



**INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM  
SUMMATIVE PERFORMANCE EVALUATION-STUDENT SERVICES PROFESSIONAL**

Professional \_\_\_\_\_ Employee Number \_\_\_\_\_

School/Worksite \_\_\_\_\_ School Year \_\_\_\_\_ Current Assignment \_\_\_\_\_

Area(s) of Certification \_\_\_\_\_ Date(s) of Observation \_\_\_\_\_

Contract Status:  Annual 1  Annual 2  Annual 3  Annual \_\_\_\_\_  Professional Service  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 professional with an assessment of performance. The actual performance standard appears in bold on the rubric. The professional should receive a copy of the form. A comment must be provided for any rating below proficient. The signed form is submitted to the district office within 10 calendar days of the summative evaluation meeting.

**PERFORMANCE STANDARD 1: LEARNER PROGRESS**

<b>Exemplary</b> <i>The professional's work is exceptional, in addition to meeting the standard.</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The work of the student services professional consistently results in a high level of learner or program progress.	<b>The work of the student services professional results in acceptable and measurable progress based on established standards, district goals, school goals, and/or the professional's goals.</b>	The work of the student services professional results in learner or program progress but often does not meet the established standard and/or is not achieved with all populations of learners.	The work of the student services professional consistently fails to result in acceptable learner or program progress based on established standards, district goals, school goals, and/or the professional's goals.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS**

<b>Exemplary</b> <i>The professional's work is exceptional, in addition to meeting the standard.</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The student services professional often addresses the needs of the target learning community in a highly effective manner.	<b>The student services 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.</b>	The student services professional attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The student services professional 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.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT**

<b>Exemplary</b> <i>The professional's work is exceptional, in addition to meeting the standard.</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The student services professional consistently monitors, evaluates, modifies, and/or designs program/services that impact learners.	<b>The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.</b>	The student services professional is often ineffective in planning, organizing, and managing services to meet the diverse needs of all learners.	The student services professional consistently fails to plan, organize, or manage services to meet the diverse needs of all learners.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PERFORMANCE STANDARD 4: PROGRAM DELIVERY**

<b>Exemplary</b> <i>The professional's work is exceptional, in addition to meeting the standard.</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The student services professional consistently demonstrates a high level of performance and utilizes best practices in the delivery of services.	<b>The student services professional uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.</b>	The student services professional often implements services ineffectively to learners and the targeted learning community consistent with established standards and guidelines.	The student services professional consistently fails to implement or improperly implements services to the targeted learning community in a manner that is aligned with established standards and guidelines.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PERFORMANCE STANDARD 5: ASSESSMENT**

<b>Exemplary</b> <i>The professional's work is exceptional, in addition to meeting the standard.</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The student services professional consistently demonstrates expertise in monitoring current data to benefit learner/program outcomes and/or supports colleagues in understanding and using data.	<b>The student services professional gathers, analyzes, and uses data (including FCAT state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.</b>	The student services professional is often ineffective in using data to measure and guide learner progress and to provide timely feedback.	The student services professional consistently fails to use data to measure and guide progress and to provide timely feedback.
Comments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PERFORMANCE STANDARD 6: COMMUNICATION**

<b>Exemplary</b> <i>The professional's work is exceptional, in addition to meeting the standard.</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The student services professional often designs or implements model communication programs, services, or techniques that result in improved collaboration with others to enhance learning.	<b>The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.</b>	The student services professional often communicates ineffectively with students, staff, and/or other members of the learning community.	The student services professional consistently fails to communicate effectively with students, staff, and/or other members of the learning community.
Comments <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

**PERFORMANCE STANDARD 7: PROFESSIONALISM**

<b>Exemplary</b> <i>The professional's work is exceptional, in addition to meeting the standard.</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing/Needs Improvement</b>	<b>Unsatisfactory</b>
The student services professional consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and assumes a leadership role within the learning community.	<b>The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</b>	The student services professional often does not display professional judgment or only occasionally participates in professional growth.	The student services professional fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.
Comments <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

**Signatures of Record**

\_\_\_\_\_  
 Assessor's Signature/Date

*This signature may not be applicable.*

\_\_\_\_\_  
 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.”**