

# Instructional Performance Evaluation and Growth System (IPEGS) Updates

**COMPONENT #: 1-410-318**

**POINTS TO BE EARNED: 30 MPP**

## **PART I – PLANNING**

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

This component is designed to provide updated information to participants who were previously trained on the research-based Instructional Performance Evaluation and Growth System (IPEGS). Content will address revisions made to IPEGS as a result of new legislation in order to enhance instructional delivery and student achievement through implementation of a standards-based evaluation system.

**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 checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                  |
| <input checked="" 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                            |   |

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**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 |

**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. Identify new state statutory requirements applicable to the instructional personnel evaluation system.
2. Identify the key components that factor into the single unified summative ratings and the relative weights applied to each component and standard.
3. Identify and apply the four-point rating level of IPEGS.
4. Understand how and when performance data are incorporated into the final unified summative rating.
5. Understand the impact of an instructional professional's contract status on the teacher observation, evaluation schedule, and the unified summative rating.
6. Examine how the prior year's IPEGS Summative Performance Evaluation and current student achievement data factor into the Deliberate Practice Growth Targets (DPGTs).
7. Understand how and when a provisional recommendation for employment may be determined and subsequently finalized.
8. Know the role of the instructional professional in the performance reviews and evaluation process.
9. Become adept at conducting summative evaluations based on performance standards and documentation of the actual performance of the standards.
10. Identify professional development strategies for providing peer assistance to colleague professionals.
11. Become knowledgeable about the performance standards and the use of the designated number of ratings, weights, and alignment with performance standard criteria.
12. Understand IPEGS timelines, including observation/post-observation conferences, submission of documentation, and summative evaluation processes and procedures.
13. Identify and become familiar with multiple data sources of information required for the ratings of each performance standard.
14. Become knowledgeable about tools provided in IPEGS as additional support to assist professionals in improving instructional practices so that they meet the required educator performance standards of Miami-Dade County Public Schools.

## 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. Attend the instructor(s) presentations and discussions on IPEGS (SLO 1-14):
  - o Research of statutory requirements and district implementation of the performance-based teacher evaluation system.

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- Incorporation of applicable student performance data for IPEGS Performance Standard 1: Learner Progress corresponding to job assignment.
  - End-of-Year documentation and Summative Performance Evaluation processes and prior year's results.
2. Read and discuss the major job duties referred to as performance standards (SLO 1-14).
  3. Review simulations to become familiar with the collegial dialogue and the analysis of learner progress, instructional delivery, including inter-rater reliability (SLO 1-14).
  4. Discuss in small groups IPEGS professional development opportunities (SLO 1-14):
    - Data Analysis
    - Self-reflection
    - Learner Progress
    - Weighting of assigned performance standard ratings and computation of a final unified summative rating.
    - Documentation of professional development/growth experiences
    - Summative Evaluations

### 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).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- 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/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 the implementation of Deliberate Practice activities.

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**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).

- X 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.
- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.
- X 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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**Department:** Office of Professional Development

**Name of Author/Position:** Dr. Donna Riley - Director