

PART II

Part II-C: Student Services Personnel

Student services personnel are evaluated based on the following: 50% IPEGS Performance Standard 1: Learner Progress and 50% on IPEGS Performance Standards 2 through 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 2 through 7 as examples of activities that may address the standard.

PERFORMANCE STANDARD 1: LEARNER PROGRESS: 50% OF TOTAL POSSIBLE POINTS

The work of the student services 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

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 STUDENT SERVICES 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 student services 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 student services 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 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

PERFORMANCE APPRAISAL RUBRIC

<p>Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i></p>	<p>Effective <i>The description is the actual performance standard</i></p>	<p>Developing/Needs Improvement</p>	<p>Unsatisfactory</p>
<p><i>9 percentage points</i></p>	<p><i>6.75 percentage points</i></p>	<p><i>4.5 percentage points</i></p>	<p><i>2.25 percentage points</i></p>
<p>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.</p>	<p>The student services 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.</p>	<p>The student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.</p>	<p>The student services professional consistently fails to use data to measure and guide progress and to provide timely feedback.</p>

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

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

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 (e.g., attendance records, IEPs and other mandated forms)

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