



IPPAS Evaluation Procedures 2023 - 2024

HUMAN RESOURCES | BREVARD PUBLIC SCHOOLS

Goal of IPPAS Evaluation

All teachers will increase their expertise and skill level from year to year resulting in continuous improvement in student achievement.

Did you know . . . ?

- ✓ Teacher and administrator evaluations are governed by Florida Statute 1012.34 and State Board Rule 6A 5.065.
- ✓ The Florida Department of Education and the Brevard School Board must approve educator evaluation systems annually to ensure alignment with Florida Educator Accomplished Practices (FEAPs).
- ✓ The IPPAS Project Team, comprised of teachers, Union leaders, district and school-based administrators, annually reviews and recommends revisions to the system.

Did you know . . . ?

- ✓ State Statute requires a full and complete evaluation to qualify for any Pay for Performance.
- ✓ Any teacher who works 99 days or more qualifies for a full and complete evaluation.
- ✓ In the case a teacher needs to take an extended leave of absence, he/she should work with their administration to ensure their evaluations are finalized.

All 3 Frameworks Share a Common Goal:

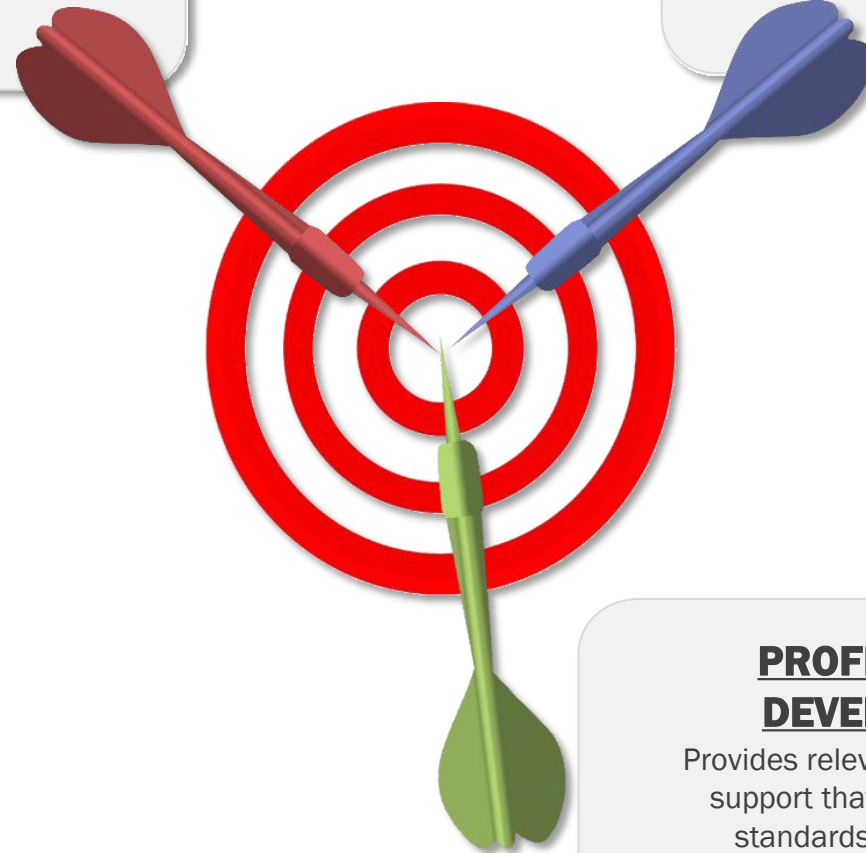
Improved Instructional
Practice and Increased
Learning.

FLORIDA STANDARDS

Provide clarity for academic standards and define rigor for student mastery.

TEACHER EVALUATIONS

Provide teachers with clear expectations, feedback and support.



PROFESSIONAL DEVELOPMENT

Provides relevant, job embedded support that is aligned to the standards in content and pedagogy.

BPS Instructional Performance Appraisal System Dimensions

Instructional Design & Lesson Planning



Learning Environment



Instructional Delivery & Facilitation



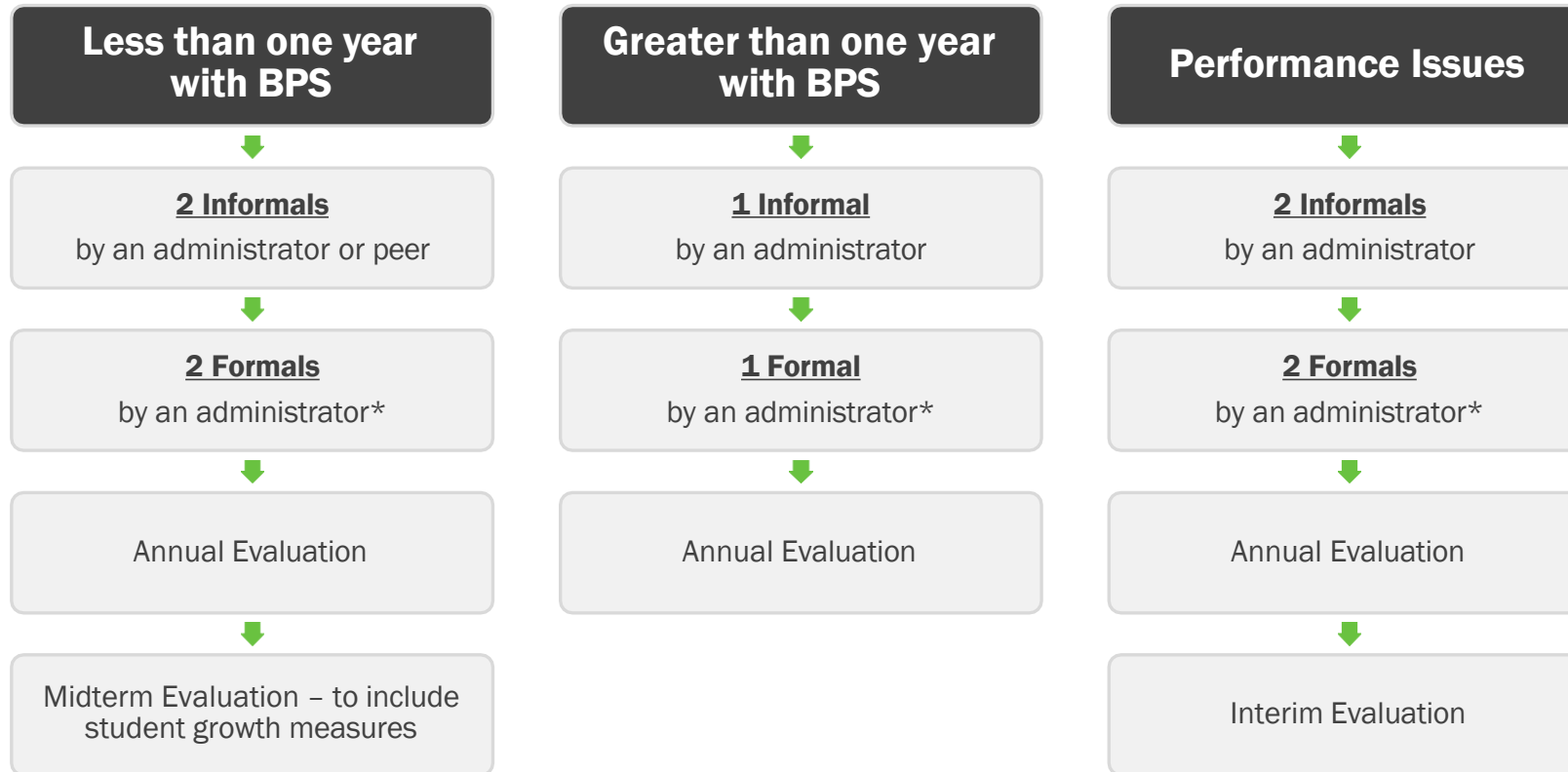
Assessment



Professional Responsibilities and Ethical Conduct

Please see ProGOE for the details of each of these dimensions within the IPPAS Rubric.

IPPAS Requirements



* At least one formal observation needs to occur during the 1st semester.

Formal and Informal Evaluations

- ✓ Both are formative in nature, providing evidence for midterm, interim, and annual evaluations.
- ✓ Observers score only what they see and hear.
- ✓ Per contract, observers may add or change data in the observation based on evidence collected from pre- and post-conferences with the teacher, review of student work samples and/or lesson plans, teacher attendance at parent conferences, professional development activities, etc.



Observation \neq Evaluation

Formal and Informal Observations

	Observations	Evaluations
Titles in Progoe	Informal Observations Formal Observations	Midterm Evaluations Interim Evaluations Annual Evaluations
Feedback Required	Only the elements/dimensions observed during the observation will be scored.	All elements and dimensions must be scored.

Key Learning

- ✓ Observations represent a snapshot – a moment in time.
- ✓ The annual evaluation is the movie – the whole picture of a year’s worth of professional growth and accomplishment.
- ✓ The evaluation process is meant to be a **collaborative** process.
- ✓ Teachers who feel as though their administrator has not observed a specific element or seeking improvement within an element within the rubric can invite the administrator to observe a lesson.
- ✓ Teachers are encouraged to be an active part of the evaluation process.

Annual Evaluations

- ✓ The annual evaluation of professional practices will be worth a total of 63 points, 13 points each for dimensions 1, 2, and 3 and 12 points each for dimensions 4 and 5.
- ✓ When the score within an element is agreed upon by the teacher and the administrator, no evidence needs to be provided within that element.
- ✓ Administrators will review all evidence related to high quality teaching in assigning the final ratings (formal and informal observations, student work samples, parent communication, lesson plan, FOCUS, etc.)

Collaborative Teams

- ✓ Collaborative teams of teachers (CMA) will continue to meet regularly to plan together, examine student work, and share effective strategies and feedback to improve teaching and learning.
- ✓ CMA teams will also share efforts to support and mentor struggling students.
- ✓ No student achievement scores will be tied to CMA teams.

Collaborative Teams

- ✓ CMA Teams will be established in collaboration with the supervising administrator at the beginning of the school year or within one week of their date of hire.
- ✓ Teams may be comprised of teachers choosing to work together from inside or outside the school.
- ✓ Teachers who choose to work with teachers from outside the school will have to make arrangements with their administrator for scheduled collaborative time that does not take away from other instructional responsibilities.
- ✓ Collaboration may be face-to-face, or via an electronic medium, or a combination, but should be regular and ongoing.

Collaborative Teams

- ✓ Each teacher will create a personal goal identifying teacher actions that would contribute to addressing school based goals and includes collaboration with peers
- ✓ Teachers will not need to enter members of their CMA teams into ProGOE or need to complete a self score or score other members of the CMA team as has been required in the past.
- ✓ Teachers will receive 4 points for developing a goal aligned to school based goals and demonstrate collaboration with their peers.

Collaborative Teams

- ✓ Within the first quarter of the school year, the teacher meets with his/her evaluator to articulate a strategy for growth based on performance outcomes, including plans to work with peers on student achievement. (CMA Goal due by October 31)
- ✓ The following rubric will be utilized by the administrator to score the teacher's goal:

4 points	0 points
Teacher goal addresses teacher actions that would contribute to addressing school-based goals and includes collaboration with peers	Teacher goal does not align with current needs of students and does not incorporate collaboration with peers

Collaborative Teams

- ✓ Implementation of teacher goal will be captured within Dimension 5, Element 1 of the current IPPAS evaluation: 1) Complies fully with and consistently with professional responsibilities, school rules, policies and procedures regarding punctuality and attendance. 2) Consistently maintains and reports current information on students, lesson plans, and other required data.
- ✓ Evaluator and teacher will discuss their progress and actions towards the teacher's goal throughout the year both as an individual and with collaboration with their CMA team.

Summative Part One

- ✓ Annual Evaluation of Professional Practices (63 points)
- ✓ Collaboration and Mutual Accountability (4 points)
- ✓ **Total possible: 67 points**
(2/3 of the final evaluation rating)

Highly Effective
(55.5 – 67)

Effective
(39.5 – 55.4)

**Summative
Part 1**

Needs Improvement
(18.5 – 39.4)

Unsatisfactory
(0 – 18.4)

Student Achievement

- ✓ Scores will be determined by the achievement results of the teacher's students on state or district standardized measures.
- ✓ Teachers of students who do not take the FSA (Florida Standards Assessment) will use the alternative measures identified in the updated IPPAS handbook.
- ✓ VAM scores/Student Achievement Results will be assigned a categorical value, based on Highly Effective, Effective, Needs Improvement, Unsatisfactory.

Summative Part Two

- ✓ Categorical values for student achievement will be assigned a scaled number worth a total of 33 possible points (1/3 of the final evaluation).
- ✓ Student achievement results will be added to Summative Part One results for a final Summative Part Two rating of HE, E, NI, or U.
- ✓ Summative Part Two Scores are used to determine performance pay for the preceding year.

Highly Effective
(85.5 – 100)

Effective
(68.5 – 85.4)

**Summative
Part 2**

Needs Improvement
(45.5 – 68.4)

Unsatisfactory
(0 – 45.4)

BPS Mission Statement

To serve **every** student with excellence as the standard.



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