

**INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
OBSERVATION OF STANDARDS FORM-INSTRUCTIONAL SUPPORT PROFESSIONAL (FM 7313)**

Professional: _____ **Employee No.** _____ **Worksite:** _____

Contract Status: Probationary Annual Professional Service Continuing Other _____

Observation: 1 2 3 4 5 _____

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

Assessors use this form to document the required annual formal observation of the teacher. Evidence must include descriptive language, which may be positive and/or negative examples. (Refer to the IPEGS Procedural Handbook for further explanation.)

<p>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.</p> <p>FEAPs: 1, 2, 3, 4, 5, 6</p>	<p>Supporting Evidence (Comment Required)</p>
<p>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.</p> <p>FEAPs: 1, 3, 5, 6</p>	<p>Supporting Evidence (Comment Required)</p>
<p>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.</p> <p>FEAPs: 1, 2, 3, 5</p>	<p>Supporting Evidence (Comment Required)</p>
<p>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.</p> <p>FEAPs: 1, 3, 4</p>	<p>Supporting Evidence <input type="checkbox"/> Not an observable standard – No comment required unless warranted.</p>
<p>PERFORMANCE STANDARD 6: COMMUNICATION The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.</p> <p>FEAPs: 1, 2, 3, 4, 5</p>	<p>Supporting Evidence <input type="checkbox"/> Not an observable standard – No comment required unless warranted.</p>
<p>PERFORMANCE STANDARD 7: PROFESSIONALISM The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</p> <p>FEAPs: 1, 2, 3, 4, 5, 6</p>	<p>Supporting Evidence <input type="checkbox"/> Not an observable standard – No comment required unless warranted.</p>

Comments/Specific Suggestions/Discussion

If performance is unsatisfactory complete this section by marking the appropriate boxes.

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

Assessor Action: Support Dialogue

Improvement Plan

Support Dialogue Successful

Support Dialogue (SD) Extension [One (1) extension up to ten (10) work days]

SD Extension: Start Date: _____ End Date: _____

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 _____

Professional's Signature _____ Date _____

***IPEGS Performance Standards (PS) Indicators-Instructional Support Professional**

(This information is provided for guidance purposes **ONLY)*

<p>PS2: Knowledge of Learners</p> <ul style="list-style-type: none"> • Uses district, school, family, and community resources to help meet learner and/or program needs • Demonstrates an understanding of developmental stages of learners • Accommodates various learning styles and cultural, ethnic, and linguistic backgrounds to assist in the implementation of intervention plans • Demonstrates the understanding of the principles of adult learning • Uses knowledge of learners to select and acquire appropriate resources to reflect the needs of the learning community 	<p>PS3: Program Management</p> <ul style="list-style-type: none"> • Demonstrates an understanding of and follows applicable local, state, and federal regulations, policies, guidelines, and procedures • Demonstrates current knowledge of the field/subject matter • Demonstrates effective scheduling and time management skills • Organizes and maintains appropriate service log and/or program plan • Identifies learner performance, student program needs and manages available resources (including state reading requirements, as applicable) • Orients, trains, and supervises library/media center personnel and/or students
<p>PS4: Program Delivery</p> <ul style="list-style-type: none"> • Selects, develops, organizes, implements, or supports curriculum for specific learner and/or program needs • Uses technology to deliver services/programs • Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable • Consults with stakeholders to design, implement, or support services for specific learner or program needs • Provides a safe and positive learning environment • Seeks, selects, and uses resources that are compatible with learner/program needs and ensures equitable access for all learners • Develops, organizes, and implements effective reading promotional and literature appreciation activities to promote lifelong learning • Remains current in subject/content/field/technology and professional practices 	<p>PS5: Assessment</p> <ul style="list-style-type: none"> • Uses data to assess learner and/or program needs and outcomes • Uses data to monitor learner and/or program progress • Provides accurate feedback for learners, staff, and other stakeholders • Uses data to determine learner needs and support instructional programs • Periodically assesses, formally and informally, and evaluates collection of materials and resources to ensure that the needs of learners and staff are being met
<p>PS6: Communication</p> <ul style="list-style-type: none"> • Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS • Communicates with colleagues from other fields/content areas in the integration of instruction and/or services • Communicates with stakeholders to support the needs of the learning community • Collaborates with stakeholders when appropriate; such as with students, colleagues, administrators, other school personnel, community members, and families • Uses technology to support and enhance communication, as appropriate • Responds promptly to stakeholders 	<p>PS7: Professionalism</p> <ul style="list-style-type: none"> • Follows all applicable legal and procedural requirements (Family Educational Rights and Privacy Act (FERPA), Code of Ethics, State Statutes, and Board Policies, etc.) • Delivers services consistent with national and state association ethical principles and professional standards of practice • Demonstrates professional growth through participation in a meaningful and continuous process of professional development • Maintains confidentiality in the delivery of services in accordance with professional standards and legal procedures • Follows federal, state, and local laws, rules, regulations, guidelines, and policies • Establishes and maintains professional relationships with administrators, school staff, parents, community members, business and civic organizations • Mentors, trains, or supports other staff • Maintains accurate records