships who then approved the revisions to the IPEGS handbooks. During the 2007-2008 school year, additional school sites were added to the pilot.
# TABLE OF CONTENTS

Acknowledgements ............................................................................................................................2  
Executive Summary ............................................................................................................................3

## PART I

**PROCESS INTRODUCTION**

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Purposes</th>
<th>Characteristics</th>
<th>Role of Instructional Personnel</th>
<th>Role of Site Administrators/Assessors</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

The Foundation of IPEGS:  
Using the Goals and Roles Model© .................................................................9  
Key Features of the Goals and Roles Model© ...............................................10  
Steps in the Goals and Roles Model© ..............................................................12

Identifying Student Services Professional Performance Standards .....................14  
Performance Standards ......................................................................................14  
Performance Indicators ......................................................................................15

Documenting Performance ......................................................................................17  
Goal Setting for Learner/Program Progress ......................................................17  
Observations ........................................................................................................20  
Required Documentation ......................................................................................22  
Parental Input .......................................................................................................23  
Integration of Data .............................................................................................23  
Documentation Records ......................................................................................25  
IPEGS Timeline ....................................................................................................26

Making Summative Decisions ..................................................................................27  
Definitions of Ratings ..........................................................................................27  
Rating Performance ..............................................................................................28

Improving Performance ..........................................................................................31  
Support Dialogue (SD) .........................................................................................31  
Improvement Plan (IP)/90-Calendar Day Probation ..........................................32
PART II
PERFORMANCE STANDARDS

Performance Standard 1: Knowledge of Learners ................................................................. 38
Performance Standard 2: Program Management ................................................................. 40
Performance Standard 3: Program Delivery ........................................................................ 42
Performance Standard 4: Assessment .................................................................................. 45
Performance Standard 5: Learner Progress ........................................................................ 47
Performance Standard 6: Communication .......................................................................... 49
Performance Standard 7: Professionalism ......................................................................... 50

PART III
EVALUATION FORMS

Introduction .......................................................................................................................... 52
Goal Setting Explanation and Form ................................................................................... 53
Observation of Standards Form - Student Services Professional ........................................ 57
Required Documentation Description and Forms ............................................................ 58
Summative Performance Evaluation - Student Services Professional ................................. 63
Improvement Plan .............................................................................................................. 66

Appendices
  Appendix A: Florida Statute §1012.34(3)(d) ................................................................. 68
  Appendix B: Climate survey information ....................................................................... 72
  Appendix C: Florida Statute §1003.415 ................................................................. 73
  Appendix D: Florida Statute §1008.22 65 ................................................................. 74
  Appendix E: IPEGS Quick Reference .......................................................................... 79
References ......................................................................................................................... 81
PART I
INTRODUCTION

Miami-Dade County Public Schools’ (M-DCPS) evaluation of instructional personnel utilizes the Goals and Roles Assessment and Evaluation Model© (short title: Goals and Roles Model©) of evaluation developed by Dr. James Stronge, for collecting and presenting data to document performance that is based on well-defined performance standards.

The M-DCPS Instructional Performance Evaluation and Growth System (IPEGS) provides a balance between structure and flexibility. That is, it defines expectations and guides effective practice, thereby allowing for creativity and individual initiative. The goal is to support the continuous growth and development of each professional by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The primary purposes of IPEGS are to:
♦ improve the quality of instruction by ensuring accountability for classroom/program performance
♦ contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of M-DCPS
♦ provide a basis for instructional improvement through productive instructional personnel appraisal and professional growth
♦ provide a collaborative process that promotes self-growth, instructional effectiveness, and improvement of overall job performance

IPEGS includes the following distinguishing characteristics:
♦ a focus on the relationship between professional performance and improved learner academic achievement
♦ performance standards specific to major instructional job categories
♦ sample indicators for each of the performance standards
♦ a system for documenting instructional personnel performance based on multiple data sources, including goal setting, with emphasis on evidence of improved student performance on the state and local achievement test as required by Florida Statutes §1012.34
♦ a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of instructional personnel in the evaluation process
♦ a support system for providing assistance when needed
Throughout this handbook, the term instructional personnel is used interchangeably with other terms (see table below). IPEGS is designed to facilitate instructional personnel in identifying, designing, and reflecting upon their professional performance. The foundation of the system is the Goals and Roles Model©. Using the model, a series of performance standards were defined as well as documentation sources to use for assessing performance. Instructional personnel are responsible for submitting data (see the section called “Documenting Performance”) to their administrators throughout the evaluation process.

For most instructional personnel, the administrator who will be receiving the data sources is their site administrator; however, a site administrator can designate another administrator to receive the data and make summative ratings recommendations. Instructional personnel are active participants in the evaluation process through the setting of goals, collaborative meetings, input and reflection.

Site administrators are responsible for facilitating the IPEGS process. Two terms are commonly used in the handbook to refer to administrators; they are site administrator and assessor (see table below). The term site administrator is used when the function described may only be conducted by the site administrator (e.g. principal). The term assessor is used when the function described may be conducted by either the site administrator or the site administrator’s designee (e.g., assistant principal). For professionals assigned to more than one location, the payroll location site administrator has the overall evaluation responsibilities; however, the Regional Center or District may designate another administrator to collect documentation, make summative ratings recommendations, and meet with instructional personnel assigned to them.

The site administrator is responsible for informing the professional if evaluation documentation should be given to another administrator. For example, in a school the principal is responsible for the evaluation process and may assign assistant principals to conduct observations and make recommendations for summative ratings.

Although the site administrator has the overall responsibility for maintaining documentation, scheduling evaluation-related meetings, providing feedback on performance throughout the year, making summative ratings, and submitting documentation to the appropriate district office, many of these responsibilities can be delegated to a designee.

### Table 1: Interchangeable Terms Used Throughout the Handbook

<table>
<thead>
<tr>
<th>Professional</th>
<th>Site Administrator</th>
<th>Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional personnel</td>
<td>Principals</td>
<td>Site administrator</td>
</tr>
<tr>
<td>Teacher</td>
<td>Regional Center/District administrators</td>
<td>Site administrators’ administrative designee</td>
</tr>
<tr>
<td>Instructional support personnel</td>
<td>responsible for the supervision of instructional personnel</td>
<td>(e.g. assistant principals)</td>
</tr>
<tr>
<td>Student services personnel</td>
<td>Payroll location supervisor</td>
<td></td>
</tr>
</tbody>
</table>
THE FOUNDATION OF IPEGS:
USING THE GOALS AND ROLES MODEL ©

A meaningful and productive personnel evaluation system, such as that used for teachers and other instructional personnel in the M-DCPS, addresses the unique contributions of each employee to the achievement of the district’s vision, mission, and core values. Additionally, the evaluation system focuses on opportunities for professional growth by employees within the system so that each can grow professionally and contribute in a productive fashion to school improvement plans and goals. The Goals and Roles© offers a practical, contemporary research-based model of personnel evaluation developed specifically to balance the unique role demands and professional growth needs of teachers and other instructional personnel (Stronge, 1997, 2005).

The following sections describe the conceptual framework of the Goals and Roles© — the model upon which the instructional personnel evaluation system is built. This description merely reflects a conceptual framework; the details for the design and implementation of the performance evaluation system were developed in collaboration with the M-DCPS evaluation design committees and administration to reflect the unique needs of the M-DCPS and its instructional personnel.

The realization that an organization's goals are met through the collective performance of all personnel is the basis of the Goals and Roles Model© developed by Dr. James Stronge based on more than two decades of work with school systems and other educational organizations. The underlying assumptions are as follows:

♦ Effective evaluation promotes the growth and development of the individual and the school.
♦ A well-defined evaluation system:
  o provides a basis for a more objective evaluation based on observable, job-related results, and its purposes are clearly established for the individual professional (Tucker & Stronge, 2005a).
  o makes the school more accountable to its public and is legally defensible in its treatment of all employees (Beckham, 1985).
♦ Instructional personnel have a legal and ethical right to understand the criteria used to evaluate their performance (Florida Statute, 1012.34(3)(d)2.b).
♦ A unified evaluation process for all teachers and other instructional personnel across M-DCPS is a more efficient use of school resources and administrative and staff time than multiple evaluation systems.

1 The Goals and Roles Model© was developed by and copyrighted to James H. Stronge. M-DCPS has been granted the right to use, revise, and/or modify the evaluation model and associated instrumentation as needed.
♦ All instructional personnel deserve well-defined job descriptions, systematic performance feedback, and appropriate opportunities for improvement.

The key features that are incorporated in the Goals and Roles©, and that are emphasized in the design of IPEGS, include:

Adaptability

The Goals and Roles Model© is both comprehensive and adaptable for use with a variety of educational positions. The Goals and Roles Model© has been adapted for use with three main groups of M-DCPS instructional personnel: instructional support personnel1, student services personnel2, and teachers. Throughout the M-DCPS project, the three design teams built on this key feature of adaptability by:

♦ accentuating the use of a uniform design for evaluating all teachers,
♦ designing the performance assessment system for non-classroom instructional personnel (Stronge & Helm, 1990, 1991, 1992; Stronge & Tucker, 1995, 2003b); and
♦ designing evaluation strategies and processes that account for an educator’s different levels of professional growth (e.g., beginning/novice professional, advanced professional).

Systematic Approach to Evaluation

It is not feasible for school principals or other assessors to implement multiple evaluation systems with different requirements, guidelines, and methods. The six-step evaluation cycle of the Goals and Roles Model© provides an efficient, standardized method for implementing evaluation. While assessment forms and processes are differentiated for the various instructional positions, the evaluation model and protocol are standardized. This combination of standardizing the evaluation framework and customizing its application to fit specific position needs allows for a more valid and easy-to-use evaluation system while, at the same time, accounting for important distinctions in roles and responsibilities of various instructional personnel.

Emphasis on Communication Throughout the Evaluation Process

Performance appraisal systems should reflect the fundamental role that effective communication plays in every aspect of the evaluation process (Helms, 2005; McGrath, 1993). Since the goal of any evaluation is to continue successful job performance or improve less successful ones, assessor-professional

---

1 Sample instructional support personnel job titles include, but are not limited to: activities directors, athletic directors, business managers, curriculum support specialists, educational specialists, instructional coaches, lead teachers, library/media specialists, special education program specialists, teacher trainers, teachers on special assignment.

2 Sample student services personnel job titles include, but are not limited to: art therapists, career specialists, counselors, occupational therapists, physical therapists, school psychologists, school social workers, speech/language pathologists, staffing specialists, TRUST specialists.
communication is essential. Thus, opportunities for systematic communication between assessors and instructional personnel are built into IPEGS.

Technically Sound Evaluation Systems

While a conceptually sound and technically valid evaluation system does not guarantee effective evaluation, one that is flawed and irrational will guarantee failure. The Goals and Roles Model© is designed as an evaluation system that is conceptually and technically sound, and promotes the likelihood of achieving such desirable outcomes that those described in the guiding assumptions of the national Joint Committee on Standards for Education Evaluation (2005) to:

♦ provide effective service to learners and society;
♦ establish personnel evaluation practices that are constructive and free of unnecessary threatening or demoralizing characteristics; and
♦ facilitate planning for sound professional development experiences.

Use of Multiple Data Sources

The design of the Goals and Roles Model© emphasizes multifaceted assessment techniques for documentation of job performance. The use of multiple sources of information:

♦ increases the validity of an evaluation for any professional educator;
♦ allows for differing documentation needs based on job responsibilities of particular positions (e.g., classroom teacher vs. school counselor); and
♦ provides for differentiation of performance for personnel at different points in their careers; for example, beginning and accomplished teachers (Stronge & Tucker, 2003a).

While formal observation can provide a significant data source, too frequently it has represented the sole source of data collection under clinical supervision evaluation models. Multiple data sources are needed as no single source can adequately capture the complexities of instructional personnel’s work (Peterson, 2005). The use of multiple sources of information is a key feature incorporated into the M-DCPS performance evaluation system for instructional personnel.

The proper use of multiple data sources in performance evaluation can dramatically improve the utility of the evaluation system for instructional personnel (e.g., through better performance feedback). Additionally, the use of multiple data sources can enhance validity and reliability of the process, and offer a more defensible basis for evaluation decisions.
The instructional personnel performance evaluation process is based on the Goals and Roles Model© (Stronge, 1997, 2005), a six-step approach to performance assessment. A graphic representation of the model is provided in Figure 1; Table 2 provides a brief description of each step.

Figure 1: Goals and Roles Model©
<table>
<thead>
<tr>
<th><strong>Development Phase</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong> Identify System Needs</td>
</tr>
<tr>
<td>REFERENCES: Castletter, 1996; Connellan, 1978; Danielson &amp; McGreal, 2000; Goodale, 1992; Locke, 1968; Phi Delta Kappa National Study Committee on Evaluation, 1971; Seyfarth, 2002; Stronge, 1995</td>
</tr>
<tr>
<td><strong>Step 2:</strong> Develop Roles</td>
</tr>
<tr>
<td>Select sample performance indicators that are both measurable and indicative of the job’s roles.</td>
</tr>
<tr>
<td>REFERENCES: Bolton, 1980; Cascio, 1998; Redfern, 1980; Sawyer, 2001; Stronge, 2005; Stronge &amp; Tucker, 2003a; Valentine, 1992</td>
</tr>
<tr>
<td><strong>Step 3:</strong> Set Performance Standards</td>
</tr>
<tr>
<td>REFERENCES: Cambron-McCabe, McCarthy, &amp; Thomas, 2004; Joint Committee on Standards for Educational Evaluation, 1988; Manatt, 1988; Phi Delta Kappan National Study on Evaluation, 1971</td>
</tr>
<tr>
<td><strong>Implementation Phase</strong></td>
</tr>
<tr>
<td><strong>Step 4:</strong> Document Performance</td>
</tr>
<tr>
<td>REFERENCES: Conley, 1987; Peterson, 2000; Stronge &amp; Tucker, 2003; Tucker &amp; Stronge, 2005; Wilkerson, Manatt, Rogers, &amp; Maughan, 2000</td>
</tr>
<tr>
<td><strong>Step 5:</strong> Evaluate Performance</td>
</tr>
<tr>
<td><strong>Step 6:</strong> Improve and Maintain Performance &amp; Professional Service</td>
</tr>
<tr>
<td>REFERENCES: Colby, Bradshaw, &amp; Joyner, 2002; Hunter, 1988; Iwanicki, 1990; Johnson, 1997; McGreal, 1988; Stronge, 2005; Stufflebeam, &amp; Sanders, 1990</td>
</tr>
</tbody>
</table>
IDENTIFYING STUDENT SERVICES PROFESSIONAL PERFORMANCE STANDARDS

Clearly defined performance standards for personnel constitute the foundation for the instructional personnel evaluation system. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both professionals and assessors reasonably understand the standards.

The expectations for professional performance are defined using a two-tiered approach.

Performance standards refer to the major duties performed. For all student services personnel, there are seven performance standards.

**PERFORMANCE STANDARD 1. KNOWLEDGE OF LEARNERS**
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.

**PERFORMANCE STANDARD 2. PROGRAM MANAGEMENT**
The student services professional plans, organizes, and manages services to meet the diverse needs of all learners.

**PERFORMANCE STANDARD 3. PROGRAM DELIVERY**
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.

**PERFORMANCE STANDARD 4. ASSESSMENT**
The student services professional gathers, analyzes, and uses data to measure and guide learner or program progress and to provide timely feedback.

**PERFORMANCE STANDARD 5. LEARNER PROGRESS**
The work of the student services professional results in acceptable measurable progress based on established standards, district goals, school goals, and/or the professional’s goals.
**PERFORMANCE STANDARD 6. COMMUNICATION**
The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.

**PERFORMANCE STANDARD 7. PROFESSIONALISM**
The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

The Miami-Dade County student services personnel performance standards are aligned with the 12 Florida Educator Accomplished Practices. The practices are interdependent, and therefore aligned to multiple performance standards (see Table 3).

Table 3: Various alignments of the Florida Educator Accomplished Practices and the IPEGS Performance Standards-Student Services Professional, but not limited to:

<table>
<thead>
<tr>
<th>Florida Educator’s Accomplished Practices</th>
<th>Seven IPEGS Performance Standards-Student Services Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of Learners</td>
</tr>
<tr>
<td>1. Assessment</td>
<td>X</td>
</tr>
<tr>
<td>2. Communication</td>
<td>X</td>
</tr>
<tr>
<td>3. Continuous Improvement</td>
<td>X</td>
</tr>
<tr>
<td>4. Critical Thinking</td>
<td>X</td>
</tr>
<tr>
<td>5. Diversity</td>
<td>X</td>
</tr>
<tr>
<td>6. Ethics</td>
<td>X</td>
</tr>
<tr>
<td>7. Human Dev. &amp; Learning</td>
<td>X</td>
</tr>
<tr>
<td>8. Knowledge of Subject Matter</td>
<td></td>
</tr>
<tr>
<td>9. Learning Environment</td>
<td></td>
</tr>
<tr>
<td>10. Planning</td>
<td>X</td>
</tr>
<tr>
<td>11. Role of the Teacher</td>
<td></td>
</tr>
<tr>
<td>12. Technology</td>
<td>X</td>
</tr>
</tbody>
</table>

Performance indicators have been developed (see Part II) to provide examples of observable, tangible behaviors. That is, the performance indicators are examples of the types of performance that may occur if a standard is being successfully met. **Common indicators** are those items that most student services personnel have in common. The **position-specific indicators** consist of items that particular groups of student services personnel highlighted as additional samples of work. The list...
of performance indicators is not exhaustive. *Further, all professionals are not expected to demonstrate each performance indicator.*

Both assessors and professionals may consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the Learner Progress Performance Standard 5 are listed in the box on the next page.

The performance indicators are provided to help professionals and their assessors clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular work assignment. *Ratings are NOT made at the performance indicator level but at the performance standard level* (see “Definitions and Terms Used in Rating Scale” on page 28).

---

**Performance Standard 2. Program Management**
The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.

**Sample Performance Indicators**
*Examples of the professional’s work conducted in the performance of the standard may include, but are not limited to:*

---

**Common Indicators**
- Follows local, state, and federal regulations, policies, guidelines, and procedures in providing services
- Demonstrates current knowledge of field/subject/content matter
- Organizes and maintains service log and/or program plan, accurate and up-to-date learner records, including screening, referrals, and data collection as required
- Effectively plans and manages referrals, scheduling, and caseload
- Facilitates appropriate implementation of student services program
- Identifies and manages available resources to address learner needs
- Designs interventions to address specific learner needs
- Provides and follows schedules for assigned schools and informs appropriate staff of schedule updates

**Position-Specific Sample Indicators**

**Career Specialist**
- Plans and implements a balanced, comprehensive program that includes guidance curriculum, career development, responsive services, and individual planning

**Counselor and TRUST Specialist**
- Plans and implements a balanced, comprehensive program that includes guidance curriculum, responsive services, individual planning, and system support components

**Staffing Specialist**
- Reviews class size/units, FTE reports and makes recommendations to regional center instructional supervisor for Special Education (SPED)

**School Psychologist and Social Worker**
- Collaborates with school leadership to address learners’ social/emotional, behavioral, academic, and health concerns

---
DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the professional’s work. The sources of information briefly described in Table 4 were selected as a means of providing accurate feedback on professional performance.

Table 4: Data Sources for Student Services Personnel

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting for Learner/Program Progress</td>
<td>Professionals have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and learners’ ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include state and local standardized test results as well as other pertinent data sources. Professionals set goals for improving learner/program progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.</td>
</tr>
<tr>
<td>Observations</td>
<td>Observations focus directly on the seven performance standards. Observations may be conducted in either instructional or non-instructional settings, and may be scheduled or unscheduled visits.</td>
</tr>
<tr>
<td>Required Documentation</td>
<td>The Required Documentation includes specific required artifacts that provide evidence of meeting selected performance standards.</td>
</tr>
<tr>
<td>Parental Input</td>
<td>Parental input is gathered through the use of the School Climate Survey, the Educational Excellence School Advisory Council (EESAC) participation and the Open House Parent Academy Survey in schools, as applicable. Professionals show evidence of communication with parents as reflected on their communication log.</td>
</tr>
</tbody>
</table>

Each professional sets an annual goal for improving learner achievement. It is the responsibility of the professional to determine an appropriate goal and complete the goal setting form. The professional analyzes data from performance measures to set an appropriate annual goal. It is the responsibility of the assessor to review the goal using the SMART criteria (discussed on page 19) and approve the goal if it meets the SMART criteria. A form is provided in Part III (Goal Setting for Learner/Program Progress Form) for developing and assessing the annual goal. The form for Goal Setting for Learner/Program Progress incorporates the individual professional development plan as instructional personnel determine an annual goal and identify resources and strategies to address the goal. Professionals are to establish only one goal relating to their job responsibilities in this process. The goal must directly address learner achievement or program outcomes and may be measured by an appropriate assessment. For goals that directly assess...
learner achievement, appropriate measures of student learning gains differ substantially based on learner’s grade level, content area, and learner’s ability level. The graphic on this page depicts the goal setting process.

The following measurement tools may be appropriate for addressing state and school district guidelines and standards:

- criterion-referenced tests
- norm-referenced tests
- standardized achievement tests
- district interim assessments
- schoolwide reviews of test data
- authentic measures (e.g., learner portfolio, recitation).

“The assessment procedure for instructional personnel ... must be primarily based on the performance of students assigned to their classrooms or schools, as appropriate.”
Florida Statute §1012.34 (3)
Developing Goals

The goal is developed early in the school year. The goal describes observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal’s feasibility and worth. SMART stands for:

- **S**: Specific
  - The goal is focused; for example, by content area, by learners’ needs

- **M**: Measurable
  - An appropriate instrument/measure is selected to assess the goal

- **A**: Appropriate
  - The goal is within the professional’s control to effect change

- **R**: Realistic
  - The goal is feasible for the professional

- **T**: Time-bound
  - The goal is contained to a single school year

For individuals assigned to multiple worksites, the goal is submitted to the payroll location administrator. The sample guidance counselor goal in the box shows how the SMART criteria are applied. This goal is intended to serve as a model for how goals may be written.

**Sample Goal – Guidance Counselor:**

During the first three grading periods of the 2007-2008 school year, all eighth grade students will participate in an attendance incentive program. At least 90 percent of the eighth grade students with five or more absences last school year will decrease their number of absences by at least 50 percent as measured by the attendance report at the end of the third grading period.

**Specific:** The goal indicates the target students in eighth grade who will be the focus. It also indicates the program area.

**Measurable:** The school counselor utilizes daily and monthly attendance data, which will reveal the names and number of absences for each eighth grade student.

**Appropriate:** The school counselor is responsible for providing intervention strategies regarding attendance with eighth grade students.

**Realistic:** The goal is feasible for eighth grade students to decrease their absences by 50 percent from the previous school year with intervention strategies and an incentive program.

**Time-bound:** The goal focuses on the first three grading periods of the 2007-2008 school year.
Submission of the Goal Setting for Learner/Program Progress Form

Professionals complete sections I through V of the goal setting form, sign it, and submit it to their assessor for review and approval. Goals are reviewed by the assessor using the SMART criteria. Assessors approve all goals that meet the SMART criteria. If necessary, a meeting to discuss the goal may be scheduled. The goal is submitted by the date of the first student interim progress report or within the first 25 calendar days of a new teaching assignment. Professionals hired in the second grading period, after the interim reports have been issued are exempt from goal setting for the current year. In this case, the assessor must consider other measures to rate performance standard 5.

Mid-Year Review of Goal

A mid-year review of progress on the goal is held for all professionals. This review should promote discussion, collegiality, and reflection. The mid-year review is to be held after the second grading period student interim progress reports are issued (in the second grading period) and before the end of the second grading period. The mid-year review is held in a forum determined (e.g., individual, small group setting) by the assessor.

In preparation for the mid-year review discussion, the professional must review progress made toward the goal. Formal/informal data and/or a summary can be used to show progress toward the goal and effectiveness of strategies. It is not necessary to administer a formal mid-year assessment. However, if data are available then the instructional professional may report the data. Instructional personnel may decide how best to present their progress. Common ways include, but are not limited to, a reflective paragraph, data presentation in a graph or table with accompanying explanation, bulleted list, and work samples. This addresses the documentation required by section six of the Goal Setting for Learner/Program Progress form.

End-of-Year Review of Goal

Professionals assess learner/program measures for end-of-year goal progress. The end-of-year review of the goal is submitted on the Documentation Cover Sheet-Student Services Professional (discussed later in this section) as indicated in section seven of the Goal Setting Form to the assessor at least 10 calendar days prior to the summative review meeting. Accompanying data and other evidence of goal progress may be included in the summary and/or attached to the Documentation Cover Sheet. The assessor reviews the submission within the 10 day timeframe prior to the summative meeting and determines if further data is warranted. Goal attainment/progress results are indicated on the original goal setting form by the assessor.

The Observation of Standards Form-Student Services Professional (see Part III) is used to provide targeted feedback on professionals’ work relating to the performance standards. Given the complexity of the job responsibilities of student services personnel, it is likely that an assessor will be able to observe multiple
standards in a formal observation, particularly evidence of performance standards 1, 2, and 3. An assessor may make notes (evidence may be positive or negative) regarding all performance standards on the form however; the assessor may choose to defer notes to the Summative Evaluation Report and/or Documentation Cover Sheet-Assessor on some performance standards. During the post-observation meeting, the professional and the administrator will discuss the observation. No ratings are given during the post-observation meeting as assessors use multiple data sources collected throughout the year to determine ratings at the end of the school year (see Making Summative Decisions, p. 27).

Assessors are to assess the performance standards by observing program delivery and non-instructional routines at various times throughout the evaluation cycle. The standards that are not directly observed during the formal observation may be discussed during the post-observation meeting. Observations may be scheduled or unscheduled. No formal observation/evaluation shall be conducted during an employee’s first 10 days and last 10 days with student contact.

Documenting Observations

The minimum number of required observations varies by contract status (see Table 5 on the next page). The professional and the administrator will meet to discuss the observation within 10 calendar days of the observation. The assessor may ask the professionals to bring a copy of the lesson plan/planning document to the meeting. Professionals will have the right to present additional information/documents about what was observed and notations summarized on the Observation of Standards Form. Any written response(s) provided by the professional shall be attached to the form and placed in the personnel file. Professionals receive a copy of the completed form from their assessor.

In recognition of the varied job responsibilities of student services professionals, the following professional activities may be observed to complete the Observation of Standards Form, but are not limited to:

- Presentations given by the professional
- Meetings conducted by the professional
- Response to school situations
- Classroom observations
- Any function/tasks listed in the job description

A required observation is a minimum of 20 consecutive minutes. Where appropriate, the observation could last longer. The observation should cover an appropriate sample of the professional’s work. Additionally, more than the minimum number of required observations may occur as appropriate.
Table 5: Observation by Contract Status

<table>
<thead>
<tr>
<th>Contract Status</th>
<th>Required Number of Observations a Year</th>
<th>Timeframe*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Contract</td>
<td>2</td>
<td>1 per semester, concluding by the end of the third grading period</td>
</tr>
<tr>
<td>Professional Service</td>
<td>1</td>
<td>By the end of the third grading period</td>
</tr>
<tr>
<td>Contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing Contract</td>
<td>1</td>
<td>By the date of the last interim/progress report in the fourth grading period</td>
</tr>
</tbody>
</table>

*Exceptions to the timeframe may exist; refer the current Office of Professional Standards Handbook.

The purpose of the Required Documentation (see Part III) is to provide evidence of performance related to specific standards. Documentation is not required for all performance standards as other data sources may be used. The required items provide administrators with additional information they likely would not receive in an observation. Specifically, the collection of documentation provides the professional with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an administrator. The emphasis is on the quality of work, not the quantity of materials presented. Specific items are required of all professionals to be submitted and stapled to the Documentation Cover Sheet-Student Services Professional, serving as the transmittal. They are:

- Service log or program plan.
- Goal Setting for Learner/Program Progress Update – Summarize the End-of-Year Data Results on the Documentation Cover Sheet-Student Services Professional for the completion of section VII of the Goal Setting Form and attach accompanying data/evidence to the sheet.
- Communication Log – provide evidence of how the professional communicates with stakeholders. A sample form is provided in Part III. Professionals who document contacts with stakeholders (e.g., colleagues, parents/guardians, administrators) in another format (e.g., folders, electronically) should share their method and documentation in that format. Professionals do not have to use the sample communication log. The key is for the professional to provide evidence to the assessor of effective communication.
- Professional Development/Professional Growth Experiences Log – provide evidence of professional growth activities. To count as a professional development activity, Master Plan Points or credit should have been offered to the participating professional. Professionals must demonstrate that some of the professional growth experiences relate to the current work assignment/population. Additionally, professionals may provide evidence of other activities that result in professional growth. A sample form is provided in Part III. Professionals maintain their own documentation of professional growth using such items as: Center for
Professional Learning record of inservice, workshop certificates, college transcripts, conference certificates, or National Board Certification. Furthermore, the required documentation is used to organize the multiple data sources included in the summative evaluation.

The documents are submitted to the assessor 10 calendar days prior to the date of the summative evaluation meeting with the administrator. Assessors review the required documentation items and make notes on the Documentation Cover Sheet-Assessor. The assessor maintains the documentation cover sheets and returns the original documents submitted to the professional during the summative evaluation meeting.

For reasons of confidentiality, any documents that contain personal information about individuals other than the employee are to be returned to the employee upon completion of the summative evaluation review or redacted, as appropriate.

The purpose of parental input is to collect information that will help student services personnel reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the employee for professional growth and development.

Parental input is gathered through the use of the School Climate Survey, the Educational Excellence School Advisory Council (EESAC) participation and the Open House Parent Academy Survey in schools, as applicable. Professionals show evidence of communication with parents as reflected on their communication log.

Some performance standards are best documented through observation (e.g., Program Delivery); other standards may require additional documentation techniques (e.g., Learner Progress entails a review of the goal set). Therefore, multiple data sources are used.

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for student services personnel in their summative evaluation year (see Summative Performance Evaluation-Student Services Professional, Part III). Further details on the rating process are provided in subsequent sections of the handbook.

Summative evaluation meetings are to be conducted by assessors 10 calendar days prior to the last day of the students’ school year for all contract types. Table 6 (p. 26) details the timeline to be followed. As illustrated, the procedures for evaluating the performance of professionals rely on multiple data sources, including, but are not limited to, observations and goal setting.
Modifications to the evaluation schedule are made for instructional personnel in unique teaching conditions, such as semester teachers, professionals whose assignment changes, and professionals going on leave/returning from leave. Observations should be completed as close to the established timeline as possible in the event the professional is going on/returning from leave. If assessors have completed the required formal observation(s) and a professional’s work assignment changes, assessors are not required to do an additional formal observation. The following guidance is provided for special circumstances regarding the goal setting process.

- **Semester teachers** – the goal setting timeline is truncated such that teachers set their annual goals for the first semester. The teacher completes section VII of the form at the end of the semester as opposed to the end of the school year. Section VII is still submitted with the *Documentation Cover Sheet-Student Services Professional* at the end of the year for the summative review.
- **Professionals whose assignment changes** – within 25 calendar days of a new work assignment, the professional should submit a goal appropriate to the new work situation.
- **Professionals hired prior to the date of second student interim progress report** – within 25 calendar days of beginning the position, the professional should submit a goal appropriate to the work situation.

The following professionals are exempt from completing the goal setting process for the current school year.

- Professionals on an approved leave
- Professionals hired in second grading period, after the second student interim reports have been issued

Assessors will 1) mark “exempt” on the *Documentation Cover Sheet-Assessor* and 2) leave the goal setting box on the *Summative Performance Evaluation Report* blank. Assessors must then consider other measures to rate performance standard 5, as applicable to the time period that the learners have been assigned to that professional. Examples of other measures may include authentic measures, criterion or norm referenced tests, etc.
Instructional Personnel New to M-DCPS

Annual 1 Contract instructional personnel participate in a district comprehensive orientation session at the beginning of the school year; otherwise, it is the responsibility of the site administrator to provide the orientation. The orientation consists of written and oral explanations of IPEGS.

If the professional transfers within M-DCPS, the documentation is to be forwarded to the receiving school/worksite’s site administrator. At the end of an evaluation cycle, the site administrator retains the originals of the goal-setting form, documentation cover sheets, Observation of Standards Form(s)-Student Services Professional, and summative evaluation form at the school/worksite. All original attachments to the documentation cover sheet are returned to the professional at the summative meeting.

Storage of Records
- Site personnel file: goal-setting form, documentation cover sheets, Observation of Standards Form(s)-Student Services Professional and summative evaluation copy and any written response(s) provided by the professional.
- District department of Personnel Records: original Summative Performance Evaluation-Student Services Professional Form to be sent according to the District’s End of Year calendar/procedures and any written response(s) provided by the professional.
- All other original material/documentation is to be returned to the professional.

“All personnel must be fully informed of the criteria and procedures associated with the assessment process before the assessment takes place.”

Florida Statute §1012.34 (3) (b)
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Task or Document</th>
<th>Responsibility of (A) Assessor or (P) Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the date of the first student interim progress report</td>
<td>Establish and submit learner/program progress goal</td>
<td>Goal Setting for Learner/Program Progress Form</td>
<td>✓</td>
</tr>
<tr>
<td>By end of the first grading period</td>
<td>Review goals for SMART criteria</td>
<td>Goal Setting for Learner/Program Progress Form</td>
<td>✓</td>
</tr>
<tr>
<td>Timeline for semester teachers TBA</td>
<td>Establish and submit learner/program progress goal</td>
<td>Goal Setting for Learner/Program Progress Form</td>
<td>✓</td>
</tr>
<tr>
<td>Timeline for semester teachers TBA</td>
<td>Review goals for SMART criteria</td>
<td>Goal Setting for Learner/Program Progress Form</td>
<td>✓</td>
</tr>
<tr>
<td>By the end of the first grading period</td>
<td>Observation of new professionals to M-DCPS and to the school with post-observation meeting</td>
<td>Observation of Standards Form-Student Services Professional</td>
<td>✓</td>
</tr>
<tr>
<td>By the end of the second grading period</td>
<td>First observation of annual contract professionals with post-observation meeting</td>
<td>Observation of Standards Forms-Student Services Professional</td>
<td>✓</td>
</tr>
<tr>
<td>By the end of the third grading period</td>
<td>Second observation of annual contract professionals and professional service contract personnel with post-observation meeting</td>
<td>Observation of Standards Form-Student Services Professional</td>
<td>✓</td>
</tr>
<tr>
<td>After second student interim progress report and by end of the second grading period</td>
<td>Mid-year review of goal</td>
<td>Goal Setting for Learner/Program Progress Form</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Timeline for semester teachers TBA</td>
<td>Mid-year review of goal</td>
<td>Goal Setting for Learner/Program Progress Form</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>By the date of the last student interim progress report</td>
<td>Observation with post-observation meeting of Continuing Contract professionals</td>
<td>Observation of Standards Form-Student Services Professional</td>
<td>✓</td>
</tr>
<tr>
<td>At least 10 calendar days prior to summative evaluation date</td>
<td>- Submission of the Documentation Cover Sheet-Student Services Professional - Submission of end-of-year review of goal</td>
<td>Documentation Cover Sheet-Student Services Professional and related documents (e.g., Communication Log, Professional Development/Professional Growth Experiences Log, Goal Setting for Learner/Program Progress Form)</td>
<td>✓</td>
</tr>
<tr>
<td>By 10 calendar days prior to the last day of the students’ school year</td>
<td>Complete all summative evaluation meetings</td>
<td>Summative Evaluation Form and Documentation Cover Sheet-Assessor Site administrator submits the signed form to Personnel Records and Transcripts Analysis Management as indicated by the District calendar</td>
<td>✓</td>
</tr>
</tbody>
</table>
MAKING SUMMATIVE DECISIONS

Two major considerations apply when assessing job performance during summative evaluation:
1) the performance standards and
2) the documentation of the actual performance of the standards (observations, goal setting, required documentation).
The performance appraisal rubric (see Part II) provides a description of well-defined professional performance standards.

The rating scale describes four levels of how well the standards (i.e., duties) are performed on a continuum from “exemplary” to “unsatisfactory.” The use of the scale enables assessors to acknowledge student services personnel who exceed expectations (i.e., “exemplary”), note those who meet the standard (i.e., proficient), and use the two lower levels of feedback for student services personnel who do not meet expectations (i.e., “developing/needs improvement” and “unsatisfactory”).

The following sections define the four levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance. **PLEASE NOTE: Ratings are applied to individual performance standards, NOT performance indicators. Performance indicators only inform assessors as to examples of performance relevant to the standards. Further, the assessor determines the degree to which the performance standard is being performed.**

The site administrator uses four levels when assessing performance of standards (i.e., “exemplary,” “proficient,” “developing/needs improvement,” “unsatisfactory”). Table 7, page 28 offers general descriptions of those ratings.

**Who Decides on the Ratings?**

The site administrator has the ultimate responsibility for ensuring that IPEGS is executed faithfully and effectively in the school/worksites. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators, such as assistant principals, may be designated as the assessor to supervise, monitor, and assist with the multiple data source collection.
Table 7: Definitions of Terms Used in Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Performance Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>The professional performs at a level that consistently models initiative, raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the school district’s mission and goals.</td>
<td>High-quality performance: ♦ exceeds the requirements contained in the standards as expressed in the evaluation criteria ♦ consistently seeks opportunities to learn and apply new skills</td>
</tr>
<tr>
<td>Proficient</td>
<td>The professional performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the school district’s mission and goals.</td>
<td>Effective performance: ♦ meets the requirements contained in the job description as expressed in the evaluation criteria ♦ demonstrates willingness to learn and apply new skills ♦ exhibits behaviors that have a positive impact on learners and the school climate</td>
</tr>
<tr>
<td>Developing/Needs Improvement</td>
<td>The professional often performs below the established standard or in a manner that is inconsistent with the school district’s mission and goals.</td>
<td>Ineffective performance: ♦ requires support in meeting the standards ♦ results in less than quality work performance ♦ leads to areas for professional improvement being jointly identified and planned between the professional and assessor</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>The professional consistently performs below the established standard or in a manner that is inconsistent with the school district’s mission and goals.</td>
<td>Poor-quality performance: ♦ does not meet the requirements contained in the standards as expressed in the evaluation criteria ♦ may result in the employee not being recommended for continued employment</td>
</tr>
</tbody>
</table>

Performance Rubric

The performance rubric is a tool to guide the site administrators’ rating of professional performance for the summative evaluation.

A performance rubric is provided for each of the seven standards. Part II of the handbook includes rubrics related to each performance standard. The performance rubric is a behavioral summary scale that describes performance levels for each performance standard. It states the measure of performance expected of student services personnel for each standard and provides a description of what a rating entails. The rating scale is applied for the summative evaluation. Please note: The rating description for “proficient” is the actual performance standard.
Site administrators make decisions about performance of the seven performance standards based on all available evidence (see the Decision Tree on the next page). The site administrator rates a professional’s performance for the summative evaluation after collecting information through multiple data sources (e.g., observation, goal setting, required documentation, submissions by the professional and other relevant sources).

During the summative evaluation, the site administrator applies the four-level rubric to evaluate performance on all professional standards (see Summative Performance Evaluation-Student Services Professional in Part III). The results of the evaluation are discussed with the professional at a summative evaluation meeting. The performance rubrics guide assessors in assessing how well a standard is performed. They are provided to increase reliability among assessors and to help student services personnel to focus on ways to enhance their professional practice. An example of the rubric for standard 7 is found below.

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARD 7. PROFESSIONALISM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong></td>
</tr>
<tr>
<td>In addition to meeting the standard ...</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>The description is the actual performance standard.</td>
</tr>
<tr>
<td><strong>Developing/Needs Improvement</strong></td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</td>
</tr>
<tr>
<td>The student services professional often does not display professional judgment or only occasionally participates in professional growth.</td>
</tr>
<tr>
<td>The student services professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.</td>
</tr>
</tbody>
</table>
Completing the Summative Report

Prior to meeting with the professional, the assessor reviews the multiple data sources that have been collected (e.g., observation form) and submitted (e.g., items specified as required documentation). The assessor checks the appropriate boxes on the top of the form to indicate which items were reviewed. Additionally, the assessor may consider additional data sources provided by the professional. When other data sources are used, the assessor may note their use either by writing the data source in the line next to “Other” on the first page of the form and/or in the “Comments” section under a particular performance standard. During the summative meeting, the results of the evaluation are discussed with the professional.

The professional and the assessor conducting the summative meeting both sign the Summative Performance Evaluation-Student Services Professional Form to indicate that the meeting occurred. However, it is the site administrator who determines the ratings and recommends whether the professional is recommended or not recommended for continued employment by signing the form to be copied and provided to the professional. According to the established district calendar, the assessor submits the original form to Personnel Records.

DECISION TREE
(to be used in rating professional duties)

```
Does performance demonstrate proficiency?
   Yes
   Does performance exceed proficiency?
      Yes
      Exemplary
      Proficient
      Developing/Needs Improvement
   No
      No
      How far below proficiency is performance in the following areas?
         • Prevalence of weaknesses
         • Negative impact on students/school
            Often
            Consistently
      Unsatisfactory
```

Unsatisfactory
IMPROVING PROFESSIONAL PERFORMANCE

Two tools are provided in IPEGs to improve performance. The first is the *Support Dialogue*, a school/worksite-level discussion between the administrator and the professional. The second is the *Improvement Plan*, which has a more formal structure and meets the requirements of the Florida Statute related to notifying a professional of unsatisfactory performance.

The *Support Dialogue (SD)* is initiated by the professional or the assessor at any point during the school year. A professional may request a support dialogue when they would like additional support. The support dialogue is designed to facilitate discussion about identified performance standard(s) and ways to address improvement. During the SD, both parties share what each will do to support the professional’s growth.

If as a result of an observation, the professional’s performance is below proficient on one or more standard(s), the first step must be a SD held within 10 calendar days of the observation. The professional has the right to union representation. The SD process is intended to be completed within a 21 calendar day period, while the professional receives support and implements changes in his/her performance. After the 21 calendar day period has elapsed, the same assessor must observe the professional again.

<table>
<thead>
<tr>
<th>Sample Prompts for the Initial SD Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell me about your instructional setting.</td>
</tr>
<tr>
<td>2. What challenges have you encountered in addressing ______ (tell specific concern)?</td>
</tr>
<tr>
<td>3. What strategies have you tried to implement to address the concern of ______ (tell specific concern)?</td>
</tr>
<tr>
<td>4. What support can I or others provide you?</td>
</tr>
</tbody>
</table>

The assessor shares some support ideas and asks,
1. What do you think of these ideas?
2. Do you have any new suggestions for change?

Any subsequent observation to an unsatisfactory observation must start at the beginning of the class and last for the complete lesson. However, for classes extending beyond the standard elementary/secondary scheduled class/subject (e.g., block schedules, 3 hour auto mechanics, etc.), the assessor must have observed a lesson from the beginning of the class and remain for a minimum of one hour.
Step 1 to Improve Professional Performance  
AC/PSC/CC

<table>
<thead>
<tr>
<th>Purpose</th>
<th>For professionals who are in need of additional support, SD is initiated.</th>
</tr>
</thead>
</table>
| Initiator | Assessor or Professional  
Assessor must contact Regional Center and the Office of Professional Standards. |
| Documentation | Observation of Standards Form (OSF)  
° Examples/evidence  
° The SD box indicated yes.  
° The specific standards that are less than proficient must be identified. |
| Assistance | Assistance that may be offered, but is not limited to:  
° Use sample prompts for initial conversation.  
° Professional growth activities.  
° Shadowing, mentoring, peer review, and/or modeling. |
| Outcomes | • Performance improves to proficient — no additional support required or  
• Professional has demonstrated some progress and the assessor may or may not extend the time of the SD.  
• No progress or regression — the professional is placed on an Improvement Plan (IP). |

The desired outcome would be that the professional’s practice has improved. However, in the event that improvements in performance are still needed, it is the sole discretion of the assessor to extend the time of the SD. If the professional’s performance has regressed to unsatisfactory, the professional must be placed on an Improvement Plan (IP). Once placed on an IP the professional will have a 90-Calendar Day Probation to demonstrate that identified deficiencies have been corrected.

If an assessor and a professional have completed Step 1 Support Dialogue, and performance has regressed to unsatisfactory, Step 2 is initiated. Step 2 is defined when a professional’s performance is unsatisfactory in any standard and the professional is placed on a 90-Calendar Day Probation and an Improvement Plan (IP). (See Improvement Plan Form in Part III). The desired outcome of an IP is to improve the professional’s performance to a proficient level. If the professional performance does not improve to a proficient level, it may result in not being recommended for continued employment.
### Unsatisfactory Rating

<table>
<thead>
<tr>
<th>Purpose</th>
<th>For professionals whose performance is unsatisfactory on one or more performance standards an IP is initiated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator</td>
<td>Assessor(s). Contact Regional Center Office and Office of Professional Standards.</td>
</tr>
</tbody>
</table>

**Documentation**

- Minimum of two (2) Observation of Standards Forms (OSF)
- Examples/Evidence;
- The IP box indicated yes.
- The specific standards that are unsatisfactory must be identified
- Conference for the Record (CFR)-Notification and Summary;
- Improvement Plan (IP).

90-Calendar Day Probation begins (See Chart, page 36)

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Assistance may include, but is not limited to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• support from school site/ regional center and/or district curriculum specialist;</td>
</tr>
<tr>
<td></td>
<td>• continued support dialogue;</td>
</tr>
<tr>
<td></td>
<td>• peer/mentor assistance;</td>
</tr>
<tr>
<td></td>
<td>• professional development and/or other professional growth activities on specific topics; and/or</td>
</tr>
<tr>
<td></td>
<td>• Other resources to be identified.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>• Performance improves to proficient — recommended for continued employment or</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Inadequate Improvement — not recommended for continued employment.</td>
</tr>
</tbody>
</table>

An IP may be implemented at any point during the year provided that the professional has had SD a minimum of two (2) observations. It is designed to guide a professional in addressing areas of concern through targeted assistance with additional resources. If a professional’s performance is being observed by the site administrator designee, he/she consults with the site administrator on the need for an IP. The site administrator works with the site administrator designee and the professional may advance suggestions while developing the IP. The day after the IP is signed by the assessor and the professional, the official start of the 90-Calendar Day Probation begins.

Florida Statute 1012.34 provides guidance on the activities that occur in conjunction with the IP (See summary in Appendix A).

### 90-Calendar Day Probation/Improvement Plan (IP)

On the next page is a chart which delineates the procedures as a result of unsatisfactory performance on one or more standard(s) to be used for annual contract professionals subsequent to 97-calendar day initial probation. In accordance with Florida Statute §1012.33, the first 97 calendar days of initial employment constitute a probationary period during which the employee may resign without breach of contract or be dismissed without cause.
### 90-Calendar Day Probation/Improvement Plan (IP) for AC and PSC Professionals

<table>
<thead>
<tr>
<th>CONTRACT STATUS</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Contract Professional</td>
<td>Site administrator</td>
<td>If the examples/evidence of the subsequent observation conducted by the same assessor of the current school year results in unsatisfactory performance, an Observation of Standards Form (OSF) is completed and given to the professional at a Conference for the Record (CFR), which must take place within 10 calendar days excluding employee absence(s), holidays and recess. The professional has a right to union representation. In the event that a professional is absent on authorized leave in excess of 10 consecutive workdays, the 90-Calendar Day Probation is suspended until the professional returns to active duty, at which time it resumes. At the CFR, the following occurs:</td>
</tr>
<tr>
<td>or Professional Service Contract</td>
<td></td>
<td>• The site administrator and professional discuss the results of the observation in terms of all performance standards.</td>
</tr>
<tr>
<td>Professionals</td>
<td></td>
<td>• The site administrator and the professional shall sign the Observation of Standards Form (OSF) and a copy must be provided to the professional.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The site administrator issues an Improvement Plan (IP). During the development and review of the IP, the professional may advance suggestions. Any changes resulting from clarifications made at the meeting must be reflected in the completed IP.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The professional’s signature on the OSF and IP merely signifies receipt and does not necessarily indicate agreement with its contents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The site administrator advises the professional of specific support and resources in order to assist the professional to complete IP requirements, prior to the next observation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The site administrator and the professional shall discuss an approximate date for the next observation, which must be no later than 30 calendar days from the CFR.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Two (2) additional observations during the 90-Calendar Day Probation are required. After each additional observation, if deficiencies continue, a post-observation meeting must be held within 10 calendar days excluding employee absence(s) and a new IP is developed and provided to the professional. The same procedures apply to all subsequent IPs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If the 90-Calendar Day Probation cannot be completed before the end of the school year, the probation will be continued into the next year and the summative evaluation withheld until the process is concluded. In this case, the professional is ineligible for summer employment and salary increases until corrected.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prior to the site administrator making an employment recommendation, the site administrator conducts a final observation within 14 calendar days of the end of the 90-Calendar Day Probation. The recommendation must be forwarded to the superintendent, who within 14 calendar days of receipt of the site administrator’s recommendations notifies the professional of the final recommendation by certified mail. The final recommendation will be one of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) The performance deficiencies have been satisfactorily corrected: The professional is no longer on an Improvement Plan (IP)/probationary status.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) The deficiencies were not corrected: The professional is recommended for dismissal for just cause or non-renewal of contract.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professionals may use provisions specified in Article XIII, Section 6 of the M-DCPS/UTD contract to address compliance issues. At any time during the 90 calendar days, the professional may request a transfer to another appropriate position with a different site administrator. However, a transfer does not extend the period for correcting performance standard(s) deficiencies. If the professional wishes to contest the Superintendent's recommendation, the professional must, within 15 calendar days after receipt of the Superintendent's recommendation, submit a written request for a hearing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Union, upon the professional’s request, may meet with personnel from the Office of Professional Standards to review all pertinent documents and administrative actions relative to the observation(s) and IP procedures.</td>
</tr>
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</tbody>
</table>

34 October 25, 2007 Student Services Personnel Draft – Proposed Revisions
90-Calendar Day Probation

Annual Contract and Professional Service Contract

Result of Second
Unsatisfactory Observation of Standard(s)
(in the same evaluation cycle)

Site administrator's checklist to be completed within 10 Calendar Days
- Complete OSF
- Notify Regional Center and the Office of Professional Standards
- Draft IP
- Notify professional of CFR
- Conduct CFR, give copy of OSF to professional and complete IP
- Complete CFR Summary
- IP and summary given to Professional for signature
- Probation begins the day after the professional signs the IP.

90-Calendar Day Probation begins (excluding holidays and school vacations)
- Observation
- Observation
- Day 90 Probation Ends
- Post-observation meetings held to discuss OSF and IP to apprise professional of progress

Final Observation
Conducted Within 14-Calendar Days
by the Site Administrator

Site Administrator's Recommendation to Superintendent for Employment Action

Within 14 calendar days, written notification by certified mail from the Superintendent to employee indicating either:
- Deficiencies Corrected (Proficient or Above)
- Deficiencies Not Corrected
  - Summative Performance Evaluation Indicates
    NOT Recommended for Continued Employment
  - DOAH Hearing and Recommended Order
    Final Order of the Board
    Court of Appeals

Legend
OSF: Observation of Standards Form
CFR: Conference for the Record
IP: Improvement Plan
DOAH: Division of Administrative Hearings
### Improvement Plan (IP) for CC Professionals

<table>
<thead>
<tr>
<th>CONTRACT STATUS</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Contract (CC) Professionals</td>
<td>Site administrator</td>
<td>If the examples/evidence of the second observation conducted by the same assessor of the current school year results in unsatisfactory performance, an Observation of Standards Form (OSF) is completed and a Conference for the Record (CFR) must take place within 10 calendar days excluding employee absence(s), holidays and recess. The professional has a right to union representation. At that meeting, the following occurs:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The site administrator and professional discuss the results of the observation in terms of all performance standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The site administrator and the professional shall sign the Observation of Standards Form (OSF) and a copy must be provided to the professional.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The site administrator issues an Improvement Plan (IP). During the development and review of the IP, the professional may advance suggestions. Any changes resulting from clarifications made at the meeting must be reflected in the completed IP.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The professional’s signature on the OSF and IP merely signifies receipt and does not necessarily indicate agreement with its contents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The site administrator and the professional shall discuss an approximate date for the next observation, which must be no later than 30 calendar days from the CFR.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The site administrator advises the professional of various resources in order to assist the professional and to complete IP requirements, prior to the next observation.</td>
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<tr>
<td></td>
<td></td>
<td>• Take corrective action to correct deficiencies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The site administrator must conduct the first observation prior to the third quarter and a minimum of three (3) observations with examples and evidence of unsatisfactory performance standards required for the Summative Evaluation in order to not meet recommendation for continued employment. However if only two (2) observations with unsatisfactory performance standard(s) are conducted by the end of the school year, the Summative Evaluation is withheld and carried over pending completion of the observation process the following school year.</td>
</tr>
<tr>
<td>Professional</td>
<td>Site administrator</td>
<td>The “Carry Over” Process (CC Professionals)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The site administrator must conduct one (1) additional subsequent observation required to complete the process and must be conducted during the first 30 work days with student contact, excluding the first ten working days with student contact.</td>
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<tr>
<td></td>
<td></td>
<td>• Upon completion of the carry-over observation a Summative Evaluation for the previous school year is rendered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the subsequent year, the assessor must conduct two (2) observations within the first 60 work days of student contact, excluding the first 10 working days with students. Three additional (3) observations with examples and evidence of unsatisfactory performance standards are required to render a decision on an accelerated summative evaluation in order to not meet recommendation for continued employment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The site administrator must forward a recommendation to the superintendent upon completion of the summative evaluation, who within 14 calendar days of receipt of the site administrator’s recommendations notifies the employee of the final recommendation. The final recommendation will be one of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) The performance deficiencies have been satisfactorily corrected: The professional is no longer on an Improvement Plan (IP).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) The deficiencies were not corrected: The professional is recommended for dismissal for just cause or termination of contract.</td>
</tr>
</tbody>
</table>
Improvement Plan (IP) for CC Professionals continued

<table>
<thead>
<tr>
<th>CONTRACT STATUS</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>Office of Professional Standards/UTD/Professional</td>
<td>Professionals may use provisions specified in Article XIII, Section 6 of the M-DCPS/UTD contract to address compliance issues. The professional may request a transfer to another appropriate position with a different supervising administrator. However, a transfer does not extend the period for correcting performance standard(s) deficiencies. If the professional wishes to contest the Superintendent's recommendation, the professional must, within 15 calendar days after receipt of the Superintendent's recommendation, submit to the School Board clerk a written request for a hearing. The Union, upon the professional’s request, may meet with personnel from the Office of Professional Standards to review all pertinent documents and administrative actions relative to the observation(s) and IP procedures.</td>
</tr>
</tbody>
</table>

Observation Procedures – Interim Teacher Incumbents (3100s)

<table>
<thead>
<tr>
<th>EMPLOYMENT STATUS</th>
<th>ASSESSOR(S) RESPONSIBLE</th>
<th>OBSERVATION SCHEDULE</th>
</tr>
</thead>
</table>
| Interim Teacher Incumbents - 3100s     | Assessor                | • One observation, if performance standards observed during the observation are proficient or above.  
                                         |                                        | • One observation, if a performance standard observed during the observation is less than proficient; the 97 Calendar Day Initial Probation procedures apply. (See OPS manual)  
                                         |                                        | No Summative Evaluation form is completed. |
| Interim Teacher Incumbents - 3100s     | Assessor                | Teacher Observation Procedures for Annual 1 Contract professionals apply, except no Summative Performance Evaluation form is completed.  
                                         |                                        | • Two observations, when performance standards observed during both observations are proficient or above.  
                                         |                                        | • Two observations, if a performance standard observed during either observation is less than proficient; the 97 Calendar Initial Probation apply unless subsequent to the 97 day probation ending. In this case, the 90-Calendar Day Probation procedure is applicable. (See OPS manual) |
PART II
PERFORMANCE STANDARDS

Student services personnel are evaluated on the performance standards using the performance appraisal rubrics applicable to the standard on each page in this section. The performance indicators are provided as samples of activities that may address the standard.

**Performance Standard 1. Knowledge Of Learners**

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.

**Sample Performance Indicators** of student services work may include, but are not limited to:

- **Common Indicators**
  - Uses appropriate school, family, and community resources to help meet all students’ learning needs
  - Demonstrates an understanding of varying developmental stages of learners
  - Identifies various students’ learning styles and cultural and linguistic backgrounds to assist in the implementation of intervention plans
  - Uses a variety of strategies or approaches to meet the unique cultural needs of learners
  - Promotes and models respect for individual and cultural differences
  - Uses cumulative records, computerized data, and interviews with teachers, parents, and stakeholders in the learning community to determine learner needs
  - Presents concepts at different levels of complexity for learners and families of varying backgrounds and developmental stages

- **Position-Specific Sample Indicators**, but are not limited to:
  - **Career Specialist and Counselor**
    - Demonstrates an understanding of the concepts and strategies that lead to attitudes, knowledge, and interpersonal skills that help learners understand and respect themselves and others
  
  - **School Psychologist and Staffing Specialist**
    - Demonstrates awareness of the academic and behavioral functioning levels of schools, classrooms, and identified learners
School Social Worker
- Demonstrates knowledge of theories, techniques, and instruments used for socio-cultural and adaptive behavior assessment
- Involves parents to identify and address socio-cultural factors impacting achievement

Speech/Language Pathologist
- Differentiates service delivery based on information regarding the native language and ESOL levels of learners referred for services
- Participates in and contributes to the Child Study Team, School Support Team, eligibility and determination meetings, and the Individualized Education Plan (IEP) process

TRUST Specialist
- Demonstrates an understanding of the concepts and strategies that lead to the professional’s development of attitudes, knowledge, and interpersonal skills that help learners understand and respect themselves and others
- Demonstrates knowledge of current trends in violence prevention and intervention strategies, theories, and practices in preventing illegal drug use and violent behavior among youth
- Uses knowledge base for assisting learners and their parent(s)/guardian(s) in obtaining proper information for outside agency services

**PERFORMANCE APPRAISAL RUBRIC**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The professional’s work is exceptional, in addition to meeting the standard...</em></td>
<td><em>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.</em></td>
<td>The student services professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.</td>
<td>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.</td>
</tr>
</tbody>
</table>

The student services professional often addresses the needs of the target learning community in a highly effective manner.
Ratings are made at the performance standard level, NOT the performance indicator level.

**Performance Standard 2. Program Management**

The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.

**Sample Performance Indicators** of student services work may include, but are not limited to:

**Common Indicators**
- Follows local, state, and federal regulations, policies, guidelines, and procedures in providing services
- Demonstrates current knowledge of field/subject/content matter
- Organizes and maintains service log and/or program plan, accurate and up-to-date learner records, including screening, referrals, and data collection as required
- Effectively plans and manages referrals, scheduling, and caseload
- Facilitates appropriate implementation of student services program
- Identifies and manages available resources to address learner needs
- Designs interventions to address specific learner needs
- Provides and follows schedules for assigned schools and informs appropriate staff of schedule updates

**Position-Specific Sample Indicators**, but are not limited to:

**Career Specialist**
- Plans and implements a balanced, comprehensive program that includes guidance curriculum, career development, responsive services, and individual planning

**Counselor and TRUST Specialist**
- Plans and implements a balanced, comprehensive program that includes guidance curriculum, responsive services, individual planning, and system support components.

**Staffing Specialist**
- Reviews class size/units, FTE reports and makes recommendations to regional center instructional supervisor for Special Education (SPED)

**School Psychologist and Social Worker**
- Collaborates with school leadership to address learners’ social/emotional, behavioral, academic, and health concerns
**PERFORMANCE APPRAISAL RUBRIC**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The professional’s work is exceptional, in addition to meeting the standard...</em></td>
<td><em>The description is the actual performance standard.</em></td>
<td></td>
<td><em>The student services professional consistently monitors, evaluates, modifies, and/or designs program/services that impact learners.</em></td>
</tr>
<tr>
<td>The student services professional consistently monitors, evaluates, modifies, and/or designs program/services that impact learners.</td>
<td><strong>The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.</strong></td>
<td>The student services professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.</td>
<td>The student services professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.</td>
</tr>
</tbody>
</table>
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 3. PROGRAM DELIVERY**

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.

**SAMPLE PERFORMANCE INDICATORS** of student services work may include, but are not limited to:

- **Common Indicators**
  - Remains current in subject/content/field/technology and professional practices
  - Provides services in a safe and positive setting
  - Presents information and services using varied strategies to meet learner needs and diversity
  - Uses technology as appropriate to deliver services and programs (Florida Statute §1012.34(3)(a)4)
  - Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable (Florida Statute §1003.415)
  - Consults on a continual basis with administration, parents, community agencies, school and support personnel to resolve issues and/or inform on progress related to the provision of programs/services to individual learners

- **Position-Specific Sample Indicators**, but are not limited to:
  - Career Specialist
    - Presents information and services using varied strategies to meet learner needs and diversity
    - Develops, organizes, and implements the curriculum around the person/social, career, and academic domains and their goals (e.g., conflict resolution, anger management, drop-out prevention, career awareness, planning)
  - Counselor and TRUST Specialist
    - Presents information and services using varied strategies to meet learner needs and diversity
    - Conducts structured group lessons to deliver the guidance curriculum effectively
    - Uses accepted theories and effective techniques to provide individual and group developmental preventive, remedial, and/or crisis counseling
    - Develops, organizes, and implements the curriculum around the person/social, career, and academic domains and their goals (e.g., conflict resolution, anger management, drop-out prevention, career awareness, planning)
Staffing Specialist
- Presents information and services using varied strategies to meet learner needs and diversity
- Serves as the Local Education Agency (LEA) representative of the M-teams/IEP teams that determines eligibility, placement, and dismissal of special education learners
- Reviews school level compliance with IDEA, District procedures, curriculum requirements, and Special Policy and Procedures Document (SPP)

School Psychologist
- Demonstrates knowledge of psychological assessment, strategies, and interventions
- Collaborates with school staff and other service providers to reach educational decisions in the best interest of the child and to develop/implement appropriate strategies and interventions
- Provides leadership for activities related to mental health

School Social Worker
- Offers counseling and suggests strategies to meet learner needs and to support learner achievement
- Works with learners and families to change situations that negatively affect student learning
- Provides crisis management/intervention as needed

Speech/Language Pathologist
- Uses methods/techniques that are appropriate for stated speech/language objectives and are commensurate with learners’ interests and aptitudes
- Uses a variety of equipment, materials, aids, and augmentative communication devices when appropriate
- Manages group learning effectively and efficiently by maintaining appropriate discipline
- Maximizes therapy time with clear directions, efficient material distribution, and sufficient therapy activities
- Provides appropriate information on an informal or formal basis regarding speech and language development, programs and services, and program guidelines
**PERFORMANCE APPRAISAL RUBRIC**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student services professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.</td>
<td>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.</td>
<td>The student services professional often implements services ineffectively to learners and the targeted learning community consistent with established standards and guidelines.</td>
<td>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.</td>
</tr>
</tbody>
</table>

*The professional's work is exceptional, in addition to meeting the standard...*
**Performance Standard 4. Assessment**

The student services professional gathers, analyzes, and uses data to measure and guide learner or program progress and to provide timely feedback.

**Sample Performance Indicators** of student services work may include, but are not limited to:

- **Common Indicators**
  - Provides accurate feedback to learners, families, and staff on assessment results including state and local assessments
  - Uses state and local assessment data to modify strategies/interventions/services/programs
  - Demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments or records
  - Periodically assesses formally and/or informally and evaluates collection of materials and resources to ensure that the needs of learners and staff are being met

- **Position-Specific Sample Indicators**, but are not limited to:

  - **Career Specialist, Counselor, and TRUST Specialist**
    - Uses and applies appropriate technology (Florida Statute 1012.34(3)(a)4)
    - Consults with administration, staff, learners, and families to determine counseling and career guidance services and programs needed for learner achievement

  - **Staffing Specialist**
    - Collects and analyzes data related to special education, instructional programs, learner performance, and operational aspects

  - **School Psychologist**
    - Prepares comprehensive and objectively written reports that address concerns as well as educational implications
    - Uses a variety of formal and informal methods for evaluating learners

  - **School Social Worker**
    - Gathers anecdotal and statistical evidence for the completion of program objective

  - **Speech/Language Pathologist**
    - Analyzes records and test results to identify eligibility for services and prepares written reports
    - Follows established procedures for screening and testing referred learners
    - Participates in the eligibility determination and IEP meetings

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The state assessment data referenced in the performance standards refers to the “Student assessment program for public schools” Florida Statute §1008.22 may be found in Appendix.

October 25, 2007 Student Services Personnel Draft – Proposed Revisions

45
### PERFORMANCE APPRAISAL RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The professional’s work is exceptional, in addition to meeting the standard ...</strong></td>
<td><em>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.</em></td>
<td><em>The student services professional gathers, analyzes, and uses data to measure and guide learner or program progress and to provide timely feedback.</em></td>
<td><em>The student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.</em></td>
<td><em>The student services professional consistently fails to use data to measure and guide progress and to provide timely feedback.</em></td>
</tr>
</tbody>
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</tbody>
</table>
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 5. LEARNER PROGRESS**

The work of the student services professional results in acceptable measurable progress based on established standards, district goals, school goals and/or the professional’s goal.

**SAMPLE PERFORMANCE INDICATORS** of student services work may include, but are not limited to:

- **Common Indicators**
  - Demonstrates an understanding of the concepts, principles, and strategies that enable learners to achieve and be academically successful as compared to prior achievement levels
  - Uses systematic procedures to review and document learner progress including the use of state and local assessments
  - Incorporates systematic procedures to review, plan, and document activities related to learner progress
  - Works collaboratively with others to establish learner achievement or program goals
  - Demonstrates necessary evidence of learner achievement and/or program goals
  - Provides evidence of goal attainment as demonstrated by IPEGS goal setting

- **Position-Specific Sample Indicators**, but are not limited to:

  - **Career Specialist and Counselor**
    - Initiates interventions that maximize learning, identifies learning styles, teaches study skills, enhances test-taking skills, and motivates learners to learn and achieve

  - **Occupational Therapist, Physical Therapist, and Speech/Language Pathologist**
    - Reviews learners’ present levels of performance and changes activities on the basis of documented learner progress
    - Assists learners in developing skills and compensatory techniques as needed

  - **School Psychologist**
    - Assists in movement toward goal attainment of specific learners whom the school psychologist has evaluated, counseled, or provided consultative services

  - **School Social Worker and TRUST Specialist**
    - Works in conjunction with school administration and staff to reduce the number of behavior-related referrals
    - Develops and implements methods to improve school attendance
    - Addresses the social/emotional/cognitive needs of learners to improve learner academic achievement
    - Works in conjunction with school staff to facilitate the modification of specific learners’ interventions

  - **Staffing Specialist**
    - Identifies learning styles and interventions that maximize learning
<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard ...</td>
<td>The work of the student services professional results in acceptable and measurable progress based on established standards, district goals, school goals, and/or the professional’s goals.</td>
<td>The work of the student services professional results in learner or program progress but often does not meet the established standard and/or is not achieved with all populations of learners.</td>
<td>The work of the student services professional consistently fails to result in acceptable learner or program progress based on established standards, district goals, school goals, and/or the professional’s goals.</td>
</tr>
</tbody>
</table>
Ratings are made at the performance standard level, NOT the performance indicator level.

**PERFORMANCE STANDARD 6. COMMUNICATION**

The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.

**SAMPLE PERFORMANCE INDICATORS** of student services work may include, but are not limited to:

- Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS
- Actively assumes an advocacy role for learners and families
- Communicates with colleagues from other fields/content areas in the integration of services and/or instruction
- Communicates with staff, families, and community resources to support the success of a diverse learner population
- Uses technology (Florida Statute 1012.34(3)(a)4)
- Responds promptly to learner, family, and staff concerns
- Initiates and maintains communication with parents and members of the learning community regarding learner needs and progress
- Collaborates with stakeholders when appropriate; such as with students, colleagues, administrators, other school personnel, community members, and families

**PERFORMANCE APPRAISAL RUBRIC**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard ...</td>
<td>The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.</td>
<td>The student services professional often communicates ineffectively with students, staff, and/or other members of the learning community.</td>
<td>The student services professional consistently fails to communicate effectively with students, staff, and/or other members of the learning community.</td>
</tr>
<tr>
<td>The student services professional uses a variety of communication to inform, network, and/or respond to students, and other stakeholders in a highly effective manner.</td>
<td>The description is the actual performance standard.</td>
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</tr>
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</table>
Ratings are made at the performance standard level, NOT the performance indicator level.

**Performance Standard 7. Professionalism**

The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

**Sample Performance Indicators** of student services work may include, but are not limited to:

- Follows all applicable legal and procedural requirements (Family Educational Rights and Privacy Act (FERPA), Code of Ethics, State Statutes and Board Rules, etc.)
- Delivers services consistent with national and state associations’ ethical principles and professional standards of practice
- Demonstrates professional growth through participating in a meaningful and continuous process of professional development
- Mentors, trains, and/or coaches colleagues
- Maintains confidentiality in the delivery of services in accordance with professional standards and legal procedures
- Follows federal, state, and local laws, and school board rules, guidelines, and policies
- Establishes and maintains professional relationships with administrators, school staff, parents, community members, business and civic organizations
- Maintains accurate records

**Performance Appraisal Rubric**

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<tr>
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<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional’s work is exceptional, in addition to meeting the standard ...</td>
<td>The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</td>
<td>The student services professional often does not display professional judgment or only occasionally participates in professional growth.</td>
<td>The student services professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.</td>
</tr>
<tr>
<td>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.</td>
<td>The description is the actual performance standard.</td>
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<td></td>
</tr>
</tbody>
</table>
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PART III

EVALUATION FORMS

Part III contains copies of forms used during the evaluation of professionals. The assessor and the professional use the forms to provide evidence of the quality of work performed. The assessor maintains the forms and provides copies to the professional. The assessor retains originals of the completed goal setting form, documentation cover sheet, observation form(s), and summative form at the school/worksite. Appendix E is a table providing a quick reference between the required form and section of the handbook with a description for its use.

Table 10: Items Used as Evidence of Quality Work Performance

<table>
<thead>
<tr>
<th>Form</th>
<th>Documentation Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting for Learner/Program Progress Form</td>
<td>✓</td>
</tr>
<tr>
<td>Observation of Standards Form</td>
<td>✓</td>
</tr>
<tr>
<td>Documentation Cover Sheet-Student Services Professional and Artifacts (attachments)</td>
<td>✓</td>
</tr>
<tr>
<td>Documentation Cover Sheet-Assessor</td>
<td>✓</td>
</tr>
<tr>
<td>Summative Performance Evaluation-Student Services Professional</td>
<td>✓</td>
</tr>
<tr>
<td>Improvement Plan (if applicable)</td>
<td>✓</td>
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</tbody>
</table>
GOAL SETTING EXPLANATION AND FORM

Ongoing Goal Setting Dialogue Directions

<table>
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<tr>
<th>Action</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td><strong>Setting the Goal</strong></td>
<td>Assessors review the goal using the SMART criteria (see page 20). Goals meeting the SMART criteria are approved. The assessor and professional sign the form. Assessor retains the original form and a copy is given to the professional.</td>
</tr>
<tr>
<td>Professionals complete sections I through V and submit the form to their assessors by the date of 1st interim report or within 25 calendar days of assignment.</td>
<td>The assessor determines the forum for the mid-year review and notifies the professional. The professional may request an individual mid-year review</td>
</tr>
<tr>
<td><strong>Mid-year Review</strong></td>
<td>The assessor notifies the professional when the summative performance evaluation meeting will be held.</td>
</tr>
<tr>
<td><strong>End-of-Year Goal Attainment/Progress</strong></td>
<td></td>
</tr>
</tbody>
</table>

Form Completion

I. **Setting:** Describe the population and special learning circumstances.

II. **Content/Subject/Field Area:** Describe the area/topic addressed based on learner achievement/program progress, data analysis, or observational data.

III. **Baseline data:** Describe what the current data show(s).
   A. Review data sources, or if necessary, administer assessment to collect data
   B. Analyze the data
   C. Interpret the data
   D. Determine needs

October 25, 2007 Student Services Personnel Draft – Proposed Revisions
Examples of Data Sources for Learner Achievement

*Criterion- and Norm-Referenced Tests*

DIBELS (Dynamic Indicators of Basic Early Literacy Skills), for grades K – 3
District Interim Assessments in Reading, Mathematics, and Science for grades 3-11

*Other Possible External Measures*

Textbook publisher-developed assessments
District or school-developed assessments
FAR (Florida Alternative Assessment Report)
Fitnessgram Tests
District administered criterion and norm referenced tests
Learner performance in district, state, and national competitions (adjudicated)
  - Choir and band, regional and district competitions
  - Art competitions
  - Science fair
Evidence of success with student outcome measures (e.g., college admittance rates, student scholarship acquisition, dual enrollment credits acquired)
Student-related outcome measures (e.g., student attendance reports, student behavior records)
Program-related outcome measures (e.g., summer outreach, participation rate in industry-related student internships)
Individualized Education Plan (IEP) data

IV. *Goal statement:* Describe what you want learners/programs to accomplish.
   A. Select an emphasis for your goal focusing on content area and the learners’ level.
   B. Develop annual goal using SMART criterion.

V. *Means for attaining the goal:* Describe activities to accomplish the goal.
   *Mark checkboxes on the form to indicate to which items the strategies apply (i.e., Sunshine State Standards, technology, assessment, learning environment/climate, school safety, family involvement, literacy, professional development activity).*

   **Examples of Strategies for Improvement**
   - Modified teaching/work arrangement
   - Cooperative planning with master teachers, team members, department members
   - Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
   - Visits to other classrooms
   - Use of available technology
   - Use of instructional strategies (e.g., CRISS differentiation, interactive planning)
   - Focused classroom observation
   - Development of curricular supplements
   - Completion of professional development workshops, conferences, coursework
   - Co-leading; collaborative teaching

The assessor reviews sections I through V of the goal setting form.

*Both the assessor and professional sign the form next to “Initial Goal.”*
VI. **Mid-year review:** Accomplishments after the second grading period student interim progress reports are issued and before the end of the second grading period are summarized. If needed, adjustments to the professional development strategies, etc. are also noted. Instructional personnel may decide how best to present their progress. Common ways include, but are not limited to:

- a reflective paragraph
- data presentation in a graph or table with accompanying explanation
- bulleted list
- work samples

The assessor indicates that data was received in the box provided.

**Both the assessor and professional sign the form next to “Mid Year.”**

VII. **End-of-year data results:** Accomplishments at the end of the year submitted on the *Documentation Cover Sheet-Student Services Professional.* The assessor reviews the submission and indicates goal attainment/progress on the *Goal Setting for Learner/Program Progress* form and makes appropriate notes on the *Documentation Cover Sheet-Assessor.*

The assessor indicates that data was received and determines goal attainment/progress.

**Both the assessor and professional sign the form next to “End of Year.”**

The *Goal Setting for Learner/Program Progress Form* follows.
### INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM

#### GOAL SETTING FOR LEARNER/PROGRAM PROGRESS FORM

**Professional’s Name ___________________________ Employee # __________**

**Worksite _________________________ Job Title _____________ School Year ____ - ____**

*This form is a tool to assist professionals in setting a goal that results in measurable learner/program progress.*

**Directions**

- **Professionals** - When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells for sections I-V (the cells will expand to fit the text) and save your document.
- **Assessors** – Review sections I-V using the SMART criteria. Maintain original forms and provide copies to the professionals. The highlighted cells contain boxes for assessors to check after receiving additional documentation from the professional.

#### I. Setting: Describe the population and special learning circumstances.

#### II. Content/Subject/Field Area:
Describe the area/topic addressed based on learner achievement, data analysis, or observational data.

#### III. Baseline Data: Describe what the current data show(s).

- Data attached

#### IV. Goal Statement: Describe what you want learners/program to accomplish.

#### V. Means for Attaining Goal: Describe strategies to accomplish the goal.

**Strategies relate to the following (check all that apply):**

- Sunshine State Standards
- Technology
- Assessment
- Literacy
- Learning Environment/Climate
- School Safety
- Family Involvement
- Professional Development Activity

*To count as a professional development activity, master plan points/credit should have been offered.*

**Strategy** | **Measurable By** | **Target Date**
--- | --- | ---

#### VI. Mid-Year Review:

- Data Received

*The professional should bring a description of goal progress and strategy adjustments, if any to the mid-year review. The assessor attaches the documentation to the original goal setting form.*

#### VII. End-of-Year Data Results:

- Formal Data Received

*The professional should submit a summary on the Documentation Cover Sheet-Student Services Professional.*

**Progress Toward Goal:**
- yes
- no

**Goal Attainment:**
- yes
- no

The initial goal should be submitted by the date of the first interim report or within 25 calendar days of assignment.

**Signatures**

**Initial Goal:**
- Assessor __________________ Date ______
- Professional __________________ Date ______

**Mid Year:**
- Assessor __________________ Date ______
- Professional __________________ Date ______

**End of Year:**
- Assessor __________________ Date ______
- Professional __________________ Date ______
### INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
### OBSERVATION OF STANDARDS FORM-STUDENT SERVICES PROFESSIONAL

**Professional:** __________________________  **Employee No.** _________________  **Worksite:** ____________________________________________

**Contract Status:**
- [ ] Annual 1
- [ ] Annual 2
- [ ] Annual 3
- [ ] Annual ___
- [ ] Professional Service
- [ ] Continuing

**Observation:**
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6

**Interim Teacher Incumbent:**
- [ ] Yes
- [ ] No

Grade/Subject Observed: __________________________ Date: __________

Time: From ______ To ______

Assessors use this form to document the required annual formal observation of the professional. The form may also be used to document a targeted performance standard, in which case “NA” is noted for the other standards. Evidence may be positive and/or negative examples. (For further explanation in completing this form, refer to page 20 in the IPEGS Student Services Professional Handbook).

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARD</th>
<th>Description</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. KNOWLEDGE OF LEARNERS</td>
<td>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.</td>
<td>NA</td>
</tr>
<tr>
<td>2. PROGRAM MANAGEMENT</td>
<td>The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.</td>
<td>NA</td>
</tr>
<tr>
<td>3. PROGRAM DELIVERY</td>
<td>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.</td>
<td>NA</td>
</tr>
<tr>
<td>4. ASSESSMENT</td>
<td>The student services professional gathers, analyzes, and uses data to measure and guide learner or program progress, and provide timely feedback.</td>
<td>NA</td>
</tr>
<tr>
<td>5. LEARNER PROGRESS</td>
<td>The work of the student services professional results in acceptable and measurable progress based on established standards, district goals, school goals, and/or the professional’s goals.</td>
<td>NA</td>
</tr>
<tr>
<td>6. COMMUNICATION</td>
<td>The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.</td>
<td>NA</td>
</tr>
<tr>
<td>7. PROFESSIONALISM</td>
<td>The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Comments/Specific Suggestions**

---

**If applicable complete this section by marking the appropriate boxes.**

Deficiencies noted in the following performance standard(s).
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7

Assessor Action:
- [ ] Support Dialogue
- [ ] Improvement Plan

Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.

Assessor’s Signature __________________________________________ Date __________

Professional’s Signature _________________________________________ Date __________
REQUIRED DOCUMENTATION DESCRIPTION

What is “Required Documentation”?
Required documentation:
♦ is one component of a multi-source evaluation and complements the observation components of the professional evaluation system.
♦ is a packet of evidence stapled in the upper-left-hand corner and given to assessor 10 calendar days prior to the scheduled summative evaluation meeting. The Document Cover Sheet-Student Services Professional is placed on top.
♦ is limited to the required documentation listed on the cover sheet.
♦ is a work in progress; it is to be continually developed throughout the evaluation period.
♦ should be user-friendly (neat, organized).
♦ remains in your possession except when reviewed by your assessor.
♦ should be available at the summative evaluation meeting.
♦ belongs to the employee (even if the employee changes schools or leaves the school district).

For how long is documentation kept?
For the current evaluation year.

What items are required?
The cover sheet and items listed in the table below.

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Required Item at the Summative Evaluation Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of Learners</td>
<td>No documentation is required as knowledge of learners is evident during the observation and in the goal setting.</td>
</tr>
<tr>
<td>2. Program Management</td>
<td>Submit a service log or program plan (e.g., program planning).</td>
</tr>
<tr>
<td>3. Program Delivery</td>
<td>No documentation is required as program delivery is the focus of formal observation.</td>
</tr>
<tr>
<td>4. Assessment</td>
<td>No documentation is required as assessment is evident in the goal setting.</td>
</tr>
</tbody>
</table>
| 5. Learner Progress | ♦ Goal Setting for Learner/Program Progress Update  
♦ A summary of the goal progress is written on the cover sheet.  
♦ Accompanying data and other evidence of goal progress may be included in the summary and/or attached to the Documentation Cover Sheet-Student Services Professional.  

Student Services Professionals have the option of submitting a sample product. |
| 6. Communication | Communication Log – sample form provided (e.g., student services personnel may print records or provide their own documentation). |
| 7. Professionalism | Professional Development/Professional Growth Experiences Log – sample form provided (e.g., Center for Professional Learning record of inservice, professional development, workshop certificates, college transcripts, conferences, National Board Certification). |
DOCUMENTATION COVER SHEET
STUDENT SERVICES PROFESSIONAL

Professional’s Name____________________________ Employee Number________________

Assessor’s Name ______________________________________ School Year______________

Professional Directions: Place required items in order behind this cover sheet and staple in the upper left hand corner. Submit the packet to your administrator 10 calendar days before the summative evaluation meeting.

Check if submitted

<table>
<thead>
<tr>
<th>Required Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Service log or program plan (e.g., program planning)</td>
</tr>
<tr>
<td>☐ Sample product <em>(optional)</em></td>
</tr>
<tr>
<td>☐ Goal Setting for Learner/Program Progress</td>
</tr>
<tr>
<td>Summarize the End-of-Year Data Results here, for the completion of section VII of the Goal Setting Form. Accompanying data and other evidence of goal progress may be included in the summary and/or attached.</td>
</tr>
</tbody>
</table>

☐ Data Attached

Communication Log
Provide evidence of how the professional communicates with stakeholders.

Professional Development/Professional Growth Experiences Log Record
Provide evidence of the successful completion of professional development that result in the accumulation of Master Plan Points during the evaluation year. Additionally, professionals may provide evidence of other professional growth experiences.
DOCUMENTATION COVER SHEET-ASSESSOR

Professional’s Name ___________________________ Employee Number ______________

Assessor’s Name _________________________________ School Year ______________

Assessor Directions: Review the materials stapled to the Documentation Cover Sheet-Student Services Professional. Check off that each required item is present and make evaluative notes relating to submitted documentation on the Documentation Cover Sheet-Assessor. Print the Documentation Cover Sheet-Assessor, sign the cover sheet, and attach it to the top of the professional’s packet.

Required Item

☐ Service log or program plan (e.g., program planning)
  Evaluative Notes

☐ Sample product (optional)
  Evaluative Notes

☐ Goal Setting for Learner/Program Progress End-of-Year Summary
  Data submitted
  Professional exempt from goal setting due to: ☐ date hired* ☐ approved leave
  Evaluative Notes

☐ Communication Log
  Evaluative Notes

☐ Professional Development/Professional Growth Experiences Log Record
  Evaluative Notes

Reviewed by:
Administrator’s Signature ______________________________________ Date ___________

* Professionals hired in second grading period, after the interim reports have been issued are exempt from goal setting for the current year.
# Sample Communication Log

Professional’s Name____________________________________________ School Year ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Person</th>
<th>Purpose</th>
<th>Mode</th>
<th>Notes</th>
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*Documentation should be maintained by the professional of communication with stakeholders (e.g., families, staff, faculty, students).*

October 25, 2007 Student Services Personnel Draft – Proposed Revisions

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<th>Professional Development Activity or Professional Growth Experience</th>
<th>Date</th>
<th>Location</th>
<th>Evidence of Satisfactory Completion Received</th>
<th>Grade/MPP’s Certificate</th>
<th>NA (professional growth)</th>
<th>Other</th>
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* Documentation should be maintained by the professional.
**Miami-Dade County Public Schools**

**INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM**

**SUMMATIVE PERFORMANCE EVALUATION-STUDENT SERVICES PROFESSIONAL**

<table>
<thead>
<tr>
<th>Professional ______________________________</th>
<th>Employee Number ____________________________</th>
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<tr>
<td>School/Worksite __________________________</td>
<td>School Year _______ Current Assignment______</td>
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<td>Area(s) of Certification ___________________</td>
<td>Date(s) of Observation______________________</td>
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<td>Contract Status: □ Annual 1 □ Annual 2 □ Annual 3 □ Annual □ Professional □ Continuing Contract</td>
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**Documentation Reviewed:** □ Required Documentation □ Goal Setting □ Observation □ Other __________________________

**Directions**

Assessors use this form at the end of the school year to provide the professional with an assessment of performance. The actual performance standard appears in bold on the rubric. The professional should receive a copy of the form. The signed form is submitted to the district office within 10 calendar days of the summative evaluation meeting.

**PERFORMANCE STANDARD 1. KNOWLEDGE OF LEARNERS**

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<th>Proficient</th>
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**Comments**

**PERFORMANCE STANDARD 2. PROGRAM MANAGEMENT**

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October 25, 2007 Student Services Personnel Draft – Proposed Revisions
### PERFORMANCE STANDARD 3. PROGRAM DELIVERY

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<tr>
<td>The student services professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.</td>
<td>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.</td>
<td>The student services professional often implements services ineffectively to learners and the targeted learning community consistent with established standards and guidelines.</td>
<td>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.</td>
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### PERFORMANCE STANDARD 4. ASSESSMENT

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<td>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.</td>
<td>The student services professional gathers, analyzes, and uses data to measure and guide learner or program progress and to provide timely feedback.</td>
<td>The student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.</td>
<td>The student services professional consistently fails to use data to measure and guide progress and to provide timely feedback.</td>
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### PERFORMANCE STANDARD 5. LEARNER PROGRESS

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<td>The work of the student services professional consistently results in a high level of learner or program progress.</td>
<td>The work of the student services professional results in acceptable and measurable progress based on established standards, district goals, school goals, and/or the professional’s goals.</td>
<td>The work of the student services professional results in learner or program progress but often does not meet the established standard and/or is not achieved with all populations of learners.</td>
<td>The work of the student services professional consistently fails to result in acceptable learner or program progress based on established standards, district goals, school goals, and/or the professional’s goals.</td>
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**Comments**
**PERFORMANCE STANDARD 6. COMMUNICATION**

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<td>The student services professional often designs or implements model communication programs, services, or techniques that result in improved collaboration with others to enhance learning.</td>
<td>The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for students.</td>
<td>The student services professional often communicates ineffectively with students, staff, and/or other members of the learning community.</td>
<td>The student services professional consistently fails to communicate effectively with students, staff, and/or other members of the learning community.</td>
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**PERFORMANCE STANDARD 7. PROFESSIONALISM**

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<td>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.</td>
<td>The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</td>
<td>The student services professional often does not display professional judgment or only occasionally participates in professional growth.</td>
<td>The student services professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.</td>
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**Signatures of Record**

Assessor’s Signature/Date  
*This signature may not be applicable.*

Professional’s Signature/Date  
*Signature denotes the meeting occurred.*

**Recommendation by the Site Administrator**

☐ Recommended  
☐ 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 when the form is submitted to the District.

Pursuant to Florida Statute 1012.31 (3) (a) 2: An employee evaluation “shall be confidential … until the end of the school year immediately following the school year in which the evaluation was made.”

October 25, 2007 Student Services Personnel Draft – Proposed Revisions
INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM
IPEGS

IMPROVEMENT PLAN (IP)

Professional ________________________________  Employee Number _______________________

*Signature _________________________________  Date ________________________________

Grade Observed ______________________________ Subject Observed ________________________ Work Location Name ________________________ Contract Status AC___ PSC _____ CC_____

Date of Observation __________________________ Observation 1 __ 2 __ 3 __ 4 __ 5 ___

Deficient Performance Standard(s):

1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 ___

Site Administrator ______________________________ Title ________________________________

Signature ________________________________  Date ________________________________

*Professional’s signature merely signifies receipt and does not necessarily indicate agreement with its contents.

This section may be completed during the post observation meeting subsequent to the issuance of the above IP.

IP Review:

☐ Activities completed by due date
☐ Activities not completed by the due date
☐ Other ______________________________

IP Review Date ______________________________

It is recommended that:

☐ The professional is no longer on an IP. The performance deficiencies have been satisfactorily corrected.

☐ The professional is issued a new IP. The performance deficiencies were not corrected.

☐ The professional is recommended for non renewal/dismissal. The performance deficiencies were not corrected.

Site Administrator Signature ______________________________

*Professional’s signature merely signifies receipt and does not necessarily indicate agreement with its contents.
### INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM (IPEGs) IMPROVEMENT PLAN (IP)

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Provide the performance standard that is the focus of the IP

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Appendix A

From the Florida Statute 1012.34 (3)(d) Assessment procedures and criteria.

(1) For the purpose of improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for assessing the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The Department of Education must approve each district's instructional personnel assessment system.

(2) The following conditions must be considered in the design of the district's instructional personnel assessment system:

(a) The system must be designed to support district and school level improvement plans.

(b) The system must provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel.

(c) The system must include a mechanism to give parents an opportunity to provide input into employee performance assessments when appropriate.

(d) In addition to addressing generic teaching competencies, districts must determine those teaching fields for which special procedures and criteria will be developed.

(e) Each district school board may establish a peer assistance process. The plan may provide a mechanism for assistance of persons who are placed on performance probation as well as offer assistance to other employees who request it.

(f) The district school board shall provide training programs that are based upon guidelines provided by the Department of Education to ensure that all individuals with evaluation responsibilities understand the proper use of the assessment criteria and procedures.

(3) The assessment procedure for instructional personnel and school administrators must be primarily based on the performance of students assigned to their classrooms or schools, as appropriate. Pursuant to this section, a school district's performance assessment is not limited to basing unsatisfactory performance of instructional personnel and school administrators upon student performance, but may include other criteria approved to assess instructional personnel and school administrators' performance, or any combination of student performance and other approved criteria. The procedures must comply with, but are not limited to, the following requirements:

(a) An assessment must be conducted for each employee at least once a year. The assessment must be based upon sound educational principles and contemporary research in effective educational practices. The assessment must primarily use data and indicators of improvement in student performance assessed annually as specified in s. 1008.22 and may consider results of peer reviews in evaluating the employee's performance. Student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade
levels not measured by the state assessment program. The assessment criteria must include, but are not limited to, indicators that relate to the following:

1. Performance of students.

2. Ability to maintain appropriate discipline.

3. Knowledge of subject matter. The district school board shall make special provisions for evaluating teachers who are assigned to teach out-of-field.

4. Ability to plan and deliver instruction and the use of technology in the classroom.

5. Ability to evaluate instructional needs.

6. Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement.

7. Other professional competencies, responsibilities, and requirements as established by rules of the State Board of Education and policies of the district school board.

(b) All personnel must be fully informed of the criteria and procedures associated with the assessment process before the assessment takes place.

(c) The individual responsible for supervising the employee must assess the employee's performance. The evaluator must submit a written report of the assessment to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the assessment takes place. The evaluator must discuss the written report of assessment with the employee. The employee shall have the right to initiate a written response to the assessment, and the response shall become a permanent attachment to his or her personnel file.

(d) If an employee is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

1. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

2. a. If the employee holds a professional service contract as provided in s. 1012.33, the employee shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and appraised of progress achieved and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a

October 25, 2007 Student Services Personnel Draft – Proposed Revisions
69
different supervising administrator; however, a transfer does not extend the period for correcting performance deficiencies.

b. Within 14 days after the close of the 90 calendar days, the evaluator must assess whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator's recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent's recommendation, the employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a hearing. The hearing shall be conducted at the district school board's election in accordance with one of the following procedures:

(I) A direct hearing conducted by the district school board within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with the provisions of ss. 120.569 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school superintendent's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or

(II) A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services. The hearing shall be conducted within 60 days after receipt of the written appeal in accordance with chapter 120. The recommendation of the administrative law judge shall be made to the district school board. A majority vote of the membership of the district school board shall be required to sustain or change the administrative law judge's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

(4) The district school superintendent shall notify the department of any instructional personnel who receive two consecutive unsatisfactory evaluations and who have been given written notice by the district that their employment is being terminated or is not being renewed or that the district school board intends to terminate, or not renew, their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to s. 1012.795(1)(b).

(5) The district school superintendent shall develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The use of the assessment and evaluation procedures shall be considered as part of the annual assessment of the administrator's performance. The system must include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

(6) Nothing in this section shall be construed to grant a probationary employee a right to continued employment beyond the term of his or her contract.
(7) The district school board shall establish a procedure annually reviewing instructional personnel assessment systems to determine compliance with this section. All substantial revisions to an approved system must be reviewed and approved by the district school board before being used to assess instructional personnel. Upon request by a school district, the department shall provide assistance in developing, improving, or reviewing an assessment system.

(8) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54, that establish uniform guidelines for the submission, review, and approval of district procedures for the annual assessment of instructional personnel and that include criteria for evaluating professional performance.
Appendix B

Climate Survey Information

M-DCPS uses three climate surveys to solicit feedback from learners, parents, and staff. Due to the file size of the surveys and concern about download time of the IPEGS handbook, the actual surveys appear as a separate pdf on the M-DCPS IPEGS website.

All three surveys request demographic information. Respondents read a phrase and indicate their level of agreement (i.e. strongly agree, agree, undecided/unknown, disagree, strongly disagree). The last question on each form asks the respondent to give the school a letter grade (i.e., A, B, C, D, F) for the overall quality of the school. Below are sample questions from each survey. The actual item number from the sample survey precedes each statement.

School Climate Survey – Student Form (27 items)

1. I feel safe in my school.
2. My school building is kept clean and in good condition.

My teachers:
11. …make me want to learn.
12. …know a lot about the subjects they teach.

School Climate Survey – Parent Form (35 items)

My child’s school:
1. …is safe and secure
2. …is kept clean and in good condition.

My child’s teachers:
9. …are friendly and easy to talk to.
15. …do their best to include me in matters directly affecting my child’s progress in school.

School Climate Survey – Staff Form (21 numbered items with some items containing multiple statements)

7. At this school…
   I feel safe and secure.
   personnel work together as a team.
8. The principal at this school…
   is an effective administrator
   responds in a reasonable time to my concerns.
9. My ability to do the best possible job at this school is limited by…
   too many students in each class.
   Lack of concern/support from parents.
Appendix C

From the Florida Statute-1003.4156. General requirements for middle grades promotion

(1) Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that:

(a) The student must successfully complete academic courses as follows:

1. Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.

2. Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit.

3. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.

4. Three middle school or higher courses in science.

5. One course in career and education planning to be completed in 7th or 8th grade. The course may be taught by any member of the instructional staff; must include career exploration using CHOICES for the 21st Century or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. Each student shall complete an electronic personal education plan that must be signed by the student; the student's instructor, guidance counselor, or academic advisor; and the student's parent. By January 1, 2007, the Department of Education shall develop course frameworks and professional development materials for the career exploration and education planning course. The course may be implemented as a stand-alone course or integrated into another course or courses. The Commissioner of Education shall collect longitudinal high school course enrollment data by student ethnicity in order to analyze course-taking patterns.

(b) For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(8).

(c) For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

(2) Students in grade 6, grade 7, or grade 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

(3) The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this section and may enforce the provisions of this section pursuant to s. 1008.32.
Florida Statute 1008.22 Student assessment program for public schools.

(1) PURPOSE.--The primary purposes of the student assessment program are to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

(a) Assess the annual learning gains of each student toward achieving the Sunshine State Standards appropriate for the student's grade level.

(b) Provide data for making decisions regarding school accountability and recognition.

(c) Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard high school diploma.

(d) Assess how well educational goals and performance standards are met at the school, district, and state levels.

(e) Provide information to aid in the evaluation and development of educational programs and policies.

(f) Provide information on the performance of Florida students compared with others across the United States.

(2) NATIONAL EDUCATION COMPARISONS.--It is Florida's intent to participate in the measurement of national educational goals. The Commissioner of Education shall direct Florida school districts to participate in the administration of the National Assessment of Educational Progress, or a similar national assessment program, both for the national sample and for any state-by-state comparison programs which may be initiated. Such assessments must be conducted using the data collection procedures, the student surveys, the educator surveys, and other instruments included in the National Assessment of Educational Progress or similar program being administered in Florida. The results of these assessments shall be included in the annual report of the Commissioner of Education specified in this section. The administration of the National Assessment of Educational Progress or similar program shall be in addition to and separate from the administration of the statewide assessment program.

(3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall design and implement a statewide program of educational assessment that provides information for the improvement of the operation and management of the public schools, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs. The commissioner may enter into contracts for the continued administration of the assessment, testing, and evaluation programs authorized and funded by the Legislature. Contracts may be initiated in 1 fiscal year and continue into the next and may be paid from the appropriations of either or both fiscal years. The commissioner is authorized to negotiate for the sale or lease of tests, scoring protocols, test scoring services, and related materials developed pursuant to law. Pursuant to the statewide assessment program, the commissioner shall:
(a) Submit to the State Board of Education a list that specifies student skills and competencies to which the goals for education specified in the state plan apply, including, but not limited to, reading, writing, science, and mathematics. The skills and competencies must include problem-solving and higher-order skills as appropriate and shall be known as the Sunshine State Standards as defined in s. 1000.21. The commissioner shall select such skills and competencies after receiving recommendations from educators, citizens, and members of the business community. The commissioner shall submit to the State Board of Education revisions to the list of student skills and competencies in order to maintain continuous progress toward improvements in student proficiency.

(b) Develop and implement a uniform system of indicators to describe the performance of public school students and the characteristics of the public school districts and the public schools. These indicators must include, without limitation, information gathered by the comprehensive management information system created pursuant to s. 1008.385 and student achievement information obtained pursuant to this section.

(c) Develop and implement a student achievement testing program known as the Florida Comprehensive Assessment Test (FCAT) as part of the statewide assessment program, to be administered annually in grades 3 through 10 to measure reading, writing, science, and mathematics. Other content areas may be included as directed by the commissioner. The testing program must be designed so that:

1. The tests measure student skills and competencies adopted by the State Board of Education as specified in paragraph (a). The tests must measure and report student proficiency levels in reading, writing, mathematics, and science. The commissioner shall provide for the tests to be developed or obtained, as appropriate, through contracts and project agreements with private vendors, public vendors, public agencies, postsecondary educational institutions, or school districts. The commissioner shall obtain input with respect to the design and implementation of the testing program from state educators and the public.

2. The testing program will include a combination of norm-referenced and criterion-referenced tests and include, to the extent determined by the commissioner, questions that require the student to produce information or perform tasks in such a way that the skills and competencies he or she uses can be measured.

3. Each testing program, whether at the elementary, middle, or high school level, includes a test of writing in which students are required to produce writings that are then scored by appropriate methods.

4. A score is designated for each subject area tested, below which score a student's performance is deemed inadequate. The school districts shall provide appropriate remedial instruction to students who score below these levels.

5. Except as provided in s. 1003.43(11)(b), students must earn a passing score on the grade 10 assessment test described in this paragraph or on an alternate assessment as described in subsection (9) in reading, writing, and mathematics to qualify for a regular high school diploma. The State Board of Education shall designate a passing score for each part of the grade 10 assessment test. In establishing passing scores, the state board shall consider any possible negative impact of the test on minority students. All students who took the grade 10 FCAT during the 2000-2001 school year shall be required to earn the passing scores in reading and
mathematics established by the State Board of Education for the March 2001 test administration. Such students who did not earn the established passing scores and must repeat the grade 10 FCAT are required to earn the passing scores established for the March 2001 test administration. All students who take the grade 10 FCAT for the first time in March 2002 shall be required to earn the passing scores in reading and mathematics established by the State Board of Education for the March 2002 test administration. The State Board of Education shall adopt rules which specify the passing scores for the grade 10 FCAT. Any such rules, which have the effect of raising the required passing scores, shall only apply to students taking the grade 10 FCAT for the first time after such rules are adopted by the State Board of Education.

6. Participation in the testing program is mandatory for all students attending public school, including students served in Department of Juvenile Justice programs, except as otherwise prescribed by the commissioner. If a student does not participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, the district must notify the student's parent of the implications of such instructional modifications. A parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations. The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of test accommodations and modifications of procedures as necessary for students in exceptional education programs and for students who have limited English proficiency. Accommodations that negate the validity of a statewide assessment are not allowable.

7. A student seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.

8. District school boards must provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. If a student is provided with accommodations or modifications that are not allowable in the statewide assessment program, as described in the test manuals, the district must inform the parent in writing and must provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math. The commissioner shall conduct studies as necessary to verify that the required skills and competencies are part of the district instructional programs.

9. The Department of Education must develop, or select, and implement a common battery of assessment tools that will be used in all juvenile justice programs in the state. These tools must accurately measure the skills and competencies established in the Florida Sunshine State Standards.

The commissioner may design and implement student testing programs, for any grade level and subject area, necessary to effectively monitor educational achievement in the state.

(d) Conduct ongoing research to develop improved methods of assessing student performance, including, without limitation, the use of technology to administer tests, score, or report the results of, the use of electronic transfer of data, the development of work-product assessments, and the development of process assessments.
(e) Conduct ongoing research and analysis of student achievement data, including, without limitation, monitoring trends in student achievement, identifying school programs that are successful, and analyzing correlates of school achievement.

(f) Provide technical assistance to school districts in the implementation of state and district testing programs and the use of the data produced pursuant to such programs.

(4) DISTRICT TESTING PROGRAMS.--Each district school board shall periodically assess student performance and achievement within each school of the district. The assessment programs must be based upon local goals and objectives that are compatible with the state plan for education and that supplement the skills and competencies adopted by the State Board of Education. All school districts must participate in the statewide assessment program designed to measure annual student learning and school performance. All district school boards shall report assessment results as required by the state management information system.

(5) SCHOOL TESTING PROGRAMS.--Each public school shall participate in the statewide assessment program, unless specifically exempted by state board rule based on serving a specialized population for which standardized testing is not appropriate. Student performance data shall be analyzed and reported to parents, the community, and the state. Student performance data shall be used in developing objectives of the school improvement plan, evaluation of instructional personnel, evaluation of administrative personnel, assignment of staff, allocation of resources, acquisition of instructional materials and technology, performance-based budgeting, and promotion and assignment of students into educational programs. The analysis of student performance data also must identify strengths and needs in the educational program and trends over time. The analysis must be used in conjunction with the budgetary planning processes developed pursuant to s. 1008.385 and the development of the programs of remediation.

(6) REQUIRED ANALYSES.--The commissioner shall provide, at a minimum, for the following analyses of data produced by the student achievement testing program:

(a) The statistical system for the annual assessments shall use measures of student learning, such as the FCAT, to determine teacher, school, and school district statistical distributions, which shall be determined using available data from the FCAT, and other data collection as deemed appropriate by the Department of Education, to measure the differences in student prior year achievement compared to the current year achievement for the purposes of accountability and recognition.

(b) The statistical system shall provide the best estimates of teacher, school, and school district effects on student progress. The approach used by the department shall be approved by the commissioner before implementation.

(c) The annual testing program shall be administered to provide for valid statewide comparisons of learning gains to be made for purposes of accountability and recognition. The commissioner shall establish a schedule for the administration of the statewide assessments. In establishing such schedule, the commissioner is charged with the duty to accomplish the latest possible administration of the statewide assessments and the earliest possible provision of the results to the school districts feasible within available technology and specific appropriation. District school boards shall not establish school calendars that jeopardize or limit the valid testing and comparison of student learning gains.

October 25, 2007 Student Services Personnel Draft – Proposed Revisions 77
(7) LOCAL ASSESSMENTS.--Measurement of the learning gains of students in all subjects and grade levels other than subjects and grade levels required for the state student achievement testing program is the responsibility of the school districts.

(8) APPLICABILITY OF TESTING STANDARDS.--A student must meet the testing requirements for high school graduation that were in effect at the time the student entered 9th grade, provided the student's enrollment was continuous.

(9) EQUIVALENCIES FOR STANDARDIZED TESTS.--

(a) The Commissioner of Education shall approve the use of the SAT and ACT tests as alternative assessments to the grade 10 FCAT for the 2003-2004 school year. Students who attain scores on the SAT or ACT which equate to the passing scores on the grade 10 FCAT for purposes of high school graduation shall satisfy the assessment requirement for a standard high school diploma as provided in s. 1003.429(6)(a) or s. 1003.43(5)(a) for the 2003-2004 school year if the students meet the requirement in paragraph (b).

(b) A student shall be required to take the grade 10 FCAT a total of three times without earning a passing score in order to use the scores on an alternative assessment pursuant to paragraph (a). This requirement shall not apply to a student who is a new student to the public school system in grade 12.

(10) RULES.--The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this section.

Appendix E

IPEGS QUICK REFERENCE

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<th>Explanation</th>
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*The assessor is responsible for making copies.

** Assessor is the term being used for the administrator who is responsible for facilitating the IPEGS process.
## IPEGS Quick Reference

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<td>• Completes the Documentation</td>
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<td>Cover Sheet – Assessor</td>
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<td>• Provides feedback to professional</td>
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<td>Summative Report</td>
<td>27-30</td>
<td>63-65</td>
<td>Assessor</td>
<td>Professional</td>
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<td>Professional</td>
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<td>• Participates in meeting</td>
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<td>• Signs form</td>
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<td>Assessor</td>
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<td>• Evaluates the professional and determines ratings</td>
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<td>• Makes recommendation for employment</td>
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<td>• Schedules and conducts the meeting</td>
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<td>• Signs form</td>
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<td>• Submits form to district office</td>
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*The assessor is responsible for making copies.
References


