

# IPEGS 1 – Overview for Instructional Professionals

**COMPONENT #: 1-410-317**

**POINTS TO BE EARNED: 10 MPP**

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to provide the participant with an overview of the research-based Instructional Performance Evaluation and Growth System (IPEGS) to ensure that all instructional personnel understand the proper use of the assessment criteria and procedures.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |   |  |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs          |
| <input type="checkbox"/> Leadership           | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources            | <input type="checkbox"/> Outcomes                  |
| <input type="checkbox"/> Data                 |  |

**Florida Educator Accomplished Practices** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment                                      |
| <input checked="" type="checkbox"/> The Learning Environment                 | <input checked="" type="checkbox"/> Continuous Professional Improvement             |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Student Learning Results          | <input type="checkbox"/> Decision Making                    |
| <input type="checkbox"/> Student Learning as a Priority    | <input type="checkbox"/> Leadership Development             |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development               | <input type="checkbox"/> Communication                      |
| <input type="checkbox"/> Learning Environment              | <input type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners                 | <input checked="" type="checkbox"/> PS 6 – Communication        |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning                | <input checked="" type="checkbox"/> PS 7 – Professionalism      |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment                            |   |

**IMPACT FOCUS AREA(S):** Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- |  |   |
|--|---|
| <input type="checkbox"/> Educator knowledge/skill (content)        | <input checked="" type="checkbox"/> Student learning                  |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input checked="" type="checkbox"/> Organizational support and change |

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**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Gain an understanding of the overall IPEGS evaluation process, including responsibilities, activities, and timelines.
2. Examine the IPEGS Procedural Handbook.
3. Examine the components of the IPEGS Unified Summative Ratings.
4. Explore the relationship of the district's Instructional Framework to the IPEGS performance standards.

### **PART II – LEARNING**

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate actively in the instructor's presentation(s) and participate in group discussions on IPEGS, including, but not limited to (SLO 1-4):
  - o Research and reading/reviewing of literature on effective teaching practice and improving learning/program(s) based on the results of teaching and learning performance measures.
  - o Identify and demonstrate effective teacher practices that correlate to the Performance Standards and Performance Indicators that make up the M-DCPS Framework of Effective Instruction.
  - o Use Deliberate Practice Growth Targets in instructional delivery and/or student growth measures to assess Learner/Program progress.
  - o Using multiple data sources to reflect and inform the End-of-Year processes.
2. Read and discuss the impact of the performance standards on teaching and learning (SLO 1-4).
3. Become knowledgeable about the IPEGS rating system as it applies to the performance standard(s) (SLO 1-4).
4. Identify and become familiar with multiple data sources of information required for the ratings of each performance standard (SLO 1-4).
5. Identify the process, procedures, and forms utilized for the documentation of teaching and learning performance (SLO 1-4).
6. Develop and improve upon the quality of professional skills and instructional delivery (SLO 1-4).
7. Become knowledgeable about tools provided in IPEGS as additional support to help continuously develop and improve upon the quality of professional skills and instructional delivery (SLO 1-4).

### **PART III – IMPLEMENTATION**

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

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- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

### **PART IV – EVALUATION**

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator (professional growth): Will consist of review of evidence provided by participants regarding the application of the knowledge learned into identification of the needs of instructional professionals for improving professional practice and development and implementation of best practices in teaching and learning.
2. Student learning: Will consist of evidence of implementation through documented impact on one or more measures of student achievement.
3. Organizational support and change: Will consist of evidence of implementation through documented impact on classroom, school, or program instructional delivery practices in response to teaching and learning activities.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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