

# IPEGS 4 - EOY Documentation and Summative Evaluation Instructional Professionals

**COMPONENT #: 1-410-323**

**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 examine and understand the fundamental aspects of the End-of-Year Documentation/Summative Process of the research-based Instructional Performance Evaluation and Growth System (IPEGS) to ensure that all instructional personnel with evaluation responsibilities 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 End-of-Year Documentation process.
2. Gain an understanding of the Summative Evaluation process.
3. Gain an understanding of support dialogue and improvement procedures of IPEGS.
4. Identify the key features/components of the documentation process emphasized in IPEGS.
5. Become knowledgeable of the role of the instructional professional in the performance review(s) and evaluation process.
6. Become knowledgeable of the summative evaluation process based on performance standards and documentation of the actual performance of the standards of IPEGS.
7. Analyze and discuss documentation utilized to support the learning process and continuous performance improvement of instructional personnel in the instructional environment.
8. Review and discuss the components and criteria of the four-level rating rubric as it relates to making a summative evaluation decision on instructional performance and professionalism of instructional personnel.
9. Critique and dialogue with colleagues and the instructor for appropriate evidence in simulated end-of-year documentation and learner/program results provided by the instructor.
10. Understand IPEGS timelines including deliberate practice, reviews, observations, submission of documentation, and conferences.
11. Examine the process and procedures for monitoring deliberate practice growth target(s) progress and effectiveness of strategies in the instructional environment.
12. Examine the process and procedures for requesting and participating in support dialogue for the purpose of improving professional practice.
13. Explore the impact of learner/program progress and performance of the instructional professional through the utilization of multiple data sources, reflection on practice, documentation of performance on standards, effective communication and professional development.
14. Identify professional development strategies and best practices for providing peer assistance to colleague professionals.

## **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 interactive presentation and group discussions regarding the End-of-Year Documentation Process and Summative Performance Evaluation procedures, including but not limited to:
  - Research and literature on effective teaching and improving learner/program based on the results of performance measures,
  - Performance standards and performance indicators,
  - Deliberate practice growth targets for learner/program progress, and
  - End-of-year process, procedures, including a review of all IPEGS forms.

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2. View and discuss end-of-year simulation and the impact of the evaluation process on teaching, learning, and professional development as it relates to the M-DCPS Framework of Effective Instruction.
3. Participate in group discussions regarding teaching, learning, and professional development as it relates to the following components/features of IPEGS:
  - Deliberate practice
  - Data analysis
  - Self-reflection
  - Learner/program progress
  - Required documentation
  - Effective communication
  - Formal and informal reviews and evaluations
  - Support dialogue and the improvement plan
4. Complete the appropriate documentation necessary for reporting on growth targets and the end-of-the-year summative evaluation processes.

### **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: 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.

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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 A. Riley - Director