

Miami-Dade County Public Schools

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
GOAL SETTING FOR LEARNER/PROGRAM PROGRESS FORM

Professional's Name _____ Employee # _____

Worksite _____ Job Title _____ School Year ____ - ____

This form is a tool to assist professionals in setting a goal that results in measurable learner/program progress.

Directions

Professionals - When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells for sections I-V (the cells will expand to fit the text) and save your document.

Assessors - Review sections I-V using the SMART criteria. Maintain original forms and provide copies to the professionals. The highlighted cells contain boxes for assessors to check after receiving additional documentation from the professional.

I. Setting: Describe the population and special learning circumstances.		
II. Content/Subject/Field Area: Describe the area/topic addressed based on learner achievement, data analysis, or observational data.		
III. Baseline Data: Describe what the current data show(s). <input type="checkbox"/> Data attached		
IV. Goal Statement: Describe what you want learners/program to accomplish.		
V. Means for Attaining Goal: Describe strategies to accomplish the goal. <i>Strategies relate to the following (check all that apply):</i> <input type="checkbox"/> Sunshine State Standards <input type="checkbox"/> Technology <input type="checkbox"/> Assessment <input type="checkbox"/> Literacy <input type="checkbox"/> Learning Environment/Climate <input type="checkbox"/> School Safety <input type="checkbox"/> Family Involvement <input type="checkbox"/> Professional Development Activity*		
*To count as a professional development activity, master plan points/credit should be offered to the professional.		
Strategy	Measurable By	Target Date
VI. Mid-Year Review: <input type="checkbox"/> Data Received	<i>The professional should bring a description of goal progress and strategy adjustments, if any to the mid-year review. The assessor attaches the documentation to the original goal setting form.</i>	
VII. End-of-Year Data Results: <input type="checkbox"/> Formal Data Received	<i>The professional should submit a summary on the Documentation Cover Sheet-Teacher.</i> Progress Toward Goal: yes <input type="checkbox"/> no <input type="checkbox"/> Goal Attainment: yes <input type="checkbox"/> no <input type="checkbox"/>	

The initial goal should be submitted by the date of the first interim report or within 25 calendar days of assignment.

Signatures

Initial Goal: Assessor _____ Date _____ Professional _____ Date _____

Mid Year: Assessor _____ Date _____ Professional _____ Date _____

End of Year: Assessor _____ Date _____ Professional _____ Date _____

**INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
OBSERVATION OF STANDARDS FORM-TEACHER**

Teacher: _____ **Employee No.** _____ **School:** _____

Contract Status: Annual 1 Annual 2 Annual 3 Annual ____ Professional Service Continuing

Observation: 1 2 3 4 5 _____ **Interim Teacher Incumbent** Yes No

Grade/Subject Observed: _____ **Date:** _____ **Time: From** _____ **To** _____

Assessors use this form to document the required annual formal observation of the teacher. The form may also be used to document a targeted performance standard, in which case "NA" is noted for the other standards. Evidence may be positive and/or negative examples. (For further explanation in completing of this form, refer to page 20 in the IPEGS Teacher Handbook).

<p>PERFORMANCE STANDARD 1 KNOWLEDGE OF LEARNERS The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</p>	<p><input type="checkbox"/> NA</p>
<p>PERFORMANCE STANDARD 2 INSTRUCTIONAL PLANNING 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.</p>	<p><input type="checkbox"/> NA</p>
<p>PERFORMANCE STANDARD 3 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.</p>	<p><input type="checkbox"/> NA</p>
<p>PERFORMANCE STANDARD 4. ASSESSMENT The teacher gathers, analyzes, and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.</p>	<p><input type="checkbox"/> NA</p>
<p>PERFORMANCE STANDARD 5. LEARNER PROGRESS The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals.</p>	<p><input type="checkbox"/> NA</p>
<p>PERFORMANCE STANDARD 6. COMMUNICATION The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.</p>	<p><input type="checkbox"/> NA</p>
<p>PERFORMANCE STANDARD 7. PROFESSIONALISM The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</p>	<p><input type="checkbox"/> NA</p>
<p>PERFORMANCE STANDARD 8 LEARNING ENVIRONMENT The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.</p>	<p><input type="checkbox"/> NA</p>

Comments/Specific Suggestions

If applicable complete this section by marking the appropriate boxes.

Deficiencies noted in the following performance standard(s). 1 2 3 4 5 6 7 8

Assessor Action: Support Dialogue Improvement Plan

Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.

Assessor's Signature _____ Date _____

Teacher's Signature _____ Date _____

REQUIRED DOCUMENTATION DESCRIPTION

What is “Required Documentation”?

Required documentation:

- ◆ is a packet of evidence stapled to the *Document Cover Sheet-Teacher* in the upper-left-hand corner and submitted to assessor 10 calendar days prior to the scheduled summative performance evaluation meeting.
- ◆ should be available as reference at the summative performance evaluation meeting.
- ◆ is one component of a multi-source evaluation and complements the observation components of IPEGS.
- ◆ is limited to the required documentation listed on the cover sheet.
- ◆ is a work in progress; it is to be continually developed throughout the evaluation period.
- ◆ should be user-friendly (neat, organized).
- ◆ is returned to the professional after reviewed by your assessor.
- ◆ belongs to the employee (even if the employee changes schools or leaves the school district).

For how long is documentation kept?

For the current evaluation year.

What items are required to be submitted for the summative performance evaluation meeting?

The cover sheet and items listed in the table below.

Performance Standard	Required Item at the Summative Evaluation Meeting
1. Knowledge of Learners	No item is required as knowledge of learners is observed during the classroom observation.
2. Instructional Planning	None, lesson plans are available before, during and after the formal observation.
3. Instructional Delivery and Engagement	None, as instructional materials are observed during a formal observation.
4. Assessment	None, see appropriate evidence of assessment data (e.g., state and local assessments, student work folder, electronic data, IEP).
5. Learner Progress	<ul style="list-style-type: none"> ◆ <i>Goal Setting for Learner/Program Progress Update</i> ◆ A summary of the goal progress is written on the cover sheet. ◆ Accompanying data and other evidence of goal progress may be included in the summary and/or attached to the <i>Documentation Cover Sheet-Teacher</i>.
6. Communication	<i>Communication Log</i> – sample form provided (e.g., teachers may print records or provide their own documentation)
7. Professionalism	<i>Professional Development/Professional Growth Experiences Log</i> – sample form provided (e.g., Center for Professional Learning record of inservice, professional development, workshop certificates, college transcripts, conferences, National Board Certification) from the current evaluation period.
8. Learning Environment	None, as the learning environment is observed during the classroom observation.

DOCUMENTATION COVER SHEET-TEACHER

Teacher's Name _____ Employee Number _____

Assessor's Name _____ School Year _____

Teacher Directions: Place required items in order behind this cover sheet and staple in the upper left hand corner. Submit the packet to your administrator 10 calendar days prior to the summative evaluation meeting.

*Check if
submitted*

Required Item

Goal Setting for Learner/Program Progress

Summarize the End-of-Year Data Results here, for the completion of section VII of the *Goal Setting Form*. Accompanying data and other evidence of goal progress may be included in the summary and/or attached.

Data Attached

Communication Log

Provide evidence of how the professional communicates with stakeholders (*e.g., families, staff, faculty, and students*).

Professional Development/Professional Growth Experiences Log Record

Provide evidence of the successful completion of professional development that result in the accumulation of Master Plan Points during the evaluation year. Additionally, professionals may provide evidence of other professional growth experiences.

DOCUMENTATION COVER SHEET-ASSESSOR

Teacher's Name _____ Employee Number _____

Assessor's Name _____ School Year _____

Assessor Directions: Review the materials stapled to the *Documentation Cover Sheet-Teacher*. Check off that each required item is present and make evaluative notes relating to submitted documentation on the *Documentation Cover Sheet-Assessor*. Print the *Documentation Cover Sheet-Assessor*, sign the cover sheet, and attach it to the top of the professional's packet. Provide a copy to the professional at the summative evaluation meeting.

Check if present

Required Item

Goal Setting for Learner/Program Progress End-of-Year Summary

Data submitted

Professional exempt from goal setting due to: date hired* approved leave

Evaluative Notes

Communication Log

Evaluative Notes

Professional Development/Professional Growth Experiences Log Record

Evaluative Notes

Reviewed by:

Assessor's Signature _____ Date _____

* Professionals hired in second grading period, after the interim reports have been issued are exempt from goal setting for the current year.

Sample Communication Log

Professional's Name _____ School Year _____

Date	Person	Purpose	Mode	Notes
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
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			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	

* Documentation should be maintained by the professional of communication with stakeholders (e.g., families, staff, faculty, students).

Sample Professional Development/Professional Growth Experiences Log

Professional's Name _____ School Year _____

Professional Development Activity or Professional Growth Experience	Date	Location	Evidence of Satisfactory Completion Received*
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade/MPP's <input type="checkbox"/> Certificate <input type="checkbox"/> NA (professional growth) <input type="checkbox"/> Other _____

* Documentation should be maintained by the professional.

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM Page 1 of 4
SUMMATIVE PERFORMANCE EVALUATION-TEACHER

Teacher _____ Employee Number _____

School _____ School Year _____ Current Assignment _____

Area(s) of Certification _____ Date(s) of Observed _____

Contract Status: Annual 1 Annual 2 Annual 3 Annual ____ Professional Continuing Contract

Documentation Reviewed: Required Documentation Goal Setting Observation Other _____

Directions

Assessors use this form at the end of the school year to provide the teacher with an assessment of performance. The actual performance standard appears in bold on the rubric. The teacher should receive a copy of the form. The signed form is submitted to the district office within 10 calendar days of the summative evaluation meeting.

PERFORMANCE STANDARD 1. KNOWLEDGE OF LEARNERS

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard ...</i>	Proficient <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.	The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.	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.
<input type="checkbox"/> Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 2. INSTRUCTIONAL PLANNING

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard ...</i>	Proficient <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.	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.	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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 3. INSTRUCTIONAL DELIVERY AND ENGAGEMENT

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard ...</i>	Proficient <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.	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.	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.
<input type="checkbox"/> <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE STANDARD 4. ASSESSMENT

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
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.	The teacher gathers, analyzes, and uses data (including state assessment data, if applicable) to measure learner progress, guide instruction, and provide timely feedback.	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 5. LEARNER PROGRESS

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The work of the teacher consistently results in a high level of student achievement and/or progress.	The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals.	The work of the teacher results in some student progress, but more progress is often needed to meet state/local standards, district goals, school goals and/or the teacher's goals.	The work of the teacher consistently fails to result in acceptable student progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 6. COMMUNICATION

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
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.	The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 7. PROFESSIONALISM

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
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.	The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	The teacher often fails to 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

PERFORMANCE STANDARD 8. LEARNING ENVIRONMENT

Exemplary <i>The professional's work is exceptional, in addition to meeting the standard ...</i>	Proficient <i>The description is the actual performance standard.</i>	Developing/Needs Improvement	Unsatisfactory
The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.	The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>			

Signatures of Record

 Assessor's Signature /Date

Signature denotes assessor conducting the summative evaluation meeting.

 Professional's Signature/Date

Signature denotes the meeting occurred.

Recommendation by the Site Administrator

Recommended
 for continued employment

Not recommended
 for continued employment

 Principal/Site Administrator's Signature/Date

Signature denotes final determination of the ratings and recommendation for continued employment.

The professional will receive a copy of the form prior to when the form is submitted to the District.

Pursuant to Florida Statute 1012.31 (3) (a) 2: An employee evaluation "shall be confidential ... until the end of the school year immediately following the school year in which the evaluation was made."

DRAFT 5-22-07

**INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM
IPEGS**

IMPROVEMENT PLAN (IP)

Professional _____

Employee Number _____

*Signature _____

Date _____

Grade Observed _____

Subject Observed _____

Work Location Name _____

Contract Status AC _____ PSC _____ CC _____

Date of Observation _____

Observation 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Deficient Performance Standard(s):

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

Site Administrator _____

Title _____

Signature _____

Date _____

This section may be completed during the post observation meeting subsequent to the issuance of the above IP.

<p>IP Review:</p> <p><input type="checkbox"/> Activities completed by due date</p> <p><input type="checkbox"/> Activities not completed by the due date</p> <p><input type="checkbox"/> Other _____</p> <p>IP Review Date _____</p>	<p>It is recommended that:</p> <p><input type="checkbox"/> The professional is no longer on an <i>IP</i>. The performance deficiencies have been satisfactorily corrected.</p> <p><input type="checkbox"/> The professional is issued a new IP. The performance deficiencies were not corrected.</p> <p><input type="checkbox"/> The professional is recommended for non renewal/dismissal. The performance deficiencies were not corrected.</p> <p>Site Administrator Signature _____</p>
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***Professional's signature merely signifies receipt and does not necessarily indicate agreement with its contents.**

INSTRUCTIONAL PERFORMANCE EVALUATION and GROWTH SYSTEM (IPEGS) IMPROVEMENT PLAN (IP)

Professional _____

Employee # _____

Date _____

Provide the performance standard that is the focus of the IP _____

Deficiency Observed:

Resource(s):

[Under revision]

Activity

[Under revision]

Date Due