

IPEGS 2 - Performance Standards: Instructional Professionals

COMPONENT #: 1-410-319

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 enable the participant to understand the framework of effective instruction which includes the fundamental aspects of performance standards and application of the four-point rating rubric of the research-based Instructional Performance Evaluation and Growth System (IPEGS). Participants will focus on essential knowledge, skills/strategies, and professional dispositions of effective instruction to:

- o Apply content and pedagogical knowledge to the teaching and learning process.
- o Work with diverse populations.
- o Demonstrate professional behavior/characteristics.
- o Integrate technology to improve teaching and learning.
- o Engage in reflective practice to improve teaching and learning.

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 | |

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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. Gain a clear understanding of the eight performance standards and the corresponding sample performance indicators which serves as the foundation of the district's Framework of Effective Instruction for instructional personnel.
2. Examine the terms, descriptions, and indicators used to define each performance standard.
3. Examine the terms and descriptions used in the four-point rating system, including the components of the IPEGS Unified Summative Ratings.
4. Understand the use of multiple data sources as it relates to the roles and responsibilities of the instructional professional.
5. Become knowledgeable of the performance standards and the use of the designated number of ratings.
6. Identify specific evidence (positive and negative) regarding performance of the standards.
7. Explore the impact of the formal observation of performance standards on the summative performance evaluation process.

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. Identify the major performance standards and corresponding performance indicators for instructional personnel (SLO 1-7).
2. Compare and contrast the major performance standards of the instructional professional's roles and responsibilities as outlined in the IPEGS Procedural Handbook (SLO 1-7).
3. Identify and discuss observable behavior/evidence that indicates that instructional performance meets standards (SLO 1-7).
4. Identify and discuss the common terminology across performance standards as described in the IPEGS appraisal rubric (SLO 1-7).
5. Identify, discuss, and summarize each performance standard using a variety of strategies (SLO 1-7).
6. Identify and discuss the components and requirements for successful completion of the Observation of Standards Form (OSF) (SLO 1-7).
7. Understand IPEGS timelines and observation of standards process/requirements before, during, and after the occurrence of a formal observation (SLO 1-7).
8. Engage in self-reflection and assessment of quality teaching strategies and instructional delivery supported through performance standards and professional development/professional growth activities (SLO 1-7).

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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 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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