

Miami-Dade County Public Schools

INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM
OBSERVATION OF STANDARDS FORM-STUDENT SERVICES PROFESSIONAL (FM 7314)

Professional: _____ Employee No. _____ Worksite: _____
 Contract Status: Probationary Annual Professional Service Continuing
 Observation: 1 2 3 4 5 _____
 Grade/Subject Area/Program 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 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. FEAPs: 1, 2, 3, 5, 6</p>	<p>Supporting Evidence (Comment Required)</p>
<p>PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners. FEAPs: 1, 4, 5, 6</p>	<p>Supporting Evidence (Comment Required)</p>
<p>PERFORMANCE STANDARD 4: PROGRAM DELIVERY 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. FEAPs: 4</p>	<p>Supporting Evidence (Comment Required)</p>
<p>PERFORMANCE STANDARD 5: ASSESSMENT The student services 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. 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 student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners. FEAPs: 1, 2, 3, 4, 5, 6</p>	<p>Supporting Evidence <input type="checkbox"/> Not an observable standard – No comment required unless warranted.</p>
<p>PERFORMANCE STANDARD 7: PROFESSIONALISM The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth. 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 standards(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.

Professional's Signature _____ Date _____

Assessor's Signature _____ Date _____

Student Services OSF Form

*IPEGS Performance Standards (PS) Indicators-Student Services Professional

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

<p>PS2: Knowledge of Learners</p> <ul style="list-style-type: none">• Uses appropriate school, family, and community resources to help meet all students' learning needs• Demonstrates an understanding of varying developmental stages of learners• Identifies various students' learning styles and cultural and linguistic backgrounds to assist in the implementation of intervention plans• Uses a variety of strategies or approaches to meet the unique cultural needs of learners• Promotes and models respect for individual and cultural differences• Uses cumulative records, computerized data, and interviews with teachers, parents, and stakeholders in the learning community to determine learner needs• Presents concepts at different levels of complexity for learners and families of varying backgrounds and developmental stages	<p>PS3: Program Management</p> <ul style="list-style-type: none">• Follows local, state, and federal regulations, policies, guidelines, and procedures in providing services• Demonstrates current knowledge of the field/subject/content matter• Organizes and maintains service log and/or program plan, accurate and up-to-date learner records, including screening, referrals, and data collection as required• Effectively plans and manages referrals, scheduling, and caseload• Facilitates appropriate implementation of student services program• Identifies and manages available resources to address learner needs• Designs interventions to address specific learner needs• Provides and follows schedules for assigned schools and informs appropriate staff of schedule updates
<p>PS4: Program Delivery</p> <ul style="list-style-type: none">• Remains current in subject/content/field/technology and professional practices• Provides services in a safe and positive setting• Presents information and services using varied strategies to meet learner needs and diversity• Uses technology as appropriate to deliver services and programs• Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable• Consults on a continual basis with administration, parents, community agencies, school and support personnel to resolve issues and/or inform on progress related to the provision of programs/services to individual learners	<p>PS5: Assessment</p> <ul style="list-style-type: none">• Provides accurate feedback to learners, families, and staff on assessment results including state and local assessments• Uses state and local assessment data to modify strategies/interventions/services/programs• Demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments and records• Periodically assesses formally and/or 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">• Follows all legal and procedural requirements: Code of Ethics, State Statutes, and Board Policies• Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS• Actively assumes an advocacy role for learners and families• Communicates with colleagues from other fields/content areas in the integration of services and/or instruction• Communicates with staff, families, and community resources to support the success of a diverse learner population• Uses technology to support and enhance communication, as appropriate• Responds promptly to learner, family, and staff concerns• Initiates and maintains communication with parents and members of the learning community regarding learner needs and progress• Collaborates with stakeholders when appropriate; such as with students, colleagues, administrators, other school personnel, community members, and families	<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 associations' ethical principles and professional standards of practice• Demonstrates professional growth through participating in a meaningful and continuous process of professional development• Mentors, trains, and/or coaches colleagues• Maintains confidentiality in the delivery of services in accordance with professional standards and legal procedures• Follows federal, state, and local laws, and school board rules, guidelines, and policies• Establishes and maintains professional relationships with administrators, school staff, parents, community members, business and civic organizations• Maintains accurate records (e.g., attendance records, IEPs, and other mandated forms)