

PART II

PERFORMANCE STANDARDS

II-A: Teacher

Teachers are evaluated based on the following: 50% IPEGS Performance Standard 1: Learner Progress and 50% on IPEGS Performance Standards 2 through 8. 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 that are provided in this section for IPEGS Performance Standards 2 through 8 are examples of activities that may address the standard.

PERFORMANCE STANDARD 1: LEARNER PROGRESS

The work of the teacher results in acceptable and measurable learner progress as specified in the Student Success Act and 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>

The following chart provides information regarding the student performance measures that will be used to determine the instructional professional's rating for IPEGS Performance Standard 1: Learner Progress in accordance with the instructional professional's job assignment.

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

PERFORMANCE STANDARD 5: ASSESSMENT: 6% OF TOTAL POSSIBLE POINTS

The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.

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

- ◆ Uses assessment data, including those from state and local assessments, to design instruction that meets students' current needs and documents students' learning progress
- ◆ Uses a variety of formal and informal assessment strategies to guide and adjust instruction for remediation as well as enrichment
- ◆ Measures and documents learner progress of prior achievement compared to the current achievement with informal and formal state and local assessments, as applicable
- ◆ Provides ongoing, timely, and specific feedback
- ◆ Helps students assess, monitor, and reflect on their work
- ◆ Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress
- ◆ Maintains official records (e.g., grade book, work folders) of student learning

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>6 percentage points</i>	<i>4.5 percentage points</i>	<i>3 percentage points</i>	<i>1.5 percentage points</i>
The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.	The teacher gathers, analyzes, and uses data (including FCAT state assessment data, if applicable) to measure learner progress, guide instruction, and provide timely feedback.	The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes, or uses assessment to plan/modify instruction, but is often ineffective.	The teacher consistently fails to use baseline data to make instructional decisions and/or fails to provide feedback on learner progress in a timely manner.

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Contemporary research has found that an effective teacher:

- ◆ Offers regular, timely, and specific feedback¹⁹ and reinforcement.²⁰
- ◆ Gives homework (home learning assignments) and offers feedback on the homework (home learning assignments).²¹
- ◆ Uses open-ended performance assignments.²²
- ◆ Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.²³
- ◆ Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.²⁴

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

PERFORMANCE STANDARD 7: PROFESSIONALISM: 6% OF TOTAL POSSIBLE POINTS

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

SAMPLE PERFORMANCE INDICATORS of teacher 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.)
- ◆ Demonstrates knowledge of the School Improvement Plan
- ◆ Engages in ongoing professional development
- ◆ Provides evidence of professional growth experiences
- ◆ Contributes professionally to the school community
- ◆ Participates in professional activities
- ◆ Maintains accurate records (e.g., attendance records, IEPs)
- ◆ Reflects on professional practices

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>6 percentage points</i>	<i>4.5 percentage points</i>	<i>3 percentage points</i>	<i>1.5 percentage points</i>
The teacher consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.	The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	The teacher often does not display professional judgment or only occasionally participates in professional growth.	The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Contemporary research has found that an effective teacher:

- ◆ Links professional growth goals to professional development opportunities.²⁹
- ◆ Is empowered to make changes to enhance learning experiences, resulting in better student retention, attendance, and academic success.³⁰
- ◆ Selects professional development offerings that relate to the content area or population of students taught, resulting in higher levels of student academic success.³¹
- ◆ Is cognizant of the legal issues associated with educational records and respects and maintains confidentiality.³²