

MEMORANDUM

TO: Elementary School

FROM:

SUBJECT: SUMMARY OF CONFERENCE-FOR-THE-RECORD

A conference-for-the-record was held with you in my office on Thursday, November 14, 2013, at 12:45 p.m. Present at the conference were , Assistant Principal, , UTD Representative, , UTD Steward and this administrator.

The purpose of this conference was to recount the procedures relating to the 90-Calendar Day Performance Probation. A formal observation was conducted on September 18, 2013, and revealed below proficient performance on one or more standard(s). These standards were reviewed with you on September 27, 2013, in a post observation meeting, and Support Dialogue was initiated. At that meeting, you were advised that you would again be formally observed at a later date.

Subsequent to the initial observation, a second observation was conducted on October 28, 2013, which identified below proficient performance on one or more IPEGS standard(s) as follows: Standard 2- Knowledge of Learners, Standard 3-Instructional Planning, Standard 4-Instructional Delivery and Engagement, and Standard 8-Learning Environment. At this scheduled conference for the record, your input was solicited, resulting in the attached Improvement Plan (IP). It is your professional responsibility to complete the requirements of the IP within the noted timelines.

You were reminded that the 90-Calendar Day Probation period commences the day after the receipt of the written IP as evidenced by your signature and date.

Subsequent to the conclusion of the 90-Calendar Day Performance Probation, a determination will be made as to whether performance deficiencies have been satisfactorily corrected within the probation period. A recommendation by the principal will be made to the Superintendent that may lead to termination of your employment contract as stipulated in Chapter 1012.33, Florida Statute.

You were apprised of your right to clarify or explain any information in this conference by this summary.

cc:

I AM IN RECEIPT OF THIS MEMORANDUM

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

# INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM IPEGS

## IMPROVEMENT PLAN (IP)

Professional: \_\_\_\_\_ Employee Number: \_\_\_\_\_ Date: \_\_\_\_\_

Work Location Name and Number: \_\_\_\_\_ Elementary \_\_\_\_\_ Probationary  AC  PSC  CC  Other \_\_\_\_\_

Grade Observed: \_\_\_\_\_ Subject Observed: Mathematics

Date of Observation(s): 1 \_\_\_\_\_ 2  3  4  5  \* 2  3  4  5

Deficient Performance Standard(s): 1 \_\_\_\_\_ 2  3  4  5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8  Date of Post-Observation Meeting(s): 09/27/13, 11/14/13

Assessor: \_\_\_\_\_ Title: \_\_\_\_\_

Site Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

<p>IP Review:</p> <p><input type="checkbox"/> Activities completed by due date</p> <p><input type="checkbox"/> Activities not completed by due date</p> <p><input type="checkbox"/> Other _____</p> <p>IP Review Date: _____</p> <p>IP Status/Outcome: <input type="checkbox"/> Remediated <input type="checkbox"/> Not Remediated</p>	<p>IP Phase (Approximately): <input type="checkbox"/> 30 Days <input type="checkbox"/> 60 Days <input checked="" type="checkbox"/> 90 Days</p> <p>It is recommended that:</p> <p><input type="checkbox"/> The professional is no longer on an IP. The performance deficiencies have been corrected.</p> <p><input type="checkbox"/> The professional is issued a revised/new IP. The performance deficiencies were not corrected.</p>
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\* Indicates Support Dialogue was completed.

**INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM (IPEGS) IMPROVEMENT PLAN (IP)**

Professional \_\_\_\_\_ Employee # \_\_\_\_\_ Date \_\_\_\_\_

**Performance Standard 2 :** Knowledge of Learners \_\_\_\_\_ is the focus of this IP (*Only one performance standard per form*): The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

**Deficiency(s) Observed:**  
 The professional's teaching methods did not accommodate the range of individual differences among SPED students. Professional failed to demonstrate different strategies when solving division problems. The professional conducted a small group instruction with four students, involving division using repeated subtraction. Three of the four students were off task and discussing football. One learner had his head down and was not engaged in lesson. The teacher did not challenge her students by utilizing differentiated activities to engage all learners or meet students' varying instructional levels.

**Resource(s):** \_\_\_\_\_, Assistant Principal; \_\_\_\_\_, Reading Coach

**Activity(s)/Responsible Party(s):**  
 The Reading Coach will implement the coaching cycle and model instructional strategies to assist with addressing individual needs of the learners. The Reading Coach will also assist in developing strategies and activities that address students' varying learning styles. The professional will utilize explicit instruction by introducing a lesson, modeling the lesson, and providing guided and independent practice.

**Date Due:** 12/20/13

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*Professional's signature signifies receipt of this form and does not necessarily indicate agreement with its contents.

**INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM (IPEGS) IMPROVEMENT PLAN (IP)**

Professional \_\_\_\_\_ Employee # \_\_\_\_\_ Date \_\_\_\_\_

**Performance Standard 3** : Instructional Planning \_\_\_\_\_ is the focus of this IP (*Only one performance standard per form*): The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

**Deficiency(s) Observed:**  
 The professional used appropriate curricula and developed lesson plans, however instruction was not aligned with learning activities. Lesson plan indicated the following: professional will demonstrate lesson activity by using page 236 #8 for word problem and page 235 #1 for computation; professional will model and supervise students copying modeled example using page 236 #9-10 for word problem and page 235 #6 for computation; professional will supervise and provide feedback on students execution of modeled example in collaborative groups using page 236 #11-12 for word problem and page 235 #7 for computation; professional will complete lesson activity individually for evaluation using page 236 #13 for word problem and page 235 #2,3, 4, 5 for computation; students will respond to the essential question in journals. The professional's entire lesson was taught on page 253 lesson 5.

**Resource(s):** \_\_\_\_\_, Assistant Principal, \_\_\_\_\_, Math Coach, and/or \_\_\_\_\_, Math Curriculum Support Specialist

**Activity(s)/Responsible Party(s):**  
 The professional will benefit from meeting weekly with the Math Coach and the Math Curriculum Support Specialist to develop lesson plans. The professional will provide lesson plans to Assistant Principal every Friday beginning on 11/22/13, 11/27/13, 12/6/13, and 12/13/13.

**Date Due:** 12/20/13

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 \*Professional's signature signifies receipt of this form and does not necessarily indicate agreement with its contents.

### INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM (IPEGS) IMPROVEMENT PLAN (IP)

Professional \_\_\_\_\_ Employee # \_\_\_\_\_ Date \_\_\_\_\_

**Performance Standard 4 :** Instruc. Delivery & Engagemt is the focus of this IP (*Only one performance standard per form*). The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

**Deficiency(s) Observed:**  
 The professional did not set purpose for learning at the start of the math block and failed to demonstrate accurate content knowledge and address learners' needs through a variety of instructional strategies. For example, at 8:40 a.m. professional was writing the objective on the board while students sat and waited. Professional had students join her at the table and she proceeded to model only one division strategy for her fourth and fifth grade students (repeated subtraction). Although the handout indicated students were to divide using a number line, the professional failed to model this strategy to them.

**Resource(s):**  
 1, Math Coach, Curriculum Support Specialist

**Activity(s)/Responsible Party(s):**  
 The math coach will implement the coaching cycle to model instructional strategies that assist with establishing appropriate instruction geared towards specific grade levels. The professional will also benefit from visiting a SPED teachers' classroom at another location by December 20, 2013, to acquire strategies that can be utilized with students of varying levels to ensure student engagement.

**Date Due:** 12/20/13

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 \*Professional's signature signifies receipt of this form and does not necessarily indicate agreement with its contents.

**INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM (IPEGS) IMPROVEMENT PLAN (IP)**

Professional \_\_\_\_\_ Employee # \_\_\_\_\_ Date \_\_\_\_\_

**Performance Standard 8** : Learning Environment is the focus of this IP (*Only one performance standard per form*): The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.

**Deficiency(s) Observed:**  
 Students were not engaged and were constantly disrupting instruction. One student had his head down on the desk, and was disinterested with the lesson. The other three students were discussing their football games and how their team performed over the weekend. One student left the group during instruction and began looking through books, stood by the window, and walked around classroom. Student became disrespectful towards other students in the classroom and professional told him he would lose points. He responded by saying "I don't care" and proceeded to get on the computer without permission.

**Resource(s):** Assistant Principal, SPED teacher, District Personnel

**Activity(s)/Responsible Party(s):**  
 The professional will work with SPED teacher and District personnel to develop classroom management strategies. The professional will review Behavior Intervention Plans with SPED teacher and incorporate them into her daily routine. Professional will send home a daily progress report beginning on 11/15/13 that provides feedback on students' targeted behavior.

**Date Due:** 12/20/13

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*Professional's signature signifies receipt of this form and does not necessarily indicate agreement with its contents.

**MEMORANDUM**

TO:

Elementary School

FROM:

SUBJECT: CONFERENCE-FOR-THE-RECORD, 90-CALENDAR DAY  
PERFORMANCE PROBATION

You are directed to report for a conference in the principal's office on Thursday, November 7, 2013, at 12:30 p.m. This meeting is held in accordance with Article XXI, Section I of the Miami-Dade County Public Schools (MDCPS/United Teachers of Dade UTD) Contract and will address your performance assessments-to-date, your 90-Calendar Day Performance Probation, and your future employment status with Miami-Dade County Public Schools.

Failure to attend this conference will not preclude it from taking place or disciplinary action from ensuing.

You are contractually entitled to have up to two union representatives from the UTD Union present at this conference. If you are not a union member, you are entitled to have up to two representatives.

cc:

I AM IN RECEIPT OF THIS MEMORANDUM

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

Miami-Dade County Public Schools

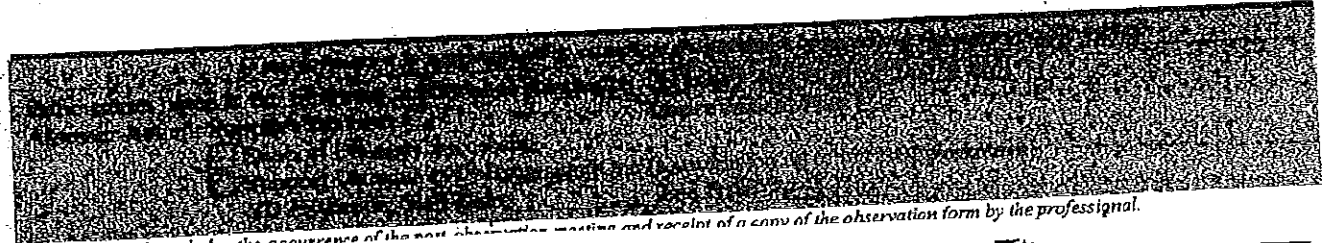
INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM  
OBSERVATION OF STANDARDS FORM-TEACHER

Teacher: \_\_\_\_\_ Employee No. \_\_\_\_\_ School: Elementary  
 Contract Status:  Probationary  Annual  Professional Service  Continuing  Other  
 Observation:  1  2  3  4  5  6  
 Interim Teacher Incumbent Yes  No   
 Grade/Subject Observed: \_\_\_\_\_ Date: \_\_\_\_\_ Time: From 8:35 To 10:10

Assessors use this form to document the required annual formal observation of the teacher. 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 about the completion of this form, refer to the IPEGS Procedural Handbook.)

<p><b>PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS</b> The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles. FEAPs: 1, 2, 3, 4</p>	<p>Comment Required The professional's teaching methods did not accommodate the range of individual differences among SPED students. Professional failed to demonstrate different strategies when solving division problems.</p>
<p><b>PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING</b> The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students. FEAPs: 1, 3, 4, 5</p>	<p>Comment Required The professional used appropriate curricula and developed lesson plans, however instruction was not aligned with learning activities. For example, lesson plan indicated professional should be working on page 236, lesson 1 of practice book. Professional was on page 253, lesson 5.</p>
<p><b>PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT</b> The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners. FEAPs: 2, 3, 4, 5</p>	<p>Comment Required The professional did not set purpose for learning at the start of the math block and failed to demonstrate accurate content knowledge and address learners' needs through a variety of instructional strategies. For example, at 8:40 a.m. professional was writing the objective on the board while students sat and waited. Professional had students join her at the table and she proceeded to model only one division strategy for her fourth and fifth grade students (repeated subtraction). Although the handout indicated students were to divide using a number line, the professional failed to model this strategy to them.</p>
<p><b>PERFORMANCE STANDARD 5: ASSESSMENT</b> The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback. FEAPs: 1, 3, 4, 5</p>	<p><input checked="" type="checkbox"/> Not an observable standard - No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 6: COMMUNICATION</b> The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community. FEAPs: 2, 4, 5</p>	<p><input checked="" type="checkbox"/> Not an observable standard - No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 7: PROFESSIONALISM</b> The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth. FEAPs: 5, 6</p>	<p><input checked="" type="checkbox"/> Not an observable standard - No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT</b> The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm. FEAPs: 2</p>	<p>Comment Required Students were not engaged and were constantly disrupting instruction. For example, students were discussing football amongst themselves.</p>

Comments/Specific Suggestions  
See Improvement Plan



Signatures acknowledged the occurrence of the performance observation and receipt of a copy of the observation form by the professional.  
 Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_



**Instructional Performance Evaluation and Growth System (IPEGS)  
Support Dialogue (SD) Meeting Notification Form**

Professional's Name: \_\_\_\_\_ If \_\_\_\_\_ Professional's Employee Number: \_\_\_\_\_

Assessor's Name: \_\_\_\_\_ Assessor's Title/Position: \_\_\_\_\_

School/Work Location Name: \_\_\_\_\_ Elementary \_\_\_\_\_ School/Work Location Number: \_\_\_\_\_

As a result of the observation conducted on Wed \_\_\_\_\_, an IPEGS Support Dialogue meeting has been scheduled to discuss supportive actions that should assist you in instructional performance improvement. You may bring union representation and/or a mutually agreed upon peer support professional to the meeting. The location, date and time of your Support Dialogue meeting are as follows:

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

My signature indicates that I have received a two-day (48 hours) notice of a Support Dialogue meeting and I am aware that I am entitled to have union representation and/or a peer support professional, who is mutually agreed upon by the assessor and me, at this meeting.

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Your signature confirms receipt of the SD notification)

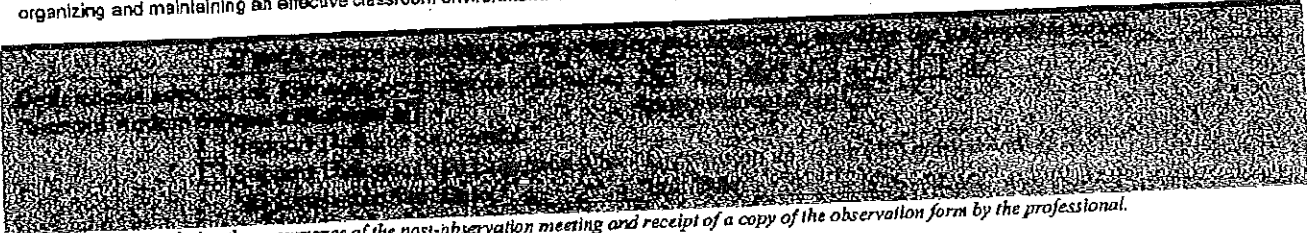
INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM  
OBSERVATION OF STANDARDS FORM-TEACHER

Teacher: \_\_\_\_\_ Employee No. \_\_\_\_\_ School: \_\_\_\_\_ Elementary \_\_\_\_\_  
 Contract Status:  Probationary  Annual  Professional Service  Continuing  Other \_\_\_\_\_  
 Observation:  1  2  3  4  5  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 teacher. 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 about the completion of this form, refer to the IPEGS Procedural Handbook.)

<p><b>PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS</b>                  The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.                  FEAPs: 1, 2, 3, 4</p>	<p><b>Comment Required</b>                  The professional's teaching methods did not accommodate the range of individual differences among SPED students. She failed to address students' individual needs based on their Individual Education Plans. All learners were performing multiplication problems involving single digits.</p>
<p><b>PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING</b>                  The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.                  FEAPs: 1, 3, 4, 5</p>	<p><b>Comment Required</b>                  There was no evidence of lesson plans. When asked, the professional responded " I left them home in my bag."</p>
<p><b>PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT</b>                  The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.                  FEAPs: 2, 3, 4, 5</p>	<p><b>Comment Required</b>                  The professional failed to engage learners. For example, students were repeatedly performing single digit multiplication problems. It was evident that learners became tired and disengaged, after which the professional allowed learners to get on the computer to access Cool Math prior to completing their Success Maker requirement. The professional failed to address learners' academic needs, for example she did not adjust instruction to meet students' needs.</p>
<p><b>PERFORMANCE STANDARD 5: ASSESSMENT</b>                  The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.                  FEAPs: 1, 3, 4, 5</p>	<p><input checked="" type="checkbox"/> Not an observable standard - No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 6: COMMUNICATION</b>                  The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.                  FEAPs: 2, 4, 5</p>	<p><input checked="" type="checkbox"/> Not an observable standard - No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 7: PROFESSIONALISM</b>                  The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.                  FEAPs: 5, 6</p>	<p><input checked="" type="checkbox"/> Not an observable standard - No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT</b>                  The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.                  FEAPs: 2</p>	<p><b>Comment Required</b>                  The professional failed to establish clear expectations amongst learners. For example, learners were arguing over how many problems they had to complete, and who could access the computer first.</p>

**Comments/Specific Suggestions**  
 The professional would benefit from the following: working with a peer support personnel in order to develop appropriate comprehensive lesson plans, reviewing IEP's with selected PSP to ensure instruction is appropriate and meets learners' needs, work with PBS coach and clinician to develop and implement effective strategies for classroom management. The professional should seek professional development strategies that would assist her in organizing and maintaining an effective classroom environment. All new strategies should be evident during formal and informal observations.



Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.  
 Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_