

PART II

II-B: Instructional Support Personnel

Instructional support personnel are evaluated based on the following: 50% IPEGS Performance Standard 1: Learner Progress and 50% on IPEGS Performance Standards two (2) through seven (7) Ratings on the performance standards are accomplished using the performance appraisal rubrics applicable to each standard; these are described in this section. The chart below provides information regarding the measurement of performance on IPEGS Performance Standard 1: Learner Progress. The performance indicators are provided for IPEGS Performance Standards two (2) through seven (7) as samples of activities that may address the standard.

PERFORMANCE STANDARD 1: LEARNER PROGRESS

The work of the instructional support professional results in acceptable and measurable learner or program progress as specified in F. S. §1012.34.

Part A. Performance Standard 1: Learner Progress constitutes 50% of the Summative Performance Evaluation

Pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act, at least 50% of an instructional personnel's evaluation must be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments as specified in 1008.22(8).

PERFORMANCE APPRAISAL RATINGS: 50% OF TOTAL POSSIBLE POINTS

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
<i>50 percentage points</i>	<i>37.5 percentage points</i>	<i>25 percentage points</i>	<i>12.5 percentage points</i>

**STUDENT PERFORMANCE MEASURES FOR 50% of
INSTRUCTIONAL SUPPORT PERSONNEL EVALUATION
M-DCPS RECOMMENDATIONS**

<i>Instructional Professional Job Assignment</i>	2011-2012	2012-2013	2013-2014	2014-2015
<i>Instructional Personnel who are not classroom teachers</i>	<i>State Option - The superintendent may assign instructional personnel in an instructional team the growth of the team's students on statewide assessment.</i> <i>MDCPS Recommendation – Use school wide reading proficiency and learning gains for instructional support personnel assigned to a school site otherwise use district-wide data</i>			<i>Shall measure growth using equally appropriate formulas. FDOE shall provide models.</i>

Ratings are made at the performance standard level, NOT the performance indicator level.

PERFORMANCE STANDARD 5: ASSESSMENT: 9 % OF TOTAL POSSIBLE POINTS

The instructional support professional gathers, analyzes, and uses data (including FCAT state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

SAMPLE PERFORMANCE INDICATORS of instructional support work may include, but are not limited to:

- ◆ Uses data to assess learner and/or program needs and outcomes
- ◆ Uses data to monitor learner and/or program progress
- ◆ Provides accurate feedback for learners, staff, and other stakeholders
- ◆ Uses data to determine learner needs and support instructional programs
- ◆ Periodically assesses, formally and informally, and evaluates collection of materials and resources to ensure that the needs of learners and staff are being met

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 E.

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>9 percentage points</i>	<i>6.75 percentage points</i>	<i>4.5 percentage points</i>	<i>2.5 percentage points</i>
The instructional support professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.	The instructional support professional gathers, analyzes, and uses data (including FCAT state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.	The instructional support professional is often ineffective in gathering, analyzing, and using data to measure and guide learner or program progress, and to provide timely feedback.	The instructional support professional consistently fails to gather, analyze, or use data to measure and guide learner or program progress, and to provide timely feedback.

Ratings are made at the performance standard level, NOT the performance indicator level.

PERFORMANCE STANDARD 7: PROFESSIONALISM: 7 % OF TOTAL POSSIBLE POINTS

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

SAMPLE PERFORMANCE INDICATORS of instructional support 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 association ethical principles and professional standards of practice
- ◆ Demonstrates professional growth through participation in a meaningful and continuous process of professional development
- ◆ Maintains confidentiality in the delivery of services in accordance with professional standards and legal procedures
- ◆ Follows federal, state, and local laws, rules, regulations, guidelines, and policies
- ◆ Establishes and maintains professional relationships with administrators, school staff, parents, community members, business and civic organizations
- ◆ Mentors, trains, or supports other staff
- ◆ Maintains accurate records

PERFORMANCE APPRAISAL RUBRIC

Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>7 percentage points</i>	<i>5.25 percentage points</i>	<i>3.5 percentage points</i>	<i>1.75 percentage points</i>
The instructional support professional consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.	The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	The instructional support professional often does not display professional judgment or only occasionally participates in professional growth.	The instructional support professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.