

# **IPEGS Performance Standards (Teachers)**

## **PS 1: LEARNER PROGRESS**

The work of the teacher results in acceptable and measurable learner progress as specified in state statutes.

## **PS 2: KNOWLEDGE OF LEARNERS**

The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

## **PS 3: INSTRUCTIONAL PLANNING**

The teacher uses appropriate curricula, instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

## **PS 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT**

The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

## **PS 5: ASSESSMENT**

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

## **PS 6: COMMUNICATION**

The teacher communicates effectively with students, their parents or families, staff and other members of the learning community.

## **PS 7: PROFESSIONALISM**

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

## **PS 8: LEARNING ENVIRONMENT**

The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.

# **IPEGS Performance Standards (Instructional Support and Student Services)**

## **PERFORMANCE STANDARD 1: LEARNER PROGRESS**

The work of the instructional support professional results in acceptable and measurable learner or program progress as specified in state statutes.

## **PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS:**

The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

## **PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT:**

The instructional support professional plans, organizes, promotes, and manages programs and/or services to meet the diverse needs of all learners.

## **PERFORMANCE STANDARD 4: PROGRAM DELIVERY:**

The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.

## **PERFORMANCE STANDARD 5: ASSESSMENT:**

The instructional support professional gathers, analyzes, and uses data (including state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

## **PERFORMANCE STANDARD 6: COMMUNICATION:**

The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.

## **PERFORMANCE STANDARD 7: PROFESSIONALISM:**

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

# IPEGS Performance Standards Activity

Directions: In groups, review the eight performance standards and corresponding rubrics from the IPEGS Performance Standards Handout. Using the information provided, demonstrate your understanding of each standard using the indicated method, and record your response in the box provided.

<b>Standard 1-list four key words</b>	<b>Standard 2-draw a pictorial representation</b>
<b>Standard 3-write three bulleted phrases</b>	<b>Standard 4-write a one sentence summary</b>

<b>Standard 5-list 4 key words</b>	<b>Standard 6-draw a pictorial representation</b>
<b>Standard 7-write three bulleted phrases</b>	<b>Standard 8-list four key words</b>

# IPEGS Performance Standards for Teachers

## PERFORMANCE STANDARD 1: LEARNER PROGRESS

The work of the teacher results in acceptable and measurable learner progress as specified in state statutes.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
------------------	-----------	------------------------------	----------------

## PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS:

The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

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
The teacher consistently meets the individual and diverse needs of learners in a highly effective manner.	<b>The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</b>	The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.

## PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING:

The teacher uses appropriate curricula, instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

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
The teacher consistently creates, evaluates and modifies, as appropriate, instructional strategies during the planning process.	<b>The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.</b>	The teacher attempts to use appropriate curricula, instructional strategies, and/or resources to address the diverse needs of students during the planning process, but is often ineffective; and/or the teacher attempts to develop lesson plans but lacks one or more of the four basic components.	The teacher consistently demonstrates a lack of planning or fails to properly address the curriculum in meeting the diverse needs of all learners.

## PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT:

The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

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
The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.	<b>The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.</b>	The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.

**PERFORMANCE STANDARD 5: ASSESSMENT:**

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

<b>Highly Effective</b> <i>The professional's work is exceptional, in addition to meeting the standard</i>	<b>Effective</b> <i>The description is the actual performance standard</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
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.	<b>The teacher gathers, analyzes, and uses data (including required assessment data, if applicable) to measure learner progress, guide instruction, and provide timely feedback.</b>	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.

**PERFORMANCE STANDARD 6: COMMUNICATION:**

The teacher communicates effectively with students, their parents or families, staff and other members of the learning community.

<b>Highly Effective</b> <i>The professional's work is exceptional, in addition to meeting the standard</i>	<b>Effective</b> <i>The description is the actual performance standard</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently uses a variety of communication techniques to inform, collaborate with, and/or respond to students and other stakeholders in a highly effective manner.	<b>The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.</b>	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.

**PERFORMANCE STANDARD 7: PROFESSIONALISM:**

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

<b>Highly Effective</b> <i>The professional's work is exceptional, in addition to meeting the standard</i>	<b>Effective</b> <i>The description is the actual performance standard</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
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.	<b>The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</b>	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.

**PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT:**

The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.

<b>Highly Effective</b> <i>The professional's work is exceptional, in addition to meeting the standard</i>	<b>Effective</b> <i>The description is the actual performance standard</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.	<b>The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.</b>	The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.	The teacher consistently addresses student behavior in an ineffective manner and/or fails to maintain a safe, equitable learning environment.

# Deliberate Practice Growth Target Procedures Guide

## Key Components of the Reflection and Outcome Phase

**Step 1 (Data Collection):** What sources of information (quantitative and/or qualitative) can you use to identify areas for professional growth as it relates to student learning?

**Step 2 (Needs/Assessment Focus):** What areas of improvement might be your primary focus?

**Example of an Objective:** To improve English/Language Arts (ELA) teaching methods.

**Step 3 (Growth Target):** Based on your focus, think about the growth target as it impacts student learning.

**Example of a deliberate practice growth target:** During the school year, I will attend professional development to learn about the new ELA Florida Standards. This will impact my students' learning because they will be successful on the FSA.

What general step(s) will you take towards your target?



How will the step(s) address student learning?

**Step 4 (Plan of Action):** Describe what you plan to do to achieve your deliberate practice growth target.

**Example of plan of action:** I plan to attend Creating Independence through Student-owned Strategies (CRISS) training as well as state and District professional development on the Florida Standards and FSA.

Professional Learning	
Professional Growth Experiences (points or credit may be attached)	Professional Development Activities (points or credits must be attached)

I plan to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Step 5 (DPGT Form):** Meet the administrator to review and sign the DPGT Form.

Professional's Signature: _____	Date: _____
Site Administrator's Signature: _____	Date: _____

## Deliberate Practice Growth Target Procedures Guide

### Key Components of the Reflection and Outcome Phase

**Step 6 (Impact):** Describe how your deliberate practice growth target has been achieved and the impact on your professional growth and student(s) learning.

How do you know that you met your goal?

What is your evidence?

**Example of Impact:** As a result of participating in the CRISS Training and implementing the Question-Answer Relationship (QAR) strategy with my students, their close reading skills improved as evidenced by improved scores on the District Assessment and teacher-created assignments.

**Step 7 (Completion of DPGT Process):** Complete the DPGT form.

**Note:** The completed form will be reviewed and signed by the professional and the site administrator. The completed and signed form must be included in the end-of-year documentation submitted by the professional.

Professional's Signature: _____	Date: _____
Site Administrator's Signature: _____	Date: _____

**Important Dates:**

- Reflection and Development Phase- Due October 24, 2019
- Reflection and Outcome Phase- Due April 29, 2020

**Friendly Reminders:**

- The DPGT form is a required document.
- The PLS team at your school is required to train all instructional professionals at your school site.
- The living document may be revised at any time.

## **Deliberate Practice Growth Target Reflection Questions**

You may wish to use these questions to help you develop your DPGT. They are not required as part of the process, but are provided as a reference to assist you in thinking about how to link your professional growth to your student needs.

### **Step 1: Data Collection**

What sources of qualitative or quantitative data can you use to identify areas for professional growth as it relates to student learning?

What areas of improvement might be your primary focus?

### **Step 2: Needs Assessment/Focus**

What aspect of practice does the professional want to work on for this school year?

#### **Student/Program Data**

What data or information can be used to narrow that focus?

How will the data be used to narrow the area of focus?

#### **Focus**

What is the targeted area of focus?

How will addressing the targeted area of focus improve student learning?

### **Step 3: Growth Target**

#### **Professional Learning**

What does the professional plan to learn to improve practice in regards to the area of focus?

How will the professional's application of the learning positively impact student performance?

#### **Professional Outcomes**

What are the professional's intended results?

What is required for the professional's expectations to be achieved?

What evidence supports achievement of the expectations?

#### **Student Learning Outcomes**

What are the projected student gains?

What measurement will the professional use to monitor student learning?

### **Step 4: Plan of Action**

What actions will the professional take to meet the growth target?

What resources are required?

What method will the professional use to reflect, monitor progress, and identify any necessary adjustments/revisions to the plan?

### **Step 6: Impact**

How do you know that you met your goal?

What is your evidence? (i.e., PLC logs/agendas; formal and informal assessment data; student attendance logs; student work, professional reflection documentation)

#### **Progress Monitoring**

What instrument has the professional selected for progress monitoring?

What intervals has the professional determined for monitoring?

#### **Reflection**

How will the professional reflect on progress monitoring data?

What adjustments or revisions will the professional make based on the data analysis?

#### **Outcome**

How has deliberate practice enabled the professional to meet the growth target?

What has been the impact on the professional's growth and student learning?

## 2017-2018 Deliberate Practice Growth Target Rubric

### DPGT Reflection and Development Phase

Phase	Complete	In Progress
<b>DPGT Development</b>	<p>The professional has completed the DPGT Development Phase and the planning conversation has occurred.</p> <p>Points: <u>5.6</u></p>	<p>The professional is in the process of developing a DPGT and/or awaiting the DPGT planning conversation.</p> <p>Points: <u>0</u></p>

### DPGT Reflection and Outcome Phase

Trace the implementation of your DPGT throughout the school year. Include information about how you reflected on your plan of action, what information you utilized to determine the impact of your professional learning on student growth, whether or not you made any adjustments to the implementation, and how you would describe the final impact (or end result) of your professional growth on student learning.

Phase	Meets	Partially Meets	Does Not Meet
<b>DPGT Outcome</b>	<p>The professional successfully implements the DPGT and the impact statement includes thoughtful reflection, evidence of information used to monitor progress of the DPGT, explanation of any necessary adjustments, and an <b>analysis</b> of both the individual's professional growth and how it impacts student learning.</p> <p>Points: <u>10.4</u></p>	<p>The professional implements the DPGT, but the impact statement is inadequate because it is missing one or more of the required elements: thoughtful reflection, monitoring information, adjustments, or it is missing clear evidence of the expected impact of the individual's professional growth on student learning.</p> <p>Points: <u>4</u></p>	<p>The professional's impact statement is missing or does not reflect implementation of the DPGT.</p> <p>Points: <u>0</u></p>

Miami-Dade County Public Schools  
**Deliberate Practice Growth Target Form (FM 7575)**

**Professional's Name:** \_\_\_\_\_ **Employee Number:** \_\_\_\_\_

**School/Worksite:** \_\_\_\_\_ **School/Worksite Location #:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Directions:** Identify one deliberate practice growth target specific to instructional practice that impacts your students' learning.

**Reflection and Development**

**Focus:** Reflect on your current students' achievement data as it relates to teacher professional practice and identify an instructional practice that you will focus on to grow professionally and improve student(s) learning.

**Growth Target:** Describe what you plan to learn and the expected impact on your students' learning.

**Plan of Action:** Describe what you plan to do to achieve your deliberate practice growth target.

**Reflection and Outcome**

**Impact:** Describe how your deliberate practice growth target has been achieved and the impact on your professional growth and student(s) learning.

**Reflection and Development Phase (Planning):**

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's/Site Administrator's/Designee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Revised/Updated:**

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's/Site Administrator's/Designee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Reflection and Outcome Phase (End-of-Year):**

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's/Site Administrator's/Designee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Miami-Dade County Public Schools  
**Deliberate Practice Growth Target Form (FM 7575)**

**Professional's Name:** Lily Pond **Employee Number:** 123456  
**School/Worksite:** Swim-A-Lot **School/Worksite Location #:** 1234 **School Year:** 2019-2020

**Directions:** Identify one deliberate practice growth target specific to instructional practice that impacts your students' learning.

**Reflection and Development**

**Focus:** Reflect on your current students' achievement data as it relates to teacher professional practice and identify an instructional practice that you will focus on to grow professionally and improve student(s) learning.

As a trainer during the 2019-2020 school year, I intend to focus on increasing my knowledge of water aerobics teaching strategies which emphasize strength training and core conditioning to improve the fitness level of students with knee injuries as measured by their performance on the final water treading exam.

**Growth Target:** Describe what you plan to learn and the expected impact on your students' learning.

I plan to learn strategies designed to increase the endurance of knee impaired individuals while engaged in water aerobic exercises. Through the acquisition of concepts and skills targeted at this population, I expect to raise this subgroup's treading water success outcomes.

**Plan of Action:** Describe what you plan to do to achieve your deliberate practice growth target.

In order to meet my primary focus needs, I plan on taking trainings that will address best practices on knee rehabilitation techniques and strategies. Additionally, I expect to participate in American Red Cross water skills courses and attend certification courses offered by the National Exercise and Sports Trainers Association (NESTA).

**Reflection and Outcome**

**Impact:** Describe how your deliberate practice growth target has been achieved and the impact on your professional growth and student(s) learning.

As a result of attending trainings with the American Red Cross and NESTA, I gained new knowledge of effective strategies for working with knee-impaired students. Through the use of these strategies, student assessment data (weekly, pre/post-test, observations, showcase, competitions, etc.) revealed an increase in their water treading endurance over the course of the the year. Additionally, I identified other subgroups, such as my limited mobility students, with similar needs and expanded my use of these new strategies to them. These students also demonstrated gains in their treading water times as well.

**Reflection and Development Phase (Planning):**

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's/Site Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Revised/Updated:**

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's/Site Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Reflection and Outcome Phase (End-of-Year):**

Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's/Site Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

A copy of this document must be retained by the principal in the professional's personnel file. This form may be revised/updated at any time as needed.